UNITED
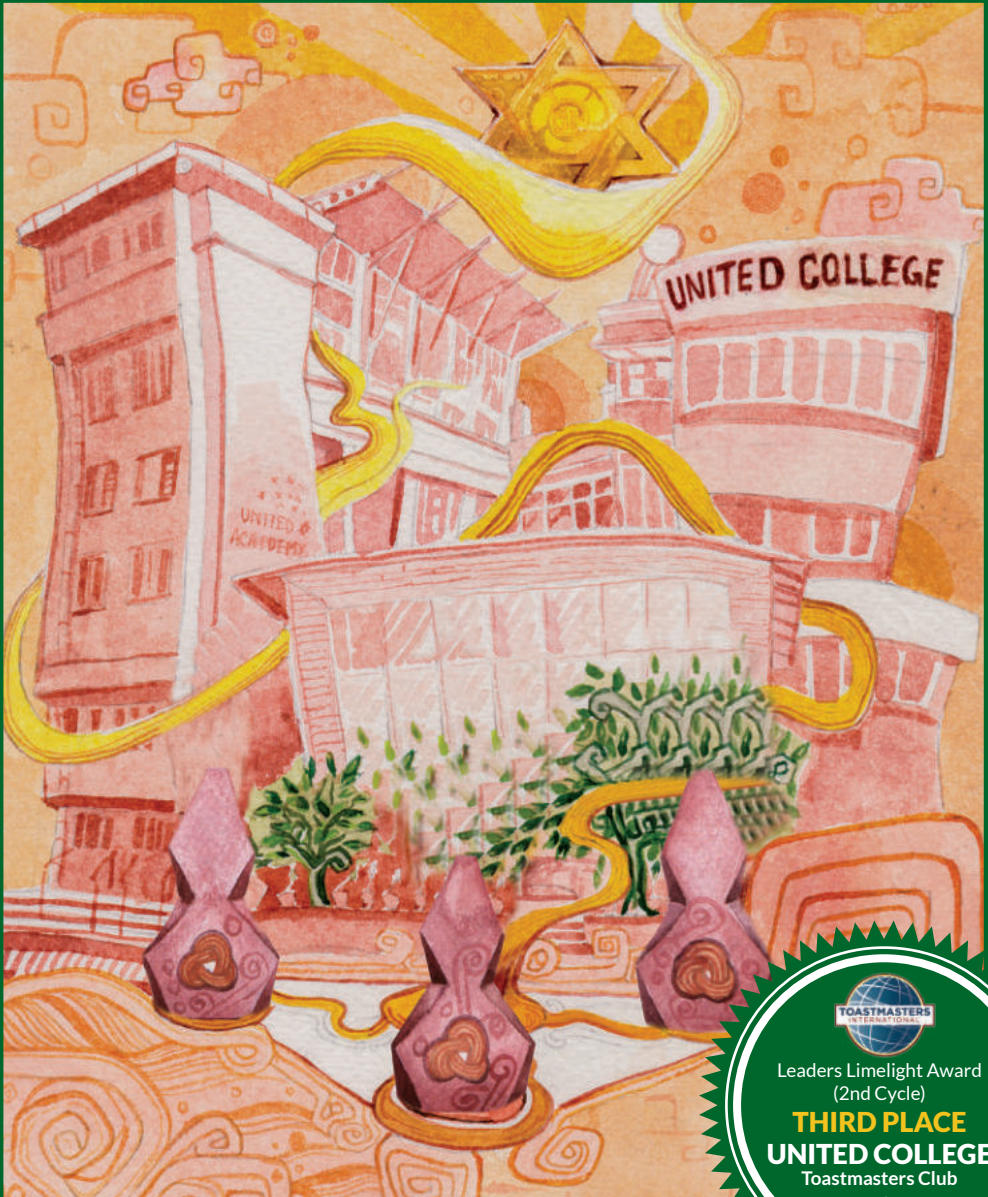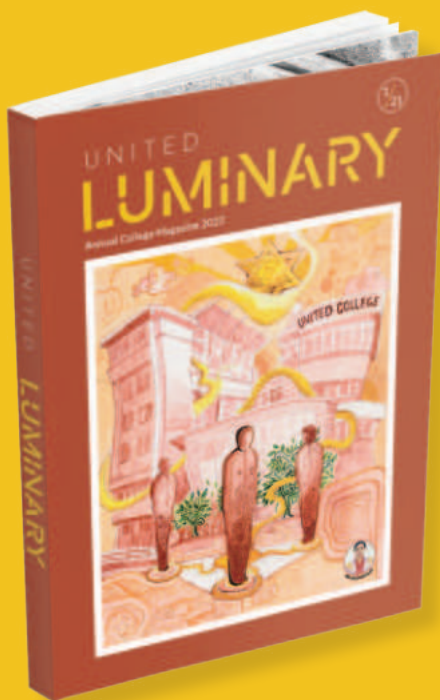# LUMINARY

Annual College Magazine 2024

Leaders Limelight Award
(2nd Cycle)
THIRD PLACE
UNITED COLLEGE
Toastmasters Club
DISTRICT 41 | 2023-2024

United Luminary # 1, 2023
United College's Annual
Magazine

Includes Students' and Faculty's writings related to:

Full length papers or feature articles, essays, case studies, field reports, photographs for pictographic history, paintings including artwork and illustrations, poems, infographics, book reviews, opinion pieces, business plans, technological innovations, marketing strategies, financial analyses, career insights, interviews, jokes, computer related projects, adventure, travelogue, nature nurture series, college events and news etc.

E-mail your writings@
  researchdocuments2023@gmail.com
  binodlingden@united.edu.np
  principal@united.edu.np

Editorial

United College's 2nd Issue of *United Luminary-II (2024)* stands as a vibrant testament to the enduring presence and promises of Nepalese youth. Despite the challenges that compel many youths to seek opportunities abroad, this magazine proves that their hope still flourishes within our nation.

Our young generation is not only voicing their inner selves but also amplifying the voices of the unheard, making their contributions profoundly visible in countless ways through their writings.

Nepal, with its breathtaking mountains, rich cultural mosaic, and long history of independence, has faced numerous challenges. Among the most significant is the massive exodus of youth seeking better prospects elsewhere. Yet, amid this trend, we celebrate the resilient youth who remain, dedicated to building and nurturing their homeland with passion and determination. The pages of *United Luminary*-II (2024) encapsulate their hopes, resilience, and relentless efforts, showcasing their commitment to crafting a brighter future for Nepal and the Nepalese.

Each piece within this creative and literary tapestry—whether articles, poem, or thought-provoking essay—is far more than mere words on paper. These contributions are a testament to the remarkable talent that thrives within our diverse student body. *United Luminary*-II (2024) reflects the aspirations, dreams, and rich experiences of our students, delving into an array of topics that span personal reflections, creative imaginings, social issues, and scientific breakthroughs.

Readers will discover a kaleidoscope of perspectives, ideas, and emotions that define the essence of the college experience. This magazine offers a vibrant mosaic of student life, capturing the multifaceted lives and ambitions of our youths. Each piece is a beacon of hope, illuminating the diverse paths our students tread and the myriad ways they contribute to society.

In addition to creative pieces and events by our students, this Second Issue, mainly Section Four is devoted as Research Article Writing Guidelines with special contribution of our Faculty and Research Coordinator Dr. Binod Lingden for our undergraduate (BBS, BBM & BCA) and graduate (MBS) students. Therefore, from now on, all students should possess this Issue for a framework consultation as their writing guru guidelines.

As we turn the pages of *United Luminary*-II (2024), let us celebrate and be inspired by the indomitable spirit and creativity of United's youths representing Nepal's youths. Their stories and contributions shine brightly, lighting the way forward for our nation. In their voices and visions, we find the enduring hope and promises of a brighter tomorrow of our country and countrymen.

Editorial Board Members from Publication Club

Kiran Paudel, BCA 6th Semester, President is also a TV presenter and reporter at Annapurna Media Network, covering judicial, political, administrative, and diplomatic affairs, and also writes for *The Annapurna Express*—a National Daily in English published from the capital city Kathmandu, Federal Republic of Nepal.

Asbina Rai, BCA 1st Semester, Vice-President also works as SEO (Search Engine Optimization) specialist at Jasper IT Company, Ekantakuna, Lalitpur. She is highly active and participates in cocurricular and extra-curricular activities like indoor and outdoor sports winning hattrick medals in United College Sports Week-2024.

Supriya Paudel, BBM 3rd Semester, Secretary is a creative writer and loves writing poetry in English engaging herself in tutoring school children.

Khansa Banu, BCA, 4th Semester, Executive Member is a contributor of *United Luminary* -I (2023) and several other magazines.

Aahana KC, BCA 3rd Semester, Treasurer is a creative writer and loves writing poetry in English.

Anuskha Mahat, BBM 4th Semester, Executive Member has a creative zeal for producing masterpieces in writing and is a contributor of *United Luminary*-II (2024).

Animon Rapacha, BBM 7th Semester, Executive Member is Vice-President (Education) of UC Toastmasters Club and has won 25 awards in TM leadership contests including International Speech Contest (First, 2023-2024), Table Topics Contest (First, 2023-2024), Public Speaking (First, United Talent Hunt 2023) and Essay Writing (Second, United Talent Hunt 2023). As a creative writer, she writes Poetry and Essays mostly in English besides her father-tongue Kiranti-Köits or mother-tongue Kiranti-Rodung and her writings have been published in national dailies like *The Kathmandu Post, The Annapurna Express, United Esteem* (2023), *United Luminary* I–II (2023-2024) and other magazines. Apart from writing and public speaking, she prefers bodybuilding and playing futsal and has bagged two Gold Medals for her team at United College Sports Week-2024 and 2023 in Girls' category.

Manish Pandit, BCA 2nd Semester, Executive Member prefers writing in the field of computer technology and is a contributor of *United Luminary*-II (2024).

Diwash Shrestha, BBM, 2nd Semester, Executive Member is keenly contributing through his writing in several magazines.

Gaurav Shakya, BBS, 1st Year, Executive Member is an emerging contributor in several magazines including *United Luminary*.

Contents

SECTION ONE
Institutional Overview 16

SECTION TWO
Feature Articles 24

MBS Fourth Semester's Activity

Message from the
Dean, Humanities and Social Sciences

TRIBHUVAN UNIVERSITY
FACULTY OF HUMANITIES & SOCIAL SCIENCES
Office of the Dean
Kirtipur, Kathmandu

It gives me an immense pleasure to congratulate United College for the publication of *UNITED LUMINARY*-II (2024) as its annual college magazine. I believe that the Faculty Members and the students have worked out rigorously to bring out the magazine in this shape.

Calibrating students with holistic pedagogical approach is a crucial need to compete in global markets. I, strongly believe that United College has been striving to enable its students to get along with their all-round career development.

The magazine contains its sub-topics like Institutional Overview, Feature Articles, Creative Corner, Research Writing Guidelines, Students Clubs, Student Spotlights, News and Events, Interviews with Experts and Pictographic History. It helps fully observe high quality of the institution, Faculty, students and alumni as the indicator of quality assurance of the institution.

Once again, I would like to congratulate the United College family on their continuous efforts and hope that it will add one more brick in Nepal's excellent educational development in the future.

Best wishes,

Prof. Kushum Shakya, PhD
Dean
Faculty of Humanities & Social Sciences
Tribhuvan University

Message from the
Dean, Management

त्रिभुवन विश्वविद्यालय

व्यवस्थापन संकाय

डीनको कार्यालय
कीर्तिपुर, काठमाडौं, नेपाल ।

टेलिफोन : ०१-४३३०८१८, ०१-४३३२७१८, ०१-५९,०७९,२७ (Exam)
फ्याक्स : ९७७-०१-५१९५,४२१
E-mail : fomdean@gmail.com
: exam.mgmt.tu@gmail.com
Website : www.fomecd.edu.np
www.tudoms.org

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त गरी संचालनमा रहेको युनाइटेड कलेज, कुमारीपाटी, ललितपुरले २२ औं वार्षिकोत्सवको अवसरमा *युनाइटेड लुमिनरी २ (२०२४)* प्रकाशन गर्न लागेको खबरले म ज्यादै हर्षित छु । प्रस्तुत म्यागाजिनमा प्राध्यापक एवं विद्यार्थीवर्गको लागि विभिन्न बौद्धिक, ज्ञानवर्द्धक, खोजमूलक र सृजनात्मक रचनाहरूले अध्ययन, अध्यापन र अनुसन्धानमा सहयोग पुऱ्याउने सामग्रीहरू समाविष्ट भएका छन् ।

अतः यस म्यागाजिनमा प्रकाशित लेख तथा रचनाहरूले ज्ञानको क्षेत्रलाई अझ विस्तार गर्दै युनाइटेड कलेज, कुमारीपाटी, ललितपुरले परिलक्षित गरेको उद्देश्य प्राप्तीमा सफलता प्राप्त गर्न सक्नेमा म विश्वस्त छु ।

त्यस कलेजले सुरू गरेको प्रकाशनको निरन्तरता र बौद्धिक खुराक पस्कनमा सफलता मिलोस् भन्ने शुभेच्छा साथै उत्तरोत्तर प्रगतिको मङ्गलमय कामना गर्दछु ।

प्रा.डा. डिल्लीराज शर्मा
डीन

Message from the
Academic Director

Dear Esteemed Readers,

It brings me great pleasure to introduce the second edition of the *UNITED LUMINARY*-II (2024), a testament to the dynamic spirit of United College (UC). This publication reflects the rich history, diverse academic programs, robust infrastructure, and notable achievements of our distinguished alumni.

In this edition, we celebrate our students' remarkable leadership and initiative. They have made impressive strides by launching a new academic journal featuring their research papers, showcasing their commitment to academic excellence. Moreover, our students have taken on leadership roles in establishing and managing various clubs, including the Toastmasters Club and the Nature Nurture Program. These clubs not only build a strong sense of community linkage but also enhance skills in public speaking, teamwork, and organization, equipping our students to become confident leaders. Their proactive efforts embody the spirit of United College and the United Academy Group (UAG), and I am immensely proud of their achievements.

In addition to nurturing future leaders and entrepreneurs, UAG is dedicated to developing Information Technology (IT) scholars. Now in its second year, the United Centre for Entrepreneurship, Innovation, and Incubation (UCEII) continues to support our students on their entrepreneurial paths. Through UCEII, students are launching innovative ventures, demonstrating creativity, and assuming leadership roles that resonate across the nation. Collaborations with prestigious institutions like Idea Studio Nepal and Tech Axis Nepal underscore our commitment to fostering entrepreneurship among students with pioneering business ideas.

The exceptional accomplishments of United Alumni serve as a powerful testament to UAG's enduring values, leaving a lasting and profound impact wherever they go. I extend my deepest gratitude to the dedicated editorial team and our esteemed Faculties, under the guidance of Campus Chief Dr. Lal Rapacha. Their unwavering dedication, hard work, and time investment have not only shaped this second annual magazine but will continue to inspire for years to come.

I sincerely thank our esteemed alumni and current students embarking on this journey. Your passion and dedication breathe life into the inspiration and achievements shared within these pages. Your unwavering commitment drives this remarkable journey, and at UC, we take pride in providing the nurturing environment that fuels your accomplishments and hones your potential.

At UAG, we pledge to continually nurture this platform, a commitment upheld for 22 years, with steadfast dedication to empowering you with knowledge and opportunities. Your success is not only your triumph but also ours. We eagerly look forward to the ongoing impact of your efforts around the world.

Best wishes,
Dr. Kabiraj Bantawa

Message from the
Deputy-Director

It is a great honour to be writing my message to the second Volume/Issue of *United Luminary*-II (2024). In its second Issue, *Luminary* has transformed the research writing all over Bachelor's and Master's graduates - especially among BBS students whose presence in the first edition was meagre.

I have been privileged to work with Dr. Lal Rapacha–who is swiveling in a chair as Campus Chief, successfully submitting a Letter of Intent (LoI) to University Grants Commission taking United College one step towards getting Quality Assurance and Accreditation (QAA). I would furthermore like to thank Mahesh Aryal Chhetri for transitioning into the role of Program Head in such a short period of time, taking United College in a sustainable new direction.

I would like to express "a big thank you" to the editors, contributors, publisher, collaborators and art designer who have made the second edition of *Luminary* possible. We have been fortunate to have accomplished a lot in the past years—successful unveiling of the First *United Luminary*-II (2023), successful collaboration with Alpine Knowledge Management (AKM) Private Limited, the MoU between United College and F1Soft International Pvt. Ltd., Matra Education and TechAxis.

This Issue which features numerous research articles, quietly celebrates the impending launch of the first-ever *United Journal of Interdisciplinary Studies* (UJIS), a peer-reviewed publication in the twenty-two year's history of United College. Additionally, this Issue's Section 4 is devoted to the MBS, BBS, BBM, and BCA Research Writing Guidelines. Collaborative articles from BBS students, such as 'The Rise of Remote Learning' are presented to our voracious readers.

We can see active progress on various clubs formed– organizing of Nature Nurture monthly program has been a commendable hiking activity jointly organized by Cultural and Bio-Environment Clubs, and the Publication Club is actively working to successfully launch *Luminary* and *UJIS*.

A big congratulations to all the members of Toastmasters International for being recognized nationally and internationally with Leaders Limelight Award District 41 2023-2024. Ms. Rukshana Maharjan's 3.92 GPA along with 100% successful board result of BBM 7th Semester recently, has proved that Unitedians in scholastic area are excellently ever green. Congrats!

This year, we finished upgrading the infrastructure of United College, added classrooms, teachers' rooms, and moving the library with advanced research facilities our students into the main college building. The previous one-storey classroom buildings were also upgraded.

Once again, thank you to everyone who helped make the second Issue of the *United Luminary* bigger and better.

Dipa Chamling
Deputy-Director
United Academy Group (UAG)

Message from the
Campus Chief

Like last year, I congratulate to those hardworking team members of *United Luminary*, who have contributed feature and creative articles for making this Issue # 2 possible. In United College's 22 years of academic history, *UL* is the first college magazine initiated by students themselves.

Most of them are undergraduate students of management, information technology (IT), and humanities. This Issue # 2, 2024 is self-evident that students have so many stories of life reflecting our civilization to narrate through their writings.

Existentialist author Albert Camus once wrote, "The purpose of a writer is to keep civilization from destroying itself." In this context, all contributors in this Issue have shown the possibility of keeping our civilization safe from self-destruction. They have written with purpose for a cause. Keep up writing ever, since writing is also a sort of therapy for individual life.

Luminary as a platform of writing to express one's inner 'self/voice' is focused to explore and unfold our students' writing ability and ignite interests in writing. Since our students have to produce plethora of project works, seminar papers, reports, presentations, theses, term papers, and research papers during their academic semesters, frequent writing activities result in feature articles and even creative writings. For this purpose, this Issue in its Section 4 includes 'Research Article Writing Guidelines' with special contribution of our Faculty and Research Coordinator Dr. Binod Lingden for our undergraduate (BBS, BBM & BCA) and graduate (MBS) students. Therefore, from now on, all students should possess this Issue for a framework consultation as their writing *guru* guidelines.

Besides, *Luminary* is a platform to showcase of our related co-scholastic area activities taking place inside the college, in society, and in world academia. Relevant news, major events, and development have been documented in this Issue since such activities are crucial efforts in a student's life. For instance, UC Toastmasters Club has exceptionally progressed by achieving Leaders Limelight Award, District 41 (2023-2024), First Place for International Speech Contest (2023-2024), First Place Table Topics Contest Awards (2023-2024) both by Animon Rapacha and Third Place Table Topics Contest Award (2023-2024) by Yusuf Shrestha of BBM 7th Semester.

United's former graduates like Arbina Shrestha, Binaya Ratna Shakya, Rojina Ranjitkar, and Nirmal Sigdel and so on have become exemplary luminaries for our society. After all, they are luminaries for human society across the globe. Such academic qualities and culture are fostered in our students at United in Unitedian spirit.

As promised in Issue # 1, we continue to bring forth myriads of Unitedian Animon and Yusuf luminaries serving humanity in, around, and outside the country. Now, it's your turn to be such Unitedian luminary. 'Yes', you can be that next luminary hopefully.

Dr. Lal Rapacha, *Post-PhD*
Humboldt Fellow & National Geographic Explorer

SECTION
1

College Highlights

UC strives to equip students with the latest insights into the competitive world by making them more sensitive, sensible, and responsible. UC is not just a college in a literal sense, but rather the College in fact in that it embodies and uses all the necessary infrastructures both physical and academic to their fullest extent in order to enable the students to face all sorts of challenges and problems.

1. Historical Background
2. Programs
3. Sports
4. Academic Excursions
5. United Talent Hunt
6. Student Clubs
7. Facilities
8. United's Graduate Alumni

College Highlights

United 's academic leaders after QAA training session.

Photo Courtesy: Chandika Acharya

Historical Background

United College (UC) was established in 2059 B.S. Asar 18 (2002 July 2) as the higher education wing of the triumphant United Academy Group (UAG), UC is centrally located at Kumaripati, Lalitpur. The College is established to offer courses in Business Studies (Management Science, IT (Information Technology with Computer Applications) and Humanities through a scientific and disciplined approach. UC affiliated with Tribhuvan University runs Bachelor of Business Studies (BBS), Bachelor of Business Management (BBM), Bachelor of Computer Application (BCA), and Master of Business Studies (MBS) in an unrivalled environment.

UC strives to equip students with the latest insights into the competitive world by making them more sensitive, sensible, and responsible. UC is not just a college in a literal sense, but rather the College in fact in that it embodies and uses all the necessary infrastructures both physical and academic to their fullest extent in order to enable the students to face all sorts of challenges and problems.

UC is a part of the UAG which boastfully proclaims itself as a complete institution that caters to education from pre-primary to post-graduate levels and aims to be Deemed University in the near future.

Programs

Designing academic programs that align with market demand is crucial for ensuring that graduates are well-equipped with skills and knowledge that are relevant and sought after by employers. Consequently, UC runs Bachelor's and Master's level programs affiliated to Tribhuvan University.

Level	Program	Faculty	Credit Hours	Years	Semester
Bachelor	BBM	Management	120	4	8
	BBS	Management	120	4	-
	BCA	Humanities & Social Sciences	126	4	8
Master	MBS	Management	60	2	4

Sports

United College organizes an Annual Sports Meet every year that contributes to the holistic development of students by nurturing physical, mental, and social aspects of students' lives, while also fostering a sense of community and price within the College. In this event, students from United Sports Club organize Basketball, Futsal, Indoor Chess, Cricket, Badminton, Table Tennis (TT), Relay race, Tug of war, Volleyball, and many more need-based events. All the participants and winners are awarded certificates and medals in these events.

Animon's team

Academic Excursions

UC offers retreat programs to provide an opportunity for students to unwind, relax, and rejuvenate with a focused and intentional experience outside of their usual academic excellence. Centered around outdoor activities such as hiking, tour, and picnic, these retreats

Sanjeev's team

Uphills of life: Sandhya Humagain

promote physical activity, teamwork, and connection with nature. These help students to recharge, learn, connect, and develop skills that contribute to their success both during their College years and beyond. The content and format of retreat programs can vary widely based on the objectives of retreat and preferences of College.

United Talent Hunt

As guided by the mission of the UC to make our United Students sound in managerial concepts and skills in performing the managerial activities, the UC organizes United Talent Hunt (UTH) program biannually in order to bring together all the students under the umbrella of United Academy Group (School, Academy, College, Cooperative and Organic Aiselu Farm) UAG.

All the present and ex-students of United School, Academy and College are given a space to showcase their hidden talents and skills in various fields. Participants who demonstrate exceptional talent are awarded certificates and medals with cash prize. UTH is a dynamic and impactful event that contributes to the holistic development of students, enhances College culture, and promotes a positive and supportive College environment.

Student Clubs

UC offers student-led clubs for students to explore their interests and develop their soft skills. Being a part of students, the club gives students an opportunity to use the lessons and skills they have learnt in class and apply it in real life situations. Students will gain leadership skills, learn how to communicate and work with diverse groups of people with diverse linguistic and cultural backgrounds. These clubs provide students with avenues to pursue their interests, develop skills, connect with peers, and contribute positively to the College community.

Such student-related clubs are:
1. Student Quality Circle (SQC)
2. Bio-Environment Club
3. Sports Club
4. Cultural Club

Sakela Group

5. Publication Club
6. IT Club
7. Leo Club of Kathmandu Sadbhawana
8. Toastmasters Club
9. Extension-Outreach Club
10. Debate Club

Facilities

The availability and quality of college facilities can significantly impact students' academic performance, engagement, and overall, College experience. As a result, UC continually strives to improve and expand their facilities to meet the evolving needs of students. These facilities are essential in creating a conducive learning environment and enhancing the overall College experience. The college offers:
1. Incubation Center
2. Auditorium
3. Seminar Room
4. Dining Service
5. Library

United's Achievement: 2023-2024

TOASTMASTERS INTERNATIONAL

Leaders Limelight Award
(2nd Cycle)
Third Place
UNITED COLLEGE TOASTMASTERS CLUB

District 41 | 2023-2024

6.   IT Lab
7.   United Coffee Club
8.   United Coffee Club 2

Incubation Center
UC has its well-facilitated Incubation Center, an initiative of UC, established with the primary objective of promoting startups and presenting their ideas for sustainable entrepreneurship development. Similarly, UC helps students develop their ideas in various ways that are customer-centered and market-relevant.

Auditorium
UC has a fully equipped auditorium of 300 seat capacity to conduct various programs and events for the students. It is a hub of knowledge exchange, creativity, and social interaction that contributes significantly to the holistic development of students and the College community as a whole.

Seminar Hall
UC has set up its own new Seminar Hall of 45 seat capacity to conduct various training and

workshops. It serves as a specialized space designed to facilitate small-group discussions, interactive learning, and collaborative activities. It complements larger lecture halls and classrooms by offering a more intimate setting that encourages active participation and student-faculty interaction.

Dining Services
UC has its own lavish canteen that serves as a central gathering spot, providing a convenient and social space for the college community to eat, relax, and interact with each other. It provides a variety of meals and snacks that cater to diverse tastes and dietary preferences. Students, faculties, and staff members can refuel and recharge dietary tastes during busy academic schedules.

Library
UC has a library serve as a repository of knowledge, providing access to a wide range of information resources to support teaching, learning, and scholarly pursuits. Its main purpose is to provide a wide range of academic resources, including textbooks, research materials, reference books, journals, and electronic databases. These resources support students' coursework, research projects, and academic pursuits.

IT Lab
UC's IT lab provides computer and internet facilities to students and staff. Computers in IT

lab is generally equipped with internet access, while scanners and printers may compound the lab setup. IT lab serves as an essential hub for various educational and practical activities that contribute to learning, skill development, and research, and innovation.

United Coffee Club-1

United Main Building, Pavilion Reminiscent of the quick service dining scene of any Megacities, United Coffee Club-1 is a place where you can enjoy cakes, sandwiches, pies, and hot and cold drinks. It is an amazing place to grab freshly

brewed coffee, freshly prepared sandwiches. This is a great place to socialize over a cup of coffee or tea with friends.

United Coffee Club-2

On the right-hand side of United Academy's gate, one can find United Coffee Club-2. This is an extension of United Coffee Club-1, where we will be serving various kinds of momos to nourish, satisfy and inspire our students and visitors. Along with that, you can treat yourself to various kinds of dry snacks, ice-creams, coffees, and smoothies.

United's Graduate Alumni

United College has the community of its former students who have completed their Bachelor and Master level programmes from this college and have moved on to various stages of their careers and lives. This community is called 'United's Graduate Alumni' (UGA). So far, there are 10,000+ alumni dispersed across the world in every professional field. In essence, the main purpose of this alumni is to create a dynamic and supportive network of graduates who contribute to the success of the college while benefiting from ongoing connections, learning opportunities, and shared experiences.

Feature
Articles

In order to cherish productivity as well as creativity of our University College's students, we encourage our Bachelor's and Master's level students to produce feature articles. These articles aim to provide readers with a comprehensive and engaging exploration of a specific topic, issue, or individual.

Articles are characterized by their narrative style, descriptive language, and the use of creative techniques to captivate and hold the reader's attention. These articles delve beyond the surface, shedding light on the information, entertainment, stories, and achievement that shape the lives of students, faculties, and the entire college community. A total of 13 feature articles have been included in this section.

1. Violence through Her Looking Glass
2. From Bazaars to Bytes
3. Silent Struggles
4. The Digital Divide
5. Mental Health Matters
6. Dilemma after +2 in Nepal
7. The Rise of Remote Learning
8. Beyond Grades
9. Fun Tech Trends for College Learning
10. Exploring Interdisciplinary Studies
11. Trend Analysis on Net Profit Study of Commercial Banks in Nepal
12. Mindfulness in Gender Ritualization

Violence Through Her Looking Glass
Exploring dichotomous perspectives on understandings of violence against women

Manakamana Rai[1]

MSc Psychology
LSE, University of London

Introduction

Violence can be the root cause of pain and suffering, shortening life. It stands as one of the basic and persistent problems of public health and a detrimental violation of women's human rights (Shayestefar et al., 2023). Violence against women (VAW) is defined as any form of gender-based violence that can result in physical, sexual or psychological harm and suffering to women; this encompasses threats of coercion or arbitrary deprivation of liberty in both public or private spheres (United Nations, 1993).

Femicide, defined as murder of women justified solely due to gender, is often the extreme result of VAW and in the UK 110 women were killed by men in 2020 (Silva and Schermann, 2021; Femicide Census 2020). This highlights the necessity of addressing gender-based violence to provide the justice and services victims require.

Numerous factors contribute towards VAW including women's socio-economic status, education level and substance abuse. However, the primary factor contributing to VAW were perpetrator related. VAW is a manifestation of sex

strong minds discuss
IDEAS
average minds discuss
EVENTS
weak minds discuss
PEOPLE

~Socrates~

inequality which serves to sustain this unequal balance of power (Kalaca and Dundar, 2010). To obtain a better understanding of the power imbalance underpinning VAW, researchers recommend similar studies to be replicated incorporating the perspectives of men.

Mansour (2021) found although female students had a broader understanding of what constitutes VAW, including verbal and psychological abuse, common understandings of VAW was defined by physical harm. This is supported by Edwards et al., (2024) who found young people's understanding of violence is commonly associated with physical violence incited by men.

Conversely, men, who are usually the agents of violence, have very little research discussing their perceptions, beliefs and opinions about VAW (Magrin and Oliveira, 2023). In reality, research reflects women's experiences of violence are unbeknownst to men (O'Neill, 2022). This male ignorance results in hermeneutical injustice for women, which is the harm that arises when important aspects of the female experience are obscured from collective understanding due to systemic prejudice (Fricker, 2007).

This knowledge gap in literature restricts

Figure 1: Global prevalence of VAW (OECD, 2024)

understandings of VAW and instead perpetuates it, hindering the development of interventions to combat this pervasive issue. This builds the foundations for the rationale for the present study, which aims to explore both men and women's perspectives of VAW by asking the research question,

"How do young people in the UK understand gender-based violence against women?"

Violence against women is preventable (Starkweather, 2007). Current strategies encourage women to practice strenuous safety strategies such as avoiding alleyways, hold keys between fingers for defence, which endorses fearful femininity (Vancouver Police Department, 2020). This poses the danger of framing VAW as a "woman's problem" thereby erecting an erroneous gendered dichotomy in its responsibility and thus inhibiting the creation of impactful interventions.

This is supported by Fulu et al. (2014) who argue interventions which effectively reduces both the perpetration of men and women's experiences of violence is yet to be observed (Starkweather, 2007). In light of this, the current research explored participants' ideas on preventive measures. The present study adopts a qualitative approach which allows for the subtleties and complexities of VAW to be explored from interactions within a focus group.

Methods
Data collection
VAW is a shared experience amongst women, and when discussed together, participants can build on each other's response. This synergy can create a supportive environment for respondents to discuss a challenging topic, which renders a focus group the ideal method of data collection (Stewart and Shamdasani, 1990, p.

16). This methodology is transformative in which it allows for comparison and discussion amongst the group to highlight critical issues, needs and potential solutions; this is fundamental in research aimed at suggesting interventions (Troisi et al., 2022). The focus group adapted Colucci's (2021) framework.

This instructs conduct of a culturally diverse focus group free from bias and disrespect toward other cultures and habit to ensure ethical protection for participants and reader. Eight participants attended the virtual focus group. Participants were in different countries at the time of data collection, to respect conflicting time-zones, a convenient time was negotiated between attendees and the focus group was conducted and recorded through Microsoft Teams.

Snowball sampling was chosen for recruitment, with intentions to facilitate rapport between participants who were previously acquainted and comfortable with talking about VAW to each other. The following inclusion criteria were adopted: age between 18-25, self-declared female, LSE students. The criterion of age is enforced as the research question is bounded to exploring understandings of young people.

Justification for the latter

two inclusion criterion will be explored in the ethics section. The exclusion criterion is having personal relationships with the researcher, to account for bias, and not being able to participate in the focus group. The latter will be expanded in the ethics below.

Ethics and reflexivity
In the present study there are two main ethical considerations, the first consideration is the role of the researcher. It is important to note the participant sample for this research was intended to be all male due to the importance of gaining male perspective on VAW as highlighted previously. The low ethical risk of MY421 required change.

Accordingly, a homogenous focus group of females was adopted to depersonalize the study and the topic guide was revised to explore men's understanding through female perspectives to satisfy the study's rationale. Being an insider in this focus group created the opportunity for a comfortable dynamic where participants could be more open, leading to a greater depth of data acquired (Dwyer and Buckle, 2009).

The second consideration regards the wellbeing of participants as the topic of VAW can invoke various emotions, some of which may be uncomfortable and unpredictable. To minimize

this risk, the participant information sheet (appendix 5) explicitly stated the aims of the study is to explore understandings of VAW, not experiences.

Furthermore, it is explicitly stated participation is not obligatory, hence the exclusion criteria of being unable to participate. Participants were given liberty to pause or stop at any point and their rights to withdraw were reminded before, during and after the completion of study. Written informed consent was obtained from each participant prior to the focus group (Appendix 6).

Cooling questions in the topic guide were designed to indicate the participant's wellbeing upon completion of study to further mitigate risk of harm. In relation to this, the exclusion criteria of being a student of the LSE was enforced so participants indicative of discomfort or psychological distress from the cooling question, or from general observation of verbal and nonverbal language could be referred to the LSE's Student and Wellbeing Counselling Services.

Contact details for Spectrum. Life, a 24/7 mental health support line sponsored by the LSE and operated by clinically trained counsellors or psychotherapists, was provided on the debrief
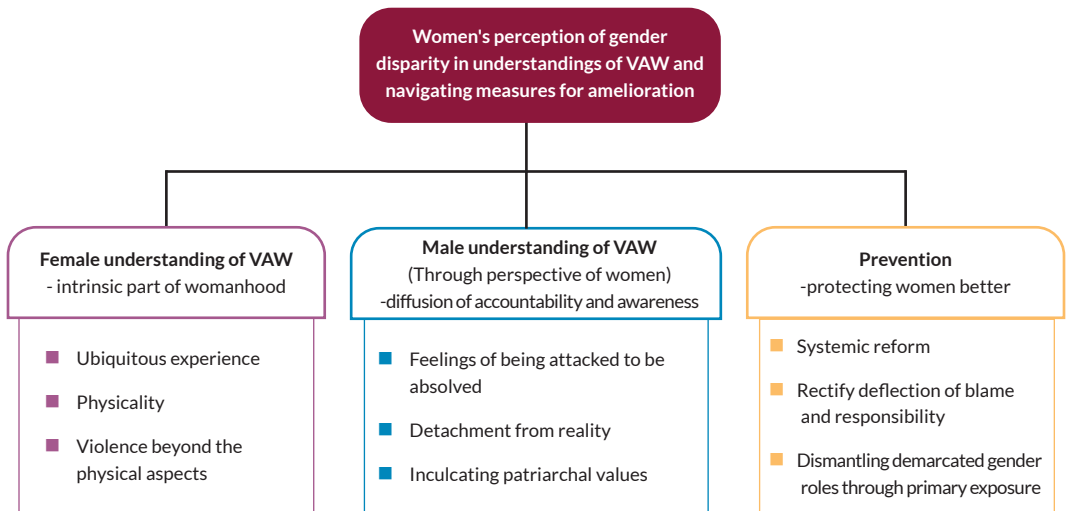
Figure 2: Thematic network

sheet forwarded to all participants upon completion of study (Appendix 7). The unpredictability and sometimes, intensity of ethically important moments that could occur during this study has been deeply considered throughout its construction to protect both the researcher and participants from harm (Guillemin and Gillam 2022).

Furthermore, the researcher's previous experience working in clinical psychology has been considered an advantage in navigating ethically important moments. This is supported by the reaction of participants, Ochre and Turquoise, who expressed their enjoyment of the "insightful experience"

and more importantly, how "comfortable and safe" they felt traversing it.

Data analysis

Thematic analysis using the framework formulated by Attride-Stirling (2001) was utilized to analyze qualitative data. Thematic analysis was chosen for the depth it allows in exploring perspectives, through identifying patterns and their wider meanings and implications beyond the flat descriptive text of a transcript (Braune and Clarke, 2006). Furthermore, thematic analysis acts a translator between quantitative and qualitative analysis (Boyatzis, 1998); it is intended for the current findings to be developed through both

methodological approaches as the debilitating issue of VAW demands for existing gaps in literature to be bridged.

Findings

The thematic network elucidates the key themes and its corresponding codes that have emerged from the focus group. Please refer to the code book (Appendix 4) for remaining examples of themes and codes extracted from the transcript (Appendix 3).

THEME 1

Female understanding of VAW
A key finding which emerged was the unshakeable awareness of being unsafe as a woman, and how this is seen as intrinsic and developed from a young age.

- Blush: "I feel like violence … (is) something that is always in the background in terms of like … a girlhood or a womanhood experience."
- Indigo: "… you're kind of always looking over your shoulder. So, kind of just like expecting, I don't know, something to happen."

Women were identified as a factor perpetuating VAW by some members. This was a point of intrigue as my literature review identified women to be the victims, not partisans of violence. Reasons pertaining to why this idea was not developed will be explored in the limitations.

- Amber: "I know we're talking about men specifically, but I do think that it can come also from women against women because we're living in a patriarchal society."
- Turquoise: "I really liked the point about how you say it can also come from women because I feel like when women experience some sort of violence and talk to their girlfriends, often they say 'okay, maybe it's not that bad.' … they're kind of just undermining their experience which I feel happens all the time."

The most prominent factors of VAW emerged to be "smaller" than men in physicality and, more notably, beyond this.

- Ochre: "So I think violence is part of an inherent knowledge that we have, an understanding that we're physically smaller."
- Mauve: "I think for women as well as it's not just physical violence, but a lot of violence through words and violence through language and just making women feel mentally, emotionally small."

The group frequently emphasized the importance of physical violence overshadowing other forms of violence and the repercussions of this.

- Amber: [on social media posting] "anything could trigger anybody. And that trigger could lead to a lot of other repercussions … Because we've been only told, 'Hey, are you physically it hurt? No, then please go deal with it yourself.'"
- Turquoise: "'Oh, he didn't hit you. It's not that bad because you weren't physically injured". So then in that sense, like there's no legal consequences associated with it."

THEME 2
Male understanding of VAW (through the perspective of females)
It is perceived that men's understanding of VAW is confined to the physical aspect.

Amber: "… their definition of violence might have been a little bit more restricted to like the physicality of it … "

When asked the question "Do you think the way men understand violence is the same way as women do?" it was met with an immediate and stern shaking of heads from every participant. This strong reaction is corroborated by the reasoning men displace accountability by feeling attacked at the accusation of men inciting violence, instead of the fact women are receiving violence from men.

- Mauve: "I think that lots of men … were like, kind of shocked by the statistic … a lot of men feel attacked by hearing all these things. And hearing that possibly what they have done in the past, or what their friends are doing is, like, an act of violence."

And it is further corroborated by the perceived lack of awareness men hold, it is understood men have the ability to detach from the reality of VAW.

Blush:" … men, they can sort of detach themselves from violence… when you talk to men, and they'll be surprised that you have to think about all of these things … I think there's a big difference between those two different experiences."

The group frequently referred to the patriarchal society as an explanation for men's behaviour as perpetrators and for their curtailed understanding of VAW. The

patriarchy is embedded in societal norms (gender roles), concepts (religion), environment (workplace), eventually infesting the system society is built upon.

- Mauve: "2% of women are in executive and higher roles, which is why they get paid less, or that men go into jobs that are better paying, for example, STEM ... But lots of these jobs, like lots of these discriminations, or the fact that people are in different roles is due to the patriarchal society and the way that our system is structured so that women are only in roles that are expected of them."
- Sage: "So I feel like just the way the system was built, it attacks you from every way, not only societally and psychologically"
- Interviewer: "You said men stop perpetuating in an ideal world. What are the challenges of that in the real world do you think? Why is that not feasible for our society now?"

Ochre: "Toxic masculinity ... because it's, it's embedded in our culture and our systems and all of our psychology."

THEME 3
Prevention
Understanding and correcting the recipient of blame and responsibility for VAW emerged.

- Scarlett: "... the party that is targeted for reform is just the females. Even before the act of violence or after the act. Very rarely are the men educated before anything ... the first person you try to prevent a situation is by targeting victims. ... 'girl can be doing this and that if they don't show too much of themselves on social media.' But I'm not seeing people who sit and say, 'boys just calm down'".
- Amber: "... it's because of this repetitive cycle of women generally being blamed for the violence that they have suffered. Like, 'what were you wearing?' is a common one ..."

Systemic issues require systemic solutions which the group have identified can be achieved through reform of the legal system through stronger laws and punishment, exposure and educating children from a young age. It is important to note "ideal world" statements were frequently used when discussing solutions, accordingly, feasibility of interventions will be discussed in the limitations.

- Ochre: "... it's not on women to protect women, it's on men to stop perpetuating violence. But I know, that's an ideal world statement."
- Sage: " India does not criminalize, like marital rape for example... So, I think just changing these really strong systemic laws, or at least, I don't know, sparking a discussion about changing them would de-normalize some of these things ... [on topic of solutions] I think one, that's probably the most systemic and also long term is ... this whole thing of targeting primary school education... as kids, let's say just taught, like equality and things a little bit more as maybe a mandatory introduction to primary school education. I feel like maybe that can help alter the next generations' perspectives."

Discussion
Discussion of findings
As the global theme denotes, there is a perceived gender disparity in the understandings of violence against women in young people in the UK. Young women have a common understanding of violence which encompasses physical, verbal, institutional violence, this conflicts with male understandings of violence which is perceived to be limited to physical. This is consistent with Edwards et al. (2024) and Mansour (2021) who similarly found young men's definition of violence to be constrained to physical and women's to go beyond.

Men were perceived to have an incomplete understanding of VAW characterized by a lack of accountability and awareness to the reality of VAW. This is consistent with findings of O'Neill (2022) who

highlights male ignorance of VAW perpetuates the issue. However, current findings are incomparable to the lack of literature exploring men's understandings of VAW which postulated the foundations for the present study. Instead, the present research joins the advocacy pushing for development in collective understanding through further exploration (Wangamati, 2019).

Causes of violence were consistent with Kalaca and Dundad (2010) pertaining to perpetrator factors, but the present research goes further to highlight systemic factors, such as the patriarchy, in enabling men to continue preserving this cycle of violence. Furthermore, the present study criticizes erroneous prevention strategies that only target women for reform similarly to Starkweather (2007).

Instead, deep-rooted interventions such as reform of legal and educational structures are suggested. This opens crucial research opportunities for system-level interventions to be explored which may consecutively stop men from perpetuating and women from experiencing violence (Fulu et al., 2014.)

Limitations
Firstly, the present study explored perceptions of men's understandings of VAW and not in actuality. Although this could not be avoided due to the ethical limitations imposed by MY421, it largely impacted the construct validity of data gathered as perceptions are biased by individual differences and especially gender (Levy, 1984). The importance of male participants in studies of gender-based violence is greatly encouraged for future research.

Next, the small sample size imposed several limitations. There were multiple instances of exciting codes such as "women perpetuating VAW" as identified in the findings, but not enough evidence available in the transcript to sustain it for analysis. An increased sample size conducted with multiple focus groups would allow the opportunity for further exploration of these codes and add value to existing literature.

Furthermore, combined with the issue of a small sample size, participants were comprised of women completing postgraduate studies at the LSE. They are more likely to be better educated in this research topic and come from a higher socio-economic background. This is not representative of the general population in the UK, hence imposing issues of generalizability.

Finally, there are issues of feasibility of solutions as reflected by the "ideal world" statements, thus applicability to real life. Dismantling systems of oppression and institutional bodies such as the legal system requires a radical shift in a system's policies, practices, procedures (Griffith et al, 2007). This transformation cannot be achieved over night but that does not necessarily mean it should not be strived for. Instead, directions for future research are deeply encouraged to be focused at achieving institutional and radical change.

Appendices
Appendix 1: Focus Group Topic Guide
Note: The topic guide begins broad and then specifies to VAW to gauge any difference in perception that gender may factor. The final question is to develop preventive measures and ensure psychological welfare of participants before exiting.

Opening question:
1. Before we begin, can you briefly introduce yourselves: Your name and perhaps what you're studying at the moment.

Theme 1: Understanding of violence
2. How do you think violence is understood by women?
3. How do you think gender-based violence is understood by women?
4. Do you think this understanding of gender-based violence is the same for men? a. If so/ not why?
Theme 2: Understanding of violence against women

5. When I say, "violence against women", can you give me a few words to describe your thoughts and understandings of this?
6. Who or what groups do you think is most at risk for VAW?
7. What are the attitudes toward women who have been victims of violence?
   a. Do you think men share these same attitudes towards women who have been victims of violence?
   b. If so/ not, to what extent?

Theme 3: Causes of VAW
8. What do you think are the main causes of VAW?
   a. Can you elaborate on why or how … contributes to VAW?

Cooling down:
9. Do you have any suggestions for helping reduce VAW?
10. Who do you think is responsible for protecting women against violence?
    a. How can they do this?
11. Thank you so much for your time. Is there anything else you would like to add?
12. I have now turned off the recording. How are you feeling and how did you find this interview?

Appendix 2: Focus Group Cover Sheet
Appendix 3: Excerpt of Focus Group Transcript

The Focus Group
Date and time: 04/01/2024, 14:00 GMT
Duration: 1 hour and 34 minutes
Place: Virtual, Microsoft Teams
Number present: 8 participants, 1 interviewer/ moderator.
Type of group: homogenous

Focus group participants
Participants were all self - indentified females aged between 18-25. This was for the purpose of conducting the study within the low ethical threshold of of MY421 and due to the research question being bounded to exploring understandings of young people. Ability to participate was required which meant being aware, open and comfortable to the discussions of violence against women. Area of expertise were varied in discipline of study, but all participants were students of the the LSE. This was to ensure participants had access to mental health facilities provided by the university if required.

Method of recruitment
A MY421 seminar consisted of peer reviewing formative feedback, participants were recruited on the basis of interest and availability and added ti a whatsapp group chat to discuss availability. Following from this, participants were recruited through snowball sampling where interested parties invited peers to the group chat and then the focus group.

Interviewer 06: 12
Perfect, thank you so much. So how do you think gender-based violence is understood by women? As soon as I asked the first question, most people did bring gender roles into it so I just want to probe a little further. Are there any thoughts surrounding the similarities or differences between the understanding of violence and gender-based violence?

Amber 06: 56
I mean, I think you can be violent towards somebody, but not directly attack them, because they're of the opposite gender or have a certain gender. So like, violence, because like, I'm violent towards you, because you are a woman is different than I am violent towards you. I feel like it's, it's, it's difficult for women to separate those two things. Because we feel the violence that we feel towards us is always somehow related to our gender. But I'm assuming that I'm only speaking from like, obviously, my personal experience, but I'm assuming that like, men in my family or men that I know, can separate those two better than I can. So yeah, I don't know if that answers the question. But I just I think it's difficult for us to see them as separate now, because so much of what

we go through when we're violated is because we are of the opposite gender. Yeah.

Interviewer 08: 09

That completely answers what I was asking. I just wanted to understand if you think is there a difference between gender-based violence and general violence, in the perspective of a woman? Does anyone have anything else to add to that? ((nods))

Sage 08: 33

I think just one thing I could probably add, I'm not sure if this has already been said. But at least for me, when I think of men this is very much in line with what someone just said, but I think violence against women has been normalized a lot. So, there's, there's that difference between when you talk about let's say, Okay, I'm coming home late. There're so many instances that have happened that now it's just, it's just a norm that, okay, I can't come home late alone, or I can't- it just becomes an intrinsic part of your life, which I feel like is very different from other forms of violence, which I feel like are very explicit.

Interviewer 09: 18

So, do you guys think this understanding of gender-based violence and just the general understanding of violence is the same for men?

Mauve 09: 34

In your question, saying that men understand the things that we are saying, or saying we have different violence towards men.

Interviewer 09: 45

Do you think the way men understand violence is the same way as women do? Just the concept of violence, do you think it's a similar understanding and experience for men. ((shaking heads)) I see a lot of people shaking their heads. ((laughter from everyone)).

Mauve 10: 16

I think that lots of men, like, especially during the "me too" movement, like lots of men were like, kind of shocked by the statistic where they were like, oh," it's not 99% woman" or "95% woman like", and then lots of women have to be like, Oh, "it's not all men, but it's enough men." But I feel like a lot of men feel attacked by hearing all these things. And hearing that possibly what they have done in the past, or what their friends are doing is, like, an act of violence. So, I think that lots of men do actually know what it is, but they're not very willing to, like, accept and try to change, because that will be like that would be admitting that this is what they have done, or that they don't like, like, they don't agree with what the woman was saying.

Amber 11: 07

I feel like in addition to what Mauve said, for example like in the Barbie movie, I feel like a lot of men felt personally attacked by the movie, because it's like, oh, "it's not all men." But I also was going to say that, I think, the way that men have seen violence thus far, at least, maybe now it's changed. Because 21st century, we have the "me too " movement, we're calling out men, for other forms of violence that they don't realize that they're there, that are crimes that they're committing. But it's like they've seen it so far more of like a physical thing. You know, like physical violation, I'm not talking about like, maybe, in the sense that it's sexual, but violent in terms of like, hitting or punching, or it has to be something that's like, utilizing your body in a certain way. And that also kind of matches like what they see as maybe, or what people maybe see as like being masculine, is like being able to overpower somebody through physical strength. So, I think those two things are maybe linked together, their definition of violence might have been a little bit more restricted to like the physicality of it until recent years, when they are being called out more for other forms of violence. Not saying that those other forms of violence cannot eventually lead to physical violence. But there there's somehow like the, the more subliminal, and normalized forms of them.

Interviewer 12: 53

This kind of disparity between what men see as violence and what women do that you all have just pointed out, where

do you think that stems from in your opinion? And this is a question to everyone.

Turquoise 13: 11
I think in a sense, on one hand, it comes from how the current legal system works. For example, when we talk about like domestic violence, a lot of times we're talking about, like, if someone hit you, like, you have some sort of evidence that you were physically injured about it. But then a lot of times we don't talk about verbal violence, there aren't necessarily consequences for that, unless in some places if you have a recording of that you can sue that person for some other form of like other legal consequences. But, most of the time, when we think about it, you're like, "Oh, he didn't hit you. Like, it's not that bad, because you weren't physically injured". So then in that sense, like there's no legal consequences associated with it. So then, I guess, in a sense, it is a bit undermined. And also, on the other hand, there's just like this form of masculinity, a lot of the time that's shown through like physical strength throughout like history. So then, without the physical aspect, we can't really like they don't really see the verbal aspect as important.

Mauve 14: 30
I think the disparity also comes from just traditional gender roles. So, this kind of off topic, but just to contextualize, there's things

called the "glass ceiling" and the "slippery floor" metaphors, which discusses how women aren't- They can't reach for like higher roles and higher roles in management. They're always stuck in this middle place where they're just looking up at the ceiling and they can't actually reach these jobs. And then there's the discussion of how there's unfair gender pay. But lots of men claim that is because women don't get as much paid because they're not in these higher roles. And they're generally, like 2% of women are in executive and higher roles, which is why they get paid less, or that men go into jobs that are better paying, for example, STEM or like, bit more riskier jobs. But lots of these jobs, like lots of these discriminations, or the fact that people are in different roles is due to the patriarchal society and the way that our system is structured so that women are only in roles that are expected of them. For example, like staying at home and doing like a small part time job, which doesn't take up too much time, so that they can still be looking after the kids as well as bringing a little bit more income. So, I do think that a lot of this disparity is due to like, the roles are, like, entrusted into each gender.

Interviewer 16: 06
Thank you, did anyone else want to add anything?

Indigo 16: 12
I think it's emphasized by like how men don't hold, like other men, like their friends accountable as well. So, it's kind of just like the cycle kind of continues. Yeah.

Sage 16: 27
I wonder if, like exposure also plays a role just in terms of, for example, at least in my country, the military, for example. That's an occupation that mostly men go into. And so I think, I'm wondering, that obviously plays a role, right, because from a very young age, when you're a teenager, when you get enlisted, it's very normalized for you like violence as a concept is just normalized for you. And the means that they use to sort of discipline so to speak. So that probably then perpetuates into other forms as well.

Ochre 17:07
You could also wonder if men understand violence the same way that women do? And I think, I don't know, I don't know that they could psychologically have a perfect understanding of what it's like to be marginalized in the physical way that women are. And like, we can't just like travel to a new place and have it gone away. We can travel to other places and have it got a little better or worse. A lot worse. But I don't know. I just, it's interesting to think about, like, their capacity to understand is probably limited just by the fact that

the experience like the lived experience is so different. And it like Yeah, I like what everybody else has said about like from the way that they're socialized in our gender roles and our career opportunities, and, you know, military and all of that. But anyway, I just don't know if they could if they tried.

Interviewer 18: 13
Amazing, thank you. So, when I say violence against women, can you give me a few words to describe your thoughts and understanding of this?

Amber 18: 43
I would go back and say predatory.

Ochre 18: 52
The first thing that comes to my mind is I can't remember the data now because it's been so long, but like, the just the data of like, between violence, like domestic violence, I guess and like how insanely high those numbers are, like the rates of domestic violence. How often women are hurt just because they're partners of violent men and killed. Yeah.

Interviewer 19: 28
Just to confirm, when I say violence against women the first thing in your mind stemming from what everyone said so far is physical violence?" ((nods)) I say violence against women would the first thing in your mind stemming from what everyone said so far is physical violence. ((nods))

Scarlett 19: 46
Yeah, I think yeah, when you say it that way. The first thing that does come to our mind is that mainly because we've only been told to concentrate more on that and a lot of resources have gone in addressing only that, with respect to the other forms of violence, where you're just expected to kind of figure it out by yourself, if it's not something that is physically harming you, if it is physically harming you, you have people who have support groups, you have people who convict the people who have harmed you, you have people to say, "This is wrong. This is right." But I think in other forms of violence also exhibited to women it's like, kind of what do you say? I think the- Violence Against Women, physical violence against women overshadows everything else. So, which is why we kind of think that first.

Interviewer 20: 44
I think that's a really interesting point. What do you think are the repercussions of this? of physical violence, overshadowing other forms of violence in the community at the moment?

Ochre 21: 05
I think of like female politicians and the number of threats that they get, like, hearing the research on that, and the just like, the death threats that they get to their email, inbox is crazy. So, it's,

like, just verbal threats of violence are huge, and people are expected, I think they're expected to just ignore them and like, brush them off, because and like not take them seriously.

Scarlett 21: 36
That's precisely what I was getting at. But I was also kind of, you know, I wanted to highlight specifically about, like, you know, how these social media influencers, they get hate for anything that they do, literally. And the amount of hate that they get ranges from verbal to straight up death threats. I mean, people can get crazy. But yeah, so I was just thinking about, is there really a support group for people who say, "Oh, yeah, you know what, I receive these many deaths that threats or these many horrible abuses online?" Even if I'm not a social media influencer, even if I'm just this random, normal girl, who likes to post things that I want to post. Just anything, anything could trigger anybody. And that trigger could lead to a lot of other repercussions, which nobody really accounts for. Because we've been only told, "Hey, are you physically it hurt? No, then please go deal with it yourself."

Interviewer 22: 43
That's really interesting. Thank you. Would anyone else like to add anything?

Sage 22: 54
I think just one point about you said repercussions, I think, just the way the judicial system sort of reforms itself. So, unless you acknowledge all of these other forms of violence, the system will not penalize non-physical, like forms of violence as much. And I think at least in India, we see that very often, for example, like if you're in a married relationship, you have a legal right to, let's say, report some form of violence. But if you're not, you can't. And I think these things are slowly changing now, but in general, just the way the legal system is also structured, I think is based on everyone's perception and acknowledgement of forms of violence.

Interviewer 23: 44
I see. A lot of people have talked about how violence doesn't seem to only be in the one-onone interactions, and it's also systemic. Is that what you're trying to say?

Turquoise 24: 07
Yeah, like sometimes if you think about it's not just like in person, like the internet. There is so much. Like, just violence towards women, the way they judge them, the way they use the internet as a weapon. And, and also just things that people post on the internet that can become a threat to woman, that sometimes happens to quite a lot of people.

Mauve 24: 42
And I just want to say that when we talk about physical violence, I think a lot of the times it is rooted in within like sexual violence or like as seeing women, as only sexual beings, and therefore like objects of your own desires, and that is what causes a lot of men to act violently because they don't, they don't see like woman as like a human. They just like, "oh, this, she's like a pretty sexy thing. And I can have my way with her." I think in history, like a lot of times we have really sexualized, like figures such as Marilyn Monroe and it doesn't really go well when they're not treated well in media.

Interviewer 25: 51
Amazing, thank you.

Amber 25: 55
Also like when I said predatory, like, again, it like speaks to what Mauve was just saying, because you can be catcalled and you can be like, taunted. But that's mainly for like, the physical work of like a woman. And that's all it is, it's just to have their way with you when they want from them. So like catcalling is also an example of that. Because, I mean, usually cat calling always has insinuations of, like sexual assault or harassment in some way.

Mauve 26: 31
And then with the whole movement of like, incell, and the red pill people and lots of them with the whole thing that they say is because "a woman won't have sex with me, which is why they're all like, they're all horrible, and I'm gonna be violent towards the whole gender" like, this is rooted in this idea of women having to satisfy men's sexual like, desires and appetite.

Interviewer 26: 59
Thank you so much, shall we move on? ((pause and nods)) So who or what groups do you think is most at risk for violence against women?

Appendix 4: Code Book

Research Question: How do young people in the UK understand gender-based violence against women (VAW)?			
Global theme: Women's perception of gender disparity in understandings of VAW and navigating measures for amelioration			
Theme	**Code**	**Description**	**Example**
Female understanding of VAW -intrinsic part of womanhood	**Code 1A** Ubiquitous experience	The awareness that violence is a pervasive experience for women globally and longitudinally in their lifetime. It is endured throughout both space and time.	**Indigo:** *"…you're kind of always looking over your shoulder. So kind of just like expecting I don't know something to happen maybe."* *Ochre:* *"…violence has been perpetuated against us forever."* **Amber:** *"And sadly, there's many of us going through it."*
	Code 1B Physicality	Notions of women's inferiority to men in physical strength and size identified as a weakness, thus reason for VAW.	**Amber:** *"So, I think it's the whole idea of like women are weaker because they cannot physically fight men. And men can do whatever they want to them because they're not strong enough to fight back."* **Ochre:** *"… an understanding that we're physically smaller"*
	Code 1C Violence beyond the physical aspect	Common understanding of VAW is centred around physical violence which overshadows attention and resources required to tackle other forms of violence women experience.	**Interviewer:** *"Just to confirm, when I say violence against women would the first thing in your mind stemming from what everyone said so far is physical violence?" ((nods))* **Scarlett:** *"Yeah, I think yeah, when you say it that way. The first thing that does come to our mind is that mainly because we've only been told to concentrate more on that and a lot of resources have gone in addressing only that, with respect to the other forms of violence, where you're just expected to kind of figure it out by yourself if it's not something that is physically harming you. If it is physically harming you, you have people who have support groups, you have people who convict the people who have harmed you, you have people to say, "This is wrong. This is right." But I think in other forms of violence also exhibited to women it's like, kind of what do you say? I think the- Violence Against Women physical violence against women overshadows everything else."*

Research Question: How do young people in the UK understand gender-based violence against women (VAW)?			
Global theme: Women's perception of gender disparity in understandings of VAW and navigating measures for amelioration			
Theme	**Code**	**Description**	**Example**
Male understanding of VAW (through perspective of women) -diffusion of accountability and awareness	**Code 2A** Feelings of being attacked to be absolved	"It's not all men" -Instead of holding each other accountable, men feel attacked when stories and statistics of VAW are shared or expressed to them by women.	**Mauve:** *"I feel like a lot of men feel attacked by hearing all these things. And hearing that possibly what they have done in the past, or what their friends are doing is, like, an act of violence. So I think that lots of men do actually know what it is, but they're not very willing to, like, accept and try to change, because that will be like that would be admitting that this is what they have done."* **Amber:** *"I feel like a lot of men felt personally attacked by the [Barbie] movie, because it's like, oh, "it's not all men.""*
	Code 2B Detachment from reality	Men are shocked by the statistics of VAW, and often unaware to the experiences of their female peers.	**Blush:** *"Whereas I feel like, perhaps for men, they can sort of detach themselves from violence. And, you know, not in all cases, but we, you know, when you talk to men, and they'll be surprised that you have to think about all of these things. And so there's, there's a, I think there's a big difference between those two different experiences."* **Mauve:** *"I think that lots of men, like, especially during the "me too" movement, like lots of men were like, kind of shocked by the statistic where they were like, oh," it's not 99% woman" or "95% woman like", and then lots of women have to be like, Oh, "it's not all men, but it's enough men.""*
	Code 2C Inculcating patriarchal values	The inculcation of a man's role in society is for a woman to submit to which perpetuates the cycle of VAW.	**Mauve:** *"A lot of women are treated as kids like "we as men, we know more than you, which is why you should listen to us". That's the sort of sentiment that is always tried. But it's taught to us as well, not even just in culture, I think a lot of religion, the Father, the Almighty figure is always like a man. And the father is always supposed to be the head of the household. So this type of ideas always just tell us like, we do need to submit to a man. And if we don't, there is a punishment."* **Turquoise:** *"... society is still going to be a male dominated society if no one actually steps up."*
Prevention -protecting women better	**Code 3A** Systemic reform	VAW is not just a gender issue but a systemic one. Regulations targeting female students perpetuates harmful notions which sexualise women, and the judicial	**Sage:** *"… every week, it was like always "lengthen your skirt, lengthen your skirt". And I'm just like, if you keep perpetuating ideas like these in front of my whole class of boys and girls, how do you expect them to sort of grow out of that? Or how do you expect them tomorrow, if someone shows up wearing a short skirt, of course, they're gonna be like, this is a problem. They are literally being taught that, right?"*

Research Question: How do young people in the UK understand gender-based violence against women (VAW)?			
Global theme: Women's perception of gender disparity in understandings of VAW and navigating measures for amelioration			
Theme	**Code**	**Description**	**Example**
		system fails to penalise acts of VAW. Both systems required to prevent and punish VAW is failing women.	*"… , the judicial system is built in a way that even if I go through them, like the process and the difficulties of finally reporting something, there's a very high chance that it won't be in my favour. So I feel like just the way the system was built, it attacks you from every way, not only societally and psychologically, but then also I don't think that the legal systems are built to be as just in favour of women."*
	Code 3B Rectify deflection of blame and responsibility	The blame for VAW is wrongfully targeted at victims thus interventions also targets victims, rendering them unsuccessful.	**Blush:** *" I think one of the first reactions is that people will tend to blame the woman, you know, asking questions like "what were you wearing? How much skin you have? Were you showing? What were you doing?" And I think it's interesting how that then translates into, like, policy or like rules, because then you see things like, for example, in school where girls aren't allowed to wear short skirts where they have to be a certain length. And it's, it's targeting the victim. And rather than actually trying to target the behaviour of men, and you know, where's that behaviour coming from? Why are they actually acting in violence."* **Ochre:** *"… it's not on women to protect women, it's on men to stop perpetuating violence."*
	Code 3C Dismantling demarcated gender roles through primary exposure	Gender norms are instilled from a young age through the materials they consume, hobbies they are exposed to and from adults who enforce them.	**Sage:** *"… like in my art class, for example, or my dance class, it was mostly just girls. But then next, I would see like this karate class happening, it's mostly boys."* *"I think one, that's probably the most systemic and also long term is just at least I'm very, I believe very strongly about this whole thing of targeting primary school education. Because I think it's harder to unlearn things, and to actually start learning things."* **Amber:** *"So I feel like for women, even like women's rights, and things that have to do with what people can and can't say to you. Knowing that at an early age, even in the form of like a narrative, or like a picture book leaves a lasting impact when you're older. Because you remember those images, and you remember those stories that you were told."*

Appendix 5: Participant information sheet

You are being invited to take part in research exploring female UK university students' perspectives on gender-based violence against women. Thank you for your interest in this project, it is important to understand the reasons behind why this research is being conducted and what is involved. Please take your time reading the below information carefully before giving your consent in the form on the next page.

What is the study about?

Violence can be the root cause of pain and suffering, shortening life. It stands as one of the basic and persistent problems of public health and a detrimental violation of women's human rights. The primary factor contributing to VAW were perpetrator related factors. Men, who are usually the agents of violence, have very little research discussing their perceptions, beliefs, and opinions about VAW. This gap in existing literature limits our understanding of the phenomenon of VAW and, subsequently, hinders the development of effective interventions to address this pervasive and debilitating issue. Due to the strict ethical boundaries of this course, we will be discussing attitudes and understandings only, not experiences. Furthermore, to maintain ethical sensitivity within the boundaries of this course only participants who identify as female have been recruited. The findings of this study aim to gain a deeper understanding of men's attitudes towards VAW to develop preventive measures through your feedback.

What will my involvement be?

I will be asking a series of questions to gauge your understanding of VAW, including perspectives of men. I will not be participating in discussions but may intervene if the course of the conversation begins to charter ethically sensitive areas.

What will my information be used for?

Your information will be used in my summative assignment as either direct quotes or concepts. Research findings may be summarised in published articles, reports and presentations.

Will my information be anonymous?

Your participation will remain anonymous - your name will not be used in any reports or publications resulting from the study. Pseudonyms will be adopted when referencing.

Do I have to take part?

Your participation in this research is voluntary and you have the option to withdraw at any stage by informing me, you will not have to give a reason for your withdrawal and there will be no repercussions for this. If there are specific questions you do not want to answer you can notify me and we will move on. Details on how to be referred to the LSE's Student and Wellbeing Counselling Services and contact details for Spectrum Life, a 24/7 mental health support line sponsored by the LSE will be provided on the debrief sheet which I will e-mail upon completion of the study. Furthermore, my university e-mail will also be provided on the debrief sheet should you wish to contact me regarding questions about the study.

Appendix 6: Written

If you agree to take part in the research, please complete the section below
Your name:

Please read these three statements. If you agree with them, put a X in the boxes below	
I have read this message and had the opportunity to ask questions.	X
I agree to participate in the [interview/ survey/ focus group]	X
I understand that my responses will be kept confidential and anonymous and that my personal information will be kept securely and destroyed at the end of the study	X

Thank you!
Please email this back to me.
Researcher name: Email address:

Appendix 7: Debrief Sheet

Research Participant Debrief Sheet

Thank you for taking the time to take part in this research project- your time is greatly appreciated.

If you have any questions or comments, please contact me at..............If you wish to withdraw from this research please contact me, there will be no repercussions for this.

If you feel you need to speak with someone for support, please contact me for help getting a referral to the LSE's Student and Wellbeing Counselling Service.

Spectrum Life is a 24/7 mental health support line sponsored by the school, all calls are answered by clinically trained counsellors or psychotherapists.

Freephone: 0808 189 01 03
SMS or Whatsapp: 00353 873690010|

Thank you once again for your participation in this research project.

If you would like to read more on the topics covered in this study, the following references may be of interest:

Kalaca, S., & Dundar, P. (2010). *Violence against women: The perspective of academic women.* BMC
      Public Health, 10 (1), 490. https://doi.org/10.1186/1471-2458-10-490
Magrin, J. C., & Oliveira, W. A. D. (2023). *Men's Perceptions of Domestic Violence Against Women: A Qualitative
      Study.* Paidéia (Ribeirão Preto), 33, e3302. https://doi.org/10.1590/1982-4327e3302
Shayestefar, M., Saffari, M., Gholamhosseinzadeh, R., Nobahar, M., Mirmohammadkhani, M., Shahcheragh, S. H.,
      & Khosravi, Z. (2023). *A qualitative quantitative mixed methods study of domestic violence against women.*
      BMC Women's Health, 23 (1), 322. https://doi.org/10.1186/s12905-023-02483-0

Ethics form

Candidate Number:	30584	Seminar Teacher:	Eileen Alexander
Date formative ethics form submitted to seminar teacher:	10/11/2023	Date data collection began:	04/01/2024
Topic/ Research Question		How do young people in the UK understand gender-based violence against women?	

Ethical Issues

Please tick as appropriate:	Yes	No
1. Might concerns be raised about your ability to keep the data confidential?	☐	☒
2. Are there any concerns about participants' ability to give informed consent?	☐	☒
3. Do you confirm you will get written consent?	☒	☐
4. Does your research involve vulnerable populations?1	☐	☒
5. Do you have any concerns about your own safety or psychological wellbeing during data collection?	☐	☒
6. Do you anticipate any physical or reputational harm to research subjects resulting from participation in this study?	☐	☒
7. It is difficult to anticipate how people will respond to being research participants and what kinds of emotional responses will be evoked by our questions. Still, some research projects have a strong potential to cause emotional distress for participants. Do you think yours does?	☐	☒
8. Does your study involve deception?	☐	☒
9. Are you offering any incentives for participation (financial or other)?	☐	☒
10. Are you researching illegal activities?	☐	☒
11. Will you be accessing any security-sensitive material?	☐	☒
If you answered "yes" to any of the above (excluding written consent which must be "yes"), is this project a part of a bigger research project that has already	☐	☒

secured ethical approval (e.g. your dissertation supervisor has signed off on your ethics form)? NB: please include a statement on the front page of your summative assignment "My supervisor has/has not signed a research ethics form for this study"		
If you answered "yes" to any of the above (excluding written consent which must be "yes") and your project has not already been signed off, please revise your proposal so that it is considered "low risk" research." Your seminar teacher can help you with this. Please see him/her in office hours. This needs to be done by the end of Michaelmas term for MT students or Lent term for LT students. After the end of term, you will not be able to change the topic of your MY421 project substantively.	☐	☐

Please tick as appropriate:	Yes	No
1. Have you read the MY421 guidelines on protection of personal and sensitive data available on Moodle?	☒	☐
2. Will your research involve collecting any sensitive data?2	☐	☒
3. If so, do your data recording and storage plans comply with MY421 guidelines?	☒	☐
4. Will you delete the data files after you have completed the MY421 project?	☒	☐
If not, please explain why (e.g. they form part of ongoing research) and indicate when you think you will delete them (below):		

References

Attride-Stirling, J. (2001). Thematic Networks: An Analytic Tool for Qualitative Research. *Qualitative Research*, 1 (3), pp. 385-405.

Boyatzi s, R.E., (1998). *Transforming Qualitative Information: Thematic Analysis and Code Development*, Thousand Oaks, CA: Sage Publications

Braun, V., and Clarke, V. (2006). Using thematic analysis in psychology. Q*ualitative research in psychology*, 3 (2), 77-101.

British Psychological Society. (2022). *Code of Human Research Ethics*. https://www.bps.org.uk/sites/ bps.org.uk/files/Policy/Policy%20-%20Files BPS%20Code%20of%20Human%20Research%20 Ethics.pdf

Colucci, E. (2008). On the Use of Focus Groups in Cross-Cultural Research. In: Liamputtong, P. (eds) *Doing Cross-Cultural Research. Social Indicators Research Series*, vol. 34. Springer, Dordrecht.

Femicide Census. (2020). *Profiles of women killed by men. Femicide Census*. https://www.femicidecensus.org/

Dwyer, S. C., and Buckle, J. L. (2009). The Space Between: On Being an Insider-Outsider in Qualitative Research. *International Journal of Qualitative Methods*, 8 (1), 54–63. https://doi. org/10.1177/160940690900800105

Edwards, C., Bolton, R., Salazar, M., Vives-Cases, C., and Daoud, N. (2024). Young people's constructions of gender norms and attitudes towards violence against women: A critical review of qualitative empirical literature. *Journal of Gender Studies*, 33 (1), 100–111. https://doi.org/10.10 80/09589236.2022.2119374

Fricker, Miranda (2007) *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press.

Fulu, E., Kerr-Wilson, A., and Lang, J. (n.d.). *Evidence review of interventions to prevent violence against women and girls.*

Kalaca, S., and Dundar, P. (2010). *Violence against women: The perspective of academic women.* BMC Public Health, 10 (1), 490. https://doi.org/10.1186/1471-2458-10-490

Magrin, J. C., and Oliveira, W. A. D. (2023). *Men's Perceptions of Domestic Violence Against Women: A Qualitative Study.* Paidéia (Ribeirão Preto), 33, e3302. https://doi.org/10.1590/1982-4327e3302

Mansour, R. S. (2021). *A Qualitative Study to Explore Understanding and Perception of Violence Against Women Among Undergraduate Students in Egypt. Violence and Gender,* 8 (1), 43–52. https://doi. org/10.1089/vio.2020.0058

O'Neill, R. (2022). *Notes on not knowing: Male ignorance after #MeToo. Feminist Theory,* 23 (4), 490–511. https://doi.org/10.1177/14647001211014756

OECD Data. (n.d.). The OECD. *Inequality—Violence against women—*. Retrieved 22 January 2024, from http://data.oecd.org/inequality/violence-against-women.htm

Shayestefar, M., Saffari, M., Gholamhosseinzadeh, R., Nobahar, M., Mirmohammadkhani, M., Shahcheragh, S. H., and Khosravi, Z. (2023). *A qualitative quantitative mixed methods study of domestic violence against women. BMC Women's Health*, 23 (1), 322. https://doi.org/10.1186/s12905-023-02483-0

Starkweather, S. (2007). Gender, Perceptions of Safety and Strategic Responses among Ohio University Students. Gender, Place and Culture, 14 (3), 355–370. https://doi.org/10.1080/09663690701325000

Stewart DW, Shamdasani PM. (1990). *Focus Groups: Theory and Practice.* Newbury Park, CA: Sage.

Troisi, G., Margherita, G., and Caffieri, A. (2022). Migrant women and gender-based violence: Focus group with operators. *Journal of Prevention and Intervention in the Community,* 50 (3), 286–301. https://doi.org/10.1080/10852352.2021.1918829

United Nations. (1993). *Declaration on the Elimination of Violence against Women.* United Nations. https://www.un.org/en/genocideprevention/documents/atrocitycrimes/Doc.21_declaration%20elimination%20vaw.pdf

Vancouver Police Department. (2020). *Personal safety.* https://vancouver.ca/police/crime– prevention/for–individuals/personal–safety.html.

Wangamati, C. (2019, September 18). *Research gaps in sexual violence against girls and women in sub-Saharan Africa.* Kilden. https://kjonnsforskning.no/en/2019/09/research-gaps-sexualviolence-against-girls-and-women-sub-saharan-africa

World Health Organization. (2021, March 9). *Violence against women.* https://www.who.int/newsroom/fact-sheets/detail/*violence-against-women*

Reading Habits
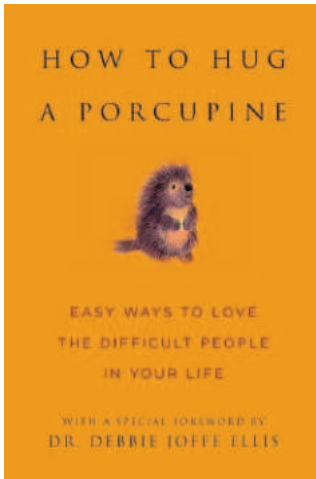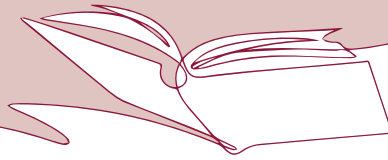
Book Title: *How to Hug a Porcupine*
Author: Dr Debbie Joffe Ellis

Easy Ways to Love the Difficult People in Your Life offers practical and insightful advice on how to deal with challenging people with grace and compassion. In this review, I will share with you six lessons I learned from reading this book, and how they can help you hug your own porcupines.

Opposites attract

We often find ourselves drawn to people who are different from us, who challenge us, who stimulate us, who complement us. But sometimes, these differences can also cause conflicts, misunderstandings, and frustrations. The book teaches us how to appreciate and respect our differences, and how to use them as a source of strength and growth, rather than a source of division and resentment.

Who is a porcupine?

A porcupine is someone who, for whatever reason, always seems to cause problems, irritate others, or incite conflict. They may be rude, aggressive, manipulative, passive-aggressive, defensive, or withdrawn. They may be our family members, our friends, our co-workers, our neighbors, or even ourselves. The book explains how to spot the porcupine in others and in ourselves, and how to understand the underlying causes and motives of their behavior.

Loving a porcupine is not easy, but it is possible

The book offers us easy ways to love the difficult people in our lives, such as listening, empathizing, validating, complimenting, thanking, apologizing, forgiving, and letting go. The book also teaches us how to set healthy boundaries, how to communicate effectively, how to negotiate and compromise, how to cope with stress and anger, and how to avoid and resolve conflicts.

Porcupine habitats

Porcupines can be found in different habitats, such as home, work, school, or social settings. The book provides us with specific tips and strategies on how to deal with different types of porcupines, such as spouses, children, parents, siblings, bosses, colleagues, customers, teachers, students, friends, or strangers. The book also helps us to adapt to different situations and scenarios, such as holidays, reunions, meetings, parties, or emergencies.

Are you a porcupine too?

Sometimes, we may not realize that we are also porcupines, that we also hurt and annoy others with our quills. The book invites us to reflect on our own behavior and attitude, and how they affect our relationships with others. The book also encourages us to take responsibility for our actions, to acknowledge our mistakes, to apologize sincerely, to change our negative thoughts, to improve our self-esteem, and to seek help when needed.

Why are you attracted to porcupines?

Sometimes, we may wonder why we keep attracting or staying with porcupines, why we can't seem to break free from their influence or control. The book helps us to explore the reasons behind our attraction, such as our childhood experiences, our personality traits, our unmet needs, our fears, our hopes, or our fantasies. The book also guides us to make healthy and wise choices, to respect ourselves, to love ourselves, and to love others.

From Bazaars to Bytes
The Future of E-commerce in Nepal

Business Scenario: An Evolution

In the bustling bazaars of Kathmandu valley, the serene landscapes of Pokhara, and the remote villages nestled in the Himalayas, a quiet revolution is underway. It's not marked by the roar of crowds or the rattle of machinery, but rather by the gentle hum of digital devices and the click of a mouse. The rise of e-commerce in Nepal is not merely a technological shift; it's a transformative force that is reshaping the way Nepalese consumers access goods and services, and how businesses meet their demands.

With increasing internet access, changing consumer behaviours, and a burgeoning entrepreneurial spirit, Nepal's e-commerce sector has witnessed remarkable growth since its introduction in the late 1990s. The buying and selling of goods and services, or transmission of funds or data, over an electronic network, primarily the internet is referred to as e-commerce, or electronic business.

This business model allows new opportunities to do business since it connects the consumers and the producers in the market electronically with no barriers of time or distance. With the application and internalization of e-commerce in the Nepalese market, it can connect small and medium enterprises, traders and exporters, rural women, and youth entrepreneurs.

E-business Statistics: Then and Now

According to ECDB, "Nepal is the 93rd largest market for e-commerce with a predicted revenue of US$603.1 million by 2023, placing it ahead of Serbia. With an expected increase of 5.4% in 2023, the Nepalese e-commerce market contributed to the worldwide growth rate of 8.7% in 2023."

Animon Rapacha
BBM 7th Semester
rapacha777@gmail.com

There are seven markets which is considered by ECDB within the Nepalese e-commerce market in which hobby and leisure is the largest market that accounts for 25.7% of the Nepalese e-commerce revenue. It is followed by electronics with 21.4%, fashion at 17.6%, furniture and homeware with 11.6%, care products at 9.2%, DIY at 8.8.% and the remaining 5.7% of grocery.

For generations, Nepalese consumers have relied on the familiar sights and sounds of traditional retail establishments–the bustling bazaars of Kathmandu, the vibrant stalls of local markets, and the intimate interactions with shopkeepers who are woven into the fabric of community life.

As the digital age penetrates every aspect of modern life, consumers across Nepal are embracing the convenience and accessibility of online shopping. Gone are the days of waiting in long queues at the crowded market; with a few taps on a smartphone or clicks on a laptop, Nepalese consumers can browse through virtual aisles of products, compare prices, and make purchases with ease.

This newfound convenience has not only revolutionized the way people shop but has also empowered them with greater choice and control over their purchasing decisions. The transition from traditional retail to online shopping in Nepal is not merely a shift in shopping habits; it represents a seismic change in the way consumers interact with businesses and access goods and services.

Where once the marketplace was confined to physical storefronts and market stalls, it now extends into the virtual realm of cyberspace, accessible to anyone with an internet connection and a digital device. No longer bound by the constraints of time and distance, Nepalese consumers can now browse through an endless array of products, and make purchases with just a few clicks–all from the comfort of their homes or on the go with their smartphones.

History of Digital Evolution in Nepal

One of the first e-commerce websites in Nepal was thamel. com which began in the year 2000 primarily to send gifts to their loved ones by Nepalese people residing abroad. Hamrobazaar entered the market in 2005 and Sastodeal arrived later in 2011. Today, the leading e-commerce platform is Daraz which was rebranded by kaymu.com in 2016.

E-commerce transcends geographical barriers, bringing the global marketplace to the doorsteps of Nepalese consumers. Whether it's a trendy gadget from Silicon Valley, customized traditional souvenir from Kathmandu, or a branded bag from Europe, e-commerce platforms serve as gateways to a world of possibilities.

The current state of e-commerce in Nepal has shown a steady growth due to digital payment infrastructure like the digital wallet such as eSewa, Khalti, IME Pay, and mobile banking have played a significant role. These types of platforms have made online transactions faster, easier and more secure, thereby enhancing consumer confidence in e-commerce.

The e-commerce market in Nepal is predominantly cash-heavy, but the pandemic has increased the implementation of digital payments, which now account for approximately 32% of the payment mix. Furthermore, construction of digital infrastructure is required because of massive investment in upscaling and expanding mobile data and its geographic coverage with the government's adoption of an e-commerce strategy.

Nepal's Products and Geographic Uniqueness

Nepal's cultural heritage is a treasure trove waiting to be explored by e-commerce entrepreneurs. The diverse traditions, handicrafts, and

artwork created by Nepalese artisans have immense potential in the international market.

Through e-commerce platforms, entrepreneurs can showcase the unique and exquisite products of Nepal, attracting customers from all over the world. These products could range from intricately hand-woven textiles to finely crafted wooden furniture or even traditional Nepalese art pieces.

By leveraging the country's rich heritage, e-commerce entrepreneurs can differentiate their offerings and create a niche market that is both profitable and sustainable. Nepal's strategic location between major markets also provides a notable advantage for e-commerce businesses.

Sandwiched mainly between India and China, Nepal can serve as a logistical hub for cross-border e-commerce. By establishing partnerships and collaborations with neighboring countries, entrepreneurs can tap into the vast consumer base of these markets.

Additionally, Nepal's proximity to India, one of the fastest-growing e-commerce markets globally, further enhances its potential for expansion. With the right infrastructure and policies in place, Nepal can become a regional e-commerce hub, connecting manufacturers, suppliers, and consumers across borders.

To ensure the future success of e-commerce in Nepal, it is important to address certain challenges. The government should introduce supportive policies and regulations that encourage e-commerce entrepreneurship and facilitate cross-border transactions. By creating a favorable business environment, Nepal can unbridle the full potential of its unique strengths and become a globally competitive player in the e-commerce industry.

Way Forward

For its effectiveness, internet data has to be made affordable for all groups of the society. Ministry of Information and Communication Technology and Nepal Rastra Bank have to focus on the availability of an easy e-payment system. As more people adopt online shopping in Nepal, the need for secure and convenient payment options is crucial. Entrepreneurs can capitalize on this by developing digital payment platforms that offer seamless transactions and integrate with existing banking systems. This not only addresses a market gap but also contributes to the

country's goal of achieving a cashless society.

In rural Nepal, Financial Education and Digital Financial Literacy training should be conducted for women who run small businesses to adopt knowledge about digital finance to increase opportunities and empower the gender-biased and illiterate population regarding digital financial services such as payment, savings, remittance, credit, etc.

Digital financial literacy is directly interconnected with e-commerce as it helps understand various uses of digital wallets for financial transactions, the safety, and convenience of using mobile banking, and earning from these services.

Therefore, digital financial literacy is not just a tool for conducting business; it is a catalyst for empowering rural women entrepreneurs and driving sustainable development in Nepal. By equipping them with the knowledge and skills to navigate the digital economy, we can unlock new opportunities, unleash their creativity and resilience, and create a more equitable and prosperous future for all.

One of the emerging trends and market gaps that present unique opportunities for innovation and differentiation

is sustainable e-commerce practices. As consumers become more conscious of their environmental impact, there is a growing demand for e-commerce platforms that prioritize sustainability. Entrepreneurs can leverage this trend by adopting green packaging practices, promoting responsible sourcing, and offering recycling and upcycling services. By aligning their business with sustainable values, businesses not only attract environmentally conscious customers but also contribute to a better future for Nepal.

Emerging technologies such as artificial intelligence (AI), augmented reality (AR), and blockchain have become buzzwords across numerous industries, and the e-commerce sector is no exception. These innovations hold immense potential for transforming the way businesses operate and how consumers engage in online shopping experiences.

AI algorithms can analyze vast amounts of user data to provide personalized recommendations, making online shopping more tailored and convenient for consumers. AR technology allows customers to virtually try on products, enhancing their buying experience and reducing the risk of post-purchase dissatisfaction.

Furthermore, blockchain technology can significantly enhance the security, transparency, and efficiency of online transactions, fostering trust among consumers and business alike. As Nepal's e-commerce sector continues to thrive, embracing the future become crucial for sustained growth and success. Exploring emerging technologies like AI, AR, and blockchain can revolutionize the online shopping experience and enhance operational efficiencies. International partnerships can provide invaluable support and global exposure to Nepalese businesses, fostering the sector's expansion beyond national boundaries.

Summing Up

In conclusion, with appropriate technological approach, Nepal has the potential to become a regional e-commerce powerhouse, driving economic prosperity, creating jobs, and embracing sustainable practices. However, it will require concerted efforts from industry stakeholders, policymakers, and technology providers to harness this potential to steer the future of e-commerce in Nepal towards continued growth and success.

Amidst this wave of digital disruption, traditional retail businesses in Nepal are not being left behind; instead, they are adapting and innovating to meet the evolving needs of consumers in the digital age. From establishing their presence on online marketplaces to enhancing their customer experience with omnichannel strategies, traditional retailers are embracing technology as a tool for survival and growth in an increasingly digital world.

Nepal is poised to become a force to be reckoned with in the e-commerce industry. Its unique strengths, including its rich cultural heritage and strategic location, provide a solid foundation for entrepreneurs to build successful e-commerce businesses. By leveraging these strengths, an e-commerce business can differentiate its offerings, attract international customers, and pave the way for Nepal's emergence as a global hub for e-commerce.

With effective vision and strategy, the e-commerce landscape in Nepal can flourish and provide immense opportunities for growth and success in the country's economic development. As Nepal embraces the digital revolution, the future of e-commerce holds immense promise as a catalyst for innovation, entrepreneurship, and inclusive economic growth. By leveraging advances in technology, strengthening digital infrastructure, and fostering an enabling regulatory environment, Nepal can unlock the full potential of e-commerce to create new opportunities, empower all excluded communities, and shape a brighter future for all its citizens.

Reading Habits
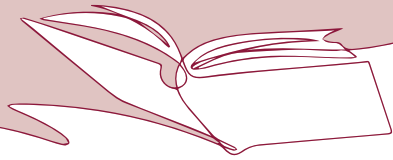
Successful people at the top level are readers

Mark Zuckerberg
They will tell you about Mark and Facebook but they would not tell you about his habits of reading. Mark reads a book in a week and that's equivalent to 50 books in a year.

Ben Carson
They will tell you how magical Ben is but they would not tell you what made him great. He reads books since a child. From being a "F" student to an "A" through reading his mum put away the TV just to allow him and his siblings to concentrate on reading.

Mark Cuban
They will tell you about the riches Mark Cuban is but without telling you about how he arrived there. He is also a great reader.

Oprah Winfrey
They will point out to you how influential Oprah is without letting you know how she gets there. She is a greater reader. In one of her interviews, she said that reading is the path to freedom and reading books gave her the possibility to move forward and achieve more in life.

Barack Obama
Don't you know that Barack is the only great leader who modernized African Americans ? Well, he learned many things from books. Reading makes him great.

Warren Buffet
"To become a rich, find yourself a book. Value-added books ". Sure, Buffet reads 5-6 hours a day. What is his annual income? Books help accrued his wealth.

Elon Musk
Is Elon a scientist? No. He built a spaceship and satellites by reading and learning. He reads a lot of books. He also reads 5-6 hrs a day. Imagine reading the whole day?

Bill Gates
The former Microsoft CEO is a great reader. He reads one book a week. That's equivalent to 50 books in a year. There are thousands of people who made it through books. "Book is the ticket to anywhere and anything." Now that we realize what makes people great, we should read a lot of books. Instead of copying successful people's lifestyle better focus on their life story.

MAY YOUR DAY BE BLESSED

Silent Struggles
Addressing Anxiety and Panic Attacks

Ritika Shakya
BBM, 8th Semester

Nepal faces a silent struggle with anxiety and panic attacks, often unnoticed but affecting families and individuals. Mental health stigma and limited resources exacerbate the situation, leaving many suffering in silence.

Communities must come together to raise awareness and provide support for those struggling with these issues. This article aims to illuminate these experiences and offer support to those who may be silently struggling. By fostering understanding and compassion, we can break the stigma surrounding mental health and create a more supportive environment for all.

These days, anxiety and panic attacks are increasingly frequent. One possible cause might be our busy lifestyles, where we don't take care of ourselves and take on a lot of stress in our relationships, careers, and other areas of our lives. The world is changing so quickly that we must adjust to all of those changes in addition to our lifestyle, which includes over-analysing our relationships and education, which may profoundly affect individuals.

Anxiety-inducing comparisons with other people's lives on social media are another factor contributing to the increased percentage of discontent, especially in Nepal, where there are many possibilities for moving overseas or remaining put.

Anxiety is an emotion, and a panic attack may induce numerous physical symptoms, such as a racing heartbeat and heavy breathing, which many mistake for cardiac problems. It can also make breathing difficult, leading some to believe that there is a lung issue. However, experiencing physical symptoms is also linked to having a panic attack. It is important to differentiate between anxiety and panic attacks, as they require different approaches for management and treatment.

Seeking professional help and practicing relaxation techniques can help

individuals cope with these intense feelings. Panic attacks can be triggered by specific situations or events, while anxiety is a more generalized feeling of worry or unease. Learning to recognize the signs and symptoms of both anxiety and panic attacks can help individuals better manage their mental health.

One misperception concerning panic attacks is that they are only experienced by individuals with weak mental health, those unable to control their emotions, or those who lack strength. This is a complete myth. Because experiencing anxiety and panic attacks does not imply that you are a weak person or that your thinking is feeble.

Another thing is that when people experience these problems, they tend to think of physical problems with their heart or lungs rather than psychological problems. They also don't want to visit a psychiatric facility because they don't want to talk about mental health issues, even though they are related to mental health and should be discussed.

The proverb "prevention is better than cure" refers to physical activity, which includes not only yoga but any form of physical exercise. Next, go to bed on time. If someone doesn't sleep properly, there's a good chance they'll have anxiety and panic attacks.

Conversely, a balanced diet should emphasize nutrition and include foods high in minerals like magnesium and Omega-3. People may have these problems with coffee, excessive sugar, or high salt content.

Another important thing to remember is that when someone is suffering from panic attacks, we normally advise them to practice breathing and grounding techniques. If you feel that you are an anxious person, you may also try regular mindfulness exercises, journaling, taking walks, and most importantly, finding a hobby.

The first step a family can take to understand the mental health struggle is to educate themselves about the many misconceptions surrounding negative information and perceptions about mental health. Social connection is very important, and having emotional and social support can help a person. How can a family help? that is how you can assist your member.

One should also acknowledge that under these circumstances, a person may feel personally attacked, therefore one should communicate his/her support verbally and offer ongoing comfort in addition to taking action. Encourage them and assist them with everyday tasks.

You can try a variety of exercises, such as grounding meditation, to help you regulate your anxiety or panic episodes. There is a lot of material available online. One thing I recommend is getting regular exercise and leading a healthy lifestyle.

These things will help you overcome your mental health issues, and since there are so many therapy facilities offering mental health services these days. People should seek help without hesitation or fear and beware of taboos and misconceptions.

Ego Self   Higher Self

Complains about everything

Sees only mistakes

Scarcity mindset

Lives in victim mentality

Grateful and finds joy in every moment

Sees lessons and open to learning

abundance mindest

tale accpintability to create different reality
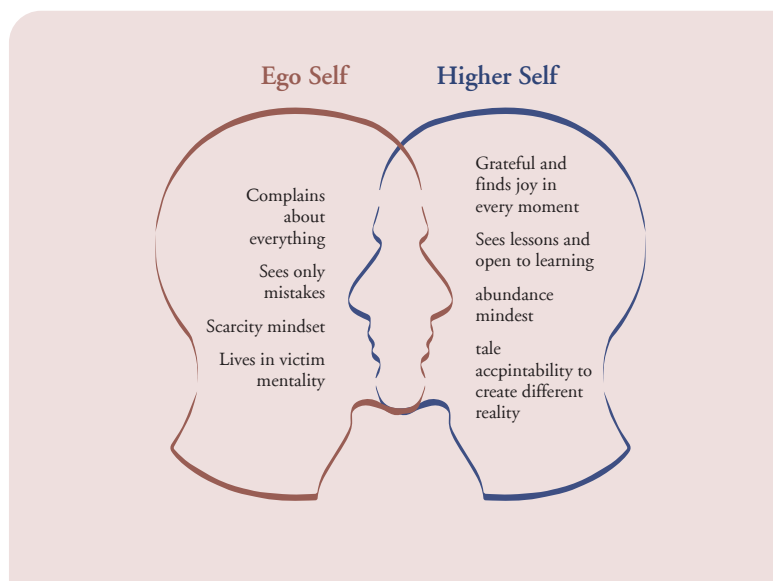
The Digital Divide
Navigating Education in the Age of Technology

Aakriti Mahat
BBS, 1st Year

Aayush Tamang
BBS, 1st Year

Dinisha Bishwokarma
BBS 1st Year

In today's world, technology is everywhere, influencing how we talk, shop, and learn. It's no surprise that it's also changing education. With the rise of digital tools, students can explore endless learning opportunities. But there's a big problem hiding behind all the tech excitement—the digital divide. This means not everyone has the same access to technology and the internet, and it's shaping students' education in big ways.

The digital divide shows up in different ways, but it all comes down to who has access to technology. Some schools have fancy classrooms with fast internet and the latest gadgets. But in other places, like poorer communities, schools might struggle with old computers and bad internet. This gap makes things harder for students who don't have the same tech resources as others.

Having good internet is super important nowadays. It's not just for fun; it's necessary for school success. But lots of students don't have reliable internet—or any at all. That means they can't easily use online resources, join virtual classes, or do digital assignments. This makes learning tough and slows down their progress.

Having the right devices is another part of the problem. Some students have their own computers or tablets, or their schools give them out. But others have to share devices or use old ones. And it's not just about schoolwork; not having the right tech makes it harder to do homework or even just look stuff up online.

Money also plays a big role. Students from families with less money often have less access to tech. This makes the gap between rich and poor students even bigger. And as more learning goes digital, students without tech fall even further behind.

Fixing the digital divide needs lots of different actions. Governments and schools need to make sure everyone has equal access to tech. They can do this by investing in better internet and giving out devices to students who need them. Community projects, like setting up free Wi-Fi or bringing mobile tech labs to neighborhoods, can also help get everyone connected.

MARKETIN

But just having the tech isn't enough. Students also need to know how to use it well. That's where digital literacy comes in. Teaching students how to use tech for learning, thinking critically, and being creative is super important. With the right skills, students can make the most of what tech has to offer.

Working together is key. When governments, schools, and businesses team up, they can do more to close the digital gap. They can recycle old devices, offer cheap internet plans, and run tech training programs. By pooling their resources, they can make sure everyone gets a fair shot at success in the digital age.

At the end of the day, closing the digital divide isn't just about giving out tech—it's about fairness. No student should miss out on learning opportunities because of where they live or how much money they have. By making sure everyone has access to tech and knows how to use it, we can build a better, fairer future for all students. Let's work together to bridge the digital divide and make education equal for everyone.

Reading Habits
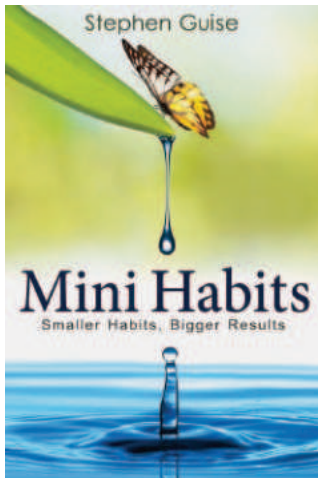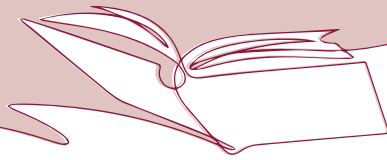
To summarize, *Mini Habits: Smaller Habits, Bigger Results* by Stephen Guise is a VERY small positive behaviour that you force yourself to do every day. Here are Seven (7) lessons from the book itself.

1. Start Small

Mini habits advocate for starting with tiny, manageable actions that are easy to accomplish. By breaking tasks down into smaller, more achievable steps, you can overcome procrastination and build momentum toward larger goals.

2. Consistency is Key

Consistently performing small actions every day, even if they seem insignificant, can lead to significant results over time. The focus is on establishing a routine and sticking to it consistently, rather than relying on bursts of motivation.

3. Focus on Process, Not Outcome

Instead of fixating on end results, focus on the process of taking action. By committing to small daily habits, you build the foundation for long-term success and develop a sense of accomplishment independent of immediate outcomes.

4. Celebrate Progress

Celebrate every small win along the way. Acknowledging and celebrating your progress, no matter how small, reinforces positive habits and motivates you to continue moving forward.

5. Build Self-Trust

Consistently following through on mini habits helps build self-trust and confidence in your ability to make positive changes. Each small success reinforces your belief that you can achieve your goals.

6. Be Kind to Yourself

Practice self-compassion and kindness when pursuing your goals. Accept that setbacks and challenges are a natural part of the process and treat yourself with understanding and forgiveness when things don't go as planned.

7. Iteration and Adaptation

Be willing to experiment, adjust, and iterate your mini habits as needed. What works for one person may not work for another, so be open to refining your approach based on feedback and personal experience. Flexibility and adaptability are essential for long-term habit success.

Mental Health Matters

Being a student, whether in Nepal or elsewhere, is often akin to riding a rollercoaster, navigating through exams, assignments, and the uncertainty of the future. In the midst of this whirlwind, it's easy for mental health to take a backseat. Yet, mental well-being is not just important—it's crucial. However, in societies where mental health is often overlooked or seen as a sign of weakness, such as in Nepal, it falls upon us, the students, to change that narrative.

Talking about mental health can be incredibly challenging, especially when stigma surrounds the topic. In Nepal, as in many other places, there exists a misconception that mental health issues equate to weakness or inadequacy. This misconception can prevent students from seeking help when they need it most. But by bravely sharing our own experiences and speaking out about mental health, we can challenge this stigma. Whether through student-led initiatives, campus events, or online communities, we can create safe spaces where students feel empowered to discuss their mental health openly and without fear of judgment. These conversations not only foster

> In societies where mental health is often overlooked or seen as a sign of weakness, such as in Nepal, it falls upon us, the students, to change that narrative.

understanding but also cultivate a sense of unity and support among students.

Moreover, ensuring that adequate mental health resources and support services are available is paramount. Many students may not be aware of the help that is available to them, or they may hesitate to seek it due to fear or uncertainty. By advocating for accessible and inclusive mental health services on campus, we can ensure that every student receives the support they deserve. This could include initiatives such as counseling services, peer support groups, or workshops on stress management and self-care. By normalizing help-seeking behaviors and providing readily available resources, we can break down the

Gaurav Shakya
BBS 1st Year

Jayashreeka Dangol
BBS 1st Year

Jem Nagarkoti
BBS 1st Year

Krish Maharjan
BBS 1st Year

Kris Nagarkoti
BBS 1st Year

"

By challenging stigma, advocating for resources, and promoting education and awareness, we can create a supportive environment where every student feels valued and empowered. Let's ensure that no student feels alone in their struggles and that mental health becomes a cornerstone of our educational experience.

barriers to accessing mental health support.

In addition to advocating for resources, integrating mental health education into the curriculum is essential. By incorporating topics such as stress management, resilience, and emotional intelligence into coursework, students can develop the knowledge and skills needed to take care of their mental well-being proactively. Furthermore, faculty members play a pivotal role in promoting student well-being by being attentive to signs of distress and offering support and guidance when needed. By equipping students with the tools to understand and manage their mental health, we empower them to navigate the challenges of student life with resilience and self-awareness.

As undergraduate students, we have the power to shape the culture on our campuses and prioritize mental health. By challenging stigma, advocating for resources, and promoting education and awareness, we can create a supportive environment where every student feels valued and empowered. Let's ensure that no student feels alone in their struggles and that mental health becomes a cornerstone of our educational experience.

In conclusion, mental health matters, and it's time to destigmatize student well-being. By fostering open dialogue, advocating for resources, and integrating mental health education, we can create a campus culture that prioritizes mental well-being and supports the holistic development of students. Let's work together to break down the barriers to mental health support and ensure that every student has the opportunity to thrive, both academically and personally. By making mental health a priority, we can create a brighter and more compassionate future for all students.

SPEAK FOR SUCCESS COLLECTION

Ψ

HOW HIGHLY EFFECTIVE PEOPLE SPEAK

HOW HIGH PERFORMERS USE PSYCHOLOGY TO INFLUENCE WITH EASE

PETER D. ANDREI
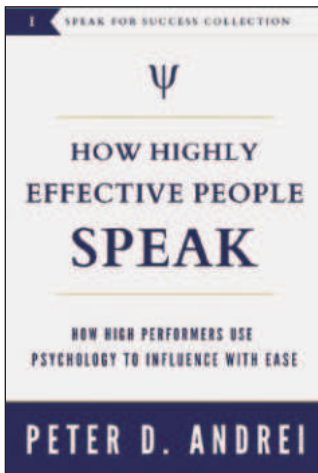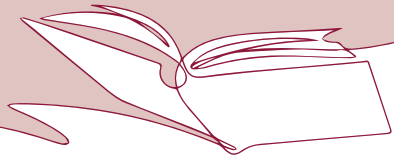
In a world saturated with communication advice, Peter Andrei's *How Highly Effective People Speak* stands out. This book delves deeper, exploring the science of influence and how high performers leverage psychology to speak with persuasion and clarity.

Here are 7 lessons from the book:

1. Unleashing the Power of Cognitive Biases

Most communication advice focuses on external factors like vocabulary or structure. This book flips the script by highlighting cognitive biases – mental shortcuts that shape how we perceive and process information. Understanding these biases allows you to speak directly to the way your audience thinks. For example, the availability bias suggests

that information readily recalled is perceived as more likely. Use vivid stories, statistics, and relatable examples to make your message seem more probable and impactful.

2. Beyond Words, Tapping into Instincts

Effective communication isn't about complex jargon or flowery language. Andrei argues it's about aligning your message with how our brains naturally process information. Craft messages that are:
- Memorable: Using storytelling, vivid imagery, and relatable examples to make your message stick.
- Emotionally Stimulating: Appealing to emotions like hope, fear, or excitement

can grab attention and influence behavior.
- Aligned with Evolutionary Instincts: Tapping into fundamental human needs for safety, belonging, and recognition can make your message more persuasive.

3. Mastering the Habits of Highly Effective Communicators

The book outlines 194 research-backed communication habits observed in high performers. These cover various aspects, from crafting compelling narratives to using nonverbal cues effectively. Here are a few examples you can incorporate:
- The Power of Questions: Asking questions engages your audience and

makes them part of the conversation.

- The Rule of Three: Information presented in threes is easier to remember and recall.
- Storytelling: Stories connect with us emotionally and make information more relatable.

4. The Availability Bias: Making the Unfamiliar Seem Familiar

People tend to overestimate the likelihood of events they can easily recall. Use the availability bias to your advantage. Instead of focusing solely on dry statistics, use vivid examples, case studies, or relatable stories to illustrate the potential benefits or consequences of your message.

5. The Contrast Effect: Highlighting Value Through Comparison

Things appear more significant when compared to something different. The book explores using comparisons and contrasts strategically. For example, if you're presenting a new product, compare it to existing solutions, highlighting how it addresses shortcomings or offers distinct advantages.

6. Words Matter - Frame Your Message Strategically

How you present information can drastically change how it's received. Learn to frame your message in a way that aligns with your audience's values, goals, and potential fears. For instance, instead of focusing on potential risks, emphasize

the security or safety your solution provides.

7. The Power of Nonverbal Communication

Body language and vocal tone convey a lot. The book offers insights into using nonverbal cues like posture, eye contact, and vocal variety to reinforce your message and project confidence. Maintain good posture to appear strong and engaged, make eye contact to build rapport, and vary your vocal tone to keep your audience interested.

BOOK: https://amzn. to/4bdNPYg

You can also get the AUDIO BOOK for FREE using the same link. Use the link to register for the AUDIO BOOK on Audible and start enjoying it.

Dilemma after +2 in Nepal

Each year, hundred-thousands of students earn their +2 or School Leaving Certificate under different streams with the aim of achieving their dreams and careers. A graduation grades of +2 is the first step in one's academic career.

During this period, there is always a dilemma about whether to do a job or study in the home country or in a foreign country. It is common among every two graduates out of 5.

If we look at the reasons of dilemma they are as follows:

Brain drain

Brain drain is the problem of every developing country like Nepal. Some reasons of such problems are political instabilities, personal living standard's rise, be free from liabilities etc. Huge numbers of Nepalese go to foreign countries either in search of jobs or education. When +2 students witness their seniors' such activities, it automatically makes them dilemmatic.

No planning for future

Nepalese +2 students have the habits of copying others without observing others' hard work, patience and persistence. Flexible and accurate planning is vital. They just do dream randomly without any proper planning. Hence dilemma arises.

During this period, there is always a dilemma about whether to do a job or study in the home country or in a foreign country. It is common among every two graduates out of 5.

Latasha Tamrakar
BBM, 7th Semester

Consultancies

The growth of consultancy rapidly is another reason for creating dilemma in youths. They do brainwash in such a way that +2 graduates prefer to go abroad and they dislike to stay in the home countries leading toward dilemma.

Inflation

Inflation is the main reason why Nepalese prefer going abroad. Besides, these broker companies or consultancies, social media, internet advertisement etc. also create dilemma.

Experienced Perspectives

Most of the students after their +2 graduation are at the crossroads. They have hard times making up their mind whether to study in Nepal's colleges or go aboard. Their problems are understandable. After joining in Nepal, what next? Will I able to earn or study here? Will I able to get a freedom in life? So many thoughts are bombarded in one's mind but still I chose Nepal and learn here in Nepal from Tribhuvan University (TU) affiliated college.

While sitting in front of the table, contemplating a sheet of homework a student's mind wanders into the black hole of distractions. Students face distractions while they dive into the word of academic responsibilities.
What to do?
Can I clear my Semester?
How to face if I failed?
Generally, students sit hours studying not because of pressure, forced learning or tight deadlines, but the worst of all, guilt to take in future.

During COVID-19 the world was in DILEMMA OF WHAT TO DO?

Our exams got hold our plans, got stuck and we aren't prepared for the next. Our exams got delayed, whoever were going aboard got delayed. After the completion of the COVID-19 phase, thousands of students went aboard for better future and education. But due unfavourable situations, not every plan or dream succeeded. Whoever were studying here in Nepal got huge dilemma of choosing university and career.

United College – TU affiliated college.

Again, after completing two years of +2 at United Academy, we chose United College for Bachelor's studies. The main dilemma during those 6 months was very difficult for us. Many students have faced these problems during the COVID time. Still, we regret for not doing what we've planned for but still have hope to build a better future.

More Negative Consequences than Positive Benefits

To support the above view, we have an example after flying abroad from Nepal. We may take international

courses. The advancement of technology may take place or is already taking place. Remittances also increase. Similarly, we will introduce a cross-cultural business system in our country.

But it will affect the Nepalese system and we will lose our identity. It will always create the dilemma among the youths. Students completing +2 are the pillars of our country. It also erases patriotism of our nation and create negative impression of Nepal in the international market. Hence, there should be certain roles of the following parties to overcome dilemmas:

Parents

Parents also are responsible in this trendy problem of brain drain since their role is decisive in this regard. Some parents talk jealously about other children's colourful progress while there arises inferiority complexity among their own children. So, they should encourage their children to stay in Nepal and work by seeking opportunities themselves here.

Social Media

Social media should spread the right information positively. Sometimes, they post incomplete information and by giving wrong information to the users including +2 graduates.

Universities and institutions

Universities and institutions should focus on quality education over quantity strictly based on their academic calendar like foreign universities and academic institutions. In our case, TU should focus on the kind of a required human resources amongst BBM, BBA, BBS programs having the most common subject contents creating confusions and dilemmas for students. Therefore, there should be a new course subjects in order to prevent dilemma and be sure that they will have a secured employable future after the completion of such similar Bachelor's Degree holders.

Transitional law and planning

Due to Nepal's political upheavals, the educational laws as well as plannings have been amended from time to time frequently without stability. Hence, it is demotivating +2 graduates to do something in their own home country.

Therefore, patience and persistence culture should be instilled amongst +2 graduates to reduce their quandary. Alternative effective plans should be prepared by getting information from the experienced seniors. Also, the government institutions and laws should support to control their dilemma whether to take the way to Tribhuvan University for higher education or to Tribhuvan International Airport to fly abroad.

Reading Habits
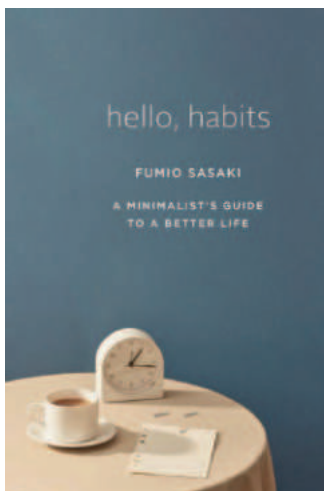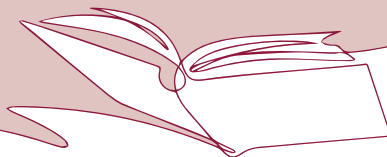
Here are 7 Lessons From *Hello, Habits: A Minimalist's Guide to a Better Life*:

1. Habits are the Building Blocks: The book emphasizes the importance of habits in shaping our lives. Sasaki argues that our daily routines, from what we eat to how we work, have a profound impact on our well-being and success. By focusing on building good habits and eliminating bad ones, you can transform your life for the better.

2. Minimalism is a Mindset, Not Just Stuff: Sasaki challenges the notion of minimalism as solely about decluttering your physical space.

Hello, Habits emphasizes minimalism as a mindset – a philosophy of focusing on what truly matters and letting go of excess, both physical and mental.

3. The Power of Self-Esteem: The book highlights the link between self-esteem and successful habit formation. Sasaki argues that strong self-belief fuels the willpower necessary to stick to positive habits. By building your self-esteem, you create a foundation for lasting change.

4. Small Steps, Big Results: "Hello, Habits" discourages a drastic overhaul of your life. Instead, it promotes a gradual approach, focusing on small, achievable changes that can be easily integrated into your routine. Small wins build momentum and motivation, leading to long-term success.

5. Identify Your Triggers: The book encourages self-awareness when it comes to habit formation. Understanding what triggers your bad habits empowers you to develop strategies to avoid them. This could involve

identifying specific times of day, emotions, or situations that lead you to make unhealthy choices.

6. The Power of Habit Stacking: Sasaki introduces the concept of habit stacking, pairing a new habit with an existing one. By attaching a new behavior to an established routine, you increase the likelihood of sticking to it.

7. Embrace Imperfections: "Hello, Habits" acknowledges that setbacks are inevitable on the road to change. The book encourages self-compassion and resilience. Don't let occasional slip-ups derail your progress; learn from them and recommit to your goals.

BOOK: https://amzn.to/4dYlszs

> The world is changed by your example not by your opinion.
>
> **~Paulo Coelho~**

The Rise of Remote Learning

In the wake of the global pandemic, education worldwide underwent a profound transformation, and Nepal was no exception. The traditional classroom setup gave way to the virtual realm as remote learning became the norm. This shift, although challenging, brought with it a wave of innovation and adaptation, reshaping the landscape of education in the Nepalese context.

Nepal, a country known for its rich cultural heritage and breathtaking landscapes, has long struggled with disparities in its education system. Remote areas often lack access to quality education due to infrastructural limitations, while urban centers face issues of overcrowded classrooms and resource constraints. The sudden transition to remote learning exacerbated these challenges.

Many students in rural areas lacked access to the necessary technology and internet connectivity, widening the educational divide. Additionally, teachers were thrust into unfamiliar territory, requiring them to quickly adapt to online teaching methods with limited training and resources.

Despite these challenges, the Nepalese education sector demonstrated remarkable resilience and adaptability. Various stakeholders, including government bodies, non-profit organizations, and private enterprises, rallied together to find innovative solutions to ensure continuity in learning.

One of the most significant developments was the proliferation of educational technology (EdTech) platforms tailored to the Nepalese context. These platforms offered interactive online lessons, digital textbooks, and virtual classrooms accessible via smartphones, making learning more inclusive and accessible, even in remote areas.

Furthermore, partnerships between telecommunications companies and educational institutions led to initiatives providing subsidized or free internet access to students and teachers, bridging the digital divide and enabling more widespread adoption of remote learning.

Recognizing the importance of teacher training in facilitating effective remote learning, organizations across Nepal launched capacity-building programs aimed at equipping educators with the necessary skills and resources. Workshops, webinars, and

Krishnaa Budhathoki
BBS, 1st Year

Manish Magar
BBS, 1st Year

Misan Thapa
BBS, 1st Year

Prabin Kumar Khatri
BBS, 1st Year

Prakriti Prajapati
BBS, 1st Year

online courses on digital pedagogy and content creation empowered teachers to leverage technology effectively in their teaching practices.

Similarly, students were provided with support mechanisms to navigate the challenges of remote learning. Counseling services, peer-to-peer learning platforms, and digital libraries emerged to provide academic and emotional support to students dealing with the transition to virtual classrooms.

As Nepal continues to navigate the complexities of remote learning, it is essential to reflect on the lessons learned and chart a course for the future of education in the country. Investments in infrastructure, teacher training, and digital literacy are imperative to ensure that remote learning remains sustainable and inclusive in the long term.

Furthermore, fostering collaboration among stakeholders, including government agencies, educational institutions, civil society organizations, and the private sector, will be crucial in driving innovation and addressing the evolving needs of learners in a rapidly changing world.
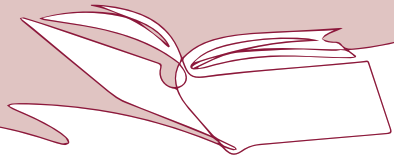
In conclusion, the rise of remote learning in the Nepalese context represents not only a response to crisis but also an opportunity for transformation. By connecting the power of technology, empowering educators and students, and fostering community engagement, Nepal has the potential to build a more resilient and equitable education system that prepares its youth for the challenges and opportunities of the 21st century.

Slavery of Men by Women

Every Man irrespective of who they are must read the book by a German writer Esther Villar in her book *The Manipulated Man*.

This book has caused outrage and *hostile criticism* from women, it explains how women since the earliest times have manipulated men and turned them into their slaves, they have *pretended* to be the oppressed sex while in the real sense they are the oppressors.

She explains how a woman manipulates a man skillfully by steps like *courtship* and finally *marriage*, hence the saying " *a man chases a woman until SHE catches him"* .

In her book she explains how the man is *tricked* to care for the woman all his life and her offspring.

He rolls the stone like *Sisyphus* and in turn gets rewarded by a few minutes of sexual pleasure.

We can, by observing Esther Villar's assertions that a man is a slave of his desires and the woman uses and has used it for thousands of years as a stick and carrot to keep the man chasing vanity and commit his life to serving her.

She goes ahead to explain the *rivalry of women*, how each woman feels the powerful urge and need to own a male for herself.

Like a *slave owner* she detests any move the man would make to offer his services to another woman. She uses all means to keep the man to herself and her offspring alone.

Esther Villar's sentiments are captured by Nigerian Poet, critic and writer, Chinweizu Ibekwe in his book, "The Anatomy of Female Power" (AFP) and Will Farrel's, "The Predatory Female".

They all push the theory that all societies are matriarchal and not patriarchal as we are pushed and forced to believe. *Matriarchy has ruled not through brawn but wits and tricks;* women feigning weakness to be protected etc.

> It's not selfish to love yourself, take care of yourself, and to make your Happiness a priority. It's necessary.
>
> **~Mandy Hale~**

Thus, the male becomes the most exploited sex in human history, (in wars the man is always ready to die for the woman; he has been trained to do that).

Chinweizu calls the idea of *dating* and *courtship* , *training* , like that of a horse. It is during this time that a woman having kept the man on a leash by denying him sex and getting him addicted to her by false charms, trains and breaks him to whatever she wants him to become.

The marriage celebration becomes a celebration for the *woman and her friends,* and they all congratulate her for having succeeded in getting herself a *slave* .

A man on that *wedding* day waves goodbye to his independence and his coalition of males and commits himself to

With those two weapons she manipulates the man and turns him into her plaything.

In the "Myth of the Male Power", Esther Villar's "A Man's Right to the Other Woman"; "The Polygamous Sex", the authors of those books challenge the narrative that men oppress women, and by detailed research across African, Western and Eastern both in ancient and modern societies, the authors unravel the hidden power of the ruthless matriarchal power that rules the world.

Also, Helen E. Fisher did anthropological research of ancient human societies and wrote the book "The Sex Contract, The evolution of human behaviour" 1982. She too came to the conclusion that Marriage is a selfish creation of a Woman, where she uses sex to manipulate a man to take care of her and her offspring. Other male animals do not carry the same burden and responsibility.

Presidents, *Emperors* and *Kings* are all puppets of the matriarchy forces that rule the World by pulling the strings from behind the curtains.

A noble piece which is a must read for every Man under the globe...

PLEASE READ.

a *Sisyphean* life, rolling the stone, an act he cannot abandon having *society* and the *government* checking on him and always ready to *jail* , *shame* or *exile* him for absconding his duties of slavery.

Thus, the government and society helps the woman in keeping her *slave*(man) in check.

Chinweizu gives a narration of how women are trained by older matriarchs to *tame* men. He explains how a man is trained to rely on women by his own mother.

A man is *shamed for cooking* for himself and other domestic chores by his *own mother* who is an agent of the global matriarchal rule.

By getting the man to hate *domestic* works and having it enforced by culture which warns men against going into the kitchen, doing *laundry* etc.

The mother trains his son for the woman who will captivate him and when the time comes she takes hold of the man's stomach and by getting the man addicted to her body she holds him by the two, in *bed* and in the *kitchen* .

Beyond Grades
Rethinking Assessments in Undergraduate Level

Grading in college has always been the main way to see how well students are doing. But now, people are starting to see that just using grades might not show the full picture of what a student can do. Instead of only focusing on grades, many are thinking about new ways to see how students are learning and growing.

Regular grades often just give a number or letter, which doesn't show everything a student knows. They usually come from tests and assignments, but these might not really show a student's true skills or talents. Also, grades can make students feel like they have to compete against each other, which can be stressful and stop them from working together or being creative. Sometimes, students might care more about getting good grades than really learning and understanding the material.

To fix these problems, teachers and schools are trying out new ways to see how well students are doing. One way is through "authentic assessments." These are tasks that let students use what they've learned in real-life situations. For example, instead of taking a test, students might do a project, create a portfolio, or give a presentation. This way, they can show what they can really do and how they understand things, instead of just getting a grade on a test.

Another idea is "competency-based assessment." Instead of just looking at grades or credits, this focuses on if students have really learned specific things. In this system, students can learn at their own pace and get checked on how well they know the material. This helps students learn better because they can focus on what they need help with or try to learn more on their own.

And then there's "formative assessment." This is all about giving students feedback and chances to think about how they're doing while they're still learning. It can be things like short quizzes, talking in class, or looking at their own work. This helps students see what they're doing well and what they need to work on, so they can get better at it.

In short, the old way of just giving grades might not show everything a student can do or how well they're really learning. By trying out new ways of assessing students, teachers can help students learn better and grow more. Whether it's through doing real-life projects, focusing on what students

Prinsha Prasai
BBS, 1st Year

Prashant Nembang
BBS, 1st Year

Priyan Shahi
BBS, 1st Year

Radheshyam Kumar Kalwar
BBS, 1st Year
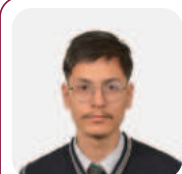
Rojan Shrestha
BBS, 1st Year

really know, or giving them feedback as they go, the goal is to help students succeed in school and in life. By moving past grades and finding better ways to see how students are doing, we can give them the tools they need to face whatever comes their way.

TEN Lessons from *Ikigai: The Japanese Secret to a Long and Happy Life*

1. Find what you love, what you are good at, what the world needs, and what you can be paid for. Your Ikigai lies at the intersection of these four elements.

2. Pursue your passions wholeheartedly. When you engage in activities that you're passionate about, you naturally feel more fulfilled and energized.

3. Keep your body and mind active. Engage in physical activities, mental challenges, and lifelong learning to maintain vitality and cognitive function.

4. Build strong connections with family, friends, and community. Surround yourself with people who support and uplift you.

5. Life is filled with ups and downs. Cultivate resilience to navigate challenges with grace and bounce back from setbacks stronger than before.

6. Strive for balance in all aspects of life— work, relationships, leisure, and personal development. Avoid extremes and seek harmony.

7. Practice mindfulness and savour the present moment. Let go of worries about the past or future and focus on fully experiencing the here and now.

8. Take care of your physical and mental well-being by prioritising sleep, nutrition, stress management, and self-care practices.

9. Cultivate an attitude of gratitude. Appreciate the blessings in your life, big and small, and express thanks regularly.

10. Stay curious and open to new experiences by continuously learning, growing, and evolving as an individual.

BOOK: https://amzn.to/4dmqyVX

You can also get the audio book for free. Use the same link to register for the audio book on audible and start enjoying.

Fun Tech Trends for College Learning

In college, learning can be exciting, especially with all the cool tech trends out there! Let's explore some of these awesome technologies that are making learning more fun and interesting for undergraduates.

Virtual reality (VR) is like stepping into a whole new world! With VR, students can do things in a virtual space that they couldn't do in real life. Imagine medical students practicing surgeries in a virtual operating room or history students exploring ancient civilizations from the comfort of their classroom. VR makes learning feel like an adventure and helps students understand complex concepts in a more immersive way.

Another cool tech trend is augmented reality (AR).

AR brings digital elements into the real world, allowing students to interact with them. For example, engineering students can visualize and manipulate 3D models of their designs, while architecture students can see how buildings would look in different environments. AR adds a fun twist to learning and helps students grasp abstract concepts by making them more tangible and accessible.

Artificial intelligence (AI) is also shaking things up in education. AI can personalize the learning experience for each student by adapting lessons to their individual needs and learning styles. It can also provide instant feedback on assignments and quizzes, helping students track their progress and

Saina Limbu
BBS, 1st Year

Sandhya Humagain
BBS, 1st Year

Sanjana Shakya
BBS, 1st Year

Sanjh K.C
BBS, 1st Year

> "
> Always seek people who will add value to your life and bring out the best in you.
>
> And of course, be that person for others.
>
> ~Hal Elrod~
> "
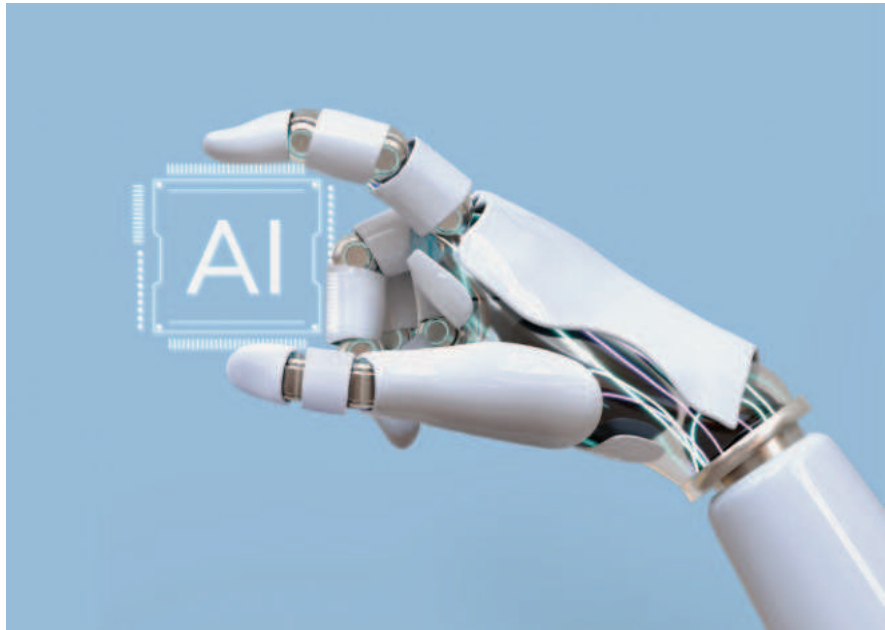
improve their skills over time. With AI-powered tutoring systems, students can receive personalized support and guidance, making learning more accessible and effective for everyone.

Online tools and platforms are another game-changer in undergraduate education. These tools make it easier for students to collaborate with their peers and access course materials from anywhere. Online class systems allow students to attend lectures remotely and participate in discussions with their classmates. Cloud-based productivity tools enable students to work on group projects together, even if they're miles apart. These tools make teamwork more seamless and enable students

to learn at their own pace and on their own schedule.

Gamification is also becoming increasingly popular in college learning. This involves incorporating game elements, such as rewards, challenges, and leaderboards, into educational activities to make learning more engaging and motivating. Language learning apps use gamification to encourage students to practice vocabulary and grammar through interactive games and quizzes. Similarly, coding platforms use gamified exercises to teach programming concepts in a fun and interactive way. Gamification taps into students' natural desire for competition and achievement, making learning feel like play and keeping students motivated to succeed.

Overall, these exciting tech trends are revolutionizing undergraduate education and making learning more enjoyable, accessible, and effective for students. Whether it's exploring virtual worlds with VR, interacting with digital elements in the real world with AR, receiving personalized support and feedback with AI, collaborating with classmates online, or gamifying learning activities, students have access to a wide range of tools and resources that enhance their learning experience and prepare them for success in the future. With these innovative technologies at their fingertips, the possibilities for learning are endless, and the future of undergraduate education looks brighter than ever!
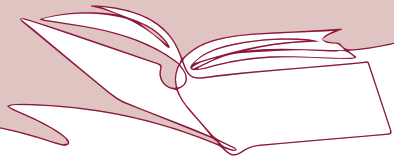
Illustration with Deep Meaning

Fathers and mothers play vital roles in the lives of their children, each bringing unique contributions that are essential for their overall development and well-being.

1. **Nurturing Love and Support**

Both parents provide a nurturing environment filled with love, care, and emotional support. This love forms the foundation of a child's emotional stability and helps them develop a positive self-image and strong self-esteem.

2. **Role Modeling**

Parents serve as primary role models for their children. Fathers and mothers demonstrate important values, behaviors, and attitudes that shape how children perceive and interact with the world. They model aspects like empathy, resilience, responsibility, and respect, influencing their children's moral and ethical development.

3. **Guidance and Discipline**

Parents offer guidance and set boundaries to help children learn right from wrong, make responsible decisions, and develop self-discipline. This guidance includes teaching values, imparting life skills, and addressing challenges and conflicts in constructive ways.

4. **Emotional and Psychological Support**

Fathers and mothers provide emotional and psychological support during times of stress, uncertainty, or difficulty. They offer a safe space for children to express their feelings, share their concerns, and seek comfort and reassurance.

5. **Education and Learning**

Parents play active roles in their children's education and learning journey. They encourage curiosity, provide educational resources, support academic endeavors, and promote a positive attitude towards learning, which significantly influences children's academic success and lifelong learning habits.

6. **Physical Care and Health**

Both parents are responsible for meeting their children's physical needs, including nutrition, healthcare, safety, and overall well-being. They create a healthy and nurturing environment that fosters physical development, good habits, and a strong immune system.

7. **Cultural and Social Identity**

Fathers and mothers help children develop a sense of cultural identity, heritage, and belonging. They

introduce traditions, customs, and values that are important to the family, helping children understand their roots and cultural heritage.

8. **Supporting Social and Interpersonal Skills**

Parents play a crucial role in nurturing their children's social and interpersonal skills. They encourage social interactions, teach communication skills, promote empathy and kindness, and guide children in developing healthy relationships with peers and adults.

In summary, fathers and mothers are irreplaceable pillars in their children's lives, providing love, guidance, support, and nurturing that are essential for their physical, emotional, cognitive, and social development. Their combined influence creates a strong foundation for children to grow into confident, capable, and compassionate individuals.

Exploring Interdisciplinary Studies
Where Passion Meets Purpose

Sonam Tamang
BBS, 1st Year

Subham P. Kharel
BBS, 1st Year

Trishna Tamang
BBS, 1st Year

Ujin Khadka
BBS, 1st Year

IInterdisciplinary studies are all about bringing together different subjects to solve big problems and make the world a better place. Let's dive into what this exciting field is all about!

So, what's interdisciplinary studies? It's like mixing different colors to make a beautiful painting. Instead of just focusing on one subject, like math or history, you get to explore how different subjects connect and work together.

Imagine you're interested in helping the environment. With interdisciplinary studies, you could learn about science to understand how the Earth works, economics to see how money affects the environment, and social issues to understand how people and communities are impacted. By combining these different perspectives, you can come up with creative solutions to protect our planet.

Instead of just focusing on one subject, like math or history, you get to explore how different subjects connect and work together.

One of the coolest things about interdisciplinary studies is that it lets you follow your passions. Maybe you love animals, but you're also interested in technology. With interdisciplinary studies, you could explore both by studying things like animal behavior and how technology can help protect endangered species. You get to create your own path and learn about what you're passionate about.

Interdisciplinary studies also teach you how to work with others. When you're solving big problems, you need to collaborate with people who

DON'T BE SO QUICK TO BELIVE WHAT YOU HEAR

BECAUSE LIES SPREAD FASTER THAN THE TRUTH.

need people who can think in different ways and solve complex problems. With interdisciplinary studies, you develop critical thinking skills, creativity, and adaptability – all things that will help you succeed in whatever you choose to do.

Lastly, interdisciplinary studies are exciting because they're always evolving. New ideas and discoveries are constantly reshaping our understanding of the world. With interdisciplinary studies, you get to be part of that journey, exploring new frontiers and making your mark on the world.

have different skills and ideas. Whether you're working on a project with classmates or joining discussions with experts, you learn how to listen to others, share your ideas, and work together toward a common goal. These teamwork skills are super important not just for school, but for life too.

Another cool thing about interdisciplinary studies is that it helps you see the bigger picture. Instead of

just focusing on one piece of the puzzle, you get to see how everything fits together. For example, if you're interested in healthcare, you might study how biology, psychology, and society all play a role in people's health. By understanding these connections, you can come up with better ways to keep people healthy and happy

Interdisciplinary studies also prepare you for the future. As the world changes, we

In conclusion, interdisciplinary studies are all about exploring connections between different subjects and using that knowledge to solve real-world problems. Whether you're passionate about the environment, healthcare, or something else entirely, interdisciplinary studies offer a pathway where your passion meets purpose. By bringing together diverse perspectives and skills, interdisciplinary studies empower you to make a positive impact on the world and create a future that's brighter for everyone.

Reading Habits
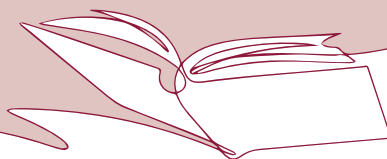
Why You Should Start Reading

1. READ TO Acquire knowledge.
2. READ TO Improve memory.
3. READ TO Strengthen critical and Analytical skills.
4. READ TO Advance your career.
5. READ TO Improve writing skills.
6. READ TO Reduce stress and anxiety.
7. READ TO Improve focus and concentration.
8. READ TO Boost Inspiration and Motivation.
9. READ TO Learn at your own pace.
10. READ TO Stimulate Imagination.
11. READ TO Improve conversation skills.
12. READ TO Become more empathetic.
13. READING HELPS you Sleep better.
14. READING helps you secure a Source of companionship.
15. READING Increases your lifespan.
16. READING Connects you to the right people.

12 Inspiring Quotes about Reading

1. " A reader lives a thousand lives before he dies. The man who never reads lives only one." - *George R.R. Martin*

2. "The more that you read, the more things you will know. The more that you learn, the more places you'll go." - *Dr. Seuss*

3. "Reading is to the mind what exercise is to the body." *Joseph Addison*

4. "You can find magic wherever you look. Sit back and relax, all you need is a book." *Dr. Seuss*

5. " Books are a uniquely portable magic."-*Stephen King*

6. "There is no friend as loyal as a book."-*Ernest Hemingway*

7. " The reading of all good books is like a conversation with the finest minds of past centuries."-*René Descartes*

8. "To read without reflecting is like eating without digesting."-*Edmund Burke*

9. "Reading gives us someplace to go when we have to stay where we are."-*Mason Cooley*

10. "A room without books is like a body without a soul."-*Cicero*

11. "I find television very educating. Every time somebody turns on the set, I go into the other room and read a book."-*Groucho Marx*

12. "Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers."-*Charles William Eliot*

Trend Analysis on Net Profit Study of
Commercial Banks in Nepal

Chapter – 1
Introduction

1.1-Background of the study
Net profit holds immense significance within commercial banks as a critical measure of financial performance and operational efficiency (Smith, 2020). Representing the difference between total revenue and total expenses, net profit serves as a vital indicator of a bank's ability to generate earnings after covering all operational costs, including interest payments, administrative expenses, and provisions for loan losses (Johnson, 2018). This profitability metric not only guides internal decision-making processes but also plays a pivotal role in shaping external perceptions among investors, regulators, and stakeholders (Brown, 2019).

A healthy net profit margin not only signifies robust financial performance but also enhances the bank's capacity to attract capital investment, strengthen its capital reserves, and distribute dividends to shareholders (Jones, 2021). Furthermore, net profit acts as a fundamental determinant in assessing the bank's risk appetite, capital allocation

strategies, and overall competitiveness within the financial market (Anderson, 2017). In essence, net profit stands as a cornerstone of financial viability and strategic decision-making within commercial banks, underpinning their long-term growth prospects and resilience in dynamic economic environments (Robinson, 2016).

1.2-Objectives of the study
The aim of this study is to make trend analysis of net profit of five commercial banks in Nepal namely Sanima Bank, Nabil Bank, Machhapuchhre Bank, NMB Bank, and Agriculture Development Bank.

1.3-Sources of data and data collection method
Secondary data collection method was employed to gather data of 10 years on the net profit of five commercial banks in Nepal. The data covered the years 2069/70 through 2078/79. Data were sourced from various reliable sources including annual reports, official websites of the banks, previous research reports, and internet searches. This approach ensured access to comprehensive and up-to-date financial information

Himanshu Rai
BBS, 2nd Year

Monalika Poudel
BBS, 2nd Year

Shikshya Gurung
BBS, 2nd Year

Rijan Maharjan
BBS, 2nd Year

Rishma Shiwakoti
BBS, 2nd Year

Srijana Basnet
BBS, 2nd Year

pertaining to the net profit of the selected commercial banks.

1.4-Data analysis techniques

A comprehensive trend analysis covering a decade (2069/70 to 2078/79) of financial data from five commercial banks in Nepal employed statistical tools like mean and standard deviation. Calculating the mean showed how well each bank did on average during the 10 years. Standard deviations provided insight into the degree of fluctuation in the numbers, indicating the stability or volatility of each bank's performance.

Chapter – 2
Information of the Industry

2.1 Overview of the industry

The banking industry in Nepal has undergone significant development and transformation in recent years. According to the Nepal Rastra Bank (2022), the central bank of Nepal, the banking sector in the country comprises a diverse range of institutions, including commercial banks, development banks, and microfinance institutions. With increasing financial inclusion initiatives and technological advancements, the banking industry has expanded its reach to underserved populations in rural areas (Acharya and Kafle, 2019). Moreover, regulatory reforms and policies aimed at enhancing transparency and stability have contributed to the resilience of Nepal's banking sector amidst global economic challenges (Khatiwada and Sharma, 2020). Despite these advancements, challenges such as credit access constraints and cybersecurity threats persist, necessitating continuous efforts by stakeholders to ensure the sustainability and growth of the banking industry in Nepal.

2.2 Historical background of the industry

The banking industry in Nepal has a rich historical background that reflects the country's economic evolution. Nepal's modern banking system traces its roots back to the establishment of Nepal Bank Limited in 1937 (Shrestha, 2017). Initially, the banking sector was characterized by a limited number of commercial banks, largely state-owned, which catered primarily to urban areas.

However, the industry underwent significant reforms and liberalization in the 1990s, leading to the emergence of private and foreign banks, as well as the establishment of regulatory bodies like the Nepal Rastra Bank (Nepal Rastra Bank, 2022). These reforms aimed to promote competition, improve efficiency, and enhance financial access across the country. Despite challenges such as geographic barriers and low financial literacy, the banking industry has made notable strides in expanding its services to rural and marginalized communities, contributing to Nepal's overall economic development (Khatiwada and Sharma, 2020).

2.3 Current status of the industry

The banking industry in Nepal has experienced significant growth and diversification in recent years, with the presence of 20 commercial banks contributing to its dynamic landscape (Nepal Rastra Bank, 2022). These commercial banks, which include both domestic and foreign institutions, play a

crucial role in mobilizing savings, facilitating investment, and supporting economic development initiatives across the country (Khatiwada and Sharma, 2020). The industry has witnessed increasing competition, driven by factors such as technological innovation, regulatory reforms, and changing consumer preferences. Moreover, efforts to enhance financial inclusion and expand banking services to underserved populations have been prioritized, resulting in improved access to banking products and services in rural and remote areas (Acharya and Kafle, 2019). Despite these advancements, challenges such as cybersecurity threats, credit risk management, and regulatory compliance remain areas of concern, requiring continuous vigilance and adaptation by industry stakeholders to ensure the sustainability and resilience of Nepal's banking sector.

Chapter – 3
Data Presentation of Key Trends

3.1 Presentation of the data of trends

Table 1 presents the net profit data of five commercial banks in Nepal over ten consecutive fiscal years, from 2069/70 to 2078/79. Each row corresponds to a specific fiscal year, while each column represents a different commercial bank.

3.2 Comparison of current trend with historical data, if any deviation

To compare the current trend with historical data for the net profit of five commercial banks in Nepal, this study analyzed the changes in net profit over the years and compared them with the average and standard deviation values. For NABIL Bank, the net profit fluctuated over the years, with some peaks and troughs. The average net profit was 28.46 crore, with a standard deviation of 7.89 crore. Comparing the current trend with historical data, it was noticed a decrease in net profit in the most recent year (2078/79) compared to the average. Similarly, for ADBL (Asian Development Bank Limited), net profit also showed fluctuations over the years, with an average of 19.577 crore and a standard deviation of 4.67 crore. The most recent year (2078/79) showed a decrease in net profit compared to the average.

NMB Bank demonstrated relatively stable net profit

Table 1: Net profit of five commercial banks

Fiscal Year	NET PROFIT				
	NABIL	ADBL	NMB	MBL	SANIMA
2069/70	32.66	22.37	17.4	5.54	16.96
2070/71	33.65	13.95	16.34	13.66	18.67
2071/72	29.93	25.19	18.42	16.65	26.63
2072/73	37.3	20	20.9	21.96	26.63
2073/74	39.22	18.08	20.52	21.96	22.84
2074/75	31.12	23.76	18.09	14.81	18.55
2075/76	24.25	24.25	18.06	14.86	18.86
2076/77	18.55	18.27	11.94	9.99	14.04
2077/78	21.72	19.37	17.45	12.6	19.13
2078/79	16.15	10.53	15.25	9.96	12.79
Average	28.46	19.577	17.437	14.199	19.51
S.D	7.89	4.67	2.57	5.17	4.67

Source: MBS Thesis of Aslesha Rai (2024)

over the years, with an average of 17.437 crore and a low standard deviation of 2.57 crore. Nonetheless, the most recent year (2078/79) exhibited a slight decrease in net profit compared to the average. MBL (Machhapuchhre Bank Limited) and SANIMA Bank also showed fluctuations in net profit over the years, with averages of 14.199 crore and 19.51 crore, respectively, and standard deviations of 5.17 crore and 4.67 crore. Similarly, the most recent year (2078/79) showed a decrease in net profit compared to the average for both banks.

3.3 Analyzing factors influencing trends

Analyzing factors influencing the decreasing trends in the net profit of five commercial banks in Nepal involves a comprehensive investigation into various internal and external drivers contributing to this decline. Internally, challenges such as inefficient cost management practices, inadequate risk management frameworks, and suboptimal investment decisions can lead to reduced profitability. Operational inefficiencies, including high overhead costs and non-performing assets, may also hinder revenue generation and erode net profit margins.

Externally, macroeconomic factors such as economic downturns, fluctuating interest rates, and currency volatility can exert pressure on banks' profitability by affecting loan demand, credit quality, and investment returns. Regulatory changes, including stringent capital requirements and compliance standards, may increase operating costs and constrain revenue growth. Moreover, intensifying competition from domestic and international players, coupled with evolving customer preferences and technological disruptions, further compound the challenges faced by banks in maintaining profitability.

3.4 Prediction of trends

Based on the current trend, following prediction can be made:

- **NABIL Bank:** Given the fluctuations observed in NABIL Bank's net profit over the years, it's likely that this trend will continue. However, considering the decreasing trend observed in the most recent year (2078/79), it's possible that net profits may continue to decline in the near future.
- **ADBL:** Similar to NABIL Bank, ADBL has experienced fluctuations in net profit. With the decrease observed in the most recent year (2078/79), there's a possibility of continued decline or relatively stagnant net profits in the coming years.
- **NMB Bank:** NMB Bank has demonstrated relatively stable net profit over the years. Despite a slight decrease in the most recent year, the low standard deviation suggests potential for stability or gradual growth in net profits in the future.
- **MBL:** MBL's net profit has fluctuated over the years, with a decreasing trend observed in the most recent year. This trend may continue, potentially leading to further decreases in net profits.
- **SANIMA Bank:** SANIMA Bank has also experienced fluctuations in net profit, with a decrease observed in the most recent year. Similar to MBL, this trend may persist, resulting in continued decreases in net profits.

Chapter – 4
Conclusion and Recommendation

4.1 Conclusion

The trend analysis of the net profit of five commercial banks in Nepal over a ten-year period reveals several significant insights. Despite individual variations among the banks, a prevailing trend of fluctuation and, in some cases, decline in net profit emerges. Factors such as macroeconomic conditions, regulatory changes, market competition, and internal management

decisions contribute to these fluctuations. NABIL Bank and ADBL have shown inconsistent performance with a notable decrease in net profit in the most recent year, indicating potential challenges in sustaining profitability.

Conversely, NMB Bank demonstrated relative stability, while MBL and SANIMA Bank experienced fluctuating trends with declining net profits. Moving forward, stakeholders must closely monitor these trends, adapt strategic approaches, and implement measures to mitigate risks and capitalize on emerging opportunities in Nepal's evolving banking landscape. Additionally, further analysis incorporating qualitative and quantitative factors is essential for a comprehensive understanding of the dynamics shaping the financial performance of commercial banks in Nepal.

4.2 Recommendations

Based on the trend analysis of net profit in Nepalese commercial banks, it's recommended to enhance operational efficiency, diversify revenue streams, and strengthen risk management. Banks should adapt strategic planning to changing market dynamics, invest in talent development, and closely monitor external factors. These measures will improve resilience, mitigate risks, and capitalize on emerging opportunities, ensuring sustainable growth in Nepal's banking sector.

References

Acharya, B., and Kafle, P. (2019). Financial inclusion and economic growth in Nepal. *Journal of Asian Business Strategy*, 9 (2), 59-69.

Anderson, J. (2017). The importance of net profit in commercial banks. *Journal of Banking and Finance*, 15 (3), 45-58.

Brown, R. (2019). Net profit as a critical measure in commercial banking. *International Journal of Financial Studies*, 7(2), 112.

Johnson, S. (2018). Understanding the significance of net profit in commercial banks. *Journal of Financial Research*, 25 (4), 67-80.

Jones, M. (2021). The impact of net profit on commercial bank performance. *Banking Review*, 12 (1), 35-48.

Khatiwada, S., and Sharma, K. (2020). Determinants of financial stability in Nepal: A time series analysis. *Journal of Finance and Bank Management*, 8 (1), 23-33.

Nepal Rastra Bank. (2022). *Annual Report 2021/22*. Kathmandu, Nepal: Author.

Robinson, D. (2016). Net profit and its implications for commercial banks. *Journal of Financial Management*, 10 (2), 89-102.

Shrestha, S. (2017). Banking and financial sector in Nepal: Performance, challenges, and prospects. *Economic Journal of Development Issues*, 18 (1-2), 103-114.

Smith, A. (2020). Significance of net profit in commercial banking: A critical analysis. *Banking and Finance Review*, 18 (3), 123-136.

TO BE SUCCESSFUL

- You don't need a better job.
- You don't need a better home.
- You don't need a better phone.
- You don't need a better car.
- You don't need better clothes.

YOU NEED A BETTER MINDSET.

Mindfulness in Gender Ritualization

*"She was once told
it's a smile that she should hold
No matter how old
She is sold
To a man who acts bold
That man should pretend to be cold
In any situation he glid
Accepting his behaviours wild
Yet she is mild
She could override
But, as a bride
Her pride gets hide."*

Rabu Ranjit
Faculty of English
United College
raburanjit@united.edu.np

"Kids rise or fall according to what we believe about them", neurologist Lise Eliot (2009) remarked, "and the more we linger on the distinctions between males and girls, the more likely such stereotypes are to crystallize into children's self-evaluations and self-fulfilling prophecies." She said that gender indoctrination started before birth, with babies' colours and clothing being selected depending on sex while still in the womb.[1]

The dominant cultural narrative portrayed boys as emotionally deficient and relationally inept, particularly in comparison to girls (Chu, 2005), whereas girls and women are frequently portrayed as shallow princesses consumed with intense female rivalry, obsessively applying make-up, shopping, and being sexualized at increasingly younger ages (Machoian, 2005).[2]

Identity theorists like Carol Gilligan, Erik Eriskson, Judy Y. Chu, and Lisa Machoian proposed inquiry of who am I has morphed by adolescence into who am I supposed to be and how am I intended to be? And when boys and girls think they fall short of who and how they should be, they fear something is wrong with them.

At the time, socially established gender norms, as well as the public Personnaz boys and girls display in compliance with such standards, might be misinterpreted, damaging their sense of integrity and impairing their relationships, ultimately contributing to poor mental health. What are some of the most common stresses that boys and girls experience as a result of gender socialization? And what can we do as educators to foster and sustain resilience and optimism in our students?

On the one hand, psychologist Carol Gilligan and her colleagues at the Harvard study project on women psychology and girls' development showed how indoctrination toward patriarchal constructs of femininity can limit girls' self-expression and endanger their wellbeing.[3]

As the girls in these studies entered adolescence, many of them reported engaging in behaviors like self-silencing, for instance, to avoid conflict or negative judgment,

1   Lise Eliot, Pink Brain, Blue Brain: *How Small Differences Grow into Troublesome Gaps and What We Can Do About It* (New York: Mariner, 2009), 15.

2   Lisa Machoian, The Disappearing Girl: Learning the Language of Teenage Depression (New York: Dutton, 2005); Judy Y. Chu, "Adolescent Boys' Friendships and Peer Group Culture," (New Directions for Child and Adolescent Development, 2005)

3   Brown and Gilligan, Meeting at the Crossroads; Carol Gilligan, "Joining the Resistance: Psychology, Politics, Girls and Women," Michigan Quarterly Review 29 (Fall 1990): 501–36.

adhering to nurturing or sexualized rules they believed were expected of them, cutting, disordered eating, and so forth that are, at least in part, linked to cultural norms of femininity, emotional seclusion, or both.[4]

Throughout a woman's life, she is expected to maintain the appearance and young expectations set by society. Failure to uphold these norms would result in self- and societal rejection. Girls are therefore more likely to experience sadness, anxiety, negative body image, excessive dieting, eating disorders, self-harm, and drug abuse.[5]

A lot of sexist language, including sexual harassment, occurs at work, school, and other settings, and evaluations of females' bodies and attractiveness are frequently sexualized.[6] From an informal conversation I had with students during check-ins, I shared with them that I am working on a paper regarding gender. Then, four of them showed their interest to reflect on their experiences because I and they were part

of the situation. So, I set up individual reflection sessions with each student to ensure confidentiality and respect their privacy.

Later, I could relate their experiences with our readings so I placed them with their written consent received through email correspondence. A twenty-five-year-old girl I talked with recalls her high school experience and explains, "They commented on my body and appearance therefore, I had to keep my beauty and physique or else they would not be friends with me. I was made to believe that I should enhance my buttocks while further reducing my waist size". I went on a diet and attempted shaping my arms and inner thighs.

When I was unable to maintain my physique and was utterly despondent, I started to feel horrible about my appearance. I also began doing drugs in an effort to slim down and seem 'flawless,' since it is crucial for girls to fit in and be liked in order to gain acceptance from

others. However, I realize now that, adolescent girls are completely unaware about the fact that this kind of behavior is sexual harassment, but even if they were many schools lack sexual harassment policies in place to protect them."

The feeling and thinking of females are still affected by social pressure- social disapproval leading to self-disapproval. They often conceal their thoughts and feelings, endangering their mental health and making it challenging for them to get treatment.[7]

Anchal, a tenth grader, tells me, "I clearly recall how my grandma sobbed uncontrollably when my grandfather passed away last month. In addition, my older sister was completely out of her mind when her lover deserted her. Everyone recognized that both parties are very saddened by someone's passing or omission of you. It's different in my case, though. I feel depressed yet I'm not allowed to be because of what my friends, professors, parents, and

[4]   Carol Gilligan, Annie G. Rogers, and Deborah L. Tolman, *Women, Girls, & Psychotherapy: Reframing Resistance* (New York: Harrington Park Press, 1991); Jill M. Taylor, Carol Gilligan, and Amy M. Sullivan, *Between Voice and Silence: Women and Girls, Race and Relationships* (Cambridge, MA: Harvard University Press, 1995).

[5]   Sarah J. Durkin and Susan J. Paxton, "Predictors of Vulnerability to Reduced Body Image Satisfaction and Psychological Well-Being in Response to Exposure to Idealized Female Body Images in Adolescent Girls," *Journal of Psychosomatic Research* 53 (2002): 995–1005; Sarah J. Durkin, Susan J. Paxton, and Manuela Sorbello, "An Integrative Model or the Impact of Exposure to Idealized Female Images on Adolescent Girls' Body Satisfaction," *Journal of Applied Social Psychology* 3, No. 5 (2007): 1092–117.

[6]   Carol Hill and Holly Kearl, *Crossing the Line: Sexual Harassment at School* (Washington, DC: AAUW, 2011

[7]   Machoian, *Disappearing Girl*, 156.

society demand of me. I feel upset with them for offending me, yet I'm expected to control my rage. A girl must retain her fury for the rest of her life."[8]

Adolescence is a period of continued brain development for the prefrontal cortex, which regulates executive functions. Foresight, impulse control, and cause-and-effect reasoning are still emerging processes in the brain, and the physical changes of puberty are not synced with these developments.[9]

Sujata, a fifteen-year-old, talks about hitting a guy in her school and being shunned by her classmates and instructors. She was upset and, deep down, she suffered a lot, which caused her to become depressed. She said, "Because of my body type and skin tone, a boy used to make fun of me often. I restrained my rage. One day I snapped and hit him. My buddies left me when they noticed how I was acting, and they immediately complained to the teacher. I was caught assaulting a boy, and the instructor saw it and reported it to the principal's office. The fact that a female slapped a boy startled the entire school. And someone posted it on social media. Because it affects everyone else now and is not limited to a female issue. I was referred to as a "troubled girl" by my instructors. My parents therefore don't accept me for my actions. They continually ask me to be tolerant of others, to control my temper, and to be submissive. Even after learning the cause of the argument, the principal had me apologize to the boy. The child was sobbing. I anticipated his apologies, too, but the principal didn't make him apologize to me for what he had said and done the entire time. Instead, the principal told him, "Be a man, don't cry like a girl."

In contrast, Judy Y. Chu demonstrated that indoctrination toward patriarchal construction of masculinity also has detrimental effects on boys, despite the advantages of being a man and conforming to culturally dictated ideals of what a man should be.[10] Contrary to common gender stereotypes, she claims that males also have a natural propensity to form close, emotional connections with others.

Boys' well-being is also protected and largely influenced by these attachments, therefore denying them the chance to form intimate friendships poses a severe risk to their wellbeing. According to their research, males are just as emotionally and physically susceptible to the agony of physical damage as girls are, and they seek close connections that are defined by trust, understanding, and caring.[11]

Boys who are self-aware, mindful of others, and receptive to their relationships were among those we encountered. But rather than serving as examples of all guys, we are more prone to see these boys as outliers. As a culture, we still frequently undervalue guys' interpersonal skills and relational weaknesses. We are not aware of them for a number of reasons.

Firstly, we view masculinity and femininity as mutually incompatible opposites and exclusively connect emotions and relationships with femininity. The same goes for gender stereotypes, which make us believe that guys are weak but girls might be vulnerable in social situations.

---

8   Machoian, *Disappearing Girl*, 123.

9   Machoian, *Disappearing Girl*, 20–22; see Claudia Walls and Kristina Dell, "What Makes Teens Tick?" *Time Magazine*, May 10, 2004.

10   Joseph H. Pleck, *The Myth of Masculinity* (Cambridge, MA: MIT Press, 1981); Victor J. Seidler, *Man Enough: Embodying Masculinities* (London: Sage Publications, Inc., 1998).

11   Chu, "A Relational Perspective"; Way, "Boys' Friendships During Adolescence."

Boys learn to hide and deny as a result of learning that their vulnerability is seen as a weakness.

Secondly, a boy's interpersonal skills may not always be obvious. These characteristics are seen by boys as distinguishing them from other boys. They are susceptible to criticism from others, for instance when a male is able to feel the emotions of others. Boys run the risk of offending or misrepresenting themselves when they lay everything about them out there for others to see.

Finally, in civilizations like ours where masculinity is defined in opposition to femininity, demonstrating masculinity entails doing more than just adhering to the standards of masculine conduct. It also involves doing anything that is considered feminine.[12] For instance, via general socialization, males learn to portray a macho image of physiological strength, emotional self-restraint, and financial independence and, probably more crucially, to not expose their feminine fragility emotionally or their dependency on others for friendship and support.

In essence, guys are taught that they must give up their potential and desire for emotionally intimate connections in order to demonstrate that they have been big boys and not little girls.

Sulav, a ninth-grader during his father's burial, shared during our informal conversation how it might be risky to express one's sentiments because of the potential for ridicule and harassment:

"I desperately wanted to weep, but I was unable to do so because of how my peers, professors, and society would react. They wouldn't care about how I felt about my father, who passed away. I resisted projecting it, too. I had to disregard my feelings as a result."

Sulav's adherence to masculine norms affected his involvement in school and academic results. He spent less time at school, was less likely to like it, and was more likely to skip class. He was an alcoholic with lower self-esteem and used to hang out with other adult lads. He had no interest in anything. He gave the impression that he didn't need or care about anything related to school, with the possible exception of making friends who are similar to him.

The child may also be unable to express his struggles because of cultural pressure to seem coolly detached, especially if he has been raised to equate asking for help with weakness and guilt and to consider vulnerability as a sign of manhood. Unfortunately, he was not allowed to attend the school.

Therefore, boys and girls who adhere to traditional masculine and feminine ideals frequently experience poor self-esteem and a feeling of uneasiness. They also have a higher likelihood of abusing drugs, getting suspended from their job or school, acting out in a disruptive manner, and engaging in aggressive sexual conduct. Extreme adoption of gender standards, notably the rejection of anguish and pain, the unrestrained sense of entitlement, and the urge to portray machismo or muliebrity, can contribute to violent acts with life-altering repercussions.

There are various methods for parents and teachers to encourage boys and girls throughout their lives given the priority gender places on connections, on being seen and heard. Making sure those who are hurting are noticed and being aware of some of the warning signs and signals of distress can help prevent mental health spirals. Teenage emotional discomfort may affect one's mental health as well as their academic performance.

Sulav recalls, "I was constantly anxious at school. I was so overwhelmed that I had a hard time focusing. I was unable to

---

[12]   Peter N. Stearns, *Be a Man! Males in Modern Society* (New York: Holmes and Meier Publications, 1990).

do anything, and as a result, my grades declined. I softly sank into the backdrop of emptiness, pulling back into solitude and retreat. I was doing a good job of hiding it, but on the inside, I was feeling restless and miserable. I went home and quietly slashed or sobbed myself to sleep."

As she thought back on the boy's conduct during his teens, his mother remarked, "I know he's sobbing at night; he's absolutely shattered by everything going on in his life." He frequently received suspensions because of his actions at school that also got both of us into legal issues outside of school. He began abusing drugs, which made matters worse, but as a mother, I recognize that this was not a behavioral issue; rather, it was a cry for help since drug misuse is a sign of despair."

A prime example is Ferguson's Bad Boys, a fifth-grader, already marked by some adults at his school as having a jail cell in his future, "judges himself in light of what he perceives to be the way in which others judge him."[13] This boy's self-concept, based on what others see in him, affect his behavioral development and in turn reinforce the perceptions that teachers, school staff, and others have about him.

In contrast, I would like to infer an example from Erikson's The Life cycle: Epigenesis of Identity where he reported a young person taking some leeway to utilize a conventional way of life for dealing with a remnant of gender identity.[14] He knew this girl before her puberty when she was obese and showed dependency while she was envious of her brothers and in rivalry with them. However, she was intelligent and optimistic.

And, indeed, she became a leader and model of young girlhood. One day, He courageously asked her parents to let her stay at the ranch out West. And her parents agreed simply out of liberality and confidence. They grant her this moratorium. That time the girl specialized in nurturing newborn colts and actively served the neediest animals at any time.

She felt content apparently and recognized by cowboys, as well as when she returned home. As Erikson noted, "One might say that she turned maternal but it was a materialism such as cowboys must do and display, additionally she did it all in jeans.

This brought recognition from man to man as well as from man to woman and beyond that the confirmation of her optimism that is her feeling

that something could be done that felt like her, was useful and worthwhile, and was in line with an ideological tendency where we still made immediate practical sense" (p.131).

Both genders can do wonders and find themselves pursuing interests that are worthy according to their needs. All they seek is proper communication and appropriate instructions which support them to move towards a positive direction rather than being bound towards traditional gender roles.

And we as educators should recognize signs and signals of distress regardless of gender standards, communicate to them appropriately, show you care, and respect their confidentiality. Moreover, you can create caring communities at both the classroom and the school level and report to their parents about their positive behaviors and achievements.

You can also comment on their strengths. In addition, you may want to incorporate lessons on proper diet and mental health to mitigate the risk of eating disorders and cutting. Most importantly, listening and engaging them in open communication, face-to-face interaction and validating them should be established.

---

13   Ann Arnett Ferguson, *Bad Boys: Public Schools in the Making of Black Masculinity* (Ann Arbor: University of Michigan Press, 2001), 1.

14   Erik H. Erikson, *Identity: Youth and Crisis* (NewYork: Norton, 1968), 131.

Politicization of Nepal's Judiciary is Entrenched

The Constitution of Nepal envisions three distinct branches of government: legislative, executive, and judicial. These branches are meant to function independently, free from interference from each other.

While the legislative and executive branches are inherently political, the judiciary is intended to remain impartial and free from political influence to maintain its credibility. However, in practice, the Judicial Council, which recommends the appointment of judges in Nepal, is heavily influenced, if not dominated, by political interests. This political influence extends to the Constitutional Council, which recommends the Chief Justice of the Supreme Court, making

Kiran Paudel
BCA 6th sem
workwithkiran01@gmail.com

the executive a key player in judicial appointments.

This politicization of judicial appointments has raised significant concerns about the competency, impartiality, and integrity of the judiciary. Many court verdicts in Nepal seem to be influenced by political pressures, undermining the judiciary's

credibility and eroding public trust. A competent and independent judiciary is essential for upholding the rule of law and ensuring that justice is administered fairly.

Shree Krishna Bhatarai, former Supreme Court justice, says that "The credibility of the judiciary has been declining due to increasing political interference. Political parties appoint their desired candidates as judges to serve their interests, and they resort to impeachment if any hurdles arise. This trend has recently been on the rise, undermining the principles of constitutionalism and judicial independence."

When did politics start infiltrating the judiciary?

Gandhi Pandit, professor of law at Tribhuvan University, says the turning point is often considered the event of 2013 when then Chief Justice Khil Raj Regmi was appointed the chairman of the Council of Ministers to remove then Prime Minister Baburam Bhattarai, due to the lack of consensus among political parties.

"This move laid the foundation for the political exploitation of the judiciary," says Prof. Pandit According to him, political interference in Nepal's judiciary began as early as 2047 BS. However, post-2062/63 BS, political meddling increased significantly, culminating in Regmi's appointment as both the head of the executive and judiciary. Some analysts believe this appointment instilled a tendency among judges to seek political advantage.

Subsequent Chief Justices after Regmi have been embroiled in various controversies. After Regmi, Damodar Prasad Sharma served as acting Chief Justice, a period considered golden for middlemen and the corrupt. Sharma was notorious for appointing his nephew as a judge in the then-Appeals Court, fostering factionalism among Supreme Court judges, and failing to make permanent appointments for competent judges, allowing them to retire instead. Ram Kumar Prasad Shah, who succeeded

Sharma, attempted some reforms but was not free from controversy. Kalyan Shrestha, who followed Shah, faced similar issues.

The first female Chief Justice, Sushila Karki, faced impeachment over a dispute regarding the appointment of the police chief. Although the impeachment was later withdrawn, this incident set a precedent for using impeachment as a tool against non-compliant judges, a tactic also used against suspended Chief Justice Cholendra Shamsher Rana.

Increasing political influence and power-sharing deals have eroded the judiciary's credibility, shaking the foundation of the one institution people still trust. Experts argue that the root cause lies in the flawed appointment process.

The structure of the Judicial Council, changed through the interim constitution after the second people's movement of 2006, heightened political interference. The new system included only the Chief Justice and the senior-most justice from the Supreme Court, with three additional members: the Minister of Law, a lawyer sent by the Prime Minister, and another lawyer recommended by the Nepal Bar Association. This made it easier for politically affiliated lawyers to join the council.

This structure led to a high level of political quota distribution in judge appointments in 2070 and 2071 BS. In 2070 BS, 15 newly appointed Appellate Court judges visited the UML party office to express their gratitude on the same day they took their oaths of impartiality and independence. Now, the UML, which facilitated political intrusion into the judiciary, is trying to distance itself from the issue.

In the midst of widespread controversy and disorder, some interpret the political manipulation of the judiciary as a crisis of the system itself. As major political leaders began using the judiciary to shield themselves and their associates from legal issues and irregularities, public trust in the institution has steadily eroded. Frequent political meddling with the judiciary during the implementation phase of the constitution could undermine confidence in the constitution itself. Therefore, political parties must be cautious, as such interference affects not just individuals but the entire judicial system.

International practice of judge appointment

For democracy to thrive, the judiciary must be independent and free from political influence. 17th-century French philosopher Montesquieu argued that

when legislative and executive powers are concentrated in one body, independence cannot be maintained, and when the executive, legislative, and judicial branches are exercised by a single entity, democracy is hindered. This concept has been adopted by many democratic countries.

Since the constitution itself cannot exercise wisdom and judgment, there needs to be a development of constitutional culture and adherence to constitutional norms. Because the legislature makes laws, the executive may sometimes violate the constitution and laws or infringe upon individual rights. The executive, possessing both weapons and authority, can misuse power, making an independent judiciary necessary to prevent such actions.

Appointing judges by the legislature directly interferes with the principle of separation of powers and checks and balances, placing the judiciary under legislative control. When political representatives select judges, merit becomes irrelevant, which undermines judicial independence. Similarly, judges elected by popular vote must remain loyal to their voters, making impartiality difficult. Even appointments by executive order have not ensured judicial independence.

Therefore, the selection process for judicial officials must emphasize impartiality, independence, fearlessness, and individual qualifications, competence, experience, and conduct. The process and the laws governing appointments are crucial for judicial performance efficiency.

In the US, the President nominates Supreme Court justices, who must be approved by the Senate. This process often involves selecting candidates with similar political and ideological views. Despite the political nature of appointments, the judiciary operates independently.

For instance, Joseph Story was appointed as a judge at the age of just 32 in 1811. James Byrnes, appointed in 1941, did not have a higher education certificate but gained legal knowledge through self-study. Brett Kavanaugh, who was recommended as a Supreme Court judge in 2019, faced allegations of sexual misconduct from three women dating back three decades.

However, after discussions in the Senate, it was decided that his past behavior would not affect his current judicial performance, and he was appointed after receiving majority approval from the Senate. There are also examples of foreign-born individuals becoming judges.

Supreme Court judges in the US are only dismissed under special circumstances or for misconduct, while experienced judges with 15 years of service and aged 65 or older can also be given responsibility in the Supreme Court.

After the US Federal Constitution was created, then-Chief Justice John Marshall in 1780 declared that the Constitution is the supreme law of the land, and it is the judiciary's responsibility to uphold the supremacy of the Constitution. He asserted that even the President must operate under the Constitution. This interpretation strengthened American democracy and increased public trust that the President would not act against the country and its people. However, in 1857, then-Chief Justice Roger Taney's interpretation that slaves could not be American citizens and that black people could not exercise the same rights as white people led to the American Civil War, causing great damage.

Consequently, although the US Constitution does not specify the age or qualifications of Supreme Court judges, it allows the President and Senate to determine qualifications as needed at their discretion. While the appointment of judges in the US appears to be purely political, it is claimed

that there is no politicization within the courts, unlike in Nepal.

In the high courts of the United States and the United Kingdom, it is customary to appoint individuals as Supreme Court judges who have at least two years of experience as judges or have demonstrated exceptional expertise in the judicial field by practicing at the same level of court for 15 years.

In neighboring India, although the constitution emphasizes the importance of executive power in the process of judge appointments, the judiciary has prioritized the role of the Chief Justice in these appointments through its interpretations and actions. A collegium of four senior-most justices, led by the Chief Justice, recommend appointments to the President, maintaining independence from the executive. Similar collegium system is followed while appointing judges for the High Court.

In the British judicial tradition, individuals who have been associated with political parties, served as Attorney General, Members of Parliament, or Ministers are considered ineligible for judgeship. British society still believes that judges do not engage in corruption.

Policy for judicial appointments in Nepal

According to Article 129 (2) of Nepal's Constitution, the Chief Justice is appointed by the President on the recommendation of the Constitutional Council, and other judges are appointed by the President on the recommendation of the Judicial Council. Articles 140(1) and 292(1) outline the appointment process for High Court judges and the parliamentary hearing requirement for the Chief Justice and Supreme Court judges. Article 129(4) specifies a six-year term for the Chief Justice, while Articles 131(b) and 142(1)(b) set age limits for Supreme Court and High Court judges.

However, in practice, there has been noticeable political interference in the appointments of the Chief Justice and justices in the Supreme Court judges, as well as High Court judges.

Balaram KC, former Supreme Court justice, says: "Individuals who have been MPs and ministers from political parties, presidents and officials of the Nepal Bar Association, Attorneys General, professors, individuals who have engaged in other businesses, amassed wealth abroad, or worked in influential law firms, and those who have failed to establish themselves in the legal profession are selectively appointed as judgesbased on connections, sometimes involving deals worth millions."

This manipulation undermines the judiciary's role in validating decisions and protecting political power, leading to significant degradation of public trust. The Nepal Bar, acting as a subsidiary of political parties, has further complicated the issue. Political statements, boycotts, and other disruptive actions are pushing Nepal's judicial system into a critical state. The Judicial Council and other authorities must address these issues to safeguard the integrity of the justice system.
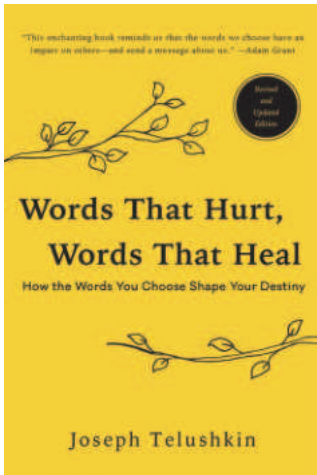
Words That Hurt, Words That Heal by Joseph Telushkin provides insightful lessons on the power of language and its impact on relationships and society.

Here are ten lessons from the book:

1. **The Power of Words**
Words have the power to build or destroy. Telushkin emphasizes that the words we choose can either uplift others or cause significant harm, and we must be mindful of this power.

2. **Avoiding Lashon Hara (Evil Speech)**
Speaking negatively about others, even if true, is harmful and considered a serious ethical breach. The book highlights the importance of refraining from gossip and slander.

3. **The Impact of Criticism**
Constructive criticism can be valuable, but it should be delivered with care and sensitivity. Harsh or thoughtless criticism can damage relationships and self-esteem.

4. **The Importance of Compliments**
Genuine compliments can boost morale and strengthen relationships. Telushkin encourages the practice of giving sincere and thoughtful praise.

5. **Listening Skills**
Being a good listener is as important as being a good speaker. Listening shows respect and understanding, fostering deeper connections and trust.

6. **Apologizing and Forgiveness**
When words cause harm, apologizing sincerely is crucial. Similarly, forgiving others can heal wounds and restore relationships.

7. **Mindful Speech**
Think before you speak. Telushkin advises considering the potential impact of our words on others before expressing them.

8. **Public Discourse**
The book addresses the need for civility and respect in public discourse. Even in disagreements, maintaining respect and avoiding personal attacks is essential.

9. **Teaching Children**
Instilling the values of kind and respectful speech in children is vital. They learn from adults, so modeling positive behavior is key.

10. **Healing Words**
Words can heal emotional wounds. Offering comfort, support, and encouragement through words can have a profound positive effect on others.

These lessons from Words That Hurt, Words That Heal underscore the ethical responsibility we have in our communication and the profound impact our words can have on those around us.

SECTION
3

Creative
Corner

This corner is allotted space for our creative minds; where creativity knows no bounds, and imagination takes flights. Our aspiring writers, artists, poets, storytellers or simply someone can contribute to explore their own creative self. Some creative writings for this issue are as follows:

S/N	Topics
1	Exploring Diversity and Talent in *United Luminary* # 1
2	Neuralink: The Future of Human Cognition
3	If Not Now, Then When?
4	The Ever-Evolving Journey of Computers and IT Students
5	On My Moon Time
6	Embracing Vulnerability as Strength
7	Struggle from Kitchen to Coventry
8	Shadow
9	The Vital Role of Startups in Economic Growth
10	Pathways of Dreams and Friends
11	Life's Generational Struggles
12	Dream on!
13	Academic Passion for Fashion
14	Encouraging the Future
15	प्रतिभा निखार्ने चौतारी *युनाइटेड लुमिनरी*
16	In the Brightness
17	Nature Scroll Adventure to Jamacho Gumba
18	Perception: Making Judgment of Others

Exploring Diversity and Talent
in United Luminary # 1

Animon Rapacha
BBM 7th Semester
rapacha777@gmail.com
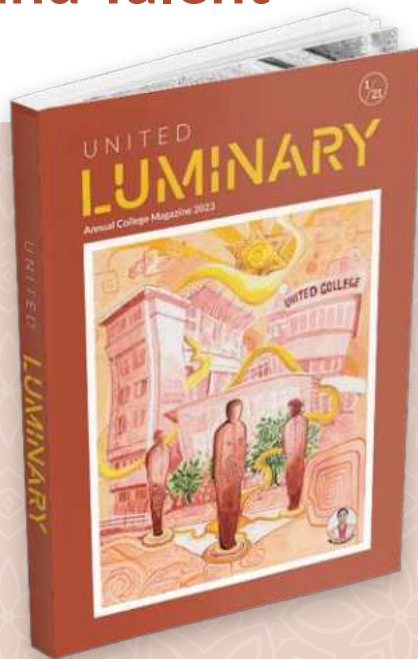
Preview

In the teeming landscape of academia, where ideas flourish and creativity know no bounds, the college magazine stands as a testament to the vibrant spirit of intellectual curiosity and artistic expression. It is within the glossy pages of this annual publication that the heartbeat of the community resonated, pulsating with the diverse voices, talents, and perspectives that define its essence.

As I embarked on the exhilarating adventure of reviewing last year's publication, I found myself immersed in a world of insights and inspiration that left an indelible mark in my consciousness. In this review, I will delve into the depths of the magazine's offerings, exploring its rich intertwining of articles, poetry, and prose. From the quality of its content to the design, I will reflect the magazine's unique contributions to the creative and intellectual landscape of our college community.

When I first got my hands on *United Luminary* (*UL* #1 for short) #1 bursting with anticipation, I was swept away by the diverse array of content that graced the magazine's pages. Articles on cutting-edge research,

When I first got my hands on *United Luminary* (UL #1 for short) #1 bursting with anticipation, I was swept away by the diverse array of content that graced the magazine's pages.

captivating short stories, and thought-provoking opinion pieces offer a tantalizing glimpse into the multifaceted tapestry of college life.

Introduction

The College Annual Magazine initiated by students themselves with the guidance and support of Editor-in-Chief Dr. Lal Rapacha and Copy Editor Dr. Binod Lingden Subba is the 1st Issue in United College's 21 years of academic history that reflects the heaping experiences, dreams, and aspirations which delve into creativity, intellect, and diversity. With its captivating content and visually appealing design, it offers readers a compelling glimpse into the Student Spotlights, Student Clubs, Interviews with Experts, College Graduates' Alumni, and Academic Excursions.

Content Overview

UL #1 is divided into 13 sections which boast an eclectic mix of perspectives, ideas, and emotions showcasing the interests and essence of academic learning through research writing. From Feature Articles Section to Creative Corner Sections, including thought-provoking opinion pieces to poignant personal narratives, the magazine covers a wide range of topics, including Nepalese business and economy scenarios, creative imaginings, poetry, personal reflections, and more.

The other Section of the magazine also covers the title winners in ten different areas of United Talent Hunt (UTH) 2023 such as Essay Writing, Public Speaking, Icon Painting Potential, Group Dance Performance to name a few. The News and Events enfolds Official Inauguration Ceremony of UCEII, MoU between United College and Idea Studio Nepal, Partnership between UC and TechAxis. It also features details on training and workshop sessions for students such as Numeracy Skills, Ethical Use of Informal Skills, Teamwork and Teambuilding, a Workshop on Research Paper Writing: Process and Product and Non-Verbal Communication Skills.

Quality of Content

The quality of the content in the magazine is commendable. The articles are well-researched, insightful, and was meticulously crafted, demonstrating a depth of understanding and a keen awareness of contemporary issues which resonated with readers. Standout pieces such as 'Bachelor's Degree Study in Nepal' and 'A Revolutionized Rise of E-commerce in Nepal' captivate the reader with their informative narrative and engaging content. There are contributions such as 'Nepal's Trade Deficit: A Threat to Macroeconomic Stability' and 'Foreign Student's Life in the UK' from United's Alumni who are pursuing international degree.

Design and Layout

As I navigated through the magazine, I found myself captivated by its splendid design and layout. The cover art reflects UC's history with a clean and modern layout which is aesthetically pleasing and enhances the reading experience. Visually, the magazine is a feast for the eyes with elegant typography, vibrant images, and design elements that seamlessly complement the content. The layout was user-friendly, allowing me to immerse myself fully in the magazine's offerings without distraction. The use of vibrant colours and innovative design elements adds to the overall appeal of the magazine, making it both visually stunning and easy to navigate.

Inclusivity and Representation

One of the magazine's strengths is its commitment to inclusivity and representation. It features college's ethos of embracing diversity and fostering inclusivity. Articles, News and Events, and United's Pictographic History celebrating different cultures, identities, and experiences enrich the magazine's content, making it more reflective of the college community as a whole.

Originality and Creativity

At the heart of the magazine lay a spirit of originality

and creativity that breathed life into every page. The magazine excels in showcasing originality and creativity. From experimental artwork to thought-provoking prose, it pushes the boundaries of conventional storytelling and expression, inviting readers to explore new ideas and perspectives. Innovative features such as interactive multimedia elements further enhance the magazine's creative appeal, setting it apart from traditional college publications.

Overall Impressions

In conclusion, the *UL* #1, 2023 College Annual Magazine is a triumph of creativity, intellect, and diversity. Its engaging content, visually stunning design, and commitment to inclusivity make it a standout publication that truly captures the spirit of our college community. Whether you're a student, faculty member, or alumni, this magazine is a must-read that will inspire, enlighten, and entertain. As I reluctantly closed its final pages, I found myself already eagerly anticipating the next chapter in its storied legacy.

Excitement and Recommendation

It is with boundless excitement and anticipation that I recommend the *UL* #1, 2023 College Magazine to readers far and wide into captivating glimpse of the talent and diversity of our college community. With its thought-provoking content and visually stunning design, it is a testament to the creativity and intellect thriving within our campus walls.

Neuralink: The Future of Human Cognition

Manish Pandit
BCA 1st Semester

Introduction

Neuralink is a neurotechnology company founded in 2016 by Elon Musk and a group of experts in fields ranging from neuroscience to software engineering. The company's goals include treating neurological conditions, facilitating human-machine communication, and enhancing human cognition to keep pace with AI.

Technological Innovations

Neuralink's groundbreaking innovations include ultra-thin threads with embedded electrodes, precise robotic implantation, wireless operation, high-density electrode arrays, and real-time signal processing. These advancements position Neuralink at the forefront of brain-computer interface technology, promising transformative impacts on medical therapies and human-machine interactions.

Ethical Consideration

Ethical considerations surrounding Neuralink's technology are paramount. Privacy and security concerns arise due to direct access to neural activity, necessitating safeguards against unauthorized access. Ensuring informed consent for the invasive procedure is crucial, preserving individuals' autonomy and agency. Additionally, equitable access and affordability must be prioritized to prevent widening societal disparities. Long-term effects and unintended consequences, such as changes in personality, require ongoing research and monitoring. Regulatory oversight is essential to uphold safety and ethical standards, while addressing

dual-use concerns and broader societal impacts. By adopting a thoughtful and inclusive approach, Neuralink can navigate these ethical challenges responsibly, maximizing benefits.

Challenges and Criticism

Neuralink faces several challenges and criticisms. Technical hurdles include ensuring the safety and reliability of brain implantation procedures and the long-term compatibility of neural interfaces with the human body. Biocompatibility issues, such as tissue inflammation or rejection, also pose significant obstacles. Despite these challenges, Neuralink's ambitious goals continue to drive innovation in the field of brain-computer interfaces.

First Neuralink Human Trial

A 29-years old man who has been paralyzed from the shoulders down for eight years after a diving accident.
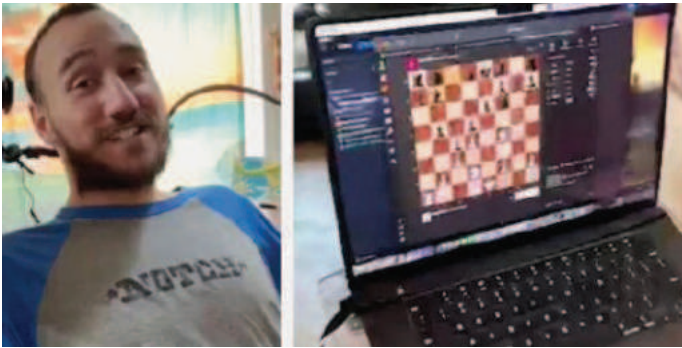
Enhanced Training

Neuralink technology could also enhance the training of surgeons, providing a more immersive and realistic experience. Surgeons could practice surgical procedures using virtual reality technology and receive real-time feedback based on their brain activity.

Neuralink implant in his brain and was recovering well. The chip, installed by a robot, will then record and send brain signals to an app, with the initial goal being" to grant people the ability to control a computer cursor or keyboard using their thought alone,". He was playing chess on his laptop and moving the cursor using the Neuralink device. He had received an implant in January 2024 and could control a computer mouse using his thought.

Safety Concern

One of the main concerns with Neuralink technology is the potential for damage to the brain. While the technology is designed to be minimally invasive, there is still a risk of damage to the brain during implantation.

Cost

The cost of Neuralink technology is also a concern. Currently, the technology is still in the early stages of development, and it is unclear how much it will cost to produce and implement on a large scale.

Conclusion

Neuralink technology has the potential to revolutionize the field of robotic surgery, enabling surgeons to control surgical instruments using their thoughts and providing a level of precision and control that is currently not possible. While there are challenges and limitations to its use, the potential benefits are significant, including improved communication, enhanced training, and reduced risk of infection. As the technology continues to develop, it will be important to carefully consider the ethical implications and ensure that its use is in the best interests of patients and society as a whole.

Source: Social Media

Intel's Engg. Dr. Shakya was born in Okhaldhunga Bazaar, Ganesh Tole and completed his high school education from Sa.Ja. Ma. Vi. in 2043 BS.

If Not Now, Then When?

The Imperative for Student Engagement in Nepal's Political Development

Yusuf Shrestha
BBM 7th Semester
shresthayusuf3@gmail.com

Overview

In the heart of Nepal's evolving landscape lies a pivotal question: "If not now, then when?" This question resonates deeply, especially among the youth—the future torchbearers of the Nepalese nation. As students, we hold a key stake in Nepal's political trajectory and developmental agenda. This article delves into the urgent need for student involvement in shaping Nepal's political landscape and fostering sustainable development.

Contemporary Landscape

Nepal's political landscape is characterized by a complex interplay of historical legacies, socio-economic, ethnic, linguistic, inclusive participatory, and identity-related disparities, and geo-political dynamics. Despite strides towards democracy, the nation grapples with mis-governance challenges, political instability, and systemic corruption. These issues impede progress and hinder the realization of Nepal's vast potential.

Role of Students

As the inheritors of tomorrow, students wield significant influence in driving socio-political change. Our educational pursuits, aspirations, and dreams are intrinsically linked to the prevailing political climate. Yet, too often, students remain disengaged from the political discourse, relegated to the sidelines of decision-making processes.

Why Now?

The urgency of student involvement cannot be overstated. With each passing moment, Nepal stands at a critical juncture—a juncture that demands proactive engagement and decisive action. The repercussions of political apathy are far-reaching, affecting not only our present circumstances but also shaping the trajectory of future generations.

Opportunities for Engagement

Empowering students to become catalysts for change requires a multifaceted approach. Education plays a pivotal role in fostering political awareness, critical thinking, and civic responsibility. Moreover, platforms for dialogue, advocacy, and community outreach can amplify student voices and channel their energy towards constructive endeavors.

Way Forward

As students, we must seize the moment and embrace our role as agents of change. This entails active participation in electoral processes, advocacy for policy reforms, and community-driven initiatives for social development. By harnessing the collective power of our voices and actions, we can steer Nepal towards a more inclusive, equitable, and prosperous future.

Conclusion

The question lingers—"If not now, then when?" The answer lies in the hands of Nepal's youth—the architects of tomorrow. Let us rise to the occasion, united in purpose and vision, as we embark on a journey towards a brighter, more resilient Nepal. For in the face of adversity, it is our unwavering resolve and collective action that will shape the course of history.

The Ever-Evolving Journey
of Computers and IT Students

Abhinav Karki
BCA 1st Semester

In the digital age, where every facet of our lives is intertwined with technology, the role of Computers and IT students stands paramount. These students embark on a journey marked by innovation, problem-solving, and a relentless pursuit of knowledge. As they navigate through a landscape shaped by rapid advancements and ever-changing paradigms, they become architects of the digital future, wielding the tools that drive progress and transformation.

At the heart of their journey lies a deep understanding of programming languages.

From the foundational principles of logic and syntax to the intricacies of high-level abstraction, Computers and IT students immerse themselves in languages like Python, Java, C++, and beyond. They learn not only to speak the language of computers but also to wield it as a medium of expression, translating ideas into lines of code that breathe life into software systems.

Beyond the realm of syntax, these students delve into the realms of data structures and algorithms. They unravel the complexities of organizing and manipulating data efficiently, honing their problem-solving skills as they tackle challenges ranging from sorting algorithms to graph traversal techniques. Armed with this knowledge, they architect solutions that optimize performance and scalability, laying the groundwork for robust and resilient software systems.

Networking forms another cornerstone of their journey, as they unravel the intricacies of how information flows across interconnected systems. From the fundamentals of TCP/IP to the nuances of routing and network security, Computers and IT students learn to navigate the digital highways that connect the world. They become stewards of connectivity, safeguarding networks against threats and optimizing their infrastructure to deliver seamless communication.

In an era fraught with cyber threats, cybersecurity emerges as a critical domain of study. Computers and IT students delve into the realm of encryption, authentication, and intrusion detection, fortifying digital fortresses against malicious adversaries. They adopt a proactive stance, staying one step ahead of cybercriminals as they devise innovative strategies to safeguard data and protect privacy in an increasingly interconnected world.

Database management emerges as another vital skillset, as these students grapple with the challenges

of storing, retrieving, and managing vast volumes of data. From relational databases to NoSQL systems, they explore a myriad of technologies, mastering the art of database design and optimization. They become custodians of information, architecting systems that serve as the bedrock of data-driven decision-making in enterprises across industries.

Web development beckons as a canvas for creativity, as Computers and IT students harness the power of HTML, CSS, and JavaScript to craft immersive digital experiences. They traverse the realms of front-end and back-end development, weaving together technologies like Node.js, Django, and React to breathe life into dynamic web applications. They become artisans of the web, sculpting interfaces that captivate audiences and drive engagement in an increasingly digital world.

Cloud computing emerges as a paradigm shift, as these students embrace the scalability and flexibility offered by cloud platforms like AWS, Azure, and Google Cloud. They transcend the confines of physical infrastructure, harnessing the power of virtualization and containerization to deploy and scale applications with unprecedented agility. They become architects of elasticity, orchestrating

> **" In their journey, Computers and IT students embrace not only technical prowess but also soft skills that elevate their impact and influence. They hone their communication skills, articulating complex ideas with clarity and precision. "**

resources in the cloud to meet the demands of modern businesses in a dynamic and ever-changing landscape.

Artificial Intelligence and Machine Learning beckon as frontiers of exploration, as Computers and IT students unlock the potential of data to drive insights and innovation. They delve into the realms of neural networks, deep learning, and natural language processing, training algorithms to discern patterns, make predictions, and automate tasks with human-like intelligence. They become pioneers of intelligence, ushering in a new era of AI-driven innovation that transforms industries and reshapes the fabric of society.

In their journey, Computers and IT students embrace not only technical prowess but also soft skills that elevate their impact and influence. They hone their communication skills, articulating complex ideas with clarity and precision. They cultivate teamwork and collaboration, recognizing that

innovation thrives in diverse and inclusive environments. They embrace adaptability and resilience, navigating through uncertainty with agility and resolve.

As they traverse this ever-evolving landscape, Computers and IT students emerge not merely as practitioners but as architects of change. They embody the spirit of innovation, harnessing technology as a force for good to address pressing challenges and empower communities. They embrace the ethos of lifelong learning, recognizing that the journey of discovery is perpetual and boundless.

In the end, the journey of Computers and IT students is not merely a quest for knowledge but a testament to the human spirit of exploration and ingenuity. As they chart their course through uncharted territories and push the boundaries of what is possible, they leave an indelible mark on the world, shaping the future in ways yet to be imagined.
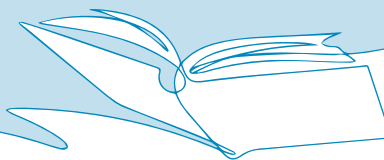
Meg Meeker's *Raising a Strong Daughter in a Toxic Culture* acknowledges the challenges girls face today but equips parents with tools to navigate them. Here's an expanded exploration of the book's key takeaways, fostering a strong parent-daughter bond and raising a confident young woman:

1. Positive Parenting

The Foundation of Strength: The book emphasizes that positive parenting is the cornerstone. Building a strong connection through open communication and unconditional love allows your daughter to blossom. Openness fosters trust, and unconditional love creates a safe space for her to share her feelings and experiences, fostering a sense of security and self-worth.

2. Understanding Your Daughter's Journey

Girls' needs and challenges evolve throughout childhood and adolescence. The book encourages parents to tailor their approach to each stage. For example, a young girl might need more reassurance and guidance, while a teenager might crave more independence and open conversations about social issues. Understanding these changing needs strengthens your bond and allows you to provide the most effective support.
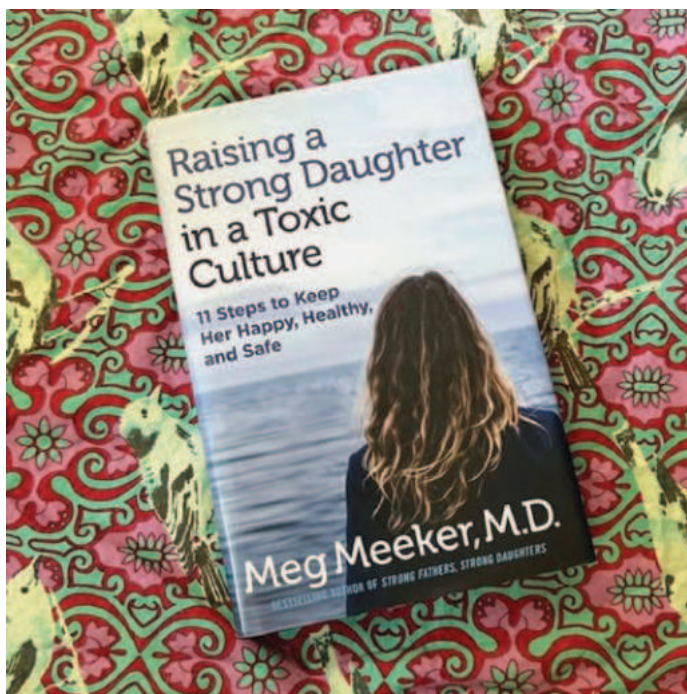
3. Navigating External Pressures

Modern society bombards girls with unrealistic beauty standards and social media pressures. The book equips parents to identify these influences and counter them. Strategies include promoting media literacy, fostering critical thinking about online portrayals, and encouraging healthy body image conversations that celebrate inner beauty and individual strengths.

4. Cultivating a Compass of Values

The book highlights the importance of instilling strong values in your daughter. These values, like compassion, integrity, and resilience, serve as a moral compass guiding her choices and actions. Discussions about right and wrong, along with real-life examples, help her develop a strong moral foundation.

5. Spirituality as a Source of Strength (Consider Your Family's Values)

The book acknowledges the potential role of faith in fostering emotional well-being and purpose. It can

provide comfort, direction, and a sense of belonging for some families. However, it's important to remember that this perspective may not resonate with all families. Respect your daughter's beliefs and explore various sources of meaning and purpose that resonate with your family values.

6. The Power of Positive Connections

Strong friendships are crucial for girls, providing support, encouragement, and a sense of belonging. The book emphasizes fostering healthy friendships by encouraging your daughter to connect with girls who share similar values and treat each other with kindness and respect.

7. Promoting Healthy Relationships (With a Critical Eye)

The book advocates for respectful and healthy relationships with boys and men. However, some may find the book's portrayal of traditional gender roles outdated. It's valuable to have open conversations about healthy relationships, emphasizing mutual respect, communication, and emotional intelligence. Move beyond rigid gender stereotypes and focus on building positive, respectful connections.

8. Building Emotional Intelligence for Life

The book highlights the importance of emotional intelligence in navigating challenges and forming healthy relationships. This involves developing self-awareness, empathy, and healthy communication skills. Encourage your daughter to identify and express her emotions, listen to others' feelings, and communicate effectively to navigate social situations and build strong bonds.

9. Setting Boundaries Building Independence

The book emphasizes the importance of setting healthy boundaries – for example, curfews or limitations on technology use. These boundaries provide structure and foster a sense of responsibility and self-reliance. As your daughter matures, gradually loosen the reins, allowing her to make responsible choices and build confidence in her independence.

10. Building a Strong Sense of Self

Ultimately, the book aims to empower daughters to develop a strong sense of self, confidence, and resilience. Encourage your daughter to explore her interests and talents, celebrate her individuality, and believe in her abilities. This unwavering support paves the way for her to navigate challenges, embrace opportunities, and become a strong, confident young woman.

BOOK: https://amzn.to/3K0hwAN

On My Moon Time

Supriya Paudel
BBM 4th Semester

Joying and gracing being a woman,
A monthly journey with cycle profound,
Painting lives in intricate lace, blooming to embrace.

Women's beauty of blood, legacies its pride
Honoring this cycle divine, let us shine
Finding the key of rhythm, assenting the femininity of life.

Carrying secrets, joy and pains
Mother's flowing blood, a sacred sign
A river of life, coursing through her veins

Through cramps may come and mood may sway
I choose to greet each moment,
For in the cycle of its gentle sway,
I find gratitude in each passing day I go through my bliss.

Source: *The Annapurna Express,* 7, 51 Monday
March 10, 2024, 9:36 p.m.

Embracing
Vulnerability as Strength

While growing up, we were always told to hide our 'vulnerability' and put up a wall surrounding it made up of 'invincibility' even if it is a complete façade. This pessimistic lesson of hiding our vulnerabilities that we are taught strictly throughout our childhood might not always have a pessimistic reason behind it.

Perhaps the reason why we were always made to hide our 'vulnerability' is that the one's teaching this lesson might have had a very bad outcome of being vulnerable to someone, either it being rejection, hurt or disappointment and simply wanted to protect us from going through the same thing.

However, their good intention of protecting us might do us more harm than good. In the beginning, we might feel that this wall that we built around ourselves has protected us from the heart wrenching feeling of hurt or rejection, nevertheless, soon we realize that the walls that we built have suddenly turned into a prison cell and has turned us into a prisoner who is unable to express their true feelings

to anyone.

Whereas in most cases this act of hiding our 'vulnerability' is taught, sometimes we ourselves adapt this strategy to somewhat protect ourselves for getting hurt again. This in turn becomes our defense mechanism.

Yet in this struggle or hassle of protecting ourselves, we neglect to recognize the fact that hiding our vulnerability not only diminishes our negative experiences but also hinders our ability to deeply connect with others which then leaves us feeling lonely and isolated.

But when we open the door to vulnerability, we also open ourselves to countless new experiences, emotions and deep connections with others. Although this openness at times might lead us to the feeling of rejection or hurt but by fully accepting these emotions as a part of ourselves rather than an obstacle that we face , only then can we finally embrace our true strength.

Accepting and embracing our weaknesses allows us to be more genuine and

Anushka Mahat
BBM 3rd Semester
mahatanushka10@gmail.com

creates more meaningful relationships with ourselves and other people. Recognizing our likes, dislikes, strengths, and shortcomings is made easier when we are genuinely open to being vulnerable.

Setting boundaries with ourselves and with others is made easier by this inner realization. Setting boundaries to feel and accept vulnerability, rather than confining ourselves, greatly facilitates the process of creating meaningful connections with other people.

Being open to feeling vulnerable allows us to welcome strong feelings like kindness, empathy, and compassion, which guide us through our relationships

with both others and ourselves. It demonstrates that being vulnerable does not make one weak; rather, it makes one more human and approachable by others.

In addition to improving our own lives, embracing vulnerability fosters a compassionate and encouraging atmosphere that inspires others to follow suit.

Accepting vulnerability not only makes our lives richer, but it also promotes resilience and personal development.

The path to self-awareness and personal growth opens the instant we permit ourselves to be vulnerable. We become more resilient in the face of adversity when we accept responsibility for our weaknesses.

'Vulnerability' can be seen as a springboard for growth rather than as an inherent weakness because it is through vulnerability that we are able to change and develop into brave people. We are more inclined to take chances, try new things, and generally push ourselves beyond of our comfort zones when we embrace vulnerability.

We get new abilities and talents by this willingness that were previously concealed behind the wall that was erected to conceal our weaknesses. Vulnerabilities also enable us to create

> **'Vulnerability' can be seen as a springboard for growth rather than as an inherent weakness because it is through vulnerability that we are able to change and develop into brave people.**

priceless moments with our loved ones.

Being open and vulnerable with one another allows for the growth of trust and a closer personal connection, which serves as a necessary ingredient in the delicious recipe of priceless memories. Our ability to evolve into the best versions of ourselves, learn from our experiences, and adjust to change is aided by these memories.

To sum up, the secret to realizing our strength lies in accepting our fragility. We grow as individuals, learn new things, and gain strength from being vulnerable. It's important

to understand, though, that accepting vulnerability—as this essay explores—takes time to master.

It will take time for us to tear down the barriers around our vulnerability and truly accept it, just as it took years for us to construct the walls around it. There will undoubtedly be failures, setbacks, and periods of uncertainty along this journey.

Nevertheless, we will succeed in the end if we don't give up and continue to be strong and persistent. Thus, let's all accept our weaknesses since they are actually the keys to realizing our own strength and not a sign of weakness.

Struggle from
Kitchen to Coventry

Nabina Rai[1]
Coventry University, UK
nbna.rae@gmail.com

In a world where societal norms often confine women to traditional roles, I feel like I defied expectations. As a Nepalese housewife, I embarked on an extraordinary journey of self-discovery and education, culminating in earning my Master's Degree in the United Kingdom at the age of 30, all while raising two children.

My story is one of resilience, determination, and the unwavering support of my family. Despite spending double the years in Kathmandu, Nepal than in the UK, I always harboured a dream of higher education. However, societal pressures and familial responsibilities led me to prioritize marriage and motherhood at a young age. Yet, my belief in the transformative power of education remained steadfast, fuelled by constant encouragement from my father.

After seven years' dedication to my family, I reignited my academic pursuits. With the kindest support of my father and husband, I applied to Coventry University in the UK. Despite the daunting prospects navigating a foreign educational system, I was determined to pursue my dreams.

The transition to life in the UK presented challenges, particularly adjusting to the difference in study methods between Nepal and the UK. While Nepalese education emphasizes rote learning, the UK system values critical thinking and independent research. Despite initial struggles, I persevered with the unwavering support of my family, gradually adapting to the new learning environment.

Now, as a Talent Acquisition Specialist (TAS) in the recruitment industry, I source candidates for prestigious banks and companies like Lloyds, Natwest, M&G, Rolls Royce, and others—a career path that hadn't crossed my mind before earning my Master's Degree. My journey underscores the transformative power of education and the importance of familial support.

Graduating with my Master's Degree, I am optimistic about the future. Armed with newfound knowledge and confidence, I am poised to make a meaningful impact in my community and beyond. My story serves as a reminder that with courage, perseverance, and unwavering support, any dream is attainable.

---

[1]   Ms. Rai has earned her Master's Degree in International Business from Coventry University, United Kingdom (UK). She is a Talent Acquisition Specialist at Application Management Service (AMS) and partners with global clients to find and attract the best talent for their needs. She has over four years of experience in the recruitment industry. She has worked as a Sourcer at Salesforce on behalf of AMS, and as an Associate Vice President at Genistar. Ms. Rai has excellent communication, research, and analytical skills, and she enjoys working in a fast-paced and dynamic environment. She is passionate about connecting people with opportunities, and she strives to deliver high-quality service and results to her clients and candidates.
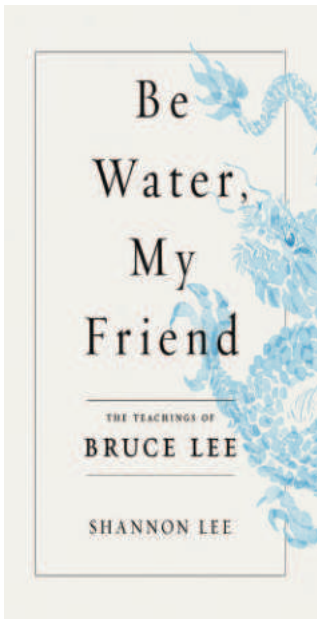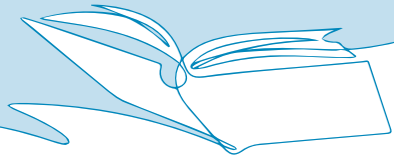
Bruce Lee wasn't just a martial arts legend; he was a philosopher. In *Be Water, My Friend,* his daughter Shannon Lee unlocks his secrets to personal growth. She recounts Bruce Lee's impressive life, explores his philosophies, and offers a wellspring of wisdom you can apply to your own journey.

Here's a look at 8 key takeaways, enriched with insights from the book:

1. Flow Like Water (Adaptability)

Lee wasn't just talking about physical flexibility in martial arts. "[Bruce] didn't believe in a fixed style or system," Shannon Lee writes. This translates to life. Don't cling to rigid methods; be like water, adapting to the ever-changing landscape of situations and people. The book offers examples of Lee training with no set forms, allowing his movements to flow based on his opponent.

2. Embrace the Power of Emptiness (Open-mindedness)

Imagine a cup overflowing with water – it can't accept any more. This is the opposite of the "empty cup" mind-set Bruce Lee advocated for. By letting go of preconceived notions and ego, we free ourselves to truly learn and grow. The book mentions Lee's openness to different philosophies, from Eastern martial arts to Western boxing.

3. Transform Challenges into Teachers (Growth Mindset)

Life throws curveballs. But as Shannon Lee shares about her father, "[Bruce] saw challenges as opportunities to learn and refine his skills." The book encourages viewing obstacles as stepping stones. When someone is difficult, see it as a chance to practice patience or communication. Every challenge has the potential to make you stronger and more well-rounded.

4. Never Stop Learning (Lifelong Journey)

Lee was a voracious reader, constantly seeking knowledge from various disciplines. "[Shannon Lee writes] Bruce would spend hours each night reading philosophy, physics, anatomy … anything he thought might enhance his understanding of himself and the world around him." The book inspires you to cultivate this same thirst for knowledge. There's always more to learn, no matter your age or experience.

5. Cultivate Inner Strength and Calm (Resilience)

Imagine a deep, still pond – unruffled by surface disturbances. This is the inner strength Bruce Lee embodied. The book talks about his dedication to meditation and mental training, practices that fostered his calmness and focus even in high-pressure situations.

6. Find Your Flow State (Effortless Action)

Have you ever been so immersed in an activity that time seems to fly? That's the flow state Bruce Lee aimed for in martial arts. Shannon Lee describes it as "being completely present in the moment, effortlessly responding to what unfolds."

The book encourages letting go of rigid planning and embracing a more intuitive, fluid approach to life's situations.

7. Balance Strength and Grace (Harmony)

True power isn't just about brute force. Bruce Lee emphasized a balance between strength and grace. The book mentions his admiration for dancers, who possess both power and control in their movements. This translates to life–strive for a balance between assertiveness and empathy, forceful action and thoughtful reflection.

8. Express Your Unique Self (Authenticity)

Don't try to be a copy of someone else. Bruce Lee believed in celebrating individuality. Shannon Lee shares her father's quote: "If you express yourself, you will make mistakes. But if you don't express yourself, you will have missed life." The book encourages embracing your quirks and passions, and living a life true to yourself.

Aahana KC
BCA 3rd Semester

Shadow

The unsettling whisper of my vanishing presence seizes the world around me.

I see my reflection, I am but a fleeting shadow; unnoticed, and as translucent as the morning mist.

Each touch, like a distant echo of sensation; I am carved as a faint cry, lingering on the edges of perception.

I am but a ghost traversing amidst the living, desperate for a tether to something real.

Yet burdened by the weight of a sorrowful truth, yearning for the solace of oblivion.
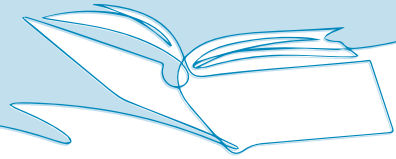
Book Title: *Stop Talking, Start Doing*

Authors: Shaa Wasmund & Richard Newton

15 lessons from Stop Talking, Start Doing: A Kick in the Pants in Six Parts

1. Action Over Perfection
Don't get stuck in analysis paralysis; taking imperfect action is often more valuable than endlessly planning for perfection.

2. Break Goals into Manageable Steps
Large goals can be overwhelming, so breaking them down into smaller, actionable steps makes them more achievable.

3. Embrace Failure as Learning
Failure is a natural part of the journey to success; instead of fearing it, see it as an opportunity to learn and grow.

4. Accountability Matters
Having someone to hold you accountable for your goals and actions can significantly increase your chances of success.

5. Take Ownership of Your Life
Stop making excuses and take full responsibility for your actions, decisions, and outcomes.

6. Focus on Solutions, Not Problems
Instead of dwelling on problems, focus your energy on finding solutions and taking proactive steps to overcome challenges.

7. Mindset is Key
Cultivate a positive and growth-oriented mindset that enables you to overcome obstacles and stay motivated in pursuit of your goals.

8. Action Breeds Confidence
Taking action, even small steps, builds confidence and momentum, making it easier to tackle bigger challenges.

9. Surround Yourself with Positivity
Surround yourself with supportive and positive people who encourage and inspire you to reach your full potential.

10. Time Management is Critical
Learn to prioritize your time effectively and focus on activities that align with your goals and values.
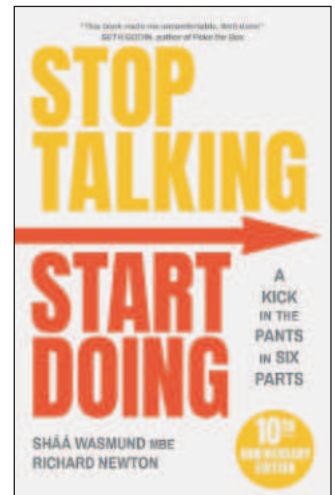
11. Continuous Learning and Improvement
Commit to lifelong learning and personal development to stay relevant and continuously improve yourself and your skills.

12. Don't Wait for Perfect Timing
There will never be a perfect time to start pursuing your goals, so don't wait for it; start now with what you have.

13. Take Risks and Embrace Uncertainty.

The Vital Role of Startups
in Economic Growth

Sandhya Humagain
BBS, 1st Year

In the dynamic landscape of global economies, startups emerge as the lifeblood of innovation and drivers of economic progress. These young, agile ventures, fueled by ambition and creativity, play a pivotal role in shaping the economic trajectory of nations. From fostering job creation to fueling technological advancement, the importance of startups in the economy of a nation cannot be overstated.

One of the primary contributions of startups to the economy lies in their capacity to generate employment opportunities. As engines of job creation, startups provide avenues for skilled professionals and aspiring entrepreneurs to contribute their talents and ideas to the workforce. In the initial stages of their growth, startups often operate with lean teams, but as they scale, they catalyze the creation of jobs across various sectors, driving down unemployment rates and stimulating economic activity.

Moreover, startups serve as incubators of innovation, pioneering groundbreaking solutions to pressing challenges and disrupting traditional industries. In their pursuit of novel ideas and approaches, startups push the boundaries of technology and drive forward the frontiers of knowledge. Whether it's in the realms of biotechnology, renewable energy, artificial intelligence, or fintech, startups are at the forefront of transformative change, ushering in new paradigms that fuel economic growth and competitiveness on a global scale.

Furthermore, startups contribute to the diversification of the economy by introducing new products, services, and business models. In doing so, they foster competition and dynamism within industries, spurring incumbents to innovate and adapt or risk obsolescence. This competitive pressure drives efficiency gains, enhances consumer choice, and fosters a culture of continuous improvement that propels the economy forward.

In addition to their direct economic impact, startups also play a crucial role in attracting investment capital and talent to a nation. As hubs of entrepreneurship and innovation, startup ecosystems become magnets for venture capital, angel investors, and

other forms of funding, which in turn stimulate economic growth and development. Moreover, the presence of a vibrant startup ecosystem can attract top-tier talent from around the world, further enriching the pool of human capital and fostering knowledge exchange and collaboration.

Furthermore, startups contribute to the resilience and adaptability of the economy by fostering a culture of entrepreneurship and risk-taking. By encouraging individuals to pursue their ideas and ventures, startups cultivate a spirit of innovation and experimentation that permeates society as a whole. This entrepreneurial mindset not only drives economic progress but also equips nations with the agility and resilience needed to navigate through turbulent times and emerge stronger in the face of adversity.

In conclusion, startups are not merely economic entities; they are catalysts of change and harbingers of progress. Through their capacity to create jobs, drive innovation, foster competition, attract investment, and cultivate entrepreneurship, startups play a vital role in shaping the economic landscape of nations. As such, fostering an environment that nurtures and supports startups is essential for promoting sustainable economic growth, fostering prosperity, and ensuring a brighter future for generations to come.

Pathways of Dreams and Friends

Yusuf Shrestha
BBM, 7th Semester

In the quiet of solitude,
I ponder alone,
Yearning for company, yet on paths of my own.
Friends beckon, laughter in their call,

But dreams whisper louder, urging me to stand tall.

"A friend in need, a friend indeed", people say,
But should I forsake my dreams,
Come what may?
In the dance of life, a delicate sway,
Between camaraderie's warmth and ambitions fray.

Yet in the midst of this existential ride,
I find solace in dreams that I confide.

For in the pursuit of what my heart deems true,
I discover friendships anew.

So, I'll walk this path, both bold and free,
Embracing dreams, wherever they lead me.
With friends by my side, laughter in the air,
I'll chase my dreams, knowing they'll be there.

....
Source: *The Annapurna Express*, 7, 96, page 6 / May 13, 2024 / Monday

Life's **Generational Struggles**

Niyonika Rai
BSc. Hons. (Business Analytics)
Lancaster University
raeenoyo1010@gmail.com

Growing up, my parents told me countless stories about their upbringing. Their tales were filled with responsibilities—caring for younger siblings, assisting with family businesses, and juggling academics and domestic tasks in a country still finding its footing. They spoke of struggles that shaped them, the constant push against economic instability and societal expectations, all underlined by a deep commitment to building a better future for themselves and their offspring. The risks were high; one wrong step could tarnish the family's reputation and close doors that were hard to open in the first place.

Hearing all this, it really makes you think about how things have changed or haven't. On the surface, it looks like we've got it way easier. We've got all this tech at our fingertips, we can talk to anyone anywhere instantly, and there's so much information just a click away. In many ways, my generation has been given a smoother path, one already paved by the sacrifices of those who came before us.

But that doesn't mean we're free from struggles. To be honest, they're just different, less visible but equally challenging. Often, our struggles are dismissed by the older generations as trivial, seen through a lens tinted by their own tough experiences.

Often, our struggles are dismissed by the older generations as trivial, seen through a lens tinted by their own tough experiences.

Yet, the arena we're fighting in now has expanded dramatically, it's no longer just our local community or even our country; it's the whole world.

The pressures we confront now may be less visible, but they are no less real. Thanks to the internet and social media, every action and success is now publicized and

scrutinized on a global scale. This global stage magnifies everything, successes seem larger, but so do failures. It's not just about keeping up with the neighbours or the local community anymore; it's about measuring up to the entire world. I feel this pressure daily, the anxiety of falling behind, the fear of not living up to an ideal that might not even be my own under the watchful eyes of a global audience.

The irony is stark. We're the most connected generation in history, yet that connectivity can feel incredibly isolating. We can chat with someone on the other side of the globe in an instant, yet finding genuine, supportive connections feels harder than ever. Our familial relationships, which were once such an important support network, are now more dispersed and often feel weaker.

Amidst this, talking about mental health or admitting

Reflecting on all this, I realize that just like the generations before us, we need to find our own ways to navigate these challenges.

you're struggling is still seen as a weakness by some, despite the increased awareness. The stigma, though lessening, is still there, lurking in the background, making it harder for people to seek help. It's like we're expected to deal with our problems silently and keep pushing forward, maintaining a façade of having everything under control.

The paradox of our progress is stark. We've built tools that can connect us with someone across the globe in seconds, yet we struggle to connect

deeply with ourselves and those closest to us. We've engineered machines that can calculate in nanoseconds, but we're still learning how to slow down and process our emotions without judgment.

Reflecting on all this, I realize that just like the generations before us, we need to find our own ways to navigate these challenges. We've got to figure out what it means to be resilient and support each other through it all. We're here to keep the legacy going, not by facing the same challenges they did, but by confronting our own with just as much courage and determination. It's totally okay to feel overwhelmed and it's absolutely okay to ask for help. This is our battle now, our era to define, as we learn to handle the immense pressures of a connected, global society.
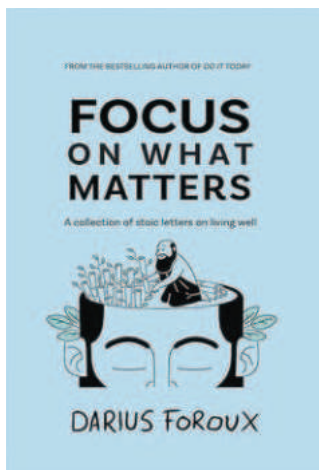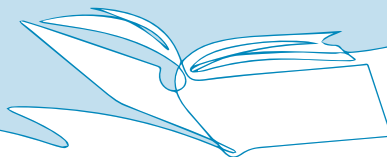
10 Lessons From *Focus on What Matters* by Darius Foroux

1. Identify your priorities
Take the time to reflect on what truly matters to you and what you want to achieve in life. This clarity will help you make better decisions and allocate your time and energy effectively.

2. Eliminate distractions
Minimize or eliminate distractions that hinder your focus and productivity. This includes reducing time spent on social media, turning off notifications, and creating a conducive environment for deep work.

3. Practice essentialism
Embrace the concept of essentialism, which means focusing on the vital few things that bring the most value and impact to your life. Say no to non-essential tasks and commitments.

4. Set clear goals
Define clear and specific goals that align with your priorities. This will help you stay focused and motivated, as well as measure your progress along the way.

5. Develop a routine
Establishing a daily routine can help you create structure and consistency in your life. It allows you to allocate time for your priorities and reduces decision fatigue.

6. Embrace minimalism
Simplify your life by decluttering physical possessions, digital clutter, and unnecessary commitments. This will free up mental space and allow you to focus on what truly matters.

7. Practice mindfulness
Cultivate mindfulness by being fully present in the moment and paying attention to your thoughts, emotions, and surroundings. This helps you stay focused and make intentional choices.

8. Prioritize self-care
Take care of your physical and mental well-being. Prioritize activities like exercise, proper nutrition, quality sleep, and relaxation to maintain your energy and focus.

9. Learn to say no
Be selective about the commitments and opportunities you take on. Saying no to non-essential tasks or requests allows you to protect your time and focus on what truly matters.

10. Continuously evaluate and adjust
Regularly review your priorities, goals, and commitments.

Dream on !

Animon Rapacha
BBM 7th Semester

"And now ladies and gentlemen, the winner is …"

Beep beep. Beep beep. My alarm is the main character.

I woke up to a beautiful sunny morning which felt like a head start towards seizing the day with an allure of possibilities. As I opened the bedside window, the gentle breeze gave me an energetic cleanser and I could hear sparrows chirping from afar. I walked towards my vision board and affirmed to achieve those goals from which I quote it thrice 'I CAN. I WILL. I MUST.'

After gently stretching my body, I stood in front of the mirror, kept the timer-maintained eye contact with myself, and started practicing the poem for an upcoming poem elocution with conscious body movement and hand gestures. I carefully incorporated vocal variety in every line to keep up with my pace. Along with the tone modulation, I controlled my facial expression and practiced until perfection.

"Could you please listen to me recite the poem and give me feedback to improve?" I requested Mum as always. With much anticipation, she made sure to give me suggestions to encourage and boost my confidence. As always, I enacted my learnings proactively.

And there I waited patiently with the other seven competitors for the turn. With neat hair braids, a well-pressed blazer and skirt, polished shoes, a shiny monitor badge, and a smile, I walked onto the stage with a houseful audience and five judges in front of me. "Now, we have Animon Rapacha of Class 8B representing Dhaulagiri House." The host called me upon the stage. I was feeling the adrenaline rush and nervousness at the same time.

I took two long breaths and reminded myself, "I got this. Today I will shine the brightest."

As far as I remember, I gave my best and felt proud of myself after reciting the poem which I had mastered over the week. With a sense of fulfillment, I narrated my experience to Mum about how flawless I was the whole time. She was quite happy for me.

The very next day, the school announced the results of the winners in the morning assembly. With my fingers crossed, I prayed to God to hear my name being called upon the stage again. Until the position of winner was announced, my patience level took a toll on me. On the back of my head, I tried to console myself that I would be fine even if I didn't win any position.

However, my intuition wouldn't let me think otherwise. When suddenly, "And now ladies and gentlemen, the winner of Poem Elocution is Animon Rapacha." I did hear that correctly and walked upon the stage where the principal was waiting for me to receive the certificate and a prize. The applause felt rewarding to me and I dedicated my victory to none other than my Mum at that moment.

From that day, the sky was the limit.

With determination to thrive and my passion for expressing

myself through speaking made my dreams, like literal dreams, come into reality. Every win and victory from there on may it be a lead character in a drama competition or delivering speeches gave me a handful of experience and helped me hone my skills during my high school and college days.

Fast forward a few years, I bought myself a book named "Talk Like Ted" by Carmine Gallo as I visualized myself speaking to a crowd hundreds of people in the spotlight just like the TED Talk speakers do. I read the book to my heart's content and gained an ocean full of knowledge to implement in my speaking content. As the proverb states, "In time, things will fall right in place."

I believe my vision of the near future would allow me to welcome every possibility of opportunity. Within some time, I was introduced to a platform where I could enhance my public speaking skills, and leadership quality as well as networking. Yes! Toastmasters International is the very same platform in our college that feels like a training zone for me with the greater purpose of becoming a TED Talk speaker one fine day.

Whenever I am up in the spotlight, I see myself getting one step closer to my dreams knowing that this is my way

I feel appreciated and proud of our club i.e. United College Toastmasters Club for being a part of my dream come true.

forward to a reality. I imagine myself talking to a huge crowd by sharing my insight, ideas, and experiences about my work. For now, I get audience who listens to me embark upon my inner work.

I feel heard and seen while speaking of my comebacks from the setbacks where I had to overcome my fear of failure, mistakes, and defeats by self-reflecting and being compassionate to myself. The liberty to express myself about my childhood, high school days, friendships, mental health, and everything that interests me in general excites me the most in Toastmasters.

My journey as a Toastmaster has immensely impacted my personality and passion. Every speech that I have delivered by implementing the purpose of the project in my pathways of 'Strategic Relationship' has shaped my communication abilities proficiently. I have also learned to accept feedback through evaluation of the caliber as well as the

quality of presentation in each aspect of the art of speaking. Today, I feel appreciated and proud of our club i.e. United College Toastmasters Club for being a part of my dream come true.

A young girl who used to get easily intimidated and nervous every time when she was called upon the stage now sees herself as a confident and smart woman in her safe space. I still remember back in 1st grade when I had to receive an award from the principal for academic excellence.

My heart was pounding, and I almost got teary while facing the crowd. In middle of the applauds, my eyes were searching for Mom in the audience who had the brightest smile which comforted me. I still feel grateful to this day when both of my parents get to witness me speak and perform at college events and Toastmasters itself.

I still see dreams about winning the speech contests and speaking to a huge crowd of people. However, it doesn't stop there. My purpose in life is to turn my dreams into reality. I get a sigh of relief and excitement that I still have a journey of a thousand miles until I am fulfilled in life. With how much far I have come, I tell myself every day," Dream on Animon!"
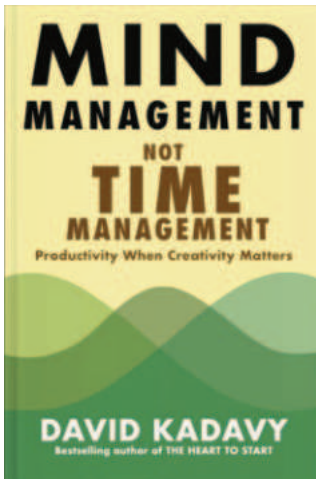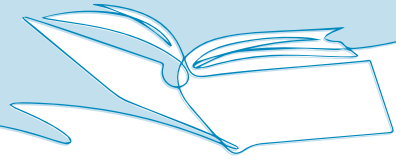
Mind Management, Not Time Management by David Kadavy explores the idea that managing one's mind and mental energy is more effective for productivity than traditional time management techniques.

Here are ten key lessons and insights from the book.

1. Energy Management Over Time Management

Kadavy emphasizes that traditional time management falls short because it doesn't account for fluctuations in mental energy and focus throughout the day. He suggests managing mental energy by aligning tasks with the times when your mind is best suited for them.

2. Understanding Creative Cycles

Creative work requires different mental states than routine tasks. Kadavy explains that creativity flows in cycles, with periods of high inspiration followed by lower-energy phases. Recognizing these cycles helps in scheduling tasks to match your creative peaks.

3. The Four Quadrants of Energy

Kadavy divides tasks into four quadrants based on their energy requirements:

Creative Work: High energy and focus.
Planning and Analysis: Moderate energy and focus.
Maintenance Tasks: Low energy and focus.
Recharge Activities: Activities that restore energy.
Understanding which quadrant, a task falls into helps in scheduling them according to energy levels.

4. Flow and Deep Work

Achieving a state of flow, where you are fully immersed and productive, is crucial for deep work. Kadavy

which can enhance focus and transition between tasks more smoothly.

9. Mindfulness and Awareness

Being mindful and aware of your mental state allows you to adjust your activities based on your current energy levels and focus. Kadavy suggests regular self-check-ins to assess your mental state and make necessary adjustments to your schedule.

10. Experimentation and Adaptation

Kadavy encourages a flexible approach to productivity, advocating for continuous experimentation and adaptation. What works for one person may not work for another, so it's important to try different strategies, track their effectiveness, and refine your approach over time.

Mind Management, Not Time Management by David Kadavy provides a paradigm shift in how we approach productivity. By focusing on managing mental energy and aligning tasks with our natural creative cycles, we can achieve higher productivity and better work outcomes. Key strategies include understanding and leveraging energy levels, creating conducive environments for deep work, allowing for spontaneity, prioritizing rest, and continuously experimenting with and adapting productivity techniques. Kadavy's

recommends minimizing distractions and creating an environment conducive to deep concentration to enter and maintain flow.

5. Task Batching

Grouping similar tasks together (batching) can reduce cognitive switching costs and increase efficiency. Kadavy suggests scheduling similar types of work together, such as creative tasks in one block and administrative tasks in another.

6. Harnessing Spontaneity

While structure is important, Kadavy also emphasizes the value of spontaneity in creative work. Allowing flexibility in your schedule to follow sudden bursts of inspiration can lead to more productive and innovative outcomes.

7. Prioritizing Rest and Recovery

Mental fatigue can hinder productivity. Kadavy stresses the importance of regular breaks, adequate sleep, and downtime to recharge mental energy. Integrating rest into your schedule ensures sustained productivity and creativity.

8. Productivity Rituals

Developing rituals can help signal to your brain that it's time to switch tasks or enter a specific mode of work. Kadavy recommends creating routines around starting and ending work sessions,

Academic Passion for
Fashion

Annapurna Rai
BA Hons. in Fashion Design
London Metropolitan University
raianna016@gmail.com

"Anna, stop staring at other people" is something I hear more often. The truth is, ever since I can remember, I've been bewitched by the art of attire. There's a kind of magic in fabrics and threads, a curiosity always tugging at me: How do these beautiful creations come to life?

Hi there! My name is Annapurna Rai, but you can call me Anna. I have always aspired to be a fashion designer from a very young age. Ever since I could remember, the whirlwind world of fashion captivated my soul. It wasn't just the allure of dazzling outfits that drew me in; it was the magic behind their creation, the stories each piece could tell.

Stepping into the fashion world, you'll find that it's stitched together with threads of ambition, dreams, and an unyielding passion for fashion.

Now I am 19 years old, currently studying BA in Fashion, so I did like to share a little bit about the life of a fashion student.

Life as a fashion design student can be both exhilarating and challenging. Expect spending your time researching, designing, sourcing fabrics, learning and honing your pattern cutting and sewing skills, following trends and also yes last but not least, working late into the nights on projects. It is a creative journey, filled with hard work, inspirations and the opportunity to express yourself through designs. Furthermore, fashion students often have to balance their academics with building a portfolio and obtaining real world experience in the industry.

Since Fashion itself is expensive, let's face it - the course will be pricey too. You will be constantly designing and creating new garments and also consider purchasing natural fabrics than synthetics ones so here your wallet will feel lighter with every step. I know this is very demanding course, but also a rewarding journey for those of us who are enthusiastic and passionate about this course.

In the highly competitive industry, creativity and originality are highly valued. Coming up with unique designs and concepts requires constant inspirations. Effective time management is very crucial for all the students. We often have to meet tight project deadlines while balancing classes, multiple projects, and extracurricular activities, therefore having strong time management skills is essential. Fashion is highly subjective.

Therefore, I recommend being open to criticism and rejection. It is a fundamental element of the fashion school learning process. So, be open to feedback and willing to iterate on your designs. Rejection, whether from peers or tutors, becomes a badge of honour, an indication that you are learning and pushing boundaries rather than a mark of shame.

Overall, despite the challenges and costs of the course, many of us find it a worthwhile investment in studies and careers in the fashion industry. With dedication, perseverance and a true passion for fashion, we can overcome the difficulties and thrive in this course. So, here I am, a fashion student, standing at the threshold of dreams and reality, ready to tailor my destiny.

Reading Habits
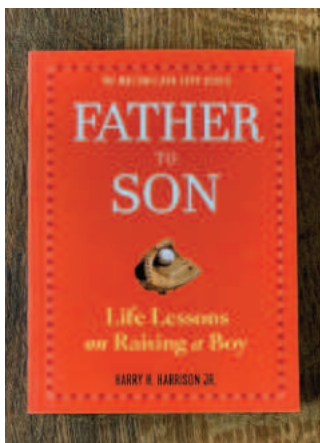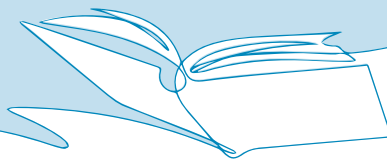
Father to Son by Harry H. Harrison Jr. is a fantastic resource for guiding young men through life's challenges and opportunities.

Here are ten insightful lessons from the book:

1. Lead by Example
Fathers should model the behaviors and values they want to instill in their sons. Actions often speak louder than words.

2. Embrace Responsibility
Teach your son to take ownership of his actions and decisions. Responsibility builds character and fosters maturity.

3. Communicate Openly
Encourage open communication between fathers and sons. Create a safe space for dialogue about feelings, concerns, and aspirations.

4. Respect Others
Teach your son to treat everyone with respect and kindness, regardless of differences. Respect is the cornerstone of healthy relationships.

5. Work Ethic Matters
Instill the value of hard work and perseverance in your son. Success is often the result of dedication and determination.

6. Embrace Failure
Teach your son that failure is a natural part of life and an opportunity for growth. Encourage resilience and the ability to learn from setbacks.

7. Value Education
Emphasize the importance of education and lifelong learning. Knowledge is power, and a curious mind opens doors to endless possibilities.

8. Be Financially Savvy
Teach your son the basics of financial management, including budgeting, saving, and investing. Financial literacy is crucial for long-term success.

9. Show Empathy
Encourage empathy and compassion towards others. Understanding and caring for the feelings of others fosters meaningful connections and builds character.

10. Cherish Family
Instill a deep appreciation for family bonds and traditions. Family provides love, support, and a sense of belonging that is invaluable throughout life's journey.

Book: https://amzn.to/3QIOA3P

Supriya Poudel
BBM 3rd Semester
supriyapaudel74@gmail.com

Encouraging the Future

The Youth's Essential Contribution to Changing Nepal's Political Environment

Nepal has been committed to teaching its youth vital values and information, stressing the vital role they play in contributing to the progress of their country, from the early years of schooling to the adult duties. Realizing that education should cultivate a feeling of civic duty and patriotism in addition to academic excellence, Nepal is dedicated to creating in its young people a strong sense of the significance of actively contributing to the advancement of their nation.

Within the diverse field of social studies, Nepal has an abundant historical, cultural, and political fabric that begs for investigation. Through incorporating poetry, novels, and tales of legendary incorporates figures into the curriculum, students get a greater comprehension of the significance of political dynamics and development elements in determining the course of the country. Students can explore the intricacies of Nepal's

development path through social studies, looking at the interactions between economic, social, and environmental elements that impact the nation's advancement.

Students study Nepal's prospects and problems via the social studies lens, covering topics such as sustainable development, cultural preservation, and poverty and inequality. The awareness that politics is a dynamic force that affects every part of their lives rather than a foreign, unapproachable domain is fundamental to inspiring political zeal in Nepali youth. By dispelling the

mystery around politics and connecting it to young people's everyday lives, Nepal has the potential to motivate a new wave of politically conscious and active individuals.

Furthermore, learning happens outside of the classroom. Through the provision of experiential learning opportunities via internships, volunteers, and youth-led projects, Nepal enables its youth to actively participate in local politics. Young Nepalis discover that their voices matter and that they have the ability to make a significant difference through organizing grassroots movements, taking part in local governance

processes, and campaigning for social problems.

The growth of political passion among young people in Nepal is greatly aided by mentoring and leadership development initiatives. Nepal educates and inspires a new generation of political actors who are dedicated to bringing about positive change in their communities and beyond by matching young leaders with seasoned mentors and offering them chances for skill development and networking.

Nepal, a country with a diverse and rich cultural past, has long struggled with social issues and political unrest. But despite all of these difficulties, there is one bright spot: young people are becoming more and more involved in determining the future of their nation. This trend is a big change from the past, when entrenched interests controlled political discourse and frequently ignored the goals of younger generations.

The yearning for change is one of the motivating factors for this renewed political activism. Encouraged by hope and a desire for a better future, Nepal's youth are actively involved in the causes that are most important to them. Young Nepalis are rising up to take on various social justice and environmental conservation roles, as well as demanding accountability from government leaders.

Digital platforms and social media have been essential in elevating the voices of young people in Nepal. With cellphones becoming more and more common, youth now have an effective tool for organizing, distributing, and mobilizing information. Social media has democratized political engagement by enabling even the most marginalized voices to be heard through online petitions and viral campaigns.

But in spite of their energy and promise, Nepali youth still have a long way to go before they can become politically empowered. Significant barriers to active engagement include established patronage structures, financial hardships, and limited access to high-quality education. Furthermore, ingrained cultural prejudices and societal conventions frequently dissuade young people from actively engaging in politics, especially women and members of marginalized communities.

However, Nepal's youth's tenacity and resolve are proving to be powerful agents for transformation. Across the nation, youthful activists are spearheading grassroots movements that are opposing the existing quo and promoting inclusive governance. Through creative policy ideas, community organizing, or street protests, young Nepalis are proving

they are capable of enacting significant change from the bottom up.

Developing Nepal's youth is more important than ever as it negotiates the complexity of a fast-changing political scene. Building a more inclusive and resilient society requires funding youth-led projects, promoting inclusivity, and offering opportunities for meaningful engagement. Nepal can unleash a plethora of creativity, innovation, and vitality by empowering its youth.

In conclusion, the increasing political participation of Nepal's youth portends a positive turn in the nation's democratic process. Young Nepalis are leading the way in bringing about change by speaking out against established norms, raising their voices, and promoting a society that is more just and inclusive. Nepal can harness the revolutionary power of its youth and create a wealthy and vibrant future by embracing their energy, vision, and passion. In addition to being morally required, youth empowerment in determining Nepal's political environment is strategically vital. By putting money into the potential of its youth, Nepal can set itself up for success and achieve wealth and peace in the future. Let's take this chance to unleash Nepal's full potential.

प्रतिभा निखार्ने चौतारी

युनाइटेड लुमिनरी

शुभम प्रसाद खरेल
kharelsubham04@gmail.com

पाठकको रूपमा *युनाइटेड लुमिनरी* # १ (ई २०२३) को बारेमा समीक्षा गर्न पाउँदा म आफूलाई निकै सौभाग्यशाली ठान्दछु । मलाई यो अवसर प्रदान गर्नु हुने युनाइटेड कलेजका क्याम्पस प्रमुख डा. लाल रापचा ज्यूलाई म आफ्नोतर्फबाट धेरै धेरै धन्यवाद दिन चाहन्छु । त्यसैगरी विगतका २१ औं वर्षदेखि उच्च गुणस्तरीय शिक्षा प्रदान गर्दै आएको यस संस्थामा पढ्न पाउँदा म संस्थाका संस्थापक डा. कविराज बान्तावा, दृप चाम्लिङ र नरहाङ राईलाई पनि म आफ्नो धेरै कृतज्ञता अर्पण गर्दछु ।

आफ्नो २१औं वर्षको यात्रामा पहिलो पटक प्रकाशित *युनाइटेड लुमिनरी*को प्रतिकात्मक जिल्दा चित्रकला नै चित्रकलाको हस्ती सारा तुनिचा काँइचले श्रृजना गरेकी हुन् । यस चित्रकलाले हाम्रो संस्थाका कालन्तरसम्म आफ्नो दृढ संकल्प बोकेर हिँडेका युनाइटेडका तीन नकद्रि सुप्पुलुङ स्तम्भलाई प्रतीकको रूपमा उभ्याएको छ ।

हाम्रा उपर्युक्त तीन संकल्पीहरूले शिक्षाको दुनियाँमा एउटा बेग्लै उचाई चुम्ने सपना कोरे । केवल शिक्षाले मात्रै मानिस पूरा नहुने विषयलाई बुझे र शिक्षासँगै सभ्यता र मानवतालाई समेत अङ्गालेर युनाइटेडको सुनौलो इतिहास कोर्न सफल भए । आफ्नो २१ औं वर्ष पार गर्दै गर्दा युनाइटेडले यो *लुमिनरी*को प्रकाशनमा ल्यायो । यसमा एक उचाईमा पुगेर सफलता हासिल गर्न सफल भएका आफ्नै भूतपूर्व तथा नयाँ विद्यार्थीहरूको विचार र विमर्श समावेश गरी पाठकको हातमा उपलब्ध म्यागाजिनको निर्माण गरिएको छ ।

त्रिभुवन विश्वविद्यालयका विभिन्न संकायका पदाधिकारीहरूले यस वार्षिक प्रकाशनबारे आफू खुशी भएको र युनाइटेडको भविष्य र भविष्यका विद्यार्थीहरू निक्कै नै अगाडि बढ्ने कामना पनि गरेका छन् ।

म्याडम प्रोफेसर कुसुम शाक्यले पनि युनाइटेडले आफ्नो वार्षिक लुमिनरी प्रकाशनप्रति आफ्नो असीम शुभकामना रहेको र युनाइटेडको यस पाइलाले केवल आन्तरिक मात्र नभई विश्व बजारलाई पनि ओगट्न सक्ने तर्क अघि सार्नु भएको छ ।

*लुमिनरी*मा हाम्रा आफ्नै दाजु-भाइ तथा दिदी-बहिनीहरूले अनुभव गर्नु भएका अनुभवहरूलाई बटुलेर लेख्नु भएको छ । लेखक-लेखिकाहरूले मौलिक नेवारी काठकलाको इतिहास र वर्तमानलाई झल्काउनु भएको छ ।

पढ्दै जाँदा भावुकता त तब आउँछ; जब हामीले आफ्नो गाउँ ठाउँमा गरेको दुःख र सहरसम्मको यात्राको अनुभव हाम्रा आफ्नै दाजु लेखक निराजन जोशीले लेख्नु भएको छ । दिदी लेखिका स्तुति मरासिनीको 'श्रद्धाञ्जली अर्पण' (पाना ९१) पनि त्यतिकै घतलाग्दो छ । कलेजको सुवर्ण जीवनबारे लेख र माया, खाना र इज्जतका आशा बोकेर बाँच्न चाहने टुहुराका कथाले पनि त्यतिकै मन गह्रौ बनाउँछन् ।

'युनाइटेड ट्यालेन्ट हन्ट' (UTH) को अविष्मरणीय झल्कोमा मेरो आफ्नै अनुभव एवं स्मृति पनि छ । यसमा ट्यालेन्ट हन्टको प्रस्तुति मात्रै नभई कसरी अझै अग्रता पाउने विषयमा पनि विभिन्न ट्रेनिङ र वर्कशपका बारेमा पनि लेखिएको छ ।

विद्यार्थीलाई विभिन्न परामर्शका कुरासँगै 'फेसन डिजाइनिङ' को बारेमा सटीक जानकारीसहित विद्यार्थी क्लबहरू र विभिन्न लेख तथा अभिनयको समिश्रणले लुमिनरी साँच्चै नै युनाइटेड र यहाँ अध्ययनशील तथा क्षमतावान विद्यार्थीहरूमा लुकेर रहेको प्रतिभालाई उजागर गर्ने एक मात्र त्यस्तो सहज माध्यम बनेको छ । यसले विद्यार्थीलाई आफ्नै चिनारी कायम गर्न तथा प्रतिभा निखार्न निक्कै नै मद्दत गर्नेछ भन्नेमा म विश्वस्त छु ।

पुस्तक समीक्षा

युनाइटेड लुमिनरी लाई प्रोत्साहन दिनु हुने हाम्रा संस्थाका संस्थापक, हाम्रा माननीय क्याम्पस प्रमुख र यसमा समयको व्यवस्थापन गरी आफ्ना लेखहरु योगदान गर्ने सम्पूर्णलाई आफ्ना केही समीक्षात्मक भनाइ राख्न पाउँदा म मेरोतर्फबाट सबैलाई मुरी-मुरी धन्यवाद दिन चाहन्छु ।

Reading Habits
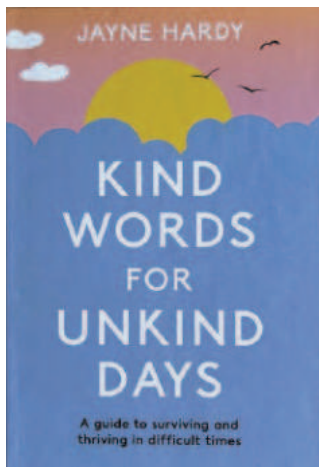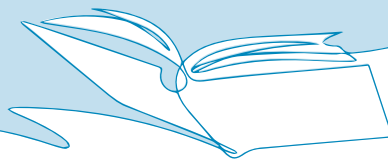
Kind Words for Unkind Days: A Guide to Surviving and Thriving in Difficult Times by Jayne Hardy is a compassionate and insightful book that offers solace and guidance during life's challenging moments. With her warm and empathetic tone, Jayne provides a gentle reminder that even in the darkest of times, there are always opportunities for growth, healing, and the cultivation of inner strength.

Here are 7 lessons from the book:

1. The Power of Language
One of the central themes of the book is the impact that language and self-talk can have on our emotional well-being and resilience.

Hardy encourages readers to be mindful of the words they use, both when speaking to themselves and when communicating with others.

2. Acknowledging Difficult Emotions
Hardy emphasizes the importance of acknowledging and validating difficult emotions such as sadness, anger, and fear. She encourages readers to embrace these emotions without judgment, as they are a natural part of the human experience.

3. Cultivating Self-Compassion
The book stresses the value of self-compassion, which involves treating oneself with kindness, understanding, and forgiveness, especially during difficult times. Hardy provides practical exercises and affirmations to help readers cultivate this essential quality.

4. Finding Strength in Vulnerability
Hardy challenges the notion that vulnerability is a weakness and instead presents it as a source of strength and resilience. She encourages readers to embrace vulnerability, share

their struggles, and seek support when needed.

5. Practicing Mindfulness
Hardy explores the power of mindfulness in navigating difficult times. She offers mindfulness exercises and techniques to help readers stay present, reduce rumination, and find moments of peace amidst the chaos.

6. Reframing Perspectives
The book emphasizes the importance of reframing perspectives during challenging situations. Hardy provides strategies for shifting negative thought patterns and finding alternative, more empowering ways of viewing life's difficulties.

7. Nurturing Relationships
Hardy highlights the significance of nurturing supportive relationships during difficult times. She offers guidance on building and maintaining connections, setting healthy boundaries, and communicating effectively with loved ones.

BOOK: https://amzn.to/3URpDo2
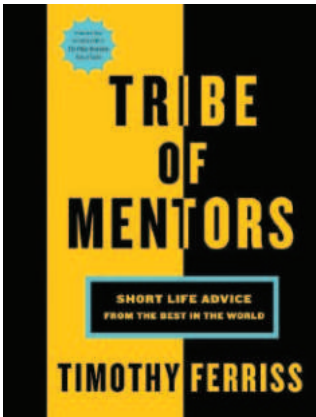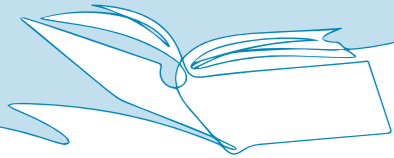
Tribe of Mentors by Tim Ferriss is a compilation of advice, insights, and wisdom from over 100 successful individuals across various fields. Here are seven key lessons from the book:

1. Embrace Lifelong Learning

Many contributors emphasize the importance of continuouslearning and personagrowth. They advocate for maintaining a curious mindset, seeking new knowledge, and constantly improving oneself through reading, experimentation, and education.

2. Prioritize Health and Well-being

Physical and mental health are crucial for sustained success. The mentors often highlight the importance of regular exercise, proper nutrition, adequate sleep, and mindfulness practices like meditation to maintain peak performance and overall well-being.

3. Failure is a Stepping Stone

Embracing failure as a part of the journey is a recurring theme. Many mentors share how their failures and setbacks taught them invaluable lessons, leading to personal and professional growth. Viewing failure as a learning opportunity rather than a defeat is key to resilience.

4. Focus on What Matters

The importance of prioritization and focusing on what truly matters is stressed. Many contributors advocate for setting clear goals, eliminating distractions, and concentrating efforts on high-impact activities that align with one's values and long-term objectives.

5. Build Strong Relationships

Relationships and networking are crucial for success. Mentors emphasize the value of surrounding oneself with supportive, inspiring people and cultivating meaningful connections. Investing time and effort into building and maintaining relationships can open doors and provide valuable support.

6. Be Adaptable and Open to Change

Adaptability and flexibility are essential in navigating life's uncertainties. Many mentors highlight the need to stay open to change, pivot when necessary, and continuously adapt to new circumstances and opportunities.

7. Take Action

Taking decisive action and moving forward, even when faced with uncertainty or fear, is a common piece of advice. Procrastination and overthinking can hinder progress, while taking consistent, deliberate steps can lead to significant achievements and breakthroughs.

Tribe of Mentors offers a diverse range of perspectives and advice, encouraging readers to adopt a holistic approach to success that encompasses continuous learning, health, resilience, focus, relationships, adaptability, and action. By applying these lessons, individuals can enhance their personal and professional lives.

BOOK: https://amzn.to/3V9c2de

Animon Rapacha
BBM 7th Semester
rapacha777@gmail.com

In the Brightness

Dear life,
Who have I become?
Today, with a heavy heart, I put a smile on my face,
Merely feeling happy.
As I sit down to surrender,
To my defiance,
I get engulfed into the myriad of abyss,
Which has been familiar to me over the years.
Am I forlorn?
Because numbness is my long-lost friend,
Every single time,
I have befriended solace in my loneliness.
Amidst the chaos,
Am I going insane?
In my head, I have lost my sanity,
And, nothing makes sense.

Where did I go wrong?
This bitterness of unbeknownst,
Has held me captive to something,
Something bizarre.

What is it?
Will I ever get my answers?
And will it ever hold me accountable,
Of the unfamiliarity in this wreck?

What have I become dear life?
For one day, I will be longing into melancholy,
Of sorrow and grief,
In this aloofness,
I will find myself again,
In the brightness.
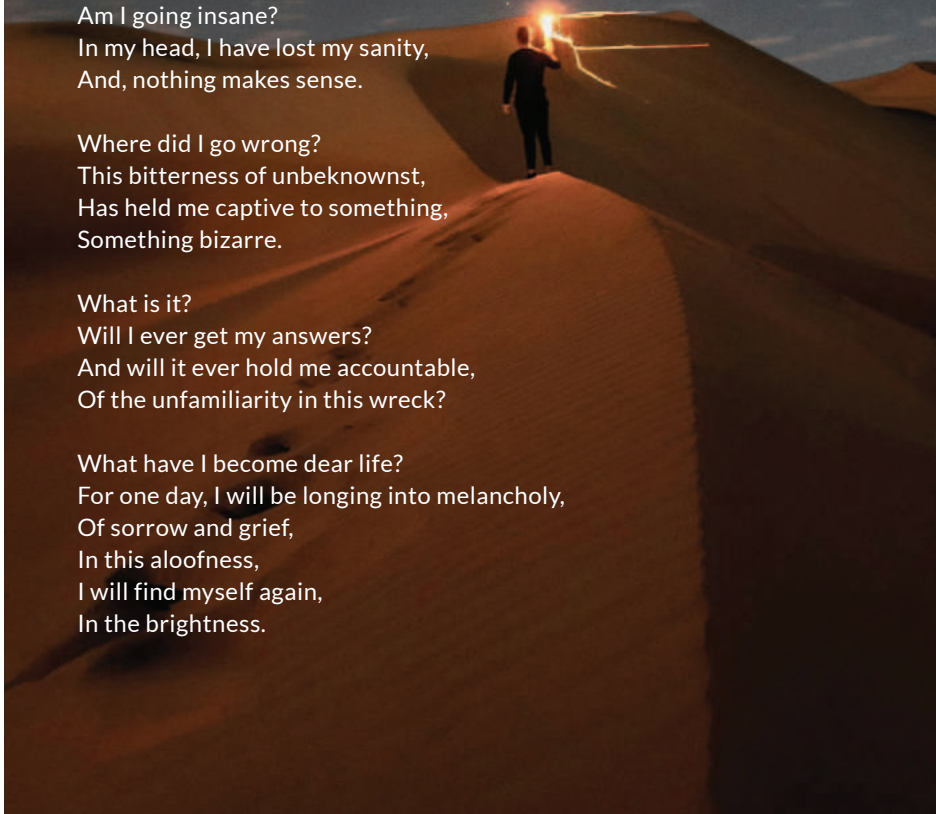
NATURE NURTURE PROGRAM

Nature Scroll Adventure to Jamacho Gumba

Thirty-seven students with four faculty members and seven Leo leaders met at United College (UC) for a hike to Jamacho Gumba on the 10th of February 2024. Jamacho Gumba, also known as Jamacho or Chituwa Monastery, is a revered Buddhist site situated in the Shivapuri Nagarjun National Park, near Kathmandu, Nepal.

This serene monastery is perched atop Nagarjun Hill at an elevation of 2,128 meters, offering panoramic views of the Kathmandu Valley and the Himalayan ranges. UC organizes the 'Nature Nurture Program' every last Saturday

of the month. Leo Club of Kathmandu Sadhbavana UC also got a chance on the date mentioned earlier to conduct a blissful Hike.

Being a Leo club member, I was given the responsibility of arranging first aid, and almost all the members were working on the responsibility they were given. I, along with my group members were pre-prepared for the other day.

All of the hikers met at UC at 7.30 a. m. sharp. Rules and regulations were informed to all the students because we were exploring the National Park and there are strict rules

Suvekshya Basnyat
BBM 7th Semester
suvekshya.basn@gmail.com

and regulations which should be followed by each one of us.

Two college buses were provided by our college, and we had our breakfast on the bus. We went by the ring road. We reached Nagarjun Pulbari Gate near Balaju Bypass at 9 a. m. We met many groups of people ready to hike and the trail was very crowded as it was on Saturday. After we reached the main gate, we were guided by some Army Troops, who informed us about the activities that we shouldn't do inside the National Park.

They made us stand in line and checked our bags because plastics and speakers were not allowed there. One funny fact is that one of our colleagues brought some sausages, and they made us eat them right at the door because meats were prohibited inside. Though we were not that close, we have mesmerizing memories of that time.

We paid 100 rupees each as an entrance fee. Jamacho is 4 k. m. far from Pulbari Gate. Being a group leader, all the Leo leaders had their own group members, so that no one would get misled or have any problems on the way. Almost all of them were enjoying themselves a lot. As there were group members of different faculties too, we got the chance to interact with each other.

We clicked lots of photos on the way. However, this hike was on the difficult site compared to other hikes in the Kathmandu Valley. Therefore, I would recommend it to those who are in good physical shape, those who want to train for an upcoming trek, and those who want a break from the city life and the chance to breathe fresh air.

It's not a decent hike for beginners as the trajectory is extremely rugged. I also would not recommend this hike for kids unless they are used to hiking. But the interesting fact is that we interacted with small kids who were there from their school. One of them fell down where we Leos helped and first aided him.

We walked for almost 3 k. m. and there was a helipad

where we took a rest and had our lunch. We shared each other's lunch and interacted with some juniors. We took a rest for about half an hour and again started our hike.

On the way, some of our sisters were not able to walk. So, we encouraged them to walk. They were also motivated by the small kids who were very energetic. Songs we sang, songs we played created some everlasting memories.

Jamocha has an atmosphere of equanimity and spiritual reverence, nestled amidst the natural splendour of Shivapuri Nagarjun National Park. Perched at an elevation of 2,128 meters, the monastery offers a serene escape from

the hustle and bustle of Kathmandu. The air is crisp and clean, filled with the sounds of nature—birds singing, leaves rustling, and occasional wildlife calls.

The surroundings' dense forests add to the peaceful ambiance, providing a sense of seclusion and calmness. After walking for about 2 k. m., we reached the top. We were very hungry and tired. Therefore, we ate our snacks there. I was mesmerized by the view from the top. There was a view tower where we could see the panoramic view around the Nepal valley.

One of the most captivating aspects of Jamacho Monastery is its breathtaking panoramic views. From the

hilltop, visitors can see the sprawling Kathmandu Valley and a spectacular array of Himalayan peaks, including the Annapurna, Langtang, Jugal, and Manasalu ranges.

On clear days, the distant snow-capped mountains provide a majestic backdrop, enhancing the sense of awe and wonder. I interacted with some of the vendors and they said that "the Jamacho Gumba is a holy place for Buddhists to visit on pilgrimage". They said, "It is like a celebration of the hill" and that people come here on Jamacho Jatra 'festivity'. Jamacho Jatra is a festival in Nepal and many people hike to the top of this hill on that day to celebrate the festivity. It's said that Buddha meditated here;

therefore, it's an extremely sacred place. Another guide was telling his group that many Buddhists come here to pray or meditate before they die.

Overall, we spent 6 hours inside the park, including all our breaks. Someone who walks quicker could easily go up and down in 3 hours if s/he didn't stop at the top. Someone slower might take 6 hours.

We left our college at 8:30 a. m. and made it back home around 3:30 p. m. Consequently, it was a pretty half-day hike. Hiking to Jamacho Gumba offers an enriching blend of natural beauty, physical challenge, and spiritual reflection.

As one ascends through the verdant forests of Shivapuri Nagarjun National Park, the serene environment and the symphony of nature provides a refreshing escape from the bustle of Kathmandu metropolitan city.

The journey is both invigorating and calming, with well-maintained trails leading you through lush greenery and offering glimpses of diverse wildlife and vibrant bird species. Lastly, we Leo Club of Kathmandu Sadhbhavana UC would like to thank United College for supporting and helping us to make this program successful memorable.

Perception:
Making Judgment of Others

Mahesh Aryal Chhetri
Graduate Program Director
mahesharyal@united.edu.np

Perception is a process by which one organizes and interprets his/her sensory impressions in order to create meaning about others and environment around. One sees something, reads other's activities or reads other's mind and makes his/her judgement about them.

Once a priest was leaving from his home for his job. He looks up in the sky and sees the sky covered with clouds. The priest gives a loud call to his wife saying that the sky was cloudy, it might rain. So, pass my umbrella. The priest makes his perception about the climate looking up in the sky.

One day, I was walking with my daughter, suddenly she pulled my hand and took me to the next side of the road. I

asked her, why she dragged me to the next side. She answered me that "There is a dog next to this side and the dog might bite us." There were many people walking and passing that dog, but the dog had done nothing to anyone. At that moment, she had made her judgement about the dog.

Similarly, a man reaches his home two hours late because of his workload in his office. His wife makes her thoughts that her husband might have gone outing with someone else.

So, perception is all about making idea or thought about people, situations and environment. Perception might be both positive and negative. Our perception of people differs from our perceptions of inanimate

objects such as machine, vehicles or any structures because we make inferences about the action of people the action of people that we don't make about inanimate objects.

Non-living objects are subject to the law of nature, but they have no beliefs, motives or intentions. However, people do. The result is that when we observe people, we attempt to develop explanations of why they behave in certain ways. Our perception and judgement of any person's action, therefore will be significantly influenced by assumptions we make about that person's internal state.

One could make different perceptions of the same person or things in different situations. For example, if you watch the picture of Monalisa in your happy mood, your

happy mind perceives that the picture is smiling and if you watch the same picture in sad mood, you might perceive it as a sad face.

Similarly, two persons can make their thoughts different to a person or condition. Two

friends sitting in front of a half glass of water might make different views. One might perceive that the glass is half full where as other one might perceive as half empty.

So, the factor in the perceiver's attitudes, motivations, interests, experiences and expectations differ the views of ones towards others and situations. Time, work setting and social settings also differs in one's perception. Likewise, novelty, motion, sounds, size, background, proximity and similarity also make one's perception differ.

Positive and Negative Perception

Positive perception always makes the environment favorable, optimistic and opens the avenues of success

*" Good judgment comes from experience, and a lot of that comes from **BAD** judgment. "*

Will Rogers

> # If judgment is a skill, then learning how to do it better is good for people and good for the world.
>
> —Carey Morewedge
>
> **Character LAB**

of individuals. Positive perception or thought towards others creates a good relationship with people. Positive perception makes your mind always pleasant, minimizes your stress and mental pressure. Research shows that a person who perceives positively has always good health.

Positive perception increases the value of perceiver's self confidence in him or her and perspective towards time. On the contrary, negative perception leads an individual to failure in his or her life and career. Pessimism overcome any perceivers because of their negative thoughts.

Negative perceptions gradually destroy the relation with friends, colleagues, relatives and family members. Later, it creates anxiety and insecurity in one's mind. A doable task becomes difficult because of high frequency of negative perception. Negative perceptions towards people and environment creates too much stress on mind and it might lead an individual to depression. And instant perception can make your judgement wrong.

Control over negative perception

Your mind can perceive both positively and negatively. You should be master of your thoughts and mind and should have control over it. You should make yourself ready to overcome on your negative thoughts and perceptions.

Firstly, receive information properly, select the best information, organize it and interpret rationally. So, make your perception good, do good and be a good person. Success follows you. Positive perception matters a lot in your life. Negative perception can be deleted and bring up a positive perception.

- Rather than thinking it is a problem, think it has a solution.
- Think that s/he is good rather than thinking s/he is bad one.
- Think that this is my responsibility rather than thinking others.
- See possibilities rather than ending a problem.
- Think in win-win rather than thinking to win oneself.

Positive perception increases the value of perceiver's self confidence in him or her and perspective towards time.

SECTION

4

Research
Writing Guidelines

Basically, United College (UC) has adopted productive teaching-learning approach and the Unitedian Bachelor's and Master's graduates since the beginning of their college days have to start writing massively semester-wise and year-wise for their internal assessment. It covers for about 25% of their evaluation marks in their semester-wise and year-wise assessments. Those students not writing and submitting their articles, reports, theses etc. will not be eligible for their degree's written examination or viva voce. For that process students should follow the writing guidelines and examples given in this section thoroughly.

1.   MBS First Semester's Activity

2.   MBS Second Semester's Activity

3.   MBS Third Semester's Activity

4.   MBS Forth Semester's Activity

Master of Business Studies (MBS)
Research Writing Framework
Level/Semester-wise Research-based Activities

MBS	First Semester	Citation-based Magazine Article Writing
	Second Semester	Topics Selection for Dissertation Writing
	Third semester	Research Proposal Writing
	Fourth semester	Dissertation + Research Article Writing

MBS First Semester's Activity: Citation-based Magazine Article Writing

Falling Enrollment in Master's Degree Programs in Nepal

Asmita Thapa Magar
MBS 1st sem

Deepika Khatri
MBS 1st sem

Nafisha Dangol
MBS 1st sem

Rosy Khatiwada
MBS 1st sem

Introduction

The situation of higher education in Nepal is experiencing significant transformations, particularly in post-graduate programs. Amidst these changes, there is a notable challenge regarding low student enrollment in post-graduate programs (Smith and Rai, 2020). Despite the increasing accessibility and availability of tertiary education opportunities, particularly at the undergraduate level, the uptake of post-graduate studies remains disproportionately low (Adhikari and Shrestha, 2018). This issue is multifaceted, stemming from various factors such as limited awareness and perception of the value of post-graduate education (Khanal and Gurung, 2019), financial constraints among prospective students (Pokharel and Bhattarai, 2017), and institutional barriers within higher education institutions (Dhungana and Pant, 2020).

Additionally, socio-cultural norms and preferences, including the prioritization of immediate employment over further education, contribute to the low enrollment rates in post-graduate programs (Sharma and Joshi, 2018). Given the critical role of post-graduate education in fostering advanced skills, knowledge, and expertise necessary for professional advancement and socio-economic development (Ghimire and Shrestha, 2021), addressing the challenges surrounding student enrollment in post-graduate programs is imperative for enhancing the quality and relevance of higher education in Nepal and ensuring the country's competitiveness in the global knowledge economy. This article highlights

Sample Article

reasons for the low student enrollment in post-graduate programs in Nepal.

Literature review

This section deals with the review of previous studies on the current study. Shrestha and Magar (2017) examined into the cultural factors influencing postgraduate enrollment in Nepal, drawing insights from both students and faculty members. The findings revealed that cultural norms and familial expectations exerted significant influence on students' decisions regarding postgraduate education. Many students faced pressure to prioritize immediate employment over further education, reflecting deeply ingrained societal values. Moreover, social stigma surrounding advanced degrees, particularly among marginalized communities and rural backgrounds, posed additional challenges to enrollment. Similarly, Dahal and Thapa (2019) found that socio-economic factors significantly influence student enrollment in postgraduate programs in Nepal.

Higher income levels, strong educational backgrounds, access to financial support, perceptions of improved employment prospects, and geographical location emerged as key determinants of postgraduate enrollment. Students from urban areas and affluent households were more likely to pursue advanced degrees, while those with limited financial resources and from rural areas faced barriers to access. In the above review, studies highlighted cultural and socio-economic factors led to low postgraduate enrollment. Cultural norms and familial expectations, alongside socio-economic disparities, play pivotal roles in shaping students' decisions regarding further education.

Methods

The aim of this article was to identify the underlying factors for low enrollment in master's degree programs in Nepal. To accomplish this, the study adopted a qualitative approach. Data were collected through interviews and analyzed thematically. Five

bachelor graduate students residing in Lalitpur municipality and studying at various colleges in Lalitpur district were respondents in this study.

Results

Damodar, who quit his education for his start-up, identifies the theoretical-based teaching pedagogy and outdated syllabus in master's degree programs as significant deterrents to enrollment. He emphasizes the lack of practical application in the curriculum, which hinders graduates from effectively connecting their knowledge and skills with market demands. Baburam points out that this mismatch between academic learning and real-world requirements makes graduates less competitive and marketable.

Samir, who is currently pursuing MBS, highlights a significant administrative barrier of Nepalese Universities contributing to the low enrollment in master's degree programs: the extended duration of study due to university bureaucratic issues. Despite the program's official duration being two years, students often find themselves spending three or more years to complete their studies. This discrepancy creates frustration among students, dissuading potential candidates from enrolling in master's degree programs.

Baburam, who is working in the private company, attributes the low enrollment in master's degree programs to the financial burden imposed by the high fee structures relative to income levels. He highlights the discrepancy between the cost of pursuing higher education and the low salary offerings in the Nepali job market. This financial constraint presents a significant barrier for prospective students considering further education, as they may perceive the return on investment to be inadequate.

Anu, who quit her education after bachelor, highlights socio-economic factors as a key for low enrollment rates in post-graduate programs in Nepal. These factors include family obligations, cultural expectations, and geographical constraints. Family obligations

compel students to prioritize familial responsibilities over pursuing higher education, while cultural expectations shape their educational choices based on societal norms and traditions. Geographical constraints limit access to educational institutions or opportunities, particularly for students living in remote or underprivileged areas.

Arjun, who is seeking admission to international universities, emphasizes that numerous individuals opt to terminate their study after bachelor in Nepal and pursue educational opportunities abroad for various reasons. These motivations span a broad spectrum, encompassing the wish to experience diverse cultures, access superior educational facilities that may be lacking domestically, participate in specialized academic programs or research endeavors, improve language skills, and enhance career prospects by leveraging global networks and employment opportunities.

Conclusion

The aim of this article was to identify the underlying factors for low enrollment in master's degree programs in Nepal. To accomplish this, the study adopted a qualitative approach. Data were collected through interviews and analyzed thematically. Five bachelor graduate students residing in Lalitpur municipality and studying at various colleges in Lalitpur district were respondents in this study. The findings of this study highlighted various reasons contributing to the declining enrollment rates in master's degree programs in Nepal.

Damodar and Baburam highlighted the disconnect between academic learning and practical application, emphasizing outdated teaching methodologies, administrative barriers, and financial constraints. Samir's experience underscored the frustrations stemming from prolonged program durations due to bureaucratic issues within Nepalese universities. Anu identified socio-economic factors, including family obligations, cultural expectations, and geographical constraints, as significant barriers to higher education access. Additionally, Shyam's perspective illuminated the trend of students seeking educational opportunities abroad, driven by aspirations for diverse experiences, superior academic resources, specialized programs, language proficiency, and enhanced career prospects. Addressing these underlying challenges will require comprehensive reforms in educational pedagogy, administrative processes, financial assistance, and socio-cultural norms to foster a conducive environment for higher education attainment in Nepal.

References

Adhikari, B., and Shrestha, R. (2018). Challenges and prospects of postgraduate education in Nepal: A study based on the experiences of the students of the Central Department of Sociology/Anthropology, Tribhuvan University. *Journal of Education and Research*, 8 (2), 78-91.

Dhungana, S., and Pant, R. (2020). Challenges in the delivery of postgraduate education in Nepal: A case study of the Central Department of Anthropology, Tribhuvan University. *International Journal of Social Sciences and Management*, 7 (2), 82-96.

Ghimire, S., and Shrestha, S. (2021). Importance of postgraduate education in Nepal: Current scenario and future prospects. *Journal of Nepalese Business Studies*, 8 (1), 45-58.

Khanal, S., and Gurung, B. (2019). Perceived value of postgraduate education among students: A case of Pokhara University. *Kathmandu University Journal of Management and Entrepreneurship*, 6 (1), 25-39.

Pokharel, R., and Bhattarai, R. (2017). Financial barriers to access postgraduate education: A case of Kathmandu University. *Journal of Education and Research*, 7 (1), 58-73.

Sharma, A., and Joshi, S. (2018). Socio-cultural factors affecting postgraduate education in Nepal: A study of students' perspectives. *Journal of Social Sciences and Humanities*, 2 (2), 145-159.

Smith, J., and Rai, S. (2020). Understanding low enrollment rates in post-graduate programs: A case study of Tribhuvan University. *Higher Education Studies*, 10 (3), 67-82.

MBS Second Semester's Activity: Topics Selection for Dissertation Writing

Steps/Tips for Dissertation Topics Selection

Rusha Mali
MBS 3rd Semester

Satyandra Rajopadhyaya
MBS 3rd Semester

Sworna Bajracharya
MBS 3rd Semester

Most important overview

The importance of selecting an appropriate topic for master-level dissertations cannot be overstated, as it serves as the foundational pillar upon which the entire research endeavor rests. A well-chosen topic not only reflects the student's academic interests but also aligns with their career aspirations, ensuring the research contributes meaningfully to their field of study. In the MBS program at TU, choosing an appropriate topic for the dissertation is crucial. For that, students have four specialization options in accounting, finance, marketing, and management. In the third semester, they are required to select any one specialization area.

The MBS program mandates students to engage in original research throughout the two-year duration spanning four semesters. Within this period, students are tasked with crafting a dissertation that reflects their original research endeavors, aligning with the MBS syllabus. Emphasis is placed on encouraging students to focus their dissertation within their chosen specialization area. Students have the option to either complete a dissertation or two seminar papers

in their respective specialization area, each carrying a weightage of 100 marks. For those opting for the dissertation, it is mandatory to undertake a research assignment and prepare a comprehensive document following the format specified by the FoM. Supervision of the research work is assigned to a faculty member from the respective college to ensure adherence to guidelines and standards.

The evaluation of the dissertation is divided into two components: the written report, which accounts for 75% of the total marks, and the viva-voce examination, contributing 25%. The written report undergoes rigorous evaluation conducted by two independent evaluators appointed by the FOM, with their marks averaged for fairness and objectivity. Meanwhile, the viva-voce examination is conducted by the respective campus or college, providing students with an opportunity to orally defend their research and engage in scholarly discussion. This evaluation framework ensures a comprehensive assessment of the students' research work, reflecting the academic rigor and standards of the MBS program.

Sample Tips

Here are ten essential tips or steps to assist you while selecting the best dissertation topics:

1. Follow your interests

When selecting a dissertation topic, it's crucial to choose something that genuinely interests you. Researching and writing a dissertation is a long and arduous process, and maintaining motivation throughout requires a genuine passion for the subject matter. By selecting a topic that captivates your interest, you're more likely to stay engaged, focused, and motivated, ultimately leading to a more successful and fulfilling research journey.

2. Consider your expertise

Another important factor to consider when choosing a dissertation topic is your expertise and background knowledge in a particular area. Aligning your topic with your existing expertise makes the research process smoother and more efficient. You'll already have a solid foundation of knowledge to build upon, allowing you to delve deeper into the subject matter with confidence. Additionally, leveraging your expertise can help you produce more insightful and impactful research outcomes.

3. Explore current trends

It's essential to stay abreast of current trends and developments in your field of study when selecting a dissertation topic. Look for topics that are timely and relevant, including emerging trends, pressing issues, or ongoing debates. By choosing a topic that is at the forefront of your field, you'll not only contribute to the current discourse but also demonstrate your awareness of and engagement with the latest developments in your area of study.

4. Review previous research

Before finalizing your dissertation topic, conduct a comprehensive literature review to identify gaps or areas needing further exploration. Building upon existing research allows you to contribute new insights, address unanswered questions, or offer alternative perspectives. By thoroughly reviewing previous literature, you can ensure that your research is

both original and relevant, adding value to the existing body of knowledge in your field.

5. Brainstorm ideas

Dedicate time to brainstorming various topic angles, perspectives, and approaches to expand your range of options. Generating a diverse range of ideas allows you to explore different avenues and consider alternative research paths. Don't be afraid to think outside the box and consider unconventional topics or approaches. By brainstorming extensively, you increase the likelihood of finding a dissertation topic that is both unique and compelling.

6. Consult with advisors

Seeking advice from professors, advisors, or mentors is invaluable when selecting a dissertation topic. These individuals can provide guidance, suggest potential topics based on their expertise, and offer feedback on your ideas. Their insights can help you refine your research focus, identify relevant literature, and navigate potential challenges throughout the research process. Consulting with advisors ensures that you have access to experienced professionals who can support and mentor you as you embark on your dissertation journey.

7. Consider accessibility of resources

Before finalizing your dissertation topic, assess the availability of resources, data, and materials necessary for your research. Ensure that you have access to relevant sources, databases, and support services to conduct your research effectively. Assessing the accessibility of resources helps you determine the feasibility of your research project and identify any potential limitations or challenges early on. By considering the availability of resources, you can plan ahead and make informed decisions about your research approach and methodology.

8. Think about practical applications

Reflecting on the practical implications of your research findings is essential when selecting a dissertation topic. Consider how your research

could be applied in real-world contexts or contribute to practical solutions in your field. By thinking about practical applications, you can demonstrate the relevance and significance of your research to stakeholders, policymakers, and practitioners. Considering practical implications also adds value to your dissertation by highlighting its potential impact and relevance beyond academic circles.

9. Seek feedback
Share your dissertation topic ideas with peers, colleagues, or members of the academic community to gather diverse perspectives and insights. Seeking feedback allows you to refine your topic further, identify potential strengths and weaknesses, and address any blind spots in your research approach. By soliciting feedback from others, you can benefit from fresh perspectives and constructive criticism that enhance the quality and relevance of your dissertation.

10. Consider your career goals
Reflect on how your dissertation topic aligns with your long-term career aspirations and professional goals. Choose a topic that not only interests you academically but also helps you develop skills and knowledge relevant to your desired career path. Consider how your dissertation research can position you for future opportunities in academia, industry, or other professional settings. By aligning your dissertation topic with your career goals, you can maximize the impact of your research and advance your professional development.

Selecting an appropriate topic for master-level dissertations is crucial, forming the foundation of the entire research endeavor and significantly impacting academic and career trajectories. To assist in selecting the best dissertation topic, fifteen tips are provided. These tips help students embark on a successful research journey, contributing meaningfully to their field of study and professional development.

References

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Bui, Y. N. (2014). *How to write a master's thesis* (2nd ed.). SAGE Publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Kallet, R. H. (2004). How to write the methods section of a research paper. Respiratory Care, 49 (10), 1229–1232.

Rudestam, K. E., and Newton, R. R. (2014). *Surviving your dissertation: A comprehensive guide to content and process* (4th ed.). SAGE Publications.

Sekaran, U., and Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). Wiley. University of California, Santa Cruz. (n.d.). The literature review: A few tips on conducting it. https://library.ucsc.edu/help/howto/literature-review

University of North Carolina Writing Center. (2018). *Brainstorming.* https://writingcenter.unc.edu/tips-and-tools/brainstorming/

University of Wisconsin–Madison Writing Center. (2019). *Brainstorming.* https://writing.wisc.edu/handbook/process/brainstorming/

University of Wisconsin–Madison Writing Center. (2020). *Choosing a topic.* https://writing.wisc.edu/handbook/process/choosingtopic/

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

Zikmund, W. G., Babin, B. J., Carr, J. C., and Griffin, M. (2013). *Business research methods* (9th ed.). Cengage Learning.

Zumdahl, S. S., and Zumdahl, S. L. (2017). *Chemistry* (10th ed.). Cengage Learning.

American Psychological Association. (2019). *APA style and grammar guidelines.* https://apastyle.apa.org/style-grammar-guidelines/

American Psychological Association. (2020). Mastering APA style: Student's workbook and training guide (7th ed.). https://doi.org/10.1037/0000165-000

MBS THIRD Semester's Activity:
Research Proposal Writing

Determinants of Dividend Payment in Nepalese Commercial Banks

Aslesha Rai
MBS 4th Semester

Introduction

1.1 Background of the study

In general, dividend payment is not an expense to the firm but the sharing or distribution of profits to each of the firm's shareholders according to the ratio of their shareholding in the firm. Both management and shareholders are usually quite concerned about dividend distribution in a firm. The board of directors announces dividend on the corporate profits during AGM. The dividend can be distributed either in cash or by capitalization of profits as stock dividend. Miller and Modigliani (1961) have asserted that given firms' optimal investment policy, the firm's choice of dividend policy has no impact on shareholders' wealth. In the context of Nepal, only few companies are paying dividend, but many other companies are not paying stable dividend.

There are some companies which have never paid dividend to their investors. The relation of dividends and retained earnings on share price is positive in all cases. The decision to pay dividends in Nepalese organizations and the circumstances surrounding it in the present and the past offer an interesting framework for research and analysis. The aim of this proposed study is to analyze the determinants of dividend payment in Nepalese commercial banks. The findings of this study will contribute to identify the major determinants of dividend payment.

1.2 Problem statement

In the context of Nepalese commercial banks, there exists a significant gap in our understanding of the factors that influence dividend payment decisions. Despite the growing importance of the banking sector in Nepal's economy, little empirical research has been conducted to investigate the determinants of dividend distribution in this specific context. This research aims to bridge this knowledge gap by examining the key factors that impact dividend payment decisions in Nepalese commercial banks. Understanding these determinants is crucial not only for shareholders seeking consistent returns on their investments but also for bank management, policymakers, and regulators in making informed decisions regarding capital allocation and financial stability within the banking industry.

1.3 Research questions

What are the various determinants of dividend payment in Nepalese commercial banks?

1.4 Objective of the study

The general objective of the proposed study is to analyze the various determinants of dividend payment in Nepalese commercial banks.

1.5 Research hypotheses

Based on the review of literature and research objective, follow hypotheses are proposed:

Sample Proposal

H1: Previous year dividend is the determinant of dividend payment.

H2: Net profit is the determinant of dividend payment.

H3: Liquidity is the determinant of dividend payment.

H4: Leverage is the determinant of dividend payment.

1.6 Rationale of the study

Despite significant role of dividend in the Nepal's financial sector, the specifics of how these banks determine dividend policies are not well understood. By investigating these determinants, the research intends to fill this knowledge gap, providing valuable insights for shareholders, investors, and bank management. This understanding can inform shareholders' decisions and assist bank management in aligning dividends with financial objectives and market conditions.

Moreover, informed policy-making by regulatory bodies can enhance financial stability and governance in the banking sector. Additionally, the study contributes to the academic field by offering a localized perspective, enriching existing finance and banking knowledge.

Review of literature

2.1 Theoretical review

Dividend payment refers to as the process through which a company distributes a portion of its earnings to shareholders, providing them with a financial reward for their ownership stake in the company (Brigham and Houston (2019)). Similarly, determinants of dividend payment, including previous year dividend, net profit, liquidity, and leverage, are crucial factors influencing corporate dividend policy decisions (Brown and Patel, 2018; Garcia and Nguyen, 2019; Smith and Jones, 2020).

2.2 Empirical review

This literature review synthesizes empirical evidence on the determinants of dividend payment, highlighting the significance of previous year dividend, net profit, liquidity, and leverage. Past dividend payouts have been consistently identified as a significant determinant of current dividend policy (Smith and Jones, 2020). Likewise, the level of a company's profitability, as indicated by its net profit, influences its ability to sustain dividend payments (Garcia and Nguyen, 2019). Higher profitability provides firms with greater financial resources to allocate towards dividends, enhancing investor confidence and shareholder value (Brigham and Houston, 2019).

Similarly, Liquidity, measured by metrics such as current ratio and cash reserves, affects a company's dividend policy (Garcia and Nguyen, 2019). Firms with ample liquidity are better positioned to maintain consistent dividend payments, as they can withstand fluctuations in cash flows and financial obligations. Finally, the capital structure of a firm, particularly its leverage ratio, plays a role in shaping dividend policy decisions (Brown and Patel, 2018). Highly leveraged companies may prioritize debt repayment over dividend distributions during periods of financial strain, while firms with lower leverage ratios may have greater flexibility in allocating earnings towards dividends.

2.3 Research gap

Despite the extensive research on the determinants of dividend payment, there remains a literature gap regarding the interactions and relative importance of these determinants in different contexts. While previous studies have examined the influence of factors such as previous year dividend, net profit, liquidity, and leverage on dividend policy decisions, there is limited research that comprehensively synthesizes and compares the relative significance of these determinants across various industries, company sizes, and geographical regions.

Figure 1: Conceptual framework of the proposed study

2.4 Conceptual Framework

Research Methodology

3.1 Research approach

The proposed study will be based on quantitative approach. This approach involves the analysis of numerical data to identify patterns, trends, and relationships among variables related to dividend payment determinants.

3.2 Research design

The study will adopt a causal-comparative research design because it seeks to investigate potential causal relationships between independent variables (such as previous year dividend, net profit, liquidity, and leverage) and the dependent variable of dividend payment.

3.3 Population and Sampling

The population data of this proposed study comprises all 20 commercial banks of Nepal. Out of which, five commercial banks will be selected as samples.

S.N.	Name of Commercial Bank	Sample Period	No. of observation
1	ADBL	2069/70 - 2078/79	10
2	Sanima Bank Limited	2069/70 - 2078/79	10
3	NMB Bank Limited	2069/70 - 2078/79	10
4	Nabil Bank Limited	2069/70 - 2078/79	10
5	Machhapuchre Bank Limited	2069/70 - 2078/79	10
	No of Observation		50

3.5 Working schedule plan of dissertation report

Chapters	Time	Time	Time	Time	Time	Time
Chapter- 1 Introduction	17-05-2080- 27-05-2080					
Chapter- 2 Review of literature		28-05-2080 - 06-06-2080				
Chapter- 3 Research methodology			07-06-2080- 13-06-2080			
Chapter- 4 Result and discussion				14-06-2080- 23-06-2080		
Chapter-5 Summary and conclusions					24-06-2080- 04-07-2080	
References						05-07-2080

3.4 Sources of data collection

The proposed study will be based on secondary data. Data relating to dividend payments of these five banks will be directly obtained from concerned banks.

3.6 Methods of analysis

Data will be analyzed by using both descriptive and inferential statistical tools, including mean, standard deviation, correlation, and regression. SPSS version 27 will be used for analysis.

Results and Discussion

4.1 Results

The expected results of the study will be presented in this section. The study has proposed that the previous year's dividend, net profit, liquidity, and leverage indeed serve as crucial determinants influencing dividend payment decisions within Nepalese commercial banks. Overall, the anticipated findings of this study will provide valuable insights into the determinants of dividend payment in Nepalese commercial banks.

4.2 Discussion

This section will serve as a platform for insightful comparisons and interpretations. The proposed determinants of dividend payment, including previous year dividend, net profit, liquidity, and leverage, will be thoroughly examined in light of the study's findings and existing literature.

Summary and Conclusion

5.1 Summary

This section will encapsulate the key objectives, methodology, and expected results of the research report. It will provide a concise overview of the study's scope, approach, and anticipated contributions to the field of dividend policy in Nepalese commercial banks.

5.2 Conclusion

In this final section, comprehensive conclusions drawn from the study's findings will be presented. The significance of the proposed determinants of dividend payment will be reiterated, and their implications for financial management practices within Nepalese commercial banks will be discussed.

References

Brigham, E. F., and Houston, J. F. (2019). *Fundamentals of Financial Management* (15th ed.). Cengage Learning.

Brown, C. L., and Patel, R. K. (2018). Understanding the Impact of Dividend Payment on Shareholder Value. *Journal of Financial Economics*, 30 (4), 567-580.

Garcia, M. A., and Nguyen, T. H. (2019). Dividend Payment Policies: A Comparative Analysis of US and European Banking Institutions. *Journal of Banking and Finance*, 35(3), 211-225.

Miller, M. H., and Modigliani, F. (1961). Dividend policy, growth, and the valuation of shares. *The Journal of Business*, 34 (4), 411-433.

Smith, J. D., and Jones, A. B. (2020). The Role of Dividend Payment in Corporate Finance. *Journal of Finance*, 45 (2), 123-136.

Rojina Maharjan
MBS, 4th Semester

MBS FOURTH Semester's Activity:
Research Article Writing

Credit Risk Management and Financial Performance of Commercial Banks in Nepal

Abstract

This study investigates the impact of credit risk management on the financial performance of commercial banks in Nepal. Using a descriptive and causal-comparative research design, the study examines the correlation between credit risk indicators—non-performing loans Ratio (NPLR), Capital Adequacy Ratio (CAR), Loans to deposit ratio (LTDR), and Cash Reserve Ratio (CRR)—and return on assets (ROA) in selected commercial banks. Data from 20 commercial banks operating in Nepal were analyzed, with a purposive sample of five banks selected for the ten-year period from FY 2013/14 to FY 2022/23. Multiple regression models were employed to test four hypotheses regarding the relationships between NPLR, CAR, LTDR, CRR, and ROA. The findings reveal significant relationships between CAR and NPLR with ROA, while LTDR and CRR did not exhibit significant associations.

Keywords

credit risk management, financial performance, commercial banks, Nepal

Introduction

The financial performance of commercial banks serves as a critical indicator of the overall health and stability of the banking sector, reflecting its ability to generate profits, manage risks, and create value for shareholders and stakeholders. It holds immense importance due to its implications for economic stability, investor confidence, and regulatory oversight. Indicators of credit risk management play a vital role in assessing the stability and performance of financial institutions. Return on Asset (ROA) is commonly utilized as profitability measures, reflecting the efficiency of banks in generating returns from shareholders' equity and total assets, respectively (Berger and Bouwman, 2013).

Additionally, non-performing loans Ratio (NPLR) is a critical indicator of asset quality, measuring the proportion of loans in a bank's portfolio that are not being serviced as per the agreed terms (Demirgüç-Kunt and Detragiache, 1998). Capital Adequacy Ratio (CAR) assesses the adequacy of a bank's capital in relation to its risk-weighted assets, ensuring sufficient buffer to absorb potential losses (Berger and Mester, 1997). Loans to deposit ratio (LTDR) reflects the liquidity and lending activities of banks, indicating the extent to which deposits are being utilized for lending purposes (Jayaratne and Strahan, 1996).

Moreover, Cash Reserve Ratio (CRR) represents the proportion of deposits that banks are required to hold as reserves with the central bank, serving as a prudential measure to manage liquidity risk (Demirgüç-Kunt and Huizinga, 1999). The aim of this study is to analyze the impact of credit risk management on financial performance of commercial banks in Nepal. This research seeks to contribute to the existing literature by answering the research question of:
How does credit risk management influences

on financial performance of commercial banks in Nepal? Understanding the relationship between credit risk management and financial performance is crucial for banks in assessing and managing credit risk, maintaining financial stability, and enhancing profitability.

Literature review

The literature on the connection between non-performing loans Ratio (NPLR), Capital Adequacy Ratio (CAR), Loans and advances to deposit ratio (LTDR), Cash Reserve Ratio (CRR), and return on assets (ROA) provides valuable insights into the relationship between credit risk management indicators and bank profitability. Non-performing loans Ratio (NPLR) is a critical indicator of asset quality and credit risk in commercial banks. Studies suggest that higher levels of NPLR are associated with lower ROA, indicating a negative impact on bank profitability (Athanasoglou, Brissimis, and Delis, 2018). Elevated NPLRs signify increased credit risk exposure, leading to higher provisioning expenses and lower earnings quality, thus reducing ROA (Demirgüç-Kunt and Detragiache, 1998).

In contrast, Capital Adequacy Ratio (CAR) measures a bank's capital adequacy relative to its risk-weighted assets and serves as a key prudential measure to ensure financial stability. Research indicates a positive relationship between CAR and ROA, suggesting that well-capitalized banks tend to exhibit higher profitability (Berger and Bouwman, 2013). Higher CAR provides banks with a cushion to absorb credit losses, enhancing investor confidence and supporting sustainable ROA (Demirgüç-Kunt and

Huizinga, 1999). Furthermore, Loans to deposit ratio (LTDR) reflects a bank's liquidity and lending activities, with higher LTDR indicating increased lending relative to deposits. Studies suggest that higher LADR is associated with higher ROA, indicating improved profitability (Jayaratne and Strahan, 1996). However, excessively high LTDR may indicate liquidity risk and impair ROA, as banks may face challenges in meeting deposit withdrawals and funding new loans (Allen and Saunders, 2019).

Cash Reserve Ratio (CRR) represents the proportion of deposits that banks are required to hold as reserves with the central bank. While CRR does not directly affect ROA, it indirectly influences bank profitability by impacting liquidity and lending activities. Lower CRR may stimulate lending and investment, potentially leading to higher ROA (Demirgüç-Kunt and Huizinga, 1999). Conversely, higher CRR may constrain lending capacity, limiting income-generating opportunities and reducing ROA (Berger and Mester, 1997). In summary, the literature highlights the significance of credit risk management indicators such as NPLR, CAR, LADR, and CRR in influencing financial performance of commercial banks, as measured by ROA.

Based on the literature review, following hypotheses are set:
H1: Significant negative relationship between NPLR and ROA
H2: Significant positive relationship between CAR and ROA
H3: Significant positive relationship between LADR and ROA
H4: Significant positive relationship between CRR and ROA

Figure 1: Conceptual Framework

Methodology

The study employed a descriptive and causal-comparative research design to examine the correlation between credit risk and the financial effectiveness of selected commercial banks in Nepal. The population comprises all 20 commercial banks operating in Nepal as of December 2023. Purposive sampling was utilized, selecting five commercial banks for the ten-year period from FY 2013/14 to FY 2022/23. The chosen banks included Nabil Bank Limited (NABIL), Himalayan Bank Limited (HBL), Nic Asia Bank Limited (NIC), Everest Bank Limited (EBL), and Nepal SBI Bank Limited (NSBI), each with ten observations, totaling 50 observations.

Selection criteria included establishment year (prior to 1996), significant foreign investor shareholding, high market share price, and substantial profits. Secondary data from various sources are used, including postgraduate dissertations, governmental documents from the Nepal Rastra Bank (NRB), annual reports from banks, and online platforms. To explore credit risk management practices and their impact on bank profitability, multiple regression models were employed to analyze specific factors outlined in the research objectives.

Results and discussions

To investigate the link between credit risk management and the financial performance of commercial banks in Nepal, the study employed regression.

Model	R	R Square	Adjusted R Square	Standard error of Estimate
	.417a	.174	.101	.482

a. Predictors: (Constant), CRR, LTDR, CAR, NPL
b. Dependent Variable: ROA

ANOVA

Model		Sum of square	Df	Mean square	F	Sig.
1	Regression	2.204	4	.551	2.370	.067b
	Residual	10.459	45	.232		
	Total	12.663	49			

a. Predictors: (Constant), CRR, LTDR, CAR, NPL
b. Dependent Variable: ROA

Regression coefficient

Model	Unstandardized Coefficient		Standardized coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	3.503	.986		3.552	.001
CAR	-.031	.071	-.071	-0.433	.042
NPL	.120	.115	.191	1.041	.025
LTDR	-.016	.008	-.280	-1.946	.124
CRR	-.015	.009	-.279	-1.718	.093

a. Dependent Variable: ROA

The hypotheses tested the relationships between Non-performing loans Ratio (NPLR), Capital Adequacy Ratio (CAR), Loans to deposit ratio (LTDR), Cash Reserve Ratio (CRR), and return on assets (ROA) in commercial banks in Nepal. Based on the literature review, four hypotheses were formulated: H1 predicted a significant negative relationship between NPLR and ROA, H2 posited a significant positive relationship between CAR and ROA, H3 suggested a significant positive relationship between LTDR and ROA, and H4 proposed a significant positive relationship between CRR and ROA. Regression analysis was conducted to examine these hypotheses. The results revealed that while CAR and NPLR had significant relationships with ROA, contradicting H1, LTDR and CRR did not show significant relationships with ROA, failing to support H3 and H4, respectively. Despite some findings aligning with the hypotheses, the overall explanatory power of the model was limited, indicating that other factors not included in the analysis may also influence ROA in Nepalese commercial banks.

The literature provided significant insights into the relationship between credit risk management indicators and bank profitability. Non-performing loans Ratio (NPLR) serves as a crucial indicator of asset quality and credit risk, with studies indicating a negative impact on bank profitability as NPLR levels rise (Athanasoglou, Brissimis, and Delis, 2018; Demirgüç-Kunt and Detragiache, 1998). Conversely, Capital Adequacy Ratio (CAR) reflects a bank's financial stability, with well-capitalized banks exhibiting higher profitability

(Berger and Bouwman, 2013; Demirgüç-Kunt and Huizinga, 1999). Loans to deposit ratio (LTDR) reflects liquidity and lending activities, with higher LTDR associated with improved profitability, yet excessive LTDR may pose liquidity risks (Jayaratne and Strahan, 1996; Allen and Saunders, 2019). Cash Reserve Ratio (CRR) indirectly influences bank profitability by affecting liquidity and lending activities; lower CRR may enhance lending and investment, while higher CRR may restrict lending capacity (Demirgüç-Kunt and Huizinga, 1999; Berger and Mester, 1997). Regarding hypotheses testing, while CAR and NPLR showed significant relationships with return on assets (ROA), contradicting H1, LTDR and CRR did not exhibit significant relationships, failing to support H3 and H4, respectively.

Summary and conclusions

This study aimed to analyze the impact of credit risk management on the financial performance of commercial banks in Nepal. Employing a descriptive and causal-comparative research design, the investigation focused on the correlation between credit risk indicators—non-performing loans Ratio (NPLR), Capital Adequacy Ratio (CAR), Loans to deposit ratio (LTDR), and Cash Reserve Ratio (CRR)—and return on assets (ROA) in selected commercial banks. While significant relationships were found between CAR and NPLR with ROA, contrary to hypotheses, LTDR and CRR did not exhibit significant relationships with ROA, challenging their hypothesized associations. These results emphasized the complexity of factors influencing bank profitability and suggest avenues for further research to comprehensively understand the determinants

of ROA in Nepalese commercial banks beyond those explored in this study.

References

Allen, L., and Saunders, A. (2019). *Financial markets, institutions, and risk management.* John Wiley and Sons.

Athanasoglou, P. P., Brissimis, S. N., and Delis, M. D. (2018). Bank-specific, industry-specific and macroeconomic determinants of bank profitability. *Journal of International Financial Markets, Institutions and Money,* 44, 1-15.

Berger, A. N., and Bouwman, C. H. S. (2013). How does capital affect bank performance during financial crises? *Journal of Financial Economics,* 109 (1), 146-176.

Berger, A. N., and Mester, L. J. (1997). Inside the black box: What explains differences in the efficiencies of financial institutions? *Journal of Banking and Finance,* 21 (7), 895-947.

Demirgüç-Kunt, A., and Detragiache, E. (1998). The determinants of banking crises in developing and developed countries. *International Monetary Fund Staff Papers,* 45 (1), 81-109.

Demirgüç-Kunt, A., and Huizinga, H. (1999). Determinants of commercial bank interest margins and profitability: Some international evidence. *The World Bank Economic Review,* 13 (2), 379-408.

Jayaratne, J., and Strahan, P. E. (1996). The finance-growth nexus: Evidence from bank branch deregulation. *The Quarterly Journal of Economics,* 111 (3), 639-670.

! **NOTE:** For **BBM, BBS** and **BCA** research writing guidelines to be continued in Issue 3, 2025.

SECTION

5

Student
Clubs

United College (UC) offers student-led clubs for students to explore their interests and develop their soft skills. Being a part of a student club gives students an opportunity to use the lessons and skills they have learnt in class and apply it in real life. Students will gain leadership skills, learn how to communicate and work with diverse groups of people. UC has the following student related clubs:

1. Students' Quality Circle
2. Bio-Environment Club
3. Sports Club
4. Cultural Club
5. Publication Club
6. IT Club
7. Leo Club of Kathmandu Sadbhavana
8. Toastmasters Club
9. Extension-Outreach Club
10. Debate Club

United Students' Quality Circle (USQC)

Background

The most crucial enrollment choice criteria impacting parents and students is educational quality. A Student's Quality Circle (SQC) is a gathering of students who gather frequently to improve teaching and learning qualities. They first formed a committee called the Student Quality Circle. Candid interactions are fostered with a reciprocal participatory relationship, and problems are solved as a result.

Students and teachers have reasonable aspirations, which creates a pleasant educational atmosphere. The SQC promotes a student-centered culture in which students are engaged and motivated to be actively engaged in overall teaching. The SQC's inaugural mottos are "Let us join hands" and "Together We Can."

Its main purpose is to introduce SQC as a useful method for encouraging student engagement in classroom teaching, learning, and research. Then, foster a student-centered atmosphere with justice, student engagement, improved problem-solving abilities, and involvement in the quality initiative, so strengthening the employability skills of the students.

USQC

United College (UC) has the "United Students' Quality Circle (USQC)" that serves as a platform for students to become active agents of change, promoting a positive learning environment, and preparing them for responsible roles in the future.

Purpose

The aim of USQC is to improve the overall education experience and foster personal development among students. Some specific purposes of USQC include:

- to provide platform to express students' opinions, ideas, and concerns related to their education.
- to enhance the quality of education and the overall learning experience.
- to promote problem-solving skills and critical thinking among students.
- to encourage collaboration and teamwork among students.
- to have the opportunity to take on leadership roles within their teams.

Implementation

USQC facilitates brainstorming session, train students in problem-solving methodologies, teamwork, leadership, communication, and data analysis.

UNITED STUDENTS' QUALITY CIRCLE

COMMITTEE OF 9 MEMBERS

1	President	Semester	Year
	Kiran Paudel	BCA 6th Semester	
2	Vice-President Bandana Dahal		BBS 3rd Year
3	Secretary Manish Pandit	BCA 1st Semester	
4	*Vice-secretary* Prashamsha Shrestha	BCA 2nd Semester	
5	*Treasurer* Gaurav Shakya		*BBS 1st Year*
6	*Vice-treasurer* Laksha Singh	BCA 1st Semester	
7	*Member* Sanjh KC		*BBS 1st Year*
8	*Member* Bal Gopal KC		*BBS 1st Year*
9	*Member* Animon Rapacha	*BBM 7th Semester*	

Bio-Environmental Club (BEC)

Background

Bio-Environmental club is an association that focuses on promoting knowledge and skills related to management principles, practices, and leadership development. This club is designed to help students interested in business and management fields in order to enhance their understanding of management concepts, gain practical experience, and build a strong professional network.

UMC

United College (UC) has "United Bio-Environmental Club (UBEC)" that creates an environment where students learn, grow, and prepare for successful careers in the business and management filed. It provides students with valuable opportunities to enhance their understanding of management principles, develop essential skills, and prepare for successful careers in the business world.

Purpose

The aim of UBEC is to enrich students' academic journey by complementing classroom learning with practical experiences, networking opportunities, and professional development resources. Some specific purposes of UBEC include:

- to organize workshops where students can learn about various management topics such as planning, organizing, leading, motivating, controlling, etc.
- to invite guest speakers from the corporate world to share their insights and experiences with students.
- to host management related case competitions.

Implementation

UBEC serves as a platform for students to participate in management related workshops, experience sharing with industrial experts, participate in management related case competition, and leadership opportunities.

S/N	Name	Designation	Year/Semester
1	Pradesh Shrestha	President	BBS 4th Y
2	Ritika Shakya	Vice-president	BBM 7th Sem
3	Shivika Shrestha	Secretary	BBM 2nd Sem
4	Swostika Roka	*Treasurer*	BBS 4th Y
5	Teesha Shakya	Member	BBM 5th Sem
6	Sumina Maharjan	Member	BBM 5th Sem
7	Subrina Bajracharya	Member	BBM 5th Sem
8	Paloma Chitrakar	*Member*	BBM 2nd Sem
9	Nilima Bajracharya	*Member*	BBM 7th Sem
10	Koshis Thapa	*Member*	BBM 7th Sem
11	Lasta Bajracharya	*Member*	BBM 7th Sem
12	Asmita Suryabanshi	*Member*	BBM 7th Sem
13	Priyanka Joshi	*Member*	BBM 7th Sem

Sports Club (USC)

Background

Student sports club is an association on a college that focuses on promoting sports and physical activities among students. This club provides opportunities for students to engage in sports, fitness, and recreational activities outside of the regular academic pursuits.

USC

United College (UC) has "United Sports Club (USC)" that offers a variety of sports and fitness activities for students to participate in. This club is established not only contribute to students' physical well-being but also foster important life skills such as teamwork, leadership, time management, and self-discipline.

Purpose

The aim of USC is to organize intramural league and tournaments where students can compete against each other in a friendly and competitive environment. Some specific purposes of USC include:

- to promote a healthy and active lifestyle.
- to serve as a stress-reliever for students, helping them in managing academic pressures, and promoting positive mental health.
- to help students in developing strong communication, collaboration, and leadership skills.

Implementation

USC facilitates to provide a platform for students to engage in sports, fitness activities, and recreational pursuits beyond their academic studies.

Events to be Organized by USC

1. Sports Weeks

Organize an annual Sports weeks with various games like futsal, basketball, table tennis and athletic events such as relay races, tug-of-war, and obstacle courses to encourage participation from all students.

2. Fitness Bootcamp

Conduct a series of fitness bootcamps led by professional trainers focusing on different aspects of physical fitness like strength training, cardio, and flexibility.

3. Guest Speaker Sessions

Invite professional athletes or sports psychologists to give motivational talks or workshops on topics like sportsmanship, nutrition, and mental health in sports.

USC's Executive Committee

S/N	Name	Designation	Y/Sem
1	Samir Limbu	President	BCA 1st Semester
2	Arina Syangtan	Vice-president	BCA 1st Semester
3	Abhinav Karki	Secretary	BCA 1st Semester
4	Ujin Khadka	*Treasurer*	BBS 1st Year
5	Eakal Dahal	Member	BCA 1st Semester
6	Rakshya Purkuti	Member	BCA 4th Semester
7	Sandhya Humagain	Member	BBS 1st Year

Winners & Medalists

Sports Week-2024 (2080 B.S.) organized by Sports Club

S.N.	Event	1st Position	2nd Position	3rd Position
1.	**Spoon Race**	Rakshya Purkuti	Supriya Khatri	Nitu Singh
2.	**100 m Race**	Nitu Singh	Uzin Khakda	Sumina Chaudhary
3.	**Debate Competition**	Subhum P. Kharel	Gaurav Shakya	Nirajan Joshi
4.	**Chess Competition**	Ashiem Maharjan	Sangarsha Pariyar	
5.	**Futsal** (Boys' Category)	1. Sun Maharjan 2. Sudip Gurung 3. Sujan Rai 4. Shrijan Shakya 5. Sujit Lal Shrestha 6. Nirmal Muni Bajracharya 7. Satyam K. Jha	Samir Suwar Sanjeev Thapa Magar Nitesh K. Ray Shreedip Shah Rojash Shrestha Ujaen Khadgi Sampurna Bista	
6.	**Futsal** (Girls' Category)	1. Animon Rapacha 2. Alisha KC 3. Nita Manandhar 4. Kushma Shrestha 5. Smriti Rai 6. Pranisha Shakya 7. Ritika Tamrakar	1. Anjali Chaudhary 2. Rabiska Rimal 3. Salina Khadka 4. Shiwani Adhikari 5. Soniya Tandukar 6. Kabita Rajbanshi	
7.	**Table Tennis** (Boys' Single Category)	Sanjeev Thapa Magar	Nirmal Muni Bajracharya	
8.	**Table Tennis** (Boys' Double Category)	1. Diggaj Bista & 2. Sanjeev Thapa Magar	1. Nirmal Muni Bajracharya & 2. Shrijan Shakya	
9.	**Table Tennis** (Girls' Single Category)	Rija Maharjan	Binita Pun Magar	
10.	**Table Tennis** (Girls' Double Category)	Nita Manandhar & Sampada Shrestha	Binita Pun Magar & Asbina Rai	
11.	**Tug of War** (Boys' Category)	BCA 1st Sem 1. Adin Maharjan 2. Pranjal Puri 3. Rajat Maharjan 4. Risid Rijal 5. Abhinav Karki 6. Manjil Maharjan 7. Krishn Raj Maharjan 8. Soham Shrestha	Mix Team 1. Nirmal Muni Bajracharya 2. Shrijan Shakya 3. Anuj Poudel 4. Bhupendra Thapa 5. Misan Thapa 6. Ravi Ghale 7. Denish Ratna Shakya 8. Sumen Shrestha	
12.	**Tug of War** (Girls' Category)	Team BBM 7th Sem (Team Bahubali) 1. Lasta Bajracharya 2. Suprina Bista 3. Sichu Deshar 4. Nitisha Maharjan 5. Sirapa Tamrakar 6. Priyanka Joshi 7.Saahin Maharjan 8. Jasmati Gurung	BCA 1st Sem 1. Asbina Khaling Rai 2. Laxsha Singh 3. Sushma Nepal 4. Samita Pariyar 5. Samana Khatri 6. Prashamsha Shrestha 7. Supriya Khatri 8 Arina Sangtan	
13.	**Basketball** (Girls' Category)	Team Valour 1. Prashamsha Shrestha 2. Arina Syangtan 3. Asbina Rai 4. Sushma Nepal 5. Suprina Khatri 6. Binita Pun Magar	Team Messi 1. Salina Khadka 2. Ujin Khadka 3. Shiwani Adhikari 4. Soniya Tandukar 5. Rija Maharjan	
14.	**Basketball** (Boys' Category)	1. Ravi Ghale 2. Ningwa Hang Tumbapo Limbu 3. Misan Thapa Magar 4. Henu Thapa 5. Diggaj Bista 6. Salon Rai	BCA 1st Sem 1. Abhinav Karki 2. Manjil Maharjan 3. Risid Rajal 4. Krish Raj Maharjan 5. Pranjal Puri 6. Soham Shrestha 7. Aayush Tamang	

United Uniting Through Sports

Some Highlights of United College Sports Meet-2080

Category - Events

In the spirit of camaraderie and healthy competition, the United College Sports Meet-2080 from January 8 to January 11, 2024 brought together students from various disciplines to showcase their athletic prowess and sportsmanship.

The event, spanning several days, featured a diverse range of activities that catered to the interests and skills of participants. From the fast-paced action of Futsal to the cerebral intensity of Chess, the sports meet promised excitement and friendly competition for everyone involved.

Day 1: Futsal, Chess, and Art Competition

The sports meet kicked off with the lightning-fast pace of Futsal, drawing enthusiastic cheers from the crowd. Teams displayed impressive teamwork and agility on the court, setting the stage for an electrifying tournament. Simultaneously the strategic minds of the college community engaged in a battle of wits over the chessboard.

The Chess competition showcased not only intellectual prowess but also patience and foresight as participants plotted their moves to outsmart their opponents. In a creative twist, an Art Competition ran parallel to the sports events, providing a platform for students to express themselves through various artistic mediums. The campus buzzed with artistic energy as participants transformed blank canvases into captivating works of art.

Day 2: Debate Competition, Table Tennis, Spoon Race, and 100m Race

The second day of the sports meet began with the intellectual clash of the Debate Competition. Students eloquently presented their arguments and engaged in thought-provoking discussions,

Winners & medalists together with BoDs, Campus Chief & Graduate Program Director

showcasing their oratory skills and critical thinking abilities.

Table Tennis enthusiasts then took centre stage, displaying lightning-fast reflexes and precision shots. The intensity of the matches kept spectators on the edge of their seats as players battled for supremacy on the table.

The lighthearted Spoon Race and the adrenaline-pumping 100m Race added a touch of fun and athleticism to the day. Participants demonstrated not only speed but also coordination and balance, creating moments of laughter and cheers from the supportive audience.

Day 3: Basketball and Table Tennis

On the penultimate day of the United College Sports Meet they featured the exciting clash of giants on the basketball court. Teams displayed skillful ball-handling, strategic plays, and teamwork, turning the basketball tournament into a highlight of the event.

Meanwhile, Table Tennis enthusiasts continued to showcase their prowess, culminating in thrilling matches that captivated the audience. The fast-paced nature of the sport and the skillful maneuvers of the players added to the overall excitement of the sports meet.

Day 4: Tug Of War and Final Table Tennis Showdown

The final day of the sports meet brought everyone together for the classic Tug of War, emphasizing the importance of teamwork and unity. The event symbolized the collective strength and determination of the college community, fostering a sense of camaraderie among participants.

The sports meet concluded with the grand finale of Table Tennis. The finalists battled it out with unmatched intensity, showcasing the culmination of skill and dedication developed throughout the event. The closing ceremony celebrated the achievements of all participants and highlighted the importance of sports in fostering unity, discipline, and a healthy competitive spirit.

The United College Sports Meet 2080 proved to be a resounding success, bringing together students from diverse backgrounds to celebrate athleticism, sportsmanship, and camaraderie. The event showcased not only physical prowess but also intellectual acumen and artistic expression, reinforcing the holistic development of participants. As the college community rejoiced in the success of the sports meet, the event served as a reminder of sports' invaluable role in uniting individuals and fostering a sense of community.

Cultural Club (UCC)

Background
Cultural club is an association that focuses on promoting and celebrating cultural diversity and heritage among students. It is to foster cultural awareness, appreciation, and understanding while promoting unity, and a sense of belonging within the college community.

UCC
United College (UC) has "United Cultural Club (UCC)" that focuses on enriching the college experience by celebrating diversity, building cultural bridges, and creating sense of unity among students. It helps to encourage students to embrace the richness of different cultures, and foster an inclusive and harmonious college community.

Purpose
The aim of UCC is to create a supportive and inclusive environment where students from different cultural backgrounds can come together, share their traditions, and learn from one another. Some specific purposes of UCC include:
- to foster an understanding and appreciation of different cultures and backgrounds.
- to host a variety of events and celebrations such as music and dance performances, food tastings, cultural dress shows, film screenings, all showcasing the traditions and customs of different cultures.
- to conduct workshops that delve deeper into specific cultural aspects such as language, art, history, cuisine, and social norms.

Implementation
UCC facilities a variety of events and celebrations related to cultures, and conducts workshop that delve deeper into specific cultural aspects.

Events to be Organized by UCC

1. Cultural Fest
Organize an annual cultural fest celebrating diverse cultures with food stalls, music, dance performances, and traditional attire showcases.

2. Film Screening and Discussion
Host screenings of culturally significant films followed by discussions or debates about the cultural and social issues presented in the films.

3. Language Exchange Sessions
Set up language exchange sessions where students can learn and practice new languages with native speakers or fluent peers.

4. Cultural Workshops
Conduct workshops on various cultural practices, including traditional arts and crafts, music, dance, and cooking classes.

5. Heritage Walks
Organize heritage walks or trips to nearby cultural and historical sites to help students learn about and appreciate local culture and history.

S/N	Name	Designation	Y/Sem
1	Roshil Pradhan	President	BBM 4th Semester
2	Samir Limbu	Vice-president	BCA 1st Semester
3	Soniya Tandukar	Secretary	BBM 5th Semester
4	Asbina Rai	*Treasurer*	BCA 1st Semester
5	Trishna Tamang	Executive Member	BBS 1st Year
6	Shrijan Shakya	Executive Member	BCA 5th Semester
7	Rojina Bajracharya	Executive Member	BBS 3rd Year
8	Sangya Chamling	Executive Member	BBM 5th Semester

Publication Club (UPC)

Background
Publication club is a student association dedicated to the creation, publication, and promotion of written works, including but not limited to literary pieces, articles, essays, poems, short stories, and artwork. Joining a college publication club can be a fulfilling experience for students passionate about writing, editing, and publishing.

UPC
United College (UC) has the "United Publication Club (UPC)" that focuses to provide a platform for students to express their creativity, showcase their writing talents, and engage with broader college community through their published works. The club offers opportunities to grow as writers, connect with like-minded individuals, and contribute to the vibrant literary community on college.

Purpose
The aim of UPC is to nurture a vibrant creative community, provide a platform for student expression, and contribute to the overall cultural and intellectual growth of the college community. Some specific purposes of UPC include:

- to explore students' creativity and express themselves through various forms of writing, including poems, short stories, essays, articles, artworks, etc.
- to showcase students' literary and artistic works.
- to help students to improve their writing skills and learn from constructive criticism.

Implementation
UPC facilitates to explore students' creativity, showcase their literary and artistic works, and helps them to improve their writing skills.

Events by UPC
1. Literary Magazine Launch (Luminary & Journal)
Publish a quarterly literary magazine featuring stories, poems, articles, and artwork created by students.

2. Writing Workshops
Organize workshops on creative writing, journalism, editing, and digital publishing conducted by experienced writers or journalists.

3. Guest Author Talks
Invite well-known authors, journalists, or poets to give talks about their work and the writing process.

4. Open Mic session
Host open mic sessions where students can share their written work, whether it's poetry, short stories, or essays, in a supportive environment.

5. Publication Fair
Set up a fair showcasing various student publications, including zines, newsletters, and blogs, allowing students to exchange ideas and network.

S.N.	Name	Semester / Year	Faculty	Position
1.	Kiran Paudel	6th Semester	BCA	President
2.	Supriya Paudel	3rd Semester	BBM	Secretary
3.	Asbina Rai	1st Semester	BCA	Vice President
4.	Aahana KC	3rd Semester	BCA	Treasurer
5.	Animon Rapacha	7th Semester	BBM	Executive Member
6.	Khansa Banu	3rd Semester	BCA	Executive Member
7.	Anuskha Mahat	3rd Semester	BBM	Executive Member
8.	Manish Pandit	1st Semester	BCA	Executive Member
9.	Diwash Shrestha	1st Semester	BBM	Executive Member
10.	Gaurav Shakya	1st Semester	BBS	Executive Member

Publication Club's Call

UC's Publication Club has successfully launched the first Issue 1/21 of the college magazine *United Luminary* (2023) marking a significant milestone in its journey. The inaugural Issue showcased the diverse talents and voices of students across campus, featuring original articles, poetry, artwork, and photography.

Through collaborative efforts, club members worked together to curate compelling content for the magazine. The publication club fostered meaningful engagement with the campus community through the magazine.

By soliciting submissions and feedback from students, faculty, and staff, the club cultivated a sense of ownership and pride in the publication, strengthening ties across campus. The achievements of the college magazine publication club reflect not only the dedication and talent of its members but also the rich diversity and vitality of the college community having impacts in its internal quality maintenance of education.

Participation in the publication club provided valuable opportunities for students to express themselves and develop essential skills in writing, editing, design, and project management. Through workshops, guest speakers, and hands-on experience, members honed their craft and gained practical insights into the world of publishing while preparing university students for their challenging journey into the future world academia.

As publication club members, we keep and continue our pens and papers or personal computers' keyboards active for expressing ourselves not to be perished in life keeping the academic spirit in mind that "Either Publish or Perish." Better we publish rather than we perish. Keep on writing!

One cannot survive without writing in every walk or sector of life since we

Animon Rapacha

need to pitch our brain's ideas through writing and its presentation. In this context, writing is a means of survival also, for an example, one of our BBM seniors, Ms. Ritika Shakya is writing after College for *Smart Family* for about three years as a means of survival in student life. That is why keep on writing!

All Nobel Laureates worldwide get Nobel Prize or any other prizes through writing and publishing. You can be one of such potential laureates when you start writing today as did Rabindra Nath Tagore in 1913—the first Asian Nobel Laureate for Literature. Besides prizes, writing is a therapy too healing one's life. So, keep on writing!

Happy reading of the second issue of *United Luminary* 2/22 (2024)!

IT club (ITC)

Background

Information Technology (IT) club is a student-run organization dedicated to fostering interest in information technology and providing a platform for students to learn, collaborate, and engage in various IT-related activities. Joining an IT club in college can be a fantastic way to deepen knowledge in the field, connected with peers and professionals, and prepare for a successful career in the ever-evolving world of technology.

ITC

United College (UC) has "United IT Club (ITC)" that provides a platform for students interested in technology and related fields to come together, learn, collaborate, and engage in various activities. It is a space for students to immerse themselves in the world of technology, prepare for their future careers, and connect with a community of fellow enthusiasts.

Purpose

The aim of UITC is to provide a dynamic and supportive environment where students can explore their passion for technology and prepare for successful careers in the IT field. Some specific purposes of UITC include:

- to offer students the opportunity to develop technical skills in areas such as programming, software development, data analysis, deb design, cyber security, and more through workshops, coding competitions, and hand-on projects.
- to allow students to connect with peers who share similar interests.
- to enable students to apply theoretical knowledge in practical scenarios by undertaking projects that involve developing software applications, websites, mobile apps, and other tech-related projects.
- to provide students with exposure to the professional world through guest speakers, alumni interactions, and field trips.

Implementation

ITC serves as a platform for students to create a well-rounded educational experience that combines technical learning, skills development, industry insights, and personal growth.

Events to be Organized by UITC

1. Coding Bootcamp
 - Organize an intensive coding bootcamp covering different programming languages and development frameworks.

2. Hackathon
Host a 24-48 hour hackathon where teams can compete to develop innovative software solutions to specific problems.

3. Tech Talks
Arrange a series of tech talks featuring industry professionals discussing the latest trends in technology, cybersecurity, AI, and more.

4. App Development Workshop
Conduct workshops on app development, teaching students how to create apps for different platforms (e.g., Android, iOS).

5. Tech Expo
 Plan a tech expo where students can showcase their tech projects, from software applications to hardware innovations, to the college community.

IT Club's Report

IT Club Report and New Committee

Prashamsha Shrestha
Secretary of United IT Club

Introduction

This report is written to briefly describe the events that took place on Poush 2nd, 2080. A meeting was called by Mr. Sudal Rai and Mr. Kiran Paudel to form United IT Club. This report contains all the events and activities that took place during the meeting. It describes the process of the formation of the United IT Club along with its members, president, vice-president and secretary.

Objectives

The United IT Club successfully organized an IT Quiz on Friday, 29th Mangsir, with the primary objective of providing a platform for students to explore and showcase their talents in the field of Information Technology. The main objective of United IT Club are as follows:

1. to assess and explore student's knowledge in the IT field.
2. to enhance student's capacity and skills.
3. to convey a positive message to the community and parents regarding United College's commitment to Extracurricular Activities (ECA).

Report Briefing

On 2nd Poush, 2080 at 7:20 AM, a meeting was held in the conference room of United College to form the new United IT Club. Few days prior, students were given a form to join the IT Club. Only such students were present in the meeting. Mr. Kiran Paudel and Mr. Sudal Rai, ECCA coordinator inaugurated the meeting by describing about the clubs in the college.

They described how the club is formed and how the club functions under various roles. Mr. Subodh Acharya described what the roles of the members were. The roles available were President, Vice-President, Secretary, Treasurer and Members. It was informed that all the roles were to be distributed on the basis of votes. All the candidates were required to present their agendas and vision for the future of IT Club before the voting session.

First of all, the ones who applied for the post of treasurer were asked to present their ideas/agendas. There were two candidates Khansa Bahu and Rabiska Rimal. Both of them pitched their ideas. And upon voting Khansa got by 26 votes and Rabiska got 10 votes. Hence, Khansa got the post of treasurer.

Then, the candidates for the post of vice-president were asked to present their agendas. There were again, two candidates. Nilaw Manandhar and Nirmal Muni Bajracharya. After their respective speeches. Upon voting, Nilaw got 24 votes and Nirmal got 13 votes, making Nilaw the new vice-president of United IT Club.

Then, came the post of secretary. There were 6 total candidates who applied for this post. But only 5 were present. All the candidates presented their agendas. The voting session began and the results were:

- **Samir Sambahamphe Limbu** – 2 (1st Semester)
- **Yurishma Balami** – 4 (4th Semester)
- **Prashamsha Shrestha** – 20 (1st Semester)
- **Asesh Maharjan** – 4 (5th Semester)
- **Shiwani Adhikari** - 1 (5th Semester)

With this, Prashamsha Shrestha got the post of Secretary of the United IT Club.

Finally, it was time for the post of president. Here, there were no other candidate to compete on the post of President. Since no one else applied, the only candidate, Mr. Rahul Shakya from 7th semester got the post of president. And he presented his agendas and proposal on how United IT Club will be ongoing throughout the year 2080/81.

At last, came the post of member. There were 27 total candidates who applied for this post. But only 7 were to be selected. Majority of people were from first semester so as to make it fair. It was decided that three people from first semester would be selected for the post of member and the remaining 4 people would be selected from other remaining semesters. After presenting their agendas, 7 people got their position as a member in the IT Club. Voting was done amongst the students of 1st Semester only. The names and number of votes were:

- Sayan Karki - 20
- Laken Maharjan - 18
- Laxsha Singh – 13
- Aleeda Maharjan (7th Semester)
- Shiwani Adhikari (5th Semester)
- Yurishma Balami (4th Semester)
- Kristina Maharjan (2nd Semester)

At the end of the meeting, Mr. Kiran Paudel congratulated everybody who got be the part of the IT Club and even those who tried to compete for their position. Everyone was sent to his/her respective classes and the meeting ended by gaining its objectives.

Finally, here is the list of Members who are part of the United IT Club as follows:

1. Rahul Shakya - President
2. Nilaw Manandhar - Vice-President
3. Prashamsha Shrestha - Secretary
4. Khansa Bahu - Treasurer
5. Aleeda Maharjan - Member
6. Shiwani Adhikari - Member
7. Yurishma Balami - Member
8. Kristina Maharjan - Member
9. Sayan Karki - Member
10. Laken Maharjan - Member
11. Laxsha Singh - Member

Pie charts of voting results of IT Club

The following pie-charts shows the percentage of votes each candidate received after presenting their agendas to the remaining participants.

This pie chart shows the result of voting for the post of treasurer. It can be seen that Khansa Bahu won the post by a huge majority with 72% of the total votes.
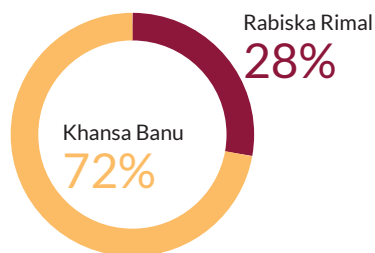
The pie chart beside represents the result of votes for the post of Vice-president. It clearly shows that Nilaw Manandhar won the votes by quite a majority with 65% of the total votes.
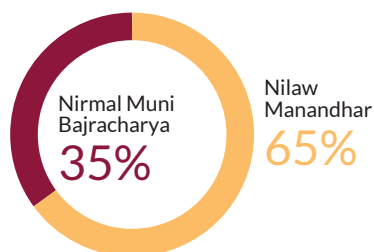
The pie chart above shows the voting results for the post of secretary. Here, the number of candidates is relatively higher compared to other posts. However, Prashamsha Shrestha won the post by quite a large number of votes with 65% of the total votes.
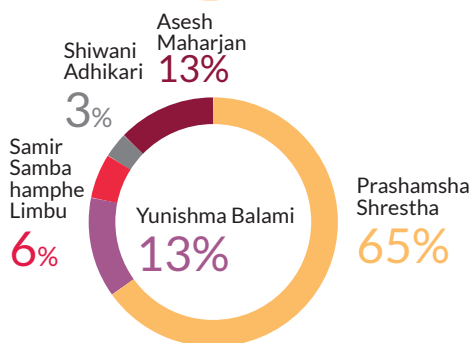
Conclusion

In conclusion, the formation of the United IT Club is not just a one-time event but it represents the beginning of a transformative journey. From the meeting, the club has not only achieved its objectives which was to form IT Club and discuss about the visions of future of the club but has also laid the groundwork for continuous growth, knowledge sharing, and innovation. By fostering

Rabiska Rimal
28%
Khansa Banu
72%

Nirmal Muni Bajracharya
35%
Nilaw Manandhar
65%

Shiwani Adhikari
3%
Asesh Maharjan
13%
Samir Samba hamphe Limbu
6%
Yunishma Balami
13%
Prashamsha Shrestha
65%

a culture of innovation, continuous learning, and professional development, the IT Club is well-positioned to contribute to the growth and success of our college.

In my opinion, the meeting could've been much better if the participants were informed beforehand about the agenda that they had to present for votes so they could get more time to prepare for the speech. Overall, forming the new United IT Club was a success.

Acknowledgements

I take this opportunity to express our deepest and sincere gratitude to our teacher Mr. Subodh Acharya, United IT Club Coordinator for his insightful advice, motivating suggestions, invaluable guidance, help, and support in the successful completion of this United IT Club, and also for his constant encouragement and advice throughout our Bachelor's program. I express my deep gratitude to the Graduate Program Director, Mr. Mahesh Aryal for his indispensable guidance and support to harness our skills. The in-time facilities provided by the department throughout the Bachelor's program are also equally acknowledgeable. I would like to convey my thanks to or our Campus Chief Dr. Lal Rapacha, Post-PhD and the teaching and non-teaching staff of the Department of Computer Application, United College for their invaluable help and support throughout Bachelor's Degree. I am also grateful to all our members for their help, encouragement, and invaluable suggestions. Finally, yet more importantly, I would like to express our deep appreciation to our family members for their perpetual support and encouragement throughout the Bachelor's degree period.

Sincerely,
Prashamsha Shrestha

United College IT Quiz 2080

A Symposium of Technological Excellence

Dec 18th, 2023

Category - Blogs

United College (UC) recently hosted the "United IT Quiz at United Pavilion Hall." This dynamic event, meticulously curated to blend knowledge with innovation, unfolded as an exploration into the ever-evolving landscape of contemporary technology.

Students, armed with technical acumen and problem-solving skills, engaged in spirited competition within the confines of United Pavilion Hall. This interactive quiz not only tested proficiency but celebrated collaborative learning, underscoring the college's commitment to nurturing tech-savvy leaders.

The "United IT Quiz - United Pavilion Hall" not only marks a celebration of academic achievement but stands as a testament to the college's ongoing mission to cultivate innovation and critical thinking among its student community. Stay tuned for more enlightening events that define the intellectual journey at United College.

And who can better share the experience than the winners themselves?

Let's hear it from the 1st Position Holders:

Salom Lama
"Participating in the United IT Quiz was an exhilarating experience. The challenging questions pushed me to think on my feet and apply my theoretical knowledge in a real-world context. It's more than just a quiz; it's a journey of intellectual growth."

Asesh Maharjan
"The United IT Quiz not only tested our technical proficiency but also
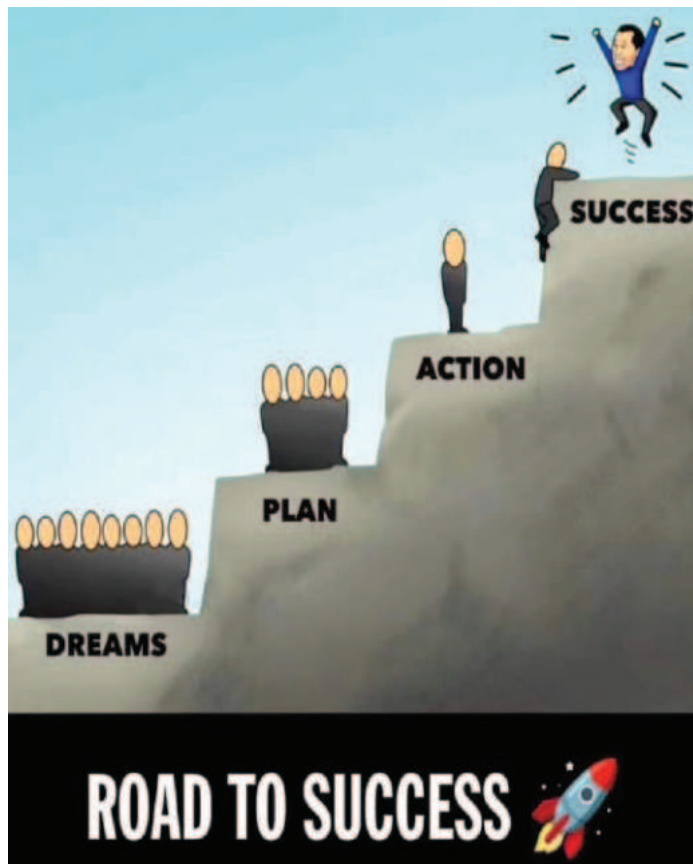
emphasized the importance of collaboration and quick thinking. Being part of the winning team was a testament to the skills we've cultivated at United College."

Nilaw Manandhar
"The United IT Quiz provided a platform to showcase our problem-solving abilities and analytical skills. It's inspiring to see how United College is shaping us into future leaders who can navigate the complex landscape of information technology."

Their testimonials bring to life the dynamic and collaborative spirit that defined the quiz within the confines of United Pavilion Hall. This interactive event not only tested proficiency but celebrated the journey of intellectual growth, embodying United College's dedication to nurturing tech-savvy leaders.

The "United IT Quiz - United Pavilion Hall" not only marked a celebration of academic achievement but stood as a testament to the college's ongoing mission to cultivate innovation and critical thinking among its student community. Stay tuned for more enlightening events that define the intellectual journey at United College.

Leo Club of Kathmandu Sadbhavana

Background

The Leo Club of Kathmandu Sadhbhavana and United College have forged a collaborative partnership to work together towards community development, youth empowerment, and social impact. Both organizations share a common vision of creating positive change and fostering a culture of service and leadership among young individuals.

Areas of Collaboration

Areas of collaboration between Leo club and United College are:

- **Social outreach programs:** The Leo club and United College collaborate to organize various social outreach programs aimed at addressing community needs. These initiatives include health camps, educational workshops, and awareness campaigns on environmental sustainability and social issues.
- **Community service projects:** Both organizations jointly plan and execute community service projects that cater to underprivileged communities in the vicinity of the college and beyond. These projects focus on providing support in areas like education, healthcare, and sanitation.
- **Leadership and skill development:** The collaboration emphasizes leadership development and skill-building among college students. The Leo Club conducts workshops and seminars on leadership, communication, and project management for the students of United College.
- **Environmental initiatives:** Both organizations jointly

promote environmental awareness through tree plantation drives, clean-up campaigns, and seminars on climate change. They aim to foster a sense of responsibility towards nature and sustainability.

- **Fundraising events:** The Leo Club and United College collaborate on organizing fundraising events to support our community service projects. These events help generate funds to carry out our initiatives effectively.

Conclusion

The collaboration between the Leo Club of Kathmandu Sadhbhavana and United College exemplifies the power of teamwork and youth-driven initiatives. Through our joint efforts, we are making a meaningful impact on the lives of individuals and communities in need. By combining our resources, skills, and passion for service, we continue to inspire

positive change and foster a sense of social responsibility among young minds. Our partnership will serve as a shining example of how collective action can bring about transformative results for the betterment of society.

United College's Leo Officials

BBM 8th Semester

- President: **Saahin Maharjan**
- Vice President: **Jasmati Gurung**
- Secretary: **Lasta** Bajracharya
- **Treasurer: Priyanka Joshi**
- Joint Secretary: **Aparna Timlasina**
- Joint Treasurer: **Samir Man Shrestha**
- Club Director: **Asmita Suryabanshi**
- Membership Chairperson: **Suprina Bista**
- Service Director: **Nilima Bajracharya**

a) Diabetes: **Soni Khadgi**
b) Child Cancer: **Subrina Bajracharya**
c) Environment: **Dikshya Basnyat**
d) Vision: **Rayan Shrestha**
e) Hunger: **Sonal Shrestha**

- Social Media Handler: **Riya Magar & Suvekshya Basnyat**
- Marketing & Communication: **Nikita Maharjan**
- Leo Temer: **Rojesh Shrestha**

Members

- **Susma Dura**
- **Sichu Deshar**
- **Teesha Shakya**
- **Yunisha Shrestha**
- **Sujata Shrestha**
- **Rajib Maharjan**
- **Nitesh Roy**
- **Nirjala Maharjan**
- **Pratysha Ghimire**
- **Shivika Shrestha**
- **Reshma Mali**

A mistake that makes you **humble** is better than an achievement that makes you **arrogant.**

Toastmasters Club

Background

Toastmasters International (TI) is a US-headquartered non-profit educational organization that operates clubs worldwide for the purpose of promoting communication, public speaking, and leadership. It has helped people from diverse backgrounds become more confident speakers, communicators, and leaders.

Moto

The motto of Toastmasters is "Where Leaders are Made" and our club helps us be exactly that – to conquer our own fears and improve ourselves.

History

Toastmasters International was founded by Ralph C. Smedley on October 22, 1924 at California. It was established with the aim of improving the communication skills of the young men under his/her in charge. The first international chapter was established in Vancouver, Canada in 1932. The organization began admitting women in 1973.

Current Status

Today, Toastmasters International is headquartered in Englewood, Colorado. Its membership is approximately 2,80,000 in more than 14,700 clubs in 144 countries. Since 1924, Toastmasters has helped build confidence in millions from around the world.

Why to join Toastmasters?

There are various benefits of joining Toastmasters International such as:

- Improve public speaking skills
- Opportunity to polish leadership skills
- Unlimited personal growth
- Regular and constructive feedback from peers
- Excellent network opportunity

United College Toastmasters International

United College Toastmasters International (UCTI Club) was chartered on the 28th of June 2022 having its Club # CB- 28675455 with 20 new undergraduate members. UCTI Club helps students from diverse backgrounds to become more confident speakers, communicators, and leaders.

Toastmasters International without charging any penny from the College side but has paid its Charter Fees for our students' need. Apart from regular graduate courses, UCTI members benefit from this Club training by:

- Improving their public speaking skills
- Building leadership skills
- Maximizing their potential
- Enjoying unlimited personal growth
- Working on network in a small and supportive environment
- Practicing writing speeches and presenting in a group setting
- Gaining a competitive advantage in the workplace
- Building self-confidence and self-awareness

Club's Progress

Our Club, Our Pride

**VP Ed. Animon Rapacha
President Yusuf Shrestha**
BBM 7th Semester

As President (P) and Vice President (VP) Education, it brings us immense pride to introduce the United College Toastmasters Club—a beacon of excellence in fostering effective communication, leadership, and personal development. Within the vibrant tapestry of our organization, individuals from all walks of life converge with a shared commitment to growth and empowerment.

Our Toastmasters Club stands as a testament to the transformative power of dialogue, where each member embarks on a journey of self-discovery, honing their skills amidst a supportive community.

With unwavering dedication, we cultivate leaders who not only inspire change within our club but also ripple their influence far beyond, shaping a world where every voice resonates with confidence and clarity. Welcome to a place where pride is not just a sentiment but a guiding principle—a testament to our collective pursuit of excellence.

Throughout the past years, the United College Toastmasters Club has achieved significant milestones that have contributed to our overall success. These include:

1. Enhanced Member Engagement
Through innovative meeting formats, interactive workshops, and social events, we have fostered a vibrant and inclusive club culture where members feel valued, supported, and empowered to achieve their goals. During each meeting, the Toastmasters of the Morning (TMoM) has liberty to select a theme of their choice. Our club's meeting has witnessed several engaging themes such as "Take A Chance", "New Year Bliss", "Bollywood", "From Anxiety to Victory: Embracing the Power of Fear" and many more. The TMoM is the star of the meeting who can grab the attention of the audience by showcasing his/her skills and talents through conducting a magic show, conducting a game, by entertaining, acting etc. In Toastmasters, once you attend the meeting as guests, you also get to actively participate.

Successfully conducted the 15th meeting with the theme "Love Stories"

Successfully conducted the 15th meeting with the theme "Love Stories"

2. Leadership Development
Our club has served as a fertile ground for cultivating leadership skills, with numerous members taking on roles within the club, district, and beyond. From serving as officers to organizing events and mentoring fellow members, our leaders have exemplified excellence in action.

The Toastmasters Club members have hosted college events such as Sports Meet-2080, and organized a grand 25th meeting celebration at the United Pavilion Hall with over 70 guests at the theme "Whispers of Wizardry: A Silver Jubilee Meet ''. The role of every club member while organizing such events has helped them become more confident, practice their

leadership skills, and work as a team. In addition, our club grabbed the opportunity to shine by bagging 3rd position in the "Leaders Limelight Award".

3. Speechcraft and Communication Excellence
Through dedicated practice, feedback, and mentorship, our members have honed their public speaking skills, delivering impactful speeches

that inspire, inform, and entertain. From icebreaker speeches to advanced projects, each presentation represents a milestone in our journey toward mastery. In February, two of our club members viz., Riya Magar and Shreedip Shah completed Level 1. In March, Animon Rapacha completed her Level 3 and achieved the "Triple Crown Award". And finally, Yusuf Shrestha completed

Executive Committee of United College Toastmasters Club for 2023-24
(From the top left: Supriya Paudel- BBM 3rd Semester (Secretary), Shreedip Shah- BBM 6th Semester (Vice President Public Relation), Riya Magar- BBM 7th Semester (Sergeant At Arms)

From the middle left: Samikhya Karki-BBM 3rd Semester (Vice President Membership), Yusuf Shrestha- BBM 6th Semester (President)

From bottom left: Animon Rapacha- BBM 6th Semester (Vice President Education), Shivika Shrestha- BBM 3rd Semester (Treasurer)

Joint meeting with Logpoint Toastmasters Club at Jawalakhel. Photo credit: Sajana Shrestha

his Level 2 in April. We have other club members on the line who are soon going to complete their Level 1 and 2 simultaneously.

4. Community Outreach and Impact

Beyond the confines of our club meetings, we have actively engaged with the broader community, leveraging our skills and expertise to make a positive impact. Whether through hosting open houses, conducting workshops, or participating in outreach activities, we have demonstrated the transformative power of effective communication. In Toastmasters, we get to conduct joint meetings with other clubs.

Our Club has collaborated with other educational Toastmasters club such as Ace TMC, Presidential TMC, KUSOM TMC, Apex TMC, SAIM TMC, NMS TMC to name a few. On the other hand, we have held joint

meetings with professionals' clubs viz., AIN TMC, Leadbox TMC, Logpoint TMC.

We're thrilled to announce that the United College Toastmasters Club has been awarded the Distinguished Club Achievement for the

2023-2024 term! This recognition highlights our members' dedication to excellence in communication and leadership. From enhancing member engagement to impactful community outreach, our achievements reflect our

commitment to growth and development. As we celebrate this milestone, we look forward to continuing our journey of personal and professional advancement within our vibrant Toastmasters community.

We're thrilled to share the remarkable achievements of our members at the recent Area Contest! TM Animon's outstanding performance secured the 1st position, showcasing our club's dedication to excellence in public speaking and leadership.

Additionally, TM Yusuf's impressive accomplishment earned him the 3rd place, further highlighting the caliber of talent within our club. These achievements are a testament to the hard work, determination, and skill of our members. Congratulations to TM Animon, TM Yusuf, and the entire United College Toastmasters Club for this remarkable success.

Yusuf Shrestha and Animon Rapacha representing United College Toastmasters Club at Area Level Contest for Speech and Table Topics on 20th Jan. 2024

Exciting news! United College Toastmasters Club is now open for new members! If you're ready to embark on a journey of personal and professional growth through effective communication and

Dear **Excom Members of UNITED COLLEGE TOASTMASTERS CLUB.**

25 September 2023

District 41

We are thrilled to extend our heartfelt appreciation to each and every member of the Executive Committee of your club for your outstanding dedication and commitment to the art of communication and leadership. It is with immense pride that we announce United College Toastmasters Club has achieved 80% renewals in the month of August.

Your club's remarkable growth is a testament to your unwavering passion for personal development and your ability to create an inclusive and nurturing environment for fellow Toastmasters. By providing a platform for individuals to enhance their public speaking skills, build confidence, and become effective leaders, you are truly making a difference in the lives of your members.

This achievement is not just a reflection of numbers. It represents the countless hours of hard work, mentorship, and support that each of you has generously offered. Your dedication to the Toastmasters mission is a shining example for clubs across the district, and we are confident that your success will inspire others to aim higher and reach their own goals.

As the Trio of District 41, we are excited to witness the continued growth and success of your club. Your club's achievements are a source of pride for our District, and we look forward to celebrating your future accomplishments.

Once again, congratulations on this remarkable milestone, and thank you for your unwavering commitment to the Toastmasters program. You demonstrated a great deal of passion and enthusiasm toward your club, and we have no doubt that the club will continue to flourish in the future.

Best Wishes,
Suman Shakhya | Moon Pradhan | Gaurav Chaudhary
District 41 Trio. 2023-2024

District 41 | Serving North India & Nepal | www.toastmasters.org

leadership development, look no further. Contact our Vice President Membership, TM Samikshya, or President Yusuf Shrestha to learn more about how you can become a part of our vibrant Toastmasters community. Don't miss this opportunity to unlock your potential and join us on the path to success!

We're excited to extend a warm welcome to our newest members of the United College Toastmasters Club:

TM Deepshika, TM Isha, and TM Yadav! Their enthusiasm and dedication to personal growth and development are invaluable assets to our club.

As they embark on their Toastmasters journey, we look forward to supporting them every step of the way and witnessing their growth as communicators and leaders. This is how we make our bright future together at United College Toastmasters Club—our pride.
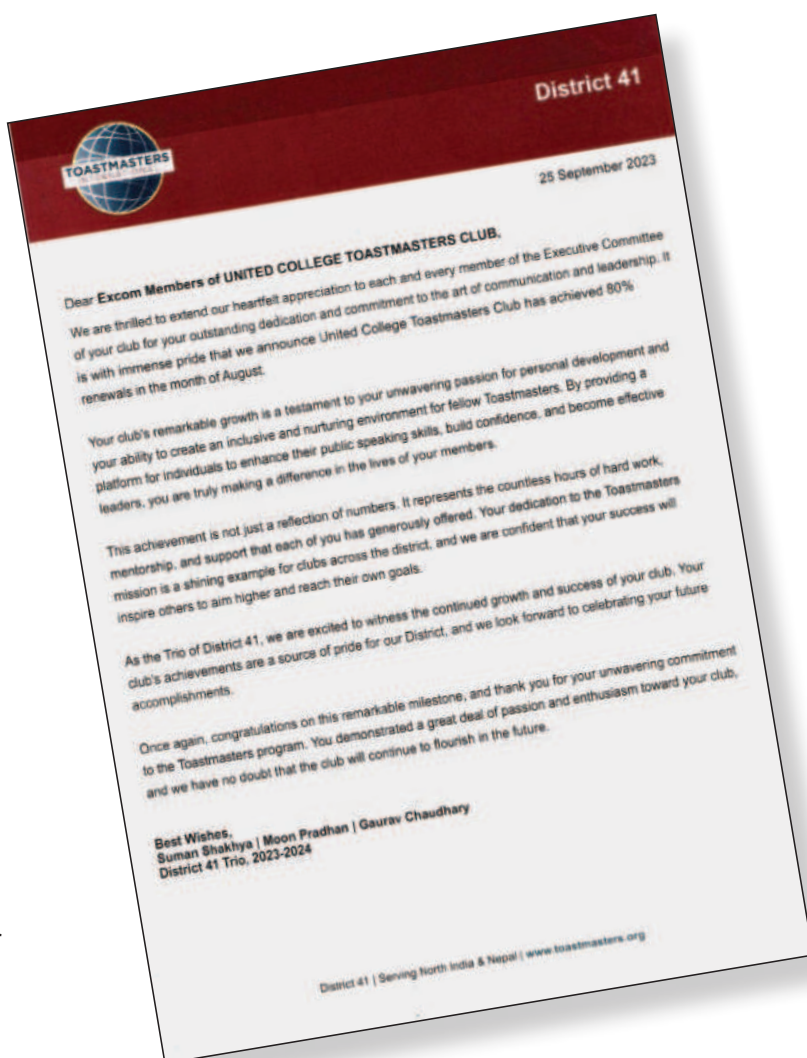
Extension and Outreach Club

Background

Extension and Outreach Club is an association that focuses on reaching out to people outside the college to help unreachable communities and also learn from them. Such activities are really important for students in Nepalese colleges. They matter a lot because they give students a chance to learn in a different way, not just from books or teachers. By doing things like helping others in the community or learning from experts, students get practical experience that sticks with them. It's like learning by doing, which is super effective. Additionally, it teaches students to care about others and their community. They make learning more interesting, meaningful, and fun.

Instead of just sitting and reading books or listening to teachers' talk, students get to roll up their sleeves and do stuff that makes a real difference. It could be as simple as tidying up a park, tutoring kids who need help, or showing farmers better ways to grow crops. These activities are all about putting what students learn into action in the real world. They're like hands-on lessons that stick with you. Moreover, they teach students to care about others and their surroundings. So, instead of just learning about things, students actually get to experience them and see how they can make a positive impact in society.

UEOC

United College (UC) has "United Extension and Outreach Club (UEOC)" has regular opportunity for students to reach the unreachable and experience life out of college's classrooms. It provides students with valuable opportunities to teach as well as learn from society and have impacts on them for sustainability.

Purpose

The aim of UEOC is to enrich students' real life learning experience with unreachable

community members far away from their classroom activities. Some specific purposes of UEOC include:

- to organize community service programs, internships, workshops and seminars, cultural programs and research projects in collaboration with the College Admin and external organizations,
- to participate regularly in outreach programs in which club members can be involved in community service lifelong,
- to conduct programs focused on enhancing participatory model in community service as source of learning,

Implementation

UEOC serves as a platform for students to participate in any outreach programs with unreachable community members for making a lifelong impact in the community.

The following committee members are organizing such extension and outreach programs regularly.

- Salu Tamrakar   President
- Pratigya Dangol   Vice-President
- Soniya Tandukar   Secretary
- Rayan Shrestha   Member
- Shiwani Adhikari   Member
- Urshala Dangol   Member
- Birat Khadka   Member

Debate Club

1. College Debate Competition

Organize a debate competition inviting teams from various semesters to compete on current affairs and controversial topics.

2. Monthly Debate Sessions

Hold regular debate sessions where club members can practice and improve their debating skills on a variety of topics.

3. Workshop on Public Speaking

Conduct workshops focused on enhancing public speaking and argumentation skills,

possibly led by experienced debaters or public speaking coaches.

4. Debate Showcase

Host a showcase event where the best debaters from the club demonstrate their skills in front of an audience, possibly with audience participation segments.

5. Panel Discussions

Arrange panel discussions with experts on hot-button issues where club members can moderate and participate in the discussions.

Debate Club organized

Event	1st Position	2nd Position	3rd Position
Debate Competition	Subham P. Kharel	Gaurav Shakya	Nirajan Joshi

Gaurav Shakya speaking (standing centre)

Nirajan Joshi (3rd from left 3rd winner)

Debate contestants and evaluators of debate competition organized by Debate Club

Student
Spotlights

United College (UC) is pleased to announce its students' remarkable scholastic and co-scholastic achievements and congratulates them for inspiring others to strive for greatness and to believe in the power of hard work and determination. This outstanding outcome reflects the institution's commitment to providing quality education and a supportive environment that fosters dedication and academic excellence. UC remains committed to providing an environment that nurtures academic excellence and personal growth of all our students.

This incredible achievement highlights the commitment of our students and the relentless efforts of our faculty members who have played a vital role in shaping their academic journey. Consequently, UC would like to extend warmest congratulations to the following students, who have not only excelled in their studies but have also set a pioneering example for their peers and the entire college community.

1. Pre-University Exam Toppers
2. Achiever's in their Respective Areas
3. Excellent Results in Scholastic Areas

Pre-University Exam Toppers

Admission-2023, BCA 1st Semester

Manish Pandit
1st

Bijaya Katwal
2nd

Lujwala Maharjan
3rd

Admission-2023 BBM 1st Semester

Anshu Shrestha
1st

Sampada Shrestha
2nd

Rejika Napit
3rd

Admission 2022, BCA 4th Semester

Denish Ratna Shakya
1st

Nirmal Muni Bjracharya
2nd

Yurishma Balami
3rd

United's Achievers

Beauty Queens @ United

Congratulations to Miss Pratigya Dangol, BBM 4th Semester student, on winning Miss Lalitpur 2080 and Miss Photogenic. Your achievement has made us proud, and we wish you the best in your future endeavours. Keep go on igniting and inspiring all!

Excellent Board Result!

On behalf of United College Family, we congratulate to our BBM 8th Semester student **Rukshana Maharjan** for scoring 3.92 GPA in her 7th Semester's final result exam and 100% result and 10 students Very Good remarks out of 26 examinees. Keep go on igniting and inspiring all!

Nabil Bank's Opportunity to United's Students

Master Sayal Man Kayastha (left) is BBM 7th Semester's student and Master Samir Man Shrestha (right) is BBM 8th Semester's student and both of them recently have been appointed as Junior Teller (JT) at Nabil Bank Ltd. through competitive examinations of the Bank. Congratulations! Keep go on igniting and inspiring all!

Exceptional Public Speaker and Leader @ United

On behalf of United College Family, we congratulate to our BBM 7th Semester student TM Animon Rapacha for achieving triple crown, two first speech awards in Toastmasters' regional and international speech competitions. Keep go on igniting and inspiring all!

Achieving the Prestigious Triple Crown Award!

Congratulations to our incredible Club President for achieving the prestigious Triple Crown Award! Your hard work, dedication, and outstanding leadership continue to inspire us all. Here's to many more achievements ahead!

Strongest Student @ United

Congratulations to our physically strongest BBM 7th Semester student Utkarsh Shrestha for grabbing Bronz Medal in Weight Lifting Competition-2024. Keep go on igniting and inspiring all!
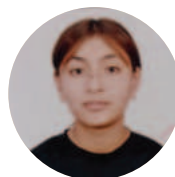
Excellent Board Results!

Bachelor in Computer Applications (BCA)

PURNIKA PRAJAPATI
Batch 2022
BCA 1st Semester
GPA 3.58

RAKSHYA PURKUTI
Batch 2021
BCA 2nd Semester
GPA 3.32

KRISHTINA MAHARJAN
Batch 2022
BCA 2nd Semester
GPA 3.64

Denish Ratna Shakya
Batch 2021
BCA 3rd Semester
GPA 3.26
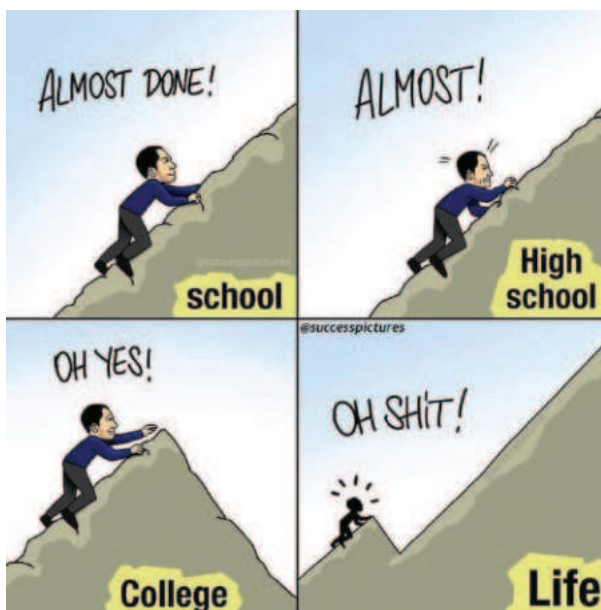
SAFAL MAHARJAN
Batch 2020
BCA 4th Semester
GPA 3.17

ANUJ KAFLE
Batch 2019
BCA 5th Semester
GPA 3.4

RAHUL SHAKYA
Batch 2019
BCA 6th Semester
GPA 3.14

MADIR DAHAL
Batch 2018
BCA 8th Semester
GPA 3.58

Bachelor in Business Management (BBM)

KOHINOOR MANANDHAR
Batch 2022
BBM 1st Semester
GPA 3.74

GRISHMA SHAKYA
Batch 2021
BBM 2nd Semester
GPA 3.87

ANUJ PAUDEL
Batch 2021
BBM 3rd Semester
GPA 3.92

SUVEKSHYA BASNYAT
Batch 2020
BBM 3rd, 4th & 5th Semester
GPA 3.86, 3.73 & 3.76

JASMATI GURUNG
Batch 2019
BBM 6th Semester
GPA 3.96

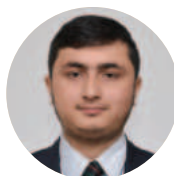**RUKSHANA MAHARJAN**
Batch 2019
BBM 7th Semester
GPA 3.92

Bachelors in Business Studies (BBS) and Master in Business Studies (MBS)

ISHA KARKI
Batch 2021
BBS 1st Year
74.2%

SWOSTIKA ROKA
Batch 2019
BBS 4th Year
64.8%

RABINS BHANDARI
Batch 2019
BBS 1st & 2nd Year
69.2 & 70.2%

SOPHIE MAHARJAN
Batch ...
MBS 3rd Semester
GPA 3.71

SECTION
7

News and Events

Frequently, United College (UC) has full of news and announcements on academician related to the college. It is believed that news and events section plays a vital role in effectively communicating college-related information, promoting a positive image, engaging the College community, and fostering a sense of pride and involvement among students, faculty, staff, alumni, and the public. The primary purpose is to keep students, faculty, staff, alumni, and the broader community informed about the latest happenings and development within the College. This section covers the following three latest happenings and developments in the UC.

1. *United Luminary* Unveiling Ceremony
2. United Students Go for Skills
3. Art Therapy Session
4. MoU with F1Soft
5. United Funds College Ideas Hunt
6. Logo Making Competition

United Luminary Unveiling Ceremony

Mar 6th, 2024
Date: 13/11/2080
Venue: United Pavilion Hall

Introduction

In the vibrant hall of United College one the best management Colleges, anticipation was palpable as the annual launch event for the college magazine, *United Luminary*-I. This eagerly awaited occasion promises to be a beacon of inspiration and celebration, showcasing the collective brilliance of our college community. The event commenced with the arrival of our esteemed guest Prof. Dr. Kushum Shakya (3rd from left), accompanied by Mr. Baburam Timsina (1st from left). Dr. Tshering from Ideas Studio Nepal also joined the ceremony. Serving as the event's MC was our distinguished alumni from the batch of 2007,

Mrs. Sofia Maharjan Karki. As participants interacted during the networking session, connections are established, and insights are shared, nurturing a spirit of togetherness and cooperation.

In eager anticipation, silence filled the hall as the lamp lighting ceremony began. This symbolic tradition served as a poignant symbol, reminding us of the transformative power of knowledge to illuminate our path and lead us towards enlightenment. As the strains of the national anthem filled the hall, a sense of pride swelled within each attendee, united in their shared love for their country and college. The moment was ripe with significance as we come together to celebrate the rich tapestry of talent and diversity that defines United College.

The highlight of the event was undoubtedly the unveiling of the latest edition of *United Luminary*-I. Bursting with student research, thought-provoking articles, and captivating insights, the magazine serves as a testament to the creativity of our college community. A particularly enriching aspect of the event is the book review by Baburam Timilsina, an esteemed Assistant Professor at Tribhuvan University's Management Faculty. With his depth of knowledge and passion for learning, Mr. Timilsina offered valuable insights that inspire and challenge us to think critically about the world around us.

As the event drew to a close, Chief Guest Prof. Dr. Kusum Shakya delivered a heartfelt message, expressing

her admiration for United College's achievements and its students' achievements. Her words served as a source of encouragement, motivating us to strive for excellence in all our endeavors.

Concluding with a heartfelt expression of gratitude from our principal, Dr Lal Rapacha (centre speaking), and a feeling of achievement, the curtains draw to a close on yet another triumphant *United Luminary*-1 launch event. As participants gradually depart, fueled by inspiration, they cherish the recollections of a morning brimming with camaraderie, enlightenment, and jubilation.

Furthermore, as the reverberations of United Luminary spread far and wide, they serve as a beacon of inspiration for educational institutions and organizations across the region and beyond. The event's success underscores the importance of fostering a culture of collaboration, innovation, and inclusivity in the pursuit of academic excellence. In the aftermath of *United Luminary*-I, alumni, partners, and stakeholders are galvanized by the shared vision of a brighter, more enlightened future.

Through continued engagement and support, they contribute to the ongoing evolution of United College, propelling it to new

Bachelor's & Master's students in the ceremony, United Pavilion Hall

Campus Chief Dr. Lal Rapacha speaking in the ceremony

MC Sofia Maharjan Karki speaking in the ceremony

heights of distinction and influence in the educational landscape. As the college community reflects on the profound impact of this event, they are reminded of the transformative power of collective endeavour and the boundless potential that lies within each individual.

With hearts full of gratitude and minds ablaze with possibility, they look forward to the next chapter in United College's journey, confident in the knowledge that together, they can overcome any challenge and achieve greatness.

युनाइटेड कलेजले विद्यार्थीको चौतर्फी विकासमा ध्यान दिन्छ

काठमाडौं । ललितपुरको कुमारीपाटी स्थित युनाइटेड एकेडेमी शिक्षण संस्थाहरूको भीडभाडमा छुट्टै पहिचान बनाउन सफल छ । २६ वर्षे शैक्षिक यात्रा पूरा गरी २७ औं वसन्तमा चलिरहेको युनाइटेड एकेडेमी ग्रूप (यूएजी) कै व्यवस्थापनमा २०५९ सालमा युनाइटेड कलेजमा स्थापना भएको हो ।

स्नातक तहमा बीबीएस, बीबीएम, बीए र बीसीएको अध्यापन हुने यो कलेजमा स्नातकोत्तर तहमा एमबीएसको समेत अध्यापन हुँदै आएको छ । यी सबै कार्यक्रमहरू त्रिभुवन विश्वविद्यालयको सम्बन्धनमा सञ्चालित छन् ।

के ११-१२ मा धेरै विद्यार्थीको रोजाइमा पर्ने युनाइटेड एकेडेमी जस्तै युनाइटेड कलेज पनि विद्यार्थीको रोजाइमा परिरहेको छ त ? कलेजको विशेषता के के छन् ? विद्यार्थीहरूले युनाइटेड कलेज नै किन रोज्ने ? लगायतका विषयमा कलेजका क्याम्पस प्रमुख डा. लाल रापचासँग गरिएको कुराकानीको सम्पादित अंशः

युनाइटेड कलेजको विशेषता के हो ?

युनाइटेड कलेज पूर्णतः वैज्ञानिक र अनुशासित वातावरणमा पढाइ हुने कलेज हो । मानविकी, व्यवस्थापन र आईटीको अध्ययन-अध्यापनमा विशिष्टता हासिल गराउने उद्देश्यले यो

क्याम्पस प्रमुख डा. लाल रापचा

कलेजको स्थापना गरिएको हो । उद्देश्य अनुसार नै अध्यापन अघि पनि बढिरहेको छ । आवश्यक भौतिक र शैक्षिक पूर्वाधारहरूको प्रयोग गर्दै आफ्ना विद्यार्थीहरूलाई सबै किसिमका चुनौती र समस्याहरूको सामना गर्न सक्षम बनाउनुलाई कलेजले आफ्नो मुख्य लक्ष्य लिइएको छ ।

विद्यार्थीहरूले युनाइटेड कलेजलाई नै किन रोज्ने ?

सकारात्मक अनुशासनमा रहन, रोजगारीको अवसर पाउन, बृहत्तर पूर्व विद्यार्थी सञ्जालमा जोडिन, कलेज टु कर्पोरेट संस्कृतिको विकास गर्न, उद्यमशीलतामा प्रवेश गर्न, १० क्लबहरूमा आबद्ध भएर अतिरिक्त नेतृत्व कलाहरू विकास गर्न, प्रविधिमा दक्ष बन्न, छात्रवृत्तिको उचित अवसर पाउन लागि नै विद्यार्थीहरूले युनाइटेड कलेजलाई रोज्नु पर्दछ ।

युनाइटेड कलेजमा हाल कति विद्यार्थी अध्ययनरत छन् ?

कलेजमा अहिले स्नातक तथा स्नातकोत्तर तह गरी कुल ४०० प्लस विद्यार्थीहरू अध्ययनरत छन् ।

यहाँको पाठन विधि कस्तो छ ?

कलेजले शिक्षण प्रविधिको आधुनिक र विद्यार्थी-अनुकूल विधिहरू अपनाउँदै कमजोर विद्यार्थीहरूलाई मद्दत गर्न निःशुल्क ट्युटोरियल कक्षाहरू प्रदान गर्ने गरेको छ । माइक्रो तथा एनुअल कार्य योजनाहरू मार्फत् प्राप्त ज्ञानलाई व्यवहारिक बनाउने ज्ञान पनि विद्यार्थीहरूले यहाँ पाउँछन् । विवेकपूर्ण अनुशासन, धेरै परीक्षा र विद्यार्थीका समस्या सुन्न र क्षमता पहिल्याउन शैक्षिक परामर्श टोलीको व्यवस्था भएको यस एकेडेमी तथा कलेजको थप विशेषताहरू हुन् ।

युनाइटेडले सैद्धान्तिक शिक्षालाई मात्र जोड दिएको छ कि व्यवहारिक शिक्षालाई पनि ?

व्यवहारिक शिक्षालाई नै पहिलो प्राथमिकता दिइएको छ । अहिले अध्ययन-अध्यापनको अर्थ कोरा ज्ञानको दायराबाट बाहिर निस्किसकेको छ । व्यवहारिक शिक्षाको मिर्मिरे पहिल्याउने जागरण चलेको छ । वर्तमान समयमा परम्परागत शैलीमा मात्रै दिइएको ज्ञानले अर्थ राख्दैन ।

शिक्षालाई समय अनुसार परिवर्तन गरी व्यवसायिक र रोजगारमुखी बनाउनुको विकल्प छैन । त्यही दौडमा छ युनाइटेड कलेज ।

लामो शैक्षिक इतिहास भएको यस कलेजले के कस्तो जनशक्ति उत्पादन गरेको छ ?

युनाइटेडमा पढेका विद्यार्थीहरूमा प्रस्तुति कलामा निखार, समूह छलफल तथा बहसमा निपुर्णता र नयाँ प्रविधिमा आधारित सिकाइमा

अब्बल लगायतका गुणहरू पाइन्छन् । यस्ता विशेष गुणहरूकै कारण युनाइटेडबाट अध्ययन पूरा गरेका विद्यार्थीहरू आज हरेक क्षेत्रमा अब्बल बनेका छन् भने आफू संलग्न भएको क्षेत्रको नेतृत्व गर्न सफल भएका छन् । साथै अहिले कलेजले स्नातक तहमा बीएलाई ब्युँताएर सोसल वर्क थप्ने योजनामा छ भने बीबीएसको सेक्सन बढाएर भर्ना जारी राखेको छ ।

युनाइटेड कलेजको वार्षिक पत्रिका *लुमिनरी* विमोचित

ललितपुरको कुमारीपाटीमा रहेको युनाइटेड कलेजले प्रकाशन गरेको वार्षिक पत्रिका *लुमिनरी* पहिलो अंक (१/२१) को विमोचन गरिएको छ ।

कलेजको सभा हलमा आइतबार बिहान आयोजित एक कार्यक्रमका बिच *लुमिनरी* को पहिलो संस्करणको विमोचन गरिएको कलेजले जनाएको छ ।

युनाइटेड कलेजका संस्थापक अध्यक्ष दृप चाम्लिङ, संस्थापक निर्देशक नरहाङ राई, संस्थापक शैक्षिक निर्देशक डा. कविराज बान्तावा, त्रिभुवन विश्वविद्यालय मानिविकी तथा सामाजिक शास्त्र संकायकी डिन प्रा.डा. कुसुम शाक्य, त्रिविका उपप्राध्यापक बाबुराम तिम्सिना र युनाइटेड कलेजका क्याम्पस प्रमुख डा. लाल रापचाले संयुक्त रूपमा *लुमिनरी* पत्रिका विमोचन गरेका हुन् ।

विमोचित कृतिमाथि टिप्पणी गर्दै त्रिभुवन विश्वविद्यालयका प्राध्यापक

बाबुराम तिम्सिनाले युनाइटेड कलेजले ऐतिहासिक काम गरेको बताए ।

पत्रिकामा समावेश गरिएका सबै जसो रचनाहरू अध्ययन गरेको भन्दै उनले *लुमिनरी* नाम आफैंमा महत्वपूर्ण भएको र यसले उपयुक्त सन्देश दिएको बताए ।

विमोचित पत्रिका आकृति र रूपमा मात्रै होइन; सारमा पनि गौरव गर्न लायक भएको उल्लेख गर्दै उनले अझै राम्रो बनाउनका लागि केही रचनात्मक सुझावहरू समेत दिए ।

यसैगरी कार्यक्रममा प्रा.डा. शाक्यले शैक्षिक क्षेत्रमा लागेका व्यक्तिहरूको चिनारी नै आफूले प्रकाशित गरेका कृतिहरू हुने हुँदा कलेजको जीवनमा यो अत्यन्तै महत्वपूर्ण दिन भएको बताइन् ।

कृति प्रकाशित गर्न सहज नहुने भन्दै उनले प्रकाशनका लागि खट्ने सबैको उनले प्रशंसा गरिन् । २१ वर्षे इतिहासमा कलेजले

पहिलो पटक निकालेको पत्रिका आफूलाई विमोचन गर्न दिएकोमा उनले आभार प्रकट गरिन् ।

कलेजका प्रधानाध्यापक डा. रापचाले *लुमिनरी* भनेको मेमोरी 'सम्झना' भएको हुँदा यो पत्रिकाले सबैलाई युनाइटेड कलेजको सम्झना गराउने बताए । अब हरेक वर्ष यसको नयाँ संस्करण प्रकाशित हुने उनले प्रतिबद्धता जनाए ।

त्यस्तै १८ असारका दिन वार्षिकोत्सवका अवसरमा कलेजको जर्नल प्रकाशित हुन लागेको उनले जानकारी दिए ।

कार्यक्रमको सञ्चालन भने कलेज एल्मुनाई सोफिया महर्जनले गरेकी थिइन् ।

कार्यक्रममा आइडिया स्टुडियो नेपालका संस्थापक डा. छिरिङ लामा सहित अन्य आमन्त्रित व्यक्तिहरू अतिथिका रूपमा रहेका थिए भने कलेजमा अध्ययनरत विद्यार्थीहरूको उपस्थिति रहेको थियो ।

United Students Go for Skills

Skill Week 2024

The Story Behind 'Skill Week 2024' at United College is the partnership commitment between the College and Glocal Pvt. Ltd. for making our college or university graduates' 100% employability within or after their college education.

The Skill Week Orientation was successfully accomplished on March 18, 2024.

Glocal After School (GAS) is an entity of Glocal Pvt. Ltd. With the concept to develop what the market demands through activities for well-skilled human resources, GAS provides training that focuses on employability skills.

Glocal Pvt. Ltd. researched Skills for Future Jobs in Nepal a few years back for the Ministry of Labor, Employment, and Social Security's Training Department to promote its outcome and promote Skill as a whole. The need for skill development triggered the essence of creating a program that actually defines skill and contributes to the skill ecosystem. With that vision, of recreating Skills as a whole, the Skill Week event was created and we successfully completed the third edition.

Introduction

Skill Week is a week full of events, creativity, skills, inspirations, and insights. This is a week dedicated to performing workshops related to different skills, skill shows, exhibitions, learning hubs and sessions along with entertainment components making this an infotainment week honoring the skills. This event is a platform for youths to boost their insights and creativity, and learn through a reality-check world. It delivered exciting opportunities to ensure youths develop the skills they need to succeed in the changing labor market.

Skill Week collaborated with Industry, Educators, and Government to engage and promote extensive career opportunities and emerging skills areas ranging from business, services, and technology to the art & culture fields.

We have successfully conducted skill orientation at United College with the aim of creating a skill practice; embracing and reflecting the diversity, quality, and opportunities within the nation, and overload youths with youthful insights and learnings as a respected resource for career advisors, parents, and students.

Objectives of Skill Week

- To raise the practice of skill learning, enabling all youths of Nepal to gain a greater understanding of the opportunities, their potential, and how they can contribute to a successful, modern economy.
- To articulate and advocate –"Skilling is as important as academic learning". To fill the gap between education and industry; removing the stereotype of no career and no human resources in the country.

Skill Week Pillars

The event showcased four distinct skill areas as brought to attention by the research mentioned earlier

1. Skill x Art and Culture
2. Skill x Entrepreneurship
3. Skill x Tourism and Hospitality
4. Skill x Science and Technology

Skill Week Details:

Skill Week event was organized from April 1 to April 8, 2024.

Skill Orientation at United College & Academy, Kumaripati, Lalitpur

Glocal Private Limited hosted a skill orientation at United College and Academy

in Kumaripati, Lalitpur, on 18th March, 2024, a well-organized event that was meant to make participants' experience deeply engaged and enriched. The orientation, which was designed as an integral component of Skill Week, provided a critical platform for emphasizing the importance of skill acquisition and refining. 100+ bachelor students attended the session, which was led by distinguished facilitators Ms. Saru Pyakurel, Corporate Manager at Glocal Private Limited, and Ms. Abhilasa Chettri, Project Officer at Glocal Private Limited. Participants spent two hours fully immersed in an extensive investigation of a variety of themes related to Skill Week.

The agenda included a detailed discussion of several aspects of upcoming events, including online and physical workshops, highly anticipated CEO Unplugged sessions, Job Fair opportunities, Skill Fest engagements, exhibitions,

and illuminating human library sessions. A structured briefing offered attendees with crucial insights into the vast landscape of skill-centric activities that awaited them during the week. Crucially, the orientation acted as an opportunity for reflection, enabling students to consider the broad impacts of skill development on both personal and professional paths. Exploring the transforming impact of growing skills and engaging in apprenticeship programs, participants were inspired to foresee a future

replete with different options and sustainable progress.

In essence, Skill Orientation was beyond the confines of a simple informational session, evolving into a dynamic forum in which attendees were not only equipped with knowledge but also inspired to embark on a journey of continuous learning and self-improvement, set to make significant contributions to their communities and beyond.

Round Table Discussion

Glocal Private Limited organized a Round Table discussion with the theme of "Fostering Innovation and Skills Development: The Intersection of Industry-Academia Collaboration in Dual-VET Apprenticeship Programs" on the occasion of Skill Week 2024. A roundtable discussion gathered 14 individuals from diverse backgrounds which included representatives from the government,

skilling authorities, teachers, education administrators, and industry-job providers.

The session was chaired by Mr. Asish Thakur, Chairman and Executive Director of Glocal Private Limited; and featured the presence of Mr. Rabindra Bahadur Singh, Team Leader at Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE-a Swiss Development Cooperation Initiative); Mr. Shailendra Jha, Member at Kathmandu Metropolitan City- City Planning Commission (KMC-CPC), Dr. Lal Rapacha, Campus Chief, United College, Mr. Mahesh Aryal, Coordinator at United College; Mr. Rajiv Sharma, MD at Jobs Dynamics; Mr. Sushil Bhakta Mathema, Principal at Nepal College of Management (NCM); Mr. Birendra Raj Pandey, Vice President at Confederation of Nepalese Industries; Mr. Pankaj Parajuli, Programme Officer at SDC; Er. Anoj Bhattarai, Director at The Council for Technical Education and Vocational Training (CTEVT); Mr. Youb Raj Shrestha, Treasurer at Hotel Association of Nepal.

The limited availability of vocational training and apprenticeship programs further exacerbates the gap between skilled manpower and industry demand. There is a Vacuum space where designed courses could be more practical presently. University courses often need more practical application, and while educational institutions serve as a bridge, they frequently fail to implement teachings according to practical needs, as stated by Mr. Mahesh Aryal, Coordinator at United College.

Art Therapy: A Reflection on Healing

In reflection upon a transformative event at United College, we revisit the captivating 'Art Therapy' session hosted by the insightful Lajja Dixit on the 28th of December at United Seminar Hall. This retrospective takes us through a journey of creative exploration and healing, uniting both United College students and teachers in an unforgettable experience.

Looking back, we acknowledge the pivotal role played by Lajja Dixit, who skillfully guided students and teachers alike through the 'Art Therapy' session. Her expertise in merging artistic expression with psychological insights created an environment conducive to self-discovery and healing. United College students and teachers collectively embarked on a unique artistic expedition. Through mediums such as painting, drawing, and sculpting, participants explored the depths of their emotions and unleashed their creativity. The shared experience fostered a sense of camaraderie and mutual understanding within the United College community.

Though the event is now a part of our history, the memories forged during the 'Art Therapy' session endure. The bonds formed among United College students and teachers showcase the power of shared experiences in fostering a supportive and connected community. Revisiting this event underscores the profound impact of art as a therapeutic tool. The canvas became a space for individuals to communicate emotions that transcended verbal expression, enabling both students and teachers to navigate their narratives. In reflection, the 'Art Therapy' event at United College leaves a lasting legacy on mental well-being. The positive transformations reported by participants highlight the versatility of art therapy in promoting stress relief, alleviating anxiety, and aiding in the processing of personal experiences.

The 'Art Therapy' event, held at United College on the 28th of December, has woven a tapestry of memories and personal transformations among students and teachers. Lajja Dixit's guidance, coupled with the collective creativity of the United College community, has left an indelible mark on the institution's culture, showcasing the enduring power of art as a medium for healing and self-discovery. As we revisit this event, we celebrate the shared journey of nurturing souls and unveiling creativity within the unique fabric of United College.

MoU between United College and F1Soft

The exclusive Memorandum of Understanding (hereinafter referred to as "MoU") is made and entered on 10th January 2024, between the F1Soft International Pvt. Ltd. (hereinafter referred to as "F1Soft"), whose address is Pulchwok, Lalitpur, Nepal and United College (hereinafter referred to as "United"), affiliated to Tribhuwan University whose address is Kumaripati, Lalitpur, Nepal.

F1Soft International Pvt. Ltd. will be representing the following group of companies as their subsidiary companies:

- F1Soft International Pvt. Ltd.
- eSewa Pvt. Ltd.
- Fonepay Payment Service Ltd.
- Diyalo Technologies Pvt. Ltd.
- BusSewa Pvt. Ltd.

- eSewa Travels and Tours Pvt. Ltd.
- eSewa Money Transfer Pvt. Ltd.
- Logicabeans Pvt. Ltd.
- eXtensoData Pvt. Ltd.
- Darshan Technologies Pvt. Ltd.
- Cogent Health Pvt. Ltd.
- Foneloan Pvt. Ltd.
- Fonenxt Pvt. Ltd.
- Fonepoints Pvt. Ltd.

1. Purpose

The purpose of this partnership is to clearly set out the scope and expectation of future collaboration between the parties to provide a clear framework for a placement partnership and training platform to United students.

2. Term of MoU

MoU shall be effective from the date of signing and shall remain in force until and unless discontinued by either party, with a written notice. This MoU may be terminated, with or without cause, by either party upon 30 days written notice, which shall be delivered by hand or certified mail to the address listed above.

3. Responsibilities of F1Soft International

- F1Soft shall be supporting students of United for on-the-job training and skill development.
- F1Soft shall be conducting market research to understand the hard and soft skill requirements of the industry and offer skill development programs to the students of United.
- F1Soft shall ensure the availability of the necessary human resources to help the students learn.
- F1Soft shall be an on-the-job training partner for United where F1Soft would provide Keynote Speakers and Guest Lecture on time-to-time basis.
- F1Soft will review the performance of students and present them with the certifications.
- F1Soft shall support the students of United for internship and placement as per their skills and interests during the Cohort Internship run by F1Soft. Students will go

through the examination and interview process and shortlisted students will be selected for the internship.

- F1Soft shall allow United to use F1Soft's and its associate companies' name and logo on the list of placement partners.
- F1Soft will provide dedicated mentors for the completion of internship or on-the-job training program.

4. Responsibilities of United College

- United shall reach out to F1Soft for the internship or on-the- job training program for the benefits of the students.
- United shall provide space to hold seminars and workshops at their premises with the required technical resources and assistance during events.
- United shall provide opportunities for F1Soft experts as visiting faculty for different subjects as required.
- United allows F1Soft to use United's name and logo on the list of educational institution partners during the contract periods.
- United shall allow F1Soft to provide information and guidance sessions with the students.

5. General Provisions

Amendment

Either party may request changes to this MOU. Any changes, modifications, revisions, or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated by written instrument, and effective when executed and signed by all parties to this MOU.

The entirety of the Agreement

This MoU represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

Severability

Should any portion of this MoU be judicially determined to be illegal or unenforceable, the remainder of the MoU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

Third-Party Beneficiary Rights

The parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MoU shall not be construed to create such a status. The rights, duties, and obligations contained in this MoU shall operate only between the parties to this MoU and shall insure solely to the benefit of the parties to this MoU. The provisions of this MoU are intended only to assist the parties in determining and performing their obligations under this MoU. The parties to this MoU intend and expressly agree that only party's signatory to this MoU shall have any legal or equitable right to seek to enforce this MoU, to seek any remedy arising out of a party's performance or failure to perform any term or condition of this MoU or to bring an action for the breach of this MoU.

Validity

This agreement will be valid for 2 years from the date of signing.

Signatures

In witness whereof, the parties to this MoU through their duly authorized representatives have executed this MoU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MoU as set forth herein.

Signed for and on behalf of F1Soft International Pvt. Ltd.

Signed for and on behalf of United College

United Funds College Ideas Hunt

Since United College (UC) and Idea Studia Studio (ISN) have signed the MoU on the 23rd of November 2022, UC is continuously funding for College Ideas Hunt for promoting entrepreneurship in the country and finally contribute for the economic development of Nepal. This seminal act of the UC towards the development and contribution of nation building is an unforgettable and historic moment for the college family.
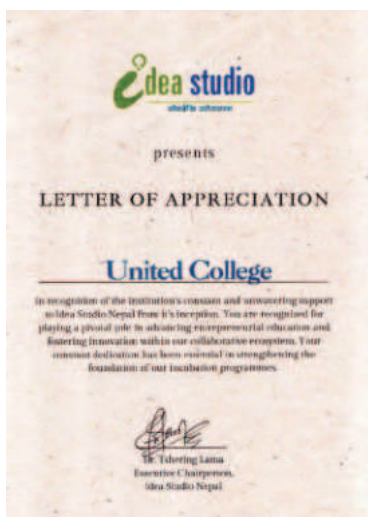
From UC itself on Saturday, February 4, 2024, Dr. Lal Rapacha (Campus Chief), Mahesh Aryal Chhetri (Graduate Program Director), Dr Binod Lingden Subba (Research Coordinator) and three volunteers, viz., Deepshika Shrestha, Isha Sah and Roshani Tolange had participated in this historic moment at Dusit Princess Hotel, Kathmandu, Nepal.

EVENT'S REPORT

United College Logo Designing Competition

Introduction

The CCA & ECA Department of United Academy and College organized the United College Logo Making competition for BCA students, as per the academic calendar. The event aimed to showcase the creativity of the students in logo designing.

Achievements of the Program

1. The event provided a platform for BCA students to showcase their creativity and talent.
2. It laid the foundation for future BCA-related events.
3. The event conveyed a positive message to the community and parents about United College's commitment to CCA & ECA activities.

Conclusion

The CCA & ECA Department successfully conducted the UC Logo Designing Competition. The CCA & ECA Department extends gratitude to all participants. Special thanks to UC Academic Counselor, Ms. Richa Pokhrel, and esteemed judges Mr. Subodh Acharya, Mr. Arun Sedhai, and Er. Abdual Aziz Miya for their valuable contributions in judging the logos.

Results

S.N.	Name	Rank	Faculty	Average Percentage Obtained (%)
1.	Krishtina Maharjan	1st	BCA 3rd Sem	76.33 %
2.	Sayan Karki	2nd	BCA 1st Sem	72%
3.	Roshan Maharjan	3rd	BCA 7th Sem	66. 67 %
4.	Raj Tamrakar	4th	BCA 1st Sem	64. 33 %
5.	Purnika Prajapti	5th	BCA 3rd Sem	61 %

Interviews
with Experts

This section's main objective is to make our readers' understanding very clear about selected areas of knowledge. In this historical Second Issue, United College (UC) is able to link with Mr. Umesh Mainali -- Administrative Service Expert, ex-chairman PSC and Retd. Secretary (Home Affairs) and Dr. Sanduk Ruit --Ophthalmologist cum inventor of intraocular lense winning $ 1 million (NPR 131 million) cash prize along with the ISA Award by King of Bahrain Hamad bin Isa Al Khalifa. These experts' lives and good deeds inspire all of our readers.

1. Lessons from Umesh Mainali's Life
2. "दृष्टिका संवाहक" डा. सन्दुक रूइतः संघर्ष, सफलता र सम्मान

INTERVIEW

Lessons from Umesh Mainali's Life

Kiran Paudel*
President of Publication Club
BCA 6th Semester
United College

* Interviewer Kiran Paudel, apart from being a Unitedian, is also a presenter and reporter at Annapurna Media Network, covering judicial, political, administrative, and diplomatic affairs, and also writes for Annapurna Express—a National Daily in English published from the capital city Kathmandu, Nepal.

Chairperson Public Service Commission (PSC) and Retd. Secretary (Home Affairs) Umesh Mainali's remarkable journey began in the serene landscapes of a remote village in Kavrepalanchok district, where he was raised in a humble family. Despite facing formidable economic challenges, his spirit remained unyielding. The pivotal moment came when he witnessed the commanding authority and respect bestowed upon a Chief District Officer, igniting within him a fervent desire to serve his country.

Starting humbly as a Kharidar (Assistant), Mainali's unwavering dedication and tireless work ethic propelled him to the pinnacle of power and influence, eventually assuming prestigious roles like Chairman of the Public Service Commission and Home Secretary of Nepal. His enduring legacy is defined by groundbreaking reforms, notably the implementation of an online job application system, revolutionizing accessibility for remote applicants. Even in his retired days, Secy Mainali continues

Kiran Paudel (left) interviewing Umesh Mainali (right)

his noble quest for societal betterment, mentoring youth and imparting his wealth of knowledge. While advocating for Nepalese students to explore educational opportunities abroad, he remains vigilant of the potential pitfalls of job-centric emigration, emphasizing the importance of nurturing Nepal's talent pool for sustainable progress

Step into the spotlight with us as we delve into an exclusive conversation with none other than Umesh Mainali, the esteemed former Chairman of the PSC and ex-Home Secretary of the Nepalese government. Hosted by the insightful interviewer Kiran Paudel, this special segment

of illumination promises an engaging dialogue with a luminary figure. Join us as we uncover the journey and insights of Umesh Mainali, a beacon of leadership and reform in Nepal's bureaucratic landscape.

Kiran Paudel: Can you share with us a bit about your upbringing and what your childhood was like?
Umesh Prasad Mainali: I was born in a remote village in the Kavrepalanchok district into a lower-middle-class family. Our economic conditions were not very good, so we lived with far fewer comforts compared to today. Despite this, when I think back on my childhood, I feel very happy.

Kiran Paudel: What inspired you to pursue a career in government service?
Umesh Prasad Mainali: My family was Joint family, and our income was insufficient to provide education for all the children. After passing the SLC (School Leaving Certificate), everyone in our family started working. One day, the Chief District Officer (CDO) visited our village, and I was struck by the power and respect he commanded from the villagers. From that day on, I knew I wanted to be like him and decided to join the government service.

Kiran Paudel: During that time, many people would stop pursuing further education once they secured

a government job. What drove you to continue advancing in your career?
Umesh Prasad Mainali: My mother was always a source of inspiration, constantly motivating me to pursue higher studies. I began my career as a Kharidar and eventually retired as the Chairman of the PSC. I also served as the Home Secretary of Nepal, responsible for appointing CDOs across districts. These accomplishments have given me immense satisfaction.

Kiran Paudel: What do you consider your most significant contribution as a civil servant?
Umesh Prasad Mainali: I've implemented several policies for the betterment of citizens. My most significant achievement, I believe, was the introduction of an online application system for government jobs. Before this system, people from remote areas had to travel to Kathmandu and stand in line for hours to submit their applications. This policy saved them a lot of time, money,

and energy. Additionally, I introduced a double-checking system for exam papers to ensure accuracy and fairness.

Kiran Paudel: What are your plans for the future?
Umesh Prasad Mainali: I have retired from government service twice, and at this point in my life, I don't have any specific aims. Now, I want to motivate young people to advance in their lives. I also plan to invest my time in creative endeavors and share my knowledge and experience with others.

Kiran Paudel: How do you feel about the fact that nearly a million youths leave Nepal every year in search of better job opportunities and education?
Umesh Prasad Mainali: Nepal lags behind in providing quality education, so I support Nepalese students going abroad for education. They benefit from higher-quality education, global exposure, and skill development, which they can bring back to contribute to Nepal's development. Additionally, remittances from those studying abroad provide significant economic support to Nepal. For example, many US companies like Alphabet and Microsoft have Indian CEOs. However, I am completely against Nepalese youth leaving the country due to a lack of job opportunities. If this trend continues, Nepal will soon face a manpower shortage, making it difficult for us to become a developed country, even in a century.

> " Nepal lags behind in providing quality education, so I support Nepalese students going abroad for education. They benefit from higher-quality education, global exposure, and skill development, which they can bring back to contribute to Nepal's development. "

'दृष्टिका संवाहक' डा. सन्दुक रुइतः संघर्ष, सफलता र सम्मान

तारा वाग्ले

फागुन १३, २०७९
शनिबार १९:३ बजे

सन्दुकले छरेका ऊर्जा

ताप्लेजुङको तिब्बती सीमावर्ती गाउँ ओलाङचुङगोलामा जन्मिनुभएका डा. रूइतलाई विश्वभर 'दृश्यका देवता' (गड अफ साइट) भनेर चिनिन्छ । डा. रूइतको जीवन अन्वेषण, संघर्ष, साहस र समर्पणले भरिएको रहेछ भन्ने उनको जीवनीमा आधारित पुस्तक 'सन्दुक रूइत' पढेर प्रष्ट हुन्छ । जीवनका हरेक प्रहर र उतारचढावहरूमा उनले नविन ऊर्जाका साथ तय गरेको नागबेली यात्रा बहुआयामिक विशिष्टतायुक्त, प्रेरणादायी एवम् अनुकरणीय छ । जसले मानिसको जीवनमा ज्योति भर्न, ऊर्जा थप्न मद्दत गर्छ । डा. रूइतको सुकर्मबाट लाखौं मानिसहरूले नयाँ जीवन त पाएका छन् नै उनका संघर्ष र मेहनतबाट धेरैले अलौकिक प्रेरणा पनि पाएका छन् ।

सरल र कम लागतको मोतिबिन्दुको विश्वविख्यात चिकित्सा पद्धति रूईतेक्टोमीका सुरुवातकर्ता डा. रूइतले आफ्नै हातले एक लाख ३० हजारभन्दा बढीको मोतियाबिन्दु शल्यक्रिया गरेका छन् । सेवामा गुणस्तरीयता विश्वसनीयता अन्तर्राष्ट्रिय स्तरको सुरक्षित तथा सहुलियतपूर्ण निःशुल्क सेवा प्रदान हुनु विश्वका लागि अनुकरणीय बनेको छ । नेपालका लागि

मात्र नभइ विश्वकै विपन्नहरूलाई निःशुल्क वा निकै कम मूल्यमा मोतियबिन्दुको शल्यक्रिया गर्ने उनको अभियान नेपालका लागि क्रान्तिकारी विकासयुक्त र प्रशंसनीय छ । डा. रूइतको जीवनबाट धेरै शिक्षा लिन त सकिन्छ नै साथै उनले लाखौं मानिसलाई आँखाको ज्योति प्रदान गर्ने गरेको अनवरत यात्राबाट जो केहीलाई पनि प्रेरणा मिल्छ ।

सन्दुकका संघर्ष

डाक्टर बन्ने सपनामा जन्मस्थान ताप्लेजुङको ओलाङचुगोलाबाट १५ दिन हिँडेर दार्जिलिङ पढ्न पुगेका थिए डा. रूइत । त्यहाँको मिसनरी स्कुल सेन्ट रोबर्टसमा भर्ना भएपनि सन् १९६२ मा चीन भारतबीच सीमा युद्धका कारण दार्जिलिङका स्कुल बन्द भएपछि पुनःकाठमाडौं आइ सिद्धार्थ वनस्थली स्कुलमा भर्ना भए । सन् १९७० मा सिद्धार्थ वनस्थली स्कुलबाट पहिलो श्रेणीमा एसएलसी पास भएका डा. रूइत त्रिचन्द्र क्याम्पसमा आइएससी पढेपछि छात्रवृत्ति कोटामा एमबिबिएस पढ्न भारतको लखनऊस्थित किङ जर्ज मेडिकल कलेज पुगे ।

एमबिबिएस पास गरेपछि नेपाल आए र वीर अस्पतालमा जनरल

फिजिसियनका रूपमा तीन वर्ष बिताउनुभएका डा. रुइत फेरि भारत गएर अल इन्डिया इन्स्टिच्युट अफ मेडिकल साइन्स (एम्स)मा एमडी पढ्न थाले । तीन वर्ष एम्समा पढेपछि १९८४ मा नेपाल फर्किएका रुइतको त्रिपुरेश्वर आँखा अस्पतालबाट जागीरे जीवन सुरु भयो । त्रिपुरेश्वर आँखा अस्पतालमा आठ वर्ष काम गरेपछि १९८७ मा एकवर्षे अध्ययन गर्न अस्ट्रेलिया गए । पढाइ पूरा गरेर स्वदेश फर्केपछि उनले १९९४ जुनमा तिलगंगा आँखा केन्द्र स्थापना गरी नेत्ररोगको उपचारमा सक्रिय रहे । डा. रूत अहिले पनि दैनिक १२ घण्टाभन्दा बढी आफ्नो काममा दत्तचित्त भएर लागिरहन्छन् । तीन दशकयता नेपालमा १ लाख २० हजार शल्यक्रिया र संसारभरिका दुर्गम भेगमा यस्ता सयौँ शिविर चलाइसकेका डा. सन्दुकलाई जहाँ जहाँ आवश्यकता हुन्छ, त्यहाँ त्यहाँ शिविर लिएर हिँड्न निकै रमाइलो लाग्छ ।

सम्मानको लहर

अहोरात्र सेवामा खटिरहने विश्व परिचित डा. रुइतले प्राप्त गरेका पुरस्कार र सम्मानका चाङ थपिँदैछन् । यसअघि उनले नेपाल सरकारबाट २०७५ मा प्रधानमन्त्री राष्ट्रिय प्रतिभा पुरस्कार' पाएका थिए । साथै २०१९ मा भारतको प्रतिष्ठित पद्मश्री पुरस्कार र १५ वर्ष पहिले नै अर्थात् सन् २००६ मा फिलिपिन्सको रोमोन म्यागसेसे पुरस्कार पाएका छन् । उनले पाएका सम्मानका खातामा थाइल्यान्डको प्रिन्स महिडोल र रिडर्स डाइजेस्टको एसियाली युवा पुरस्कार, अल्बर्ट आइन्स्टाइन फाउन्डेसन ग्लोबल भिजनरी अवार्ड, वर्ल्ड इकोनोमिक फोरमको सोसल इन्ट्रप्रेनरसिप अवार्ड, भुटानको नेशनल अवार्ड पनि दर्ता भएका छन् ।

यी कैयौँ पुरस्कारभन्दा पनि बढी आफ्नो दृष्टि फिर्ता पाउने व्यक्तिका खुशी शब्दमा व्यक्त नभएका कृतज्ञताका असिम माया प्रिय लाग्छ डा. रुइतलाई । 'विकासोन्मुख मुलुकका नागरिकमा रहेको अन्धोपनाको उपचारमा गरेको निरन्तरको प्रयत्नका निम्ति' बहराइन सरकारले यो विशिष्ट सम्मान प्रदान गरेको हो । 'यो घडी म तिलगंगा प्रतिष्ठानका हरेक सदस्यलाई उनीहरूको स्तुत्य सेवालाई धन्यवाद दिन चाहन्छु,' तिलगंगा आँखा प्रतिष्ठानका कार्यकारी निर्देशक डा. रुइतले भने ।

आफूले पाएको अवार्ड र सम्मान डा. रुइतले आफ्नो कर्ममा जुटेका अन्तर्राष्ट्रिय तहका सहयोगी र साझेदार द फ्रेड होलोज फाउन्डेसन, हिमालयन क्याटाराक्ट प्रोजेक्ट र तेज कोहली एण्ड रुइत फाउन्डेसनलाई सम्फदै

आँखा उपचारमा आएका आफ्ना सम्पूर्ण बिरामीहरूमा अर्पण गरे । आफ्नो यो अवार्डले आफूलाई अन्तर्राष्ट्रिय क्षेत्रमा प्रतिबद्धता र मेहेनतका साथ काम गर्ने अवसरका रूपमा थप प्रेरणा दिएकोमा डा.रूइत कृतज्ञ छन् ।

राजदूतावास र नेपालीको सम्मान

डा.रूइतको सम्मानमा बहराइनमा बस्ने २१ हजार नेपाली र मनामास्थित नेपाली राजदूतावासले खुशी साटेका छन् । बहराइनस्थित नेपाली राजदूतावास र बहराइस्थित नेपाली समुदायका प्रतिनिधिहरूले नेपाली बाजागाजा, भेषभूषा र नेपाली कला-संस्कृति पर्दशन गर्दै विहीबार एक समारोहमा डा. रूइतलाई सम्मान गरेका थिए । विदेश भूमिमा आफ्नो नेपालीपनालाई जोगाएर बस्ने बहराइनबासी नेपालीप्रति कृतज्ञ हुँदै डा. रूइतले इशा अवार्डका कारण बहराइनबासी नेपाली तथा नेपाल-बहराइनबीचको सम्बन्धमा सानो भएपनि इँट थपिन सकेमा आफूलाई पुरस्कृत भएभन्दा बढी खुशी मिल्ने धारणा राखे ।

कार्यक्रममा बहराइनका लागि नेपाली राजदूत तीर्थराज वाग्लेले 'विश्वमा नेपाल-नेपालीको सम्मान बढाउन र मानव हितमा लागिरहने सन्देश सुनाउन रूइतको नाम र काम स्तुत्य रहेको बताए । राजदूत वाग्लेले खाडीसहित अफ्रिकी मुलुकका कूटनीतिक प्रतिनिधिहरूले आफ्नो देशमा डा. रूइत मार्फत आँखा शिविर संचालन गर्न र डा. रूइतले

स्थापना गरेको रूइक्टेटोमी उपचार पद्धतिको विस्तार गर्नेबारे आफूसँग जिज्ञासा र अनुरोध आइरहेको अनुभव सुनाए ।

डा. सन्दुक रूइतलाई बहराइन सरकारले 'दृष्टिका संवाहक' भनेर सम्मानित गर्दा सम्पूर्ण नेपाल-नेपाली तथा विशेषगरी बहराइनमा बस्ने सबै नेपालीको शिर उँचो भएको राजदूत वाग्लेले बताए ।

बहरानइनको अन्तर्राष्ट्रिय पुरस्कारले द्विपक्षीय सम्बन्धमा टेवा पुग्ने विश्वास व्यक्त गर्दै राजदूत वाग्लेले डा रूइतको सेवा, विशेषज्ञता, योगदान र आविष्कार र स्वाथ्य क्षेत्रको विकास देखेर अन्य देश पनि नेपालमा स्वास्थ्य

पर्यटनका लागि इच्छुक र उत्साहित भएको उल्लेख गर्दै सो पुरस्कारले आर्थिक कूटनीतिको पक्षका रूपमा नेपालमा स्वास्थ्य पर्यटनलाई प्रवर्द्धन गर्न सहयोग पुग्ने बताए । उनले भने डा. रूइतले दृष्टिविहीनका लागि गरेका सेवा, स्वथ्यको क्षेत्रमा देशका लागि गरेको योगदान विश्वकै लागि पथप्रदर्शक बनेको छ भने नेपाल-बहराइन सम्बन्धलाई अझ दह्रिलो र फलदायी बनाउने दिशामा पनि डा. रूइतको 'मानवताका लागि सेवा अभियान'ले पुलको काम गरेको छ,' । यस पुरस्कारले नेपाल र बहराइन बीचको द्विपक्षीय सम्बन्धमा पनि नयाँ आयाम थपेको राजदूत वाग्लेको भनाइ छ ।

'साइट्स मेसेन्जर' भनेर सम्बोधन

'मानवताका लागि सेवा' गरेबापत नेत्र चिकित्सक डा.सन्दुक रुइतलाई बहराइन सरकारका तर्फबाट राजा हमाद बिन इसा अल खालिफाले प्रतिष्ठित इशा अवार्ड प्रदान गरेका हुन् । १ मिलियन डलर राशि (फन्डै १४ करोड रुपैयाँ)को पुरस्कार तथा सम्मान डा.रुइतलाई प्रदान गर्दै राजा खालिफाले लोकहितकारी कामका अर्थमा डा रुइतले सबैभन्दा योग्य, अमूल्य र प्रभावकारी काम गर्दै आएको बताएका थिए । पुरस्कार प्रदान गर्दा बहराइनी राजाले डा. रुइतलाई 'साइट्स मेसेन्जर' भनेर सम्बोधन गरेका थिए । उनको बारेमा बहराइन सरकारले साइट्स मेसेन्जर शीर्षकको वृतचित्र समेत निर्माण गरेको छ । यसैगरी इशा अवार्ड कमिटीका अध्यक्ष सेख मोहम्मद बिन मुबारक अल खलिफाले पनि डा रुइत मानवहितकारी अर्थमा संसारकै लागि उदाहरण रहेको बताएका थिए ।

सन् २००९ मा स्थापित बहराइनका संस्थापक राजा ईशाको नाममा नामाकरण गरिएको मानवीय सेवा क्षेत्रमा योगदान गर्ने व्यक्ति तथा संस्थालाई प्रदान गरिने सो पुरस्कार हालसम्म मलेसिया, भारत, इजिप्ट तथा पाकिस्तानका नागरिकले पाएका छन् । पहिलो पटक २०११ र २०१३ का लागि डिजास्टर प्रिभेन्सनकोमा योगदान दिने मलेसियाका नागरिकलाई प्रदान गरिएको थियो । दोस्रो अवार्ड(२०१५) भारतका शिक्षाविद् अच्युता सामन्त र तेस्रो (२०१७) इजिप्टको चिल्ड्रेन क्यान्सर हस्पिटललाई प्रदान गरिएको

थियो । चौथो अवार्ड भने पाकिस्तानको प्रतिष्ठित सामाजिक सेवक संस्था इधी फाउन्डेसनलाई प्रदान गरिएको थियो ।

समारोहमा बहराइनमा बस्ने नेपालीको प्रतिनिधित्व गर्दै नेपाली क्लबका तर्फबाट कमल श्रेष्ठ र दीपक गुरूङले डा. रुइतको सम्मान गरेका थिए । कार्यक्रममा नेपाली क्लवका अध्यक्ष कमल श्रेष्ठले भने, 'विश्वभर मानव कल्याणका लागि डा. रुइतले पुन्याएका योगदानले हाम्रो गौरव र नेपालीको शान सगरमाथा जस्तै अग्लीएको छ ।'

यसैगरी कार्यक्रमको सहजीकरण गर्दै नियोग उपप्रमुख अरुणा घिसिङ्गले डा. रुइतलको सम्मानले देश र संसारभर छरिएर रहेका नेपालीले गौरव गर्न सक्ने पहिचान तथा

प्रतिष्ठा बढाइदिएको बताए । साथै रुइतको सफलतामा बहराइनबासी पनि भागिदार रहेको बताउँदै डा रुइतको सम्मानबाट नेपाल-बहराइन कूटनीतिक सम्बन्ध विस्तारमा सधाउ पुग्ने उल्लेख गरे ।

यसैगरी बहराइनमा बसेर चित्रकला मार्फत नेपालको पहिचान विस्तारमा सकृय र हदै आएकी कलाकार मधु सार दाले डा. रुइतलाई मायाको चिनो प्रदान गर्दै डा रुइतको सम्मानबाट गौरवको अनुभूति भएको बताइन् ।

Pictographic
History

United College (UC) annually organizes its Sports Week Program to ensure students' physical health and perfection in the co-scholastic area of student life. The year 2024 (2080 BS) witnessed a historical moment, as can be seen in the photographs represented here. UC's Sports Club organized this historic moment very successfully, as reported on pages 155-158 in Section 5.

1. Sports Week 2024[+]
2. Governing Body
3. Introductory Note

2024 Sports Activities+

Nature Nurture Hiking & Philanthropy

Philanthropic act at Dr. KR Bantawa's office

Winners & medalists together with BoDs, Campus Chief & Graduate Program Director

Governing Body

CHIEF EXECUTIVE BODY

Dripa Chamling
Founder Chairman

Nara Hang Rai
Founder Director

Dr. Kabiraj Bantawa
Academic Director

ACADEMIC EXECUTIVE MEMBERS

Dr. Lal Rapacha, Post-PhD
Principal

Basant Nepali, MA
Academic Head/Spokesperson

Mahesh Aryal, MBS, LLB
Graduate Program Director

Dr. Binod Lingden Subba, PhD, IB
Research Co-ordinator

Nirsing Kumar Rai, MSc
Co-ordinator, Science

Shyam Kumar Mishra, MSc
Co-ordinator, Science

Richa Pokharel, MBA Finance
Academic Counsellor

Kabita Khadgi, MA English
Exam Secretary

Sudal Lohorung Rai, BSc Geology
CCA & ECA Co-ordinator

Sunny Tandukar
Lab Assistant

Rudra Chaulagain
Admin Assistant

A brief note on

Editor-in-Chief

Dr. Lal-Shyākarelu Rapacha is working in Nepal's education system and indigenous research for about three decades. In course of his academic journey, he has earned his Ph.D. from Jawaharlal Nehru University, New Delhi in his own Kiranti-Kõits mother tongue's grammar and carried out his Post-Doctoral research on Asian Studies, Languages, and Cultures as a Humboldt Fellow funded by AvH Stiftung (Foundation) in Germany with specific research topic on 'Kiranti-Bayung Grammar, Texts and Lexicon' (one of the endangered indigenous Kiranti languages of Province 1, East Nepal) from February 2008 to June 2010. He has published Eighteen books to his credit and his recent eighteenth publication is on *Kiranti-Kõits Grammar, Texts and Lexicon* (2022) published by LINCOM EUROPA Academic Publications, Germany. Also, he has published Thirty-six research articles in national and international journals, edited Ten journals, and edited Forty-six books on indigenous issues of Nepal. His research interest is focused on Global Indigenous and Decolonial Studies and its inclusion in main-stream education curriculum of Nepal's education system along with future zeal and dream of establishing Nepal Indigenous Peoples' University (NIPU) in the country.

Copy Editor(s)

Dr. Binod Lingden is a Senior Faculty of Management and has taught courses such as Organizational Behaviour, Human Resource Management, Nepalese Business Management, International Business, Research Methodology, Entrepreneurship, Strategic Management, Principles of Management, Business Research Methods, Advertising and Sales Promotion, Organizational Management, and Principles of Marketing. Dr. Lingden has earned his Ph.D. (2022) in International Business from Mewar University, Rajasthan and MBA (2012) from Gloucestershire University, UK majoring International Business. Additionally, he has earned BCA (2008) technological degree in computer applications from Purbanchal University. He is a lead researcher and (co)author of several management text books of Bachelor and Master levels, e.g., *International Business* (for MBS 2020), *Entrepreneurship* (MBS Coauthor 2020), *Strategic Management* (MBS, 2020), *Business Research Methods* (Bachelor 2016), and *Principles of Management* (BBS Coauthor 2019). Besides lectureship and counselling, he is entrepreneur also possessing Companies like Pork Kitchen (Director, 2018-present), Sab Education Consultancy (Director, 2017-present), and Karmashil Multipurpose Cooperative (BoD, 2021-present). He guides students for preparing project reports (Bachelors and Masters), theses (Masters) as the Head of General Management, Research Department, Research Coordinator and Research Supervisor. His research interest is focused to the area of international business and till date has produced about a dozen research papers published nationally and internationally.

United Journal of Interdisciplinary Studies
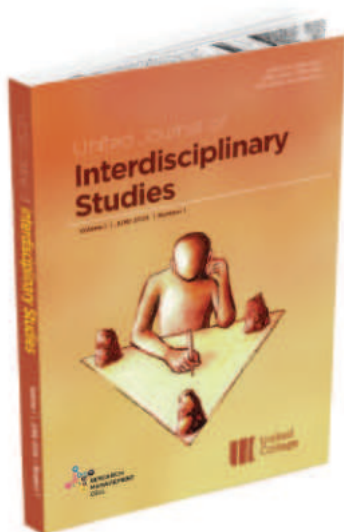
United Journal of Interdisciplinary Studies
Volume 1 # 1, 2024

Humanities & Social Sciences or Liberal Arts

Translanguaging in Higher Education: An Overview of Current Status in Nepal
■ Rabu Ranjit

Decolonizing Nepal's Kiranti-Kõits Grammar and Lexicon
■ Dr. Lal-Shyãkarelu Rapacha

Challenges of undergraduate students in speaking English at United College
■ George Thomas

Management Science

Effectiveness of Service Marketing Strategies on Student Enrollment: Evidence from United College
■ Dr. Binod Lingden

Factors Influencing Customer Satisfaction with Online Food Delivery Services in Lalitpur Municipality

■ Dr. Tara Prasad Gautam, Mahesh Aryal Chhetri & Alista Subedi

Determinants of E-banking in Nepal
■ Kamal Prakash Adhikari

Employee Job Satisfaction: An Analysis of Key Determinants
■ Chandrika Acharya, Ashok Pokharel & Rojina Ranjitkar

Bank-Specific Variables Affecting Financial Performance of Commercial Banks
■ Ganga Maharjan & Keshav Ghimire

Computer Applications and Technology

Effectiveness of Nepal's E-Government Service Delivery: A Case of Department of Passport (DoP)
■ Dr. Shyan Kirat Rai

Analyzing Social Capital Behaviour in the Renewable Energy Sector of Nepal
■ Dr. Maheshwar Prasad Yadav

United College