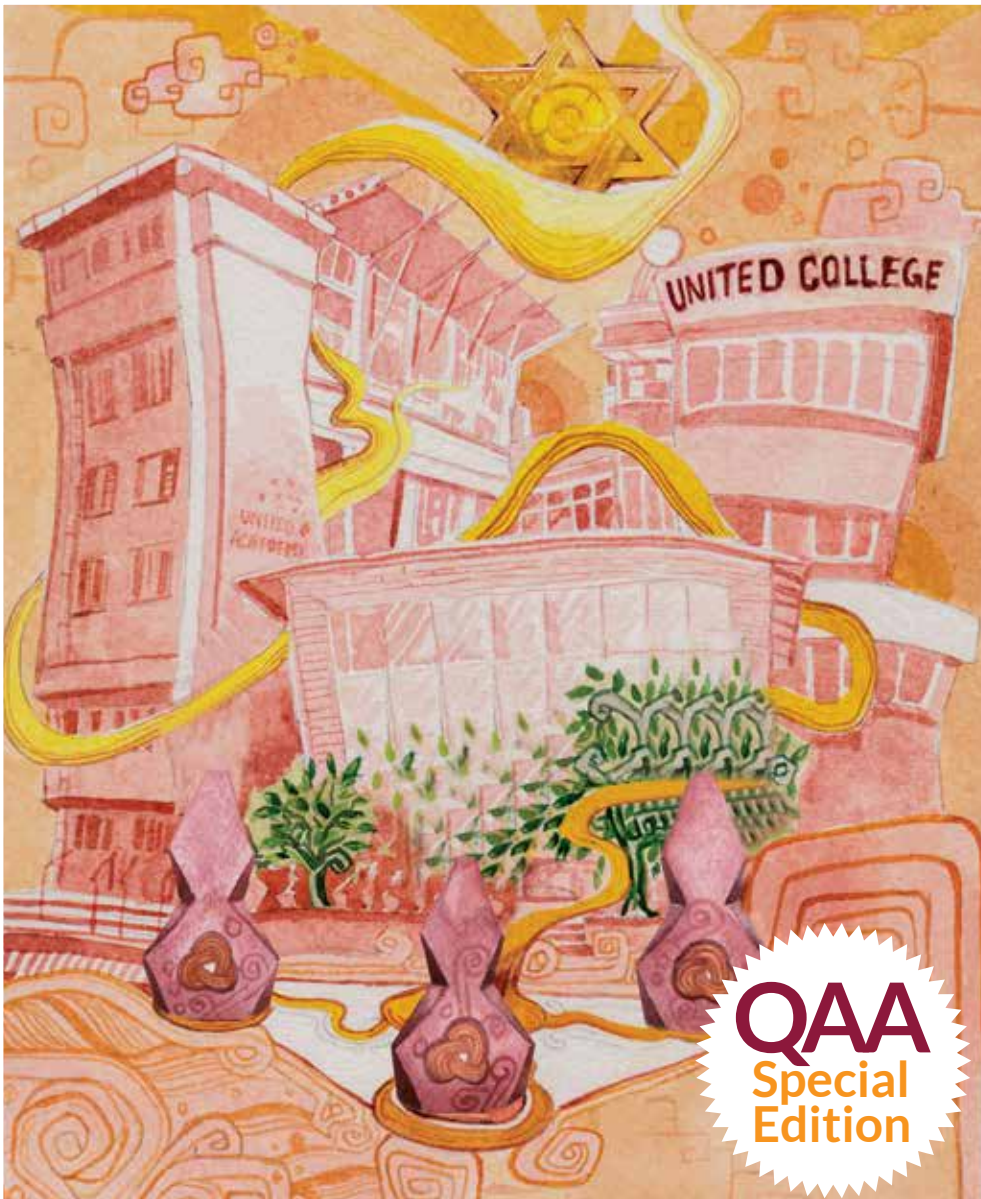


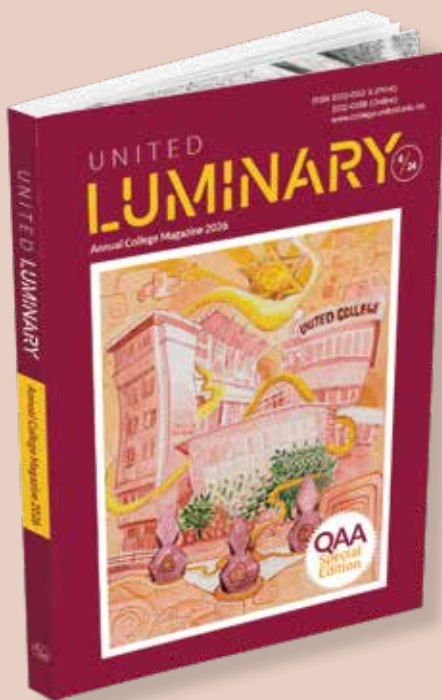
ISSN 3102-050 X (Print)
3102-0518 (Online)
www.college.united.edu.np

UNITED LUMINARY

4/24

Annual College Magazine 2026





United Luminary # 4, 2026
United College's Annual
Magazine

Includes Students' and Faculty's writings related to:

Featured articles, news and events, creative essays, field reports, paintings including artwork and illustrations, poems, info-graphics, book reviews, opinion pieces, business ideas pitching, technological innovations, spotlight, adventure, alumni chronicles, travelogue, graduation, nature nurture series, college events and news etc.

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ISSN 3102-050 X (Print)
3102-0518 (Online)
www.college.united.edu.np

UNITED LUMINARY



Annual College Magazine 2026

United College

UNITED LUMINARY

ISSUE # 4 Year 2026

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Editorial

A magazine is never merely a collection of pages. It is a record of questions asked, ideas explored, experiences lived and voices that refused to remain unheard. With the fourth edition of *United Luminary*, that record continues to grow.

As I look through Edition Four of *United Luminary*, I am reminded that the most valuable part of a student's education cannot always be measured by grades, certificates or examination results. Some of the most important learning happens when a student decides to write an idea down, stand before an audience, lead a team, question an assumption, build something from scratch, or simply have the courage to say, "I have something to contribute."

This fourth edition reflects that spirit; while also carrying forward the work and memories created through the editions that came before it.

Across its pages are stories of academic achievement, entrepreneurship, creativity, leadership, sports, internships, research, travel and community engagement. On the surface, these may appear to be different experiences. Yet together, they tell a larger story: education becomes meaningful when knowledge moves beyond the classroom and becomes part of how we think, create and participate in society.

For me, this fourth edition carries a particularly personal meaning. Having once contributed to *United Luminary* as a student and now returning as an alumna Guest Editor, I have had the opportunity to see how the publication has become part of the college experience. Reaching Edition Four is not simply about adding another volume to a shelf. It is about continuing a tradition of giving students a place to express themselves, document their experiences and leave something behind for

“...the real achievement belongs to the students, faculty members, contributors, editors and everyone who continues to believe that education is not only about acquiring knowledge, but about using that knowledge with purpose.”

the students who come after them. We enter an institution as learners, but we eventually leave carrying something much larger than a degree: the people we met, the failures we survived, the confidence we developed, the questions we learned to ask and the responsibilities we learned to embrace.

That transition is important. Higher education should not simply prepare young people to find employment. It should prepare them to find their voice.

A world shaped by rapid technological change, artificial intelligence, economic uncertainty and shifting social realities requires more than technical competence. It requires young people who can communicate clearly, think critically, work collaboratively, adapt to change and, perhaps most importantly, remain curious.

The student who writes a poem is developing a different kind of intelligence from the student who develops a business model. The student who participates in sport learns lessons about discipline and resilience that may never appear on a transcript. The student completing an internship discovers that professional life rarely follows the neat structure of a textbook. The student conducting research learns that meaningful answers often begin with better questions.

These experiences are not extracurricular to education. They are education. This is why a publication like *United Luminary*, now in its fourth edition, matters.

A student publication creates a space where young people are not merely consumers of knowledge but producers of it. It gives them permission to experiment with ideas, communicate perspectives and see their own experiences as worthy of reflection. It also creates an institutional memory, allowing future students to look back and understand not only what their predecessors achieved, but what they believed, struggled with and imagined.

At the same time, a publication should not only celebrate achievement. It should encourage reflection. We live in a culture increasingly obsessed with visible success. Social media constantly shows us the finished product: the award, the promotion, the business launch, the perfect photograph. What it rarely shows is the uncertainty, rejection, failure and self-doubt that preceded it.

Students need to hear both stories. Because failure is not the opposite of education. Sometimes, it is its most effective teacher.

The real measure of a student's journey is therefore not how perfectly they navigate college, but how much they grow while navigating it. Did they become more courageous? More empathetic? More curious? More willing to listen? More capable of standing up for what they believe in while respecting perspectives different from their own?

These are questions worth asking because education ultimately produces people before it produces professionals. As I turn the pages of Edition Four, I see more than accomplishments. I see a continuation of a story that began with earlier editions and is still being written by a new generation of students. I see potential. And potential comes with responsibility. Nepal does not merely need young people who

are qualified to compete in a global economy. It needs young people who are willing to contribute to the communities they come from. It needs entrepreneurs who understand purpose alongside profit, professionals who value integrity alongside achievement, leaders who listen before they lead, and citizens who understand that meaningful change rarely begins with someone else.

It begins with us. To the students whose voices fill these pages: do not underestimate the value of what you have created. Your writing may inspire someone you will never meet. Your idea may become a venture. Your research may lead to another question. Your story may give courage to another student who is struggling silently.

And to those who are still hesitant to contribute, to write, speak, lead, create or participate, remember that your voice does not have to be perfect before it deserves to be heard.

It simply has to be yours. As Guest Editor, I consider it a privilege to help bring these voices together. But the real achievement belongs to the students, faculty members, contributors, editors and everyone who continues to believe that education is not only about acquiring knowledge, but about using that knowledge with purpose.

May Edition Four be another meaningful chapter in the story of *United Luminary*. May the editions that follow continue to give students the confidence to write, create, question and participate.

May it remain a space where ideas find courage, where creativity finds an audience, where experiences become lessons, and where young people discover that their voices have the power to illuminate more than these pages. Because a luminary is not simply someone who shines. A luminary is someone whose light helps others see.

Animon Rapacha, BBM
(2020-2024, 2nd Batch)
Guest Editor

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Message from the Dean, Humanities and Social Sciences



Welcome to the Fourth edition of United Luminary (2026). This year's theme, "Legacy and Beyond," is fitting as we reflect on a transformative period for the Faculty of

Humanities & Social Sciences.

As we turn the pages of this magazine, I am struck by the synergy captured within. The QAA Highlights section is not merely a report; it is a testament to our collective commitment to excellence. Our successful review has reaffirmed our role as a beacon of quality, setting benchmarks not just for United College (UC), but for higher education in Nepal.

Our Leadership is dedicated to fostering an environment where potential meets opportunity. This year, we have seen a remarkable strengthening of our Student Support Services, evolving from a reactive system to a proactive network of care, ensuring every student has the academic and emotional scaffolding to thrive. The energy of our Student Clubs is the heartbeat of UC, and I encourage every student to find their tribe and lead with passion. This is the essence of our commitment to holistic development of education in Nepal.

The pages of this magazine also highlight our deep-seated belief in community. Our Extensions & Outreach for Faculty & Students

have created bridges between our classrooms and the wider society, turning academic theory into tangible social impact. The Creative Corner showcases the immense talent within our community, proving that the humanities are alive and well.

Furthermore, we celebrate the vibrant intellectual life of our institution. The Faculty's Desk underscores the dedication of our mentors, while the Featured Articles offer profound insights into contemporary issues. Our Achievements & Recognitions page shines a light on those students who have brought glory to our College, and the Alumni Chronicles remind us that our legacy extends far beyond our gates.

Looking ahead, Graduation 2026 is a milestone, and I am immensely proud of our graduates, who are ready to lead, innovate, and serve. The News & Events chronicle a year of vibrancy, from research symposia to cultural festivals.

UC is more than an institution; it is an ecosystem of ideas. I urge you all to continue pushing boundaries. To our students: your journey is a narrative waiting to be written. To our faculty and staff: your guidance is the ink. Together, let us ensure the story of United College is one of enduring impact.

With best wishes,

Professor Dr. Dubi Nanda Dhakal

Dean, Faculty of Humanities & Social Sciences
Tribhuvan University

Message from the Dean, Management



Dear Esteemed Members of the United College Community,

I feel privileged to address you through the pages of United Luminary 4, a publication

that beautifully encapsulates the spirit, achievements, and aspirations of our institution. As the Dean of the Faculty of Management, I am immensely proud to witness how United College continues to set benchmarks in higher education, shaping future leaders who will drive economic and social transformation.

The 'QAA Highlights' featured in this edition are a source of great pride for all of us. Our successful Quality Assurance and Accreditation journey reaffirms our unwavering commitment to academic excellence and institutional integrity. It validates the collective efforts of our dedicated faculty, staff, and students who work tirelessly to uphold the highest standards of education.

In the realm of Leadership, I have observed with admiration the strategic vision that guides our institution. Our Student Support Services have evolved into a comprehensive ecosystem that nurtures not just academic growth but also emotional and professional well-being. From career counseling to mentorship programs, we are ensuring that every management student receives the guidance necessary to navigate the complexities of the corporate world.

Our Extensions & Outreach for Faculty & Students have created meaningful bridges between the classroom and the industry. Through

internships, workshops, and collaborative projects, our students are gaining invaluable exposure that prepares them for real-world challenges. The Student Clubs within the management faculty have been particularly dynamic this year, organizing seminars, business plan competitions, and networking events that foster entrepreneurial thinking and leadership skills.

The Creative Corner reminds us that management is not merely about numbers and strategies but also about innovation and human-centric thinking. Our Featured Articles provide thought-provoking insights into contemporary business paradigms, while the Faculty's Desk showcases the scholarly contributions of our esteemed educators who continuously inspire through their research and teaching.

I extend my warmest congratulations to the Graduation 2026 cohort. Your journey through these halls has been one of perseverance and growth. As you step into the professional world, carry with you the values of integrity, excellence, and social responsibility that United College has instilled in you. The Achievements & Recognitions section fills us with pride, and the Alumni Chronicles is a powerful reminder of the lasting legacy our graduates create across industries.

Finally, the News & Events section captures the vibrant energy of campus life, reminding us that United College is not just an educational institution but a thriving community of dreamers and doers. Together, let us continue to build a future of excellence.

With best wishes,
Professor Dr. Mahananda Chalise
Dean, Faculty of Management
Tribhuvan University

Message from the Academic Director

It gives me great pleasure to introduce United Luminary (2026), a publication that captures the dynamic spirit of United College. Within these pages, you will discover our history, academic programmes, facilities, and—most importantly—the achievements of the students and alumni who bring our institution to life.

This edition belongs, above all, to our students. They continue to establish and lead clubs and initiatives across the college, including the Toastmasters Club and the Nature Nurture Programme, fostering a vibrant community while developing the skills essential for effective leadership: public speaking, collaboration, critical thinking, and the ability to transform ideas into action. None of these accomplishments were assigned to them; they chose to pursue them. In doing so, they have embodied the values that United College (UC) and the United Academy Group (UAG) strive to cultivate. I could not be prouder of their dedication and achievements.

Alongside nurturing future leaders and entrepreneurs, UAG remains deeply committed to advancing excellence in Information Technology education. Now in its fourth year, the United Centre for Entrepreneurship, Innovation, and Incubation (UCEII) continues to support students on their entrepreneurial journeys—helping them launch ventures, test innovative ideas, and assume leadership roles that have earned recognition well beyond our campus. Our collaborations with Idea Studio Nepal and Our Lady of Fatima University in the Philippines further strengthen these efforts, connecting our students' aspirations with opportunities both within Nepal and internationally.

The accomplishments of United alumni are the truest measure of our success. They carry the

values, knowledge, and experiences gained at this institution into every field they enter, and their impact continues to be felt long after they leave our campus.



I extend my deepest gratitude to the editorial team and to our faculty members for their dedication and tireless efforts in bringing this publication to life. Under the guidance of Campus Chief Dr. Lal Rapacha, their commitment and countless hours of work have shaped this magazine into a meaningful reflection of our community and its achievements.

To our alumni and to the students who are just beginning their journey with us: thank you. Your passion, perseverance, and accomplishments fill these pages, and at UC, we take pride in providing an environment where your potential can flourish.

Twenty-four years of UC is a remarkable milestone. For nearly three decades, UAG has remained steadfast in its commitment to providing quality education and meaningful opportunities for growth. As we look to the future, we renew our pledge to empower our students with knowledge, innovation, and opportunity. Your success is not only your achievement but also a source of pride for our entire College community. We eagerly look forward to witnessing the contributions you will make and the impact you will create, wherever in the world your journey may take you.

Sincerely,
Dr. Kabiraj Bantawa
Academic Director

Message from the Deputy-Director

Hi, welcome to the fourth issue of United Luminary, which is a Quality Assurance Accreditation (QAA) special issue – a project that has been in development for quite some time, and I had briefly mentioned it in the earlier issue as well.

QAA, administered by the University Grants Commission (UGC), is a peer-reviewed process that verifies academic quality, excellence and good governance. In order to achieve the accreditation, United College (UC) has established nine thematic committees that work in close coordination. Even the smallest fraction of the workforce, be it housekeeping or cooking, has a role in this collective effort.

We are now in the final stages of the accreditation process, and so are all the committee members; our consultant, the founder directors, and everyone who helped get this far deserve recognition for their contributions.

The theme grew since the formation of the Nine Thematic Committees in 2079 (2022 A.D.). In 2081, Dr. Rapacha sir and his team submitted the Letter of Intent (LoI), bringing it closer to the accreditation process. A Peer Review Team (PRT) visit has been expected since mid-2082 (2025 A.D.).

Campus Chief Dr. Rapacha, Mahesh Sir and Dr. Lingden have played key roles in strategic planning, developing a five-year action plan, securing a mini research grants, and organizing various training programmes for students and the faculty. These include a research training programme for BBS during the first half of 2082 and proposal writing for the faculty in the 2nd half of the same year.



I, being a coordinator for the Academic and Facilities Development Committee (AFDC) before the reshuffle, helped construct the library and digital lab in 2081, along with facilitating the infrastructure sharing/partnership with the United Academy (UA) in 2082.

This issue also highlights significant contributions from various Thematic Committees, along with detailed coverage of extensions and outreach activities for both faculty & students.

Furthermore, in this edition of the Luminary, we celebrate a number of remarkable academic achievements.

- Prynsha Nemkul secured 3rd rank in Nepal in the TU BCA results.
- Nikita Maharjan achieved the highest GPA in the BBM 8th semester.
- The BCA 8th semester also achieved a 100% result in the TU board exam 2081/82.

Finally, I would like to take this opportunity to congratulate Mahesh sir and Binod sir on their continued academic excellence–Mahesh sir for pursuing his PhD and Binod sir for his post-PhD work.

Dipa Chamling
Deputy Director

Message from the Campus Chief

Dear Readers,

I am immensely pleased to present the fourth edition of *United Luminary*, a chronicle that captures the vibrant spirit and unwavering progress of United College. As we navigate the ever-evolving landscape of higher education, this magazine stands as a testament to our collective resilience, creativity, and ambition.

The year 2026 has been monumental. Our 'QAA Highlights' reflect a journey of rigorous self-assessment and continuous improvement. Achieving and sustaining Quality Assurance is not a destination but a continuous cycle of reflection and action. I commend every Board, faculty member, staff, and student who contributed to this achievement, proving that quality is truly everyone's business.

Our institutional philosophy is rooted in empowering individuals. Through visionary 'Leadership' and robust 'Student Support Services', we have ensured that no student walks their academic path alone. From mental health initiatives to academic as well as career counseling, we have built a safety net that fosters both success and well-being. I am particularly proud of how our 'Student Clubs' have blossomed each year, turning ideas into impactful projects that resonate well beyond the classroom walls.

We believe education must transcend boundaries. The 'Extensions & Outreach for Faculty & Students' have opened new avenues for experiential learning, connecting theoretical frameworks to real-world challenges. Similarly, our new started section on 'Faculty's Desk'



continues to be a source of inspiration, showcasing the dedication and scholarly pursuits of our educators who go above and beyond to mentor the next

generation of leaders.

This edition also celebrates the diverse talents of our community. The 'Creative Corner' is a space where imagination meets expression, reminding us that the humanities are the soul of our institution. Our 'Featured Articles' provide intellectual stimulation, while 'News & Events' capture the dynamic rhythm of campus and academic life.

I extend my heartiest congratulations to the 'Graduation 2026' cohort. Your journey through United College has been one of growth, and I am confident you will carry the United College legacy with pride. The 'Achievements & Recognitions' section fills us with pride, as does the 'Alumni Chronicles', which reminds us of the lasting impact our institution has on our society.

To every contributor, editor, and reader: thank you for being part of this vibrant tapestry. Let us continue to aim higher, inspire deeper, and achieve greater—together.

Dr. Lal Rapacha, Post-PhD
Chief Editor
Humboldt Fellow AvH Stiftung & National Geographic Explorer

SECTION ONE

QAA Highlights

United College (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.

One Mission Guided by One Driven by Nine Committees

1. Communication, Publication, and Information Committee
2. Academic and Facilities Development Committee
3. Feedback and Employment Committee
4. Research & Extension Committee
5. Internal Quality Assurance Cell (IQAC)
6. ECA and Sports Committee
7. EMIS and Lab Committee
8. Examination Committee
9. Library Committee



One Mission Guided by One Driven by Nine Committees

United College (UC), established in 2059 B.S. Asar 18 (2002 July 2) and affiliated with Tribhuvan University, offers BBS, BBM, BCA, and MBS programs (proposed programs BSc. CSIT, BIT, BBA & BHM) and has one clear mission: “to create excellent human resources with intellectual, creative, technical, moral, and practical skills to serve the community, industry, and region.”

To guide and strengthen the implementation of this mission, the College Executive Committee (CEC) provides overall leadership, direction, and coordination. It ensures that all institutional policies, plans, and activities remain aligned with the college’s mission and move in a unified and purposeful direction.

To achieve this mission effectively, nine committees operate under the CEC. These committees function as the operational backbone of the college. Each committee is assigned specific roles and responsibilities, but all work with a shared commitment to institutional excellence. Together, they plan, execute, and monitor a wide range of academic and administrative activities, ensuring continuous quality enhancement, institutional effectiveness, and sustainable growth of United College.

The nine committees established under this framework are:



- Communication, Publication, and Information Committee
- Academic and Facilities Development Committee
- Feedback and Employment Committee
- Research & Extension Committee
- Internal Quality Assurance Cell
- ECA and Sports Committee
- EMIS and Lab Committee
- Examination Committee
- Library Committee

Communication, Publication, and Information Committee

This committee is responsible for managing the flow of information within the institution and ensuring effective communication between all stakeholders.

It prepares and disseminates official notices, news, announcements, event updates, academic information, and other content related to the college's academic and extracurricular activities. It ensures that information is effectively communicated through notice boards, the college website, and social media platforms such as Facebook, LinkedIn, and TikTok, as well as through print and digital publications including the college magazine (United Luminary), brochures, the research journal (UJIS), reports, and other communication channels. It also manages the college's digital and social media platforms to share updates, achievements, and events with students, faculty, parents, and the wider community. Through these activities, the committee ensures that accurate and timely information is accessible to all stakeholders.

In addition, the committee coordinates with different departments and units to collect information about academic programs, research activities, events, and achievements. The committee also supports branding and promotional activities of the college by highlighting academic excellence, student success stories, and institutional progress.

COMMUNICATION, PUBLICATION AND INFORMATION COMMITTEE



Coordinator:
Dr. Lal Rapacha



Secretary:
Dr. Binod Lingden



Admin Staff:
Kabita Khadgi



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling

Academic and Facilities Development Committee

The AFDC is responsible for infrastructure, policy formulation and action plans related to construction, repair, faculty development, teaching quality, and academic excellence to achieve the college's mission. It promotes continuous professional growth of faculty members and strengthens teaching and learning practices through monitoring, gap analysis, and recommendations.



ACADEMIC AND FACILITIES DEVELOPMENT COMMITTEE



Coordinator:
Mahesh Aryal Chhetri



Admin Staff:
Rachana Chitrakar



Student Representative of SQC:
Anuj Poudel



Member Secretary:
Dr. Lal Rapacha

The committee organizes facilities and faculty development programs such as workshops, seminars, training sessions, planning of facilities and peer-learning activities. These initiatives enhance pedagogical skills, subject knowledge, research capacity, and the use of modern teaching technologies. It also encourages faculty participation in higher studies, conferences, and academic collaborations for professional growth.

In addition, the AFDC monitors academic performance and supports departments in implementing effective teaching strategies. It reviews lesson plans, teaching methods, and student feedback to identify areas for improvement. It promotes student-centered and outcome-based learning approaches to improve classroom effectiveness.

The committee also fosters a culture of continuous improvement and academic innovation, ensuring alignment with institutional goals and academic standards.

Feedback and Employment Committee

This plays a role in strengthening the link between academic learning and industry requirements. It focuses on collecting systematic feedback from industries, employers,

and alumni to understand the current demand for skills, knowledge, and competencies in the job market. Based on this feedback, the committee identifies skill gaps among students and recommends improvements in teaching-learning processes to better prepare students for employment.

The committee also supports students by facilitating internship opportunities, industry exposure visits, and skill development programs. It works closely with external organizations to create pathways for practical training and real-world experience. In addition, it helps students build employability skills such as communication, teamwork, problem-solving, and professional behavior.

Another important role of the committee is to prepare plans and policies related to student employability and career development. These plans are then implemented through the Job Placement Cell, which is responsible for executing activities such as internship placement, job referrals, career counseling, and recruitment coordination with industries.

FEEDBACK AND EMPLOYMENT COMMITTEE



Coordinator:
Rabina Duwal



Secretary:
Dr. Binod Lingden



Admin Staff:
Sunny Tandukar



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling

Research & Extension Committee

The REC is mandated to formulate plans and policies that strengthen research, innovation, and extension activities within the college. It promotes a strong research culture through monitoring, gap analysis, and recommendations for improvement.

The committee encourages faculty members and students to engage in research activities such as academic studies, project work, case studies, and publications. It supports the preparation of research proposals, guides research methodology, and facilitates funding opportunities and collaborations with external institutions. It also promotes interdisciplinary research to address social, industrial, and regional challenges.

In addition, the REC manages extension activities that connect academic knowledge with community needs. These include community service programs, awareness campaigns, training workshops, outreach initiatives, and partnerships with local organizations and industries.

The committee also monitors the quality and relevance of research and extension outputs, ensuring alignment with institutional goals. It encourages participation in conferences, seminars, and knowledge-sharing platforms for academic and professional growth.

Internal Quality Assurance Cell

The Internal Quality Assurance Cell (IQAC) is responsible for policy formulation and action plans related to quality assurance to achieve the college's mission. It ensures a strong culture of quality, excellence, and accountability in teaching, learning, and overall institutional performance, keeping all activities aligned with institutional goals.

The IQAC develops quality benchmarks, collects and analyzes feedback, and continuously monitors academic and administrative processes. It conducts regular review meetings

RESEARCH & EXTENSION COMMITTEE



Coordinator:
Dr. Binod Lingden



Secretary:
Ganesh Joshi



Admin Staff:
Rachana Chitrakar



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling

INTERNAL QUALITY ASSURANCE CELL (IQAC)



Coordinator:
Dr. KR Bantawa



Secretary:
Mahesh Aryal Chhetri



Admin Staff:
Rachana Chitrakar



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling

for monitoring, gap analysis, and performance evaluation, and provides evidence-based recommendations for improvement. It also prepares annual quality assurance reports and supports accreditation and quality audit processes in line with UGC frameworks in Nepal.

ECA AND SPORTS COMMITTEE



Coordinator:
Roshan Shrestha



Secretary:
Rakesh Kumar Jha



Admin Staff:
Rachana Chitrakar



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling

Its key assessment areas include teaching-learning processes, curriculum implementation, student support services, research and innovation, infrastructure development, governance, and community engagement. It also evaluates faculty development, examination systems, leadership effectiveness, and

institutional planning. Major indicators include student performance, progression rates, pass rates, research output, faculty qualifications, student satisfaction, and overall academic effectiveness.

ECA and Sports Committee

This committee leads planning and coordination of extracurricular and sports initiatives for student development. It promotes holistic student development through monitoring, gap analysis, and recommendations for improvement.

The committee organizes and manages a variety of extracurricular activities such as cultural programs, debates, quizzes, music, dance, and creative events. It also plans and conducts sports activities including inter-college and intra-college tournaments in football, basketball, cricket, volleyball, and athletics. These activities help students build teamwork, leadership, discipline, and time management skills.

In addition, the committee encourages student participation in institutional and national-level events by coordinating with student clubs





EMIS and Lab Committee

and departments. It ensures proper facilities, scheduling, and supervision for smooth execution of all programs.

The committee also identifies and nurtures student talent, providing opportunities to showcase abilities and build confidence. It promotes a healthy balance between academic and non-academic life, supporting students' physical, mental, and social well-being.

EMIS and Lab Committee

The EMIS and Lab Committee is responsible for policy formulation, planning, and action plans related to ICT infrastructure, digital learning, and data management to achieve the college mission. It ensures effective management of the Educational Management Information System (EMIS) and smooth operation of computer labs through monitoring, gap analysis, and recommendations.

The committee supports digital learning by maintaining ICT infrastructure and enhancing students' practical and technical skills. It oversees the proper functioning, maintenance, and upgrading of computer labs, including hardware, software, and networking systems. It also coordinates lab schedules so that students

EMIS COMMITTEE



Coordinator:
Krishna Pandey



Secretary:
Sunny Tandukar



Admin Staff:
Roshan Thapa



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling

and faculty can effectively use the facilities for practical classes, training sessions, and research activities.

In addition, the committee manages EMIS by maintaining accurate academic and institutional data such as student records, attendance, examination results, and faculty information. This improves efficiency, transparency, and

data-driven decision-making. It also provides technical support, organizes ICT training, promotes digital tools, and ensures timely maintenance and system upgrades.

Examination Committee

This deals with planning, organizing, and managing all examination-related activities in a fair, transparent, and systematic manner. It ensures the smooth conduct of internal, term-end, and final examinations in accordance with institutional policies and affiliating university guidelines.

The committee is responsible for preparing examination schedules, coordinating with departments for question paper preparation, and ensuring the proper arrangement of examination centers. It also supervises invigilation duties, manages examination materials, and ensures discipline and fairness during examinations. In addition, it plays a key role in maintaining confidentiality and security of question papers and answer scripts.

The committee also monitors the evaluation process, including the timely collection,



marking, and publication of results. It ensures accuracy, consistency, and transparency in assessment procedures. Any examination-related grievances from students are reviewed and addressed by the committee to maintain trust and credibility in the evaluation system.

Furthermore, the committee works to improve assessment practices by introducing reforms such as internal assessments, continuous evaluation, and practical-based examinations. It collaborates with faculty members and academic departments to align examinations with learning outcomes and academic standards.

Library Committee

This committee ensures that the library functions as a dynamic learning resource center that supports teaching, learning, and research activities of students and faculty members.

The committee is responsible for planning and improving library facilities, including the selection, procurement, and updating of books, journals, reference materials, and digital resources. It also helps in managing subscriptions to online databases and e-resources to ensure access to up-to-date

EXAMINATION COMMITTEE



Coordinator:
Kabita Khadgi



Secretary:
Mahesh Aryal Chhetri



Admin Staff:
Rabina Duwal



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling



LIBRARY COMMITTEE



Coordinator:
Arun Kumar Rai



Secretary:
Mahesh Aryal Chhetri



Admin Staff:
Sunny Tandukar



Student Representative of SQC:
Anuj Poudel



Representative of Management:
Dipa Chamling

In addition, the Library Committee oversees the organization and classification of library materials for easy access and efficient use. It ensures proper implementation of library rules and regulations, including discipline, borrowing systems, and timely return of resources. The committee also encourages students to develop reading habits and research skills through library orientation programs and awareness activities.

Another important function of the committee is to integrate modern technology into library services, such as digital cataloging and automated systems, to improve efficiency and accessibility. It works closely with faculty members and departments to ensure that required academic resources are available for different courses.

academic content. The committee regularly reviews library usage and recommends improvements based on academic needs.

SECTION

2

Leadership & Student Support Services

1. Campus Chief
2. Program Director
3. Repair & Maintenance
4. Front Desk
5. Account Section
6. HR Department
7. Admission Unit
8. Library
9. House Keeping
10. Security
11. Research & Extension Cell (REC)
12. Students' Counselling Cell
13. Infirmary
14. Job Placement Cell
15. Alumni Cell
16. ECA & Sports Cell
17. EMIS
18. IT Support and Computer Lab
19. Student Club Council
20. UCEII



UNITED
COLLEGE

UNITED COLLEGE

LEADERSHIP



- ✓ VISION
- ✓ INTEGRITY
- ✓ TEAMWORK
- ✓ EMPOWERMENT

COUNSELLING
& WELL-BEING

RESOURCES & SERVICES



SUPPORT • EMPOWER • SUCCEED

Campus Chief

I see the role of Campus Chief as a strategic leader who shapes an institution toward producing intellectually strong, creative, technically competent, and ethically responsible graduates. As Campus Chief, these responsibilities can be understood across five major strategic areas.

I lead the strategic academic planning process through a participatory approach that aligns curriculum, co-curricular activities, and faculty development with expected graduate outcomes. I engage stakeholders from industry and the community to identify skill gaps and ensure that academic plans respond to real-world needs. I prioritize problem-based learning, ethics integration, innovation activities, and technology-enabled teaching. Continuous review of plans ensures that institutional resources are effectively directed toward holistic student development.

I ensure institutional sustainability and long-term stability by strengthening governance systems, promoting succession planning, and supporting continuous faculty development. I conduct regular curriculum audits to maintain relevance with changing labor market demands. Investment in modern infrastructure such as smart classrooms and laboratories, along with quality assurance practices including accreditation and benchmarking, supports sustained academic excellence.

I also focus on diversified revenue generation to strengthen institutional capacity. I support initiatives such as industry-certified short courses, consultancy services, paid internships, and equipment utilization partnerships. Revenue generated is reinvested into academic infrastructure, training facilities, and innovation support systems, directly improving practical and skill-based learning opportunities.

I manage student enrollment expansion while maintaining academic quality through structured interventions such as scholarships for equity, blended learning systems, flexible academic schedules, and outreach programs. Quality is maintained through entrance assessments, controlled student-faculty ratios, and continuous evaluation supported by performance tracking systems for timely academic support.

I actively develop institutional branding and external collaborations by establishing partnerships with industries, government agencies, and professional organizations. These collaborations support internships, live projects, job fairs, and community engagement activities. Such initiatives enhance student exposure and strengthen institutional reputation.



Program Director

As Program Director at United College, my primary responsibility is to ensure academic excellence while fostering an environment that nurtures intellectual growth, creativity, technical competency, ethical values, and practical skills among students. In alignment with the college's mission, I work closely with faculty members, students, industry representatives, and the administration to create a dynamic and outcome-oriented learning culture.

I am responsible for leading MBS, BCA, BBM, and BBS programs by ensuring effective academic planning, smooth program execution, and continuous quality enhancement. My role includes preparing academic calendars, strategic plans, and departmental action plans that align with institutional goals and university standards. I supervise both academic and administrative staff, promoting teamwork, accountability, and professional growth to maintain high educational standards.

A significant part of my responsibility involves managing university affiliation processes, academic compliance, and Quality Assurance and Accreditation (QAA) documentation. I coordinate with concerned authorities to ensure timely reporting, documentation, and adherence to academic policies and quality benchmarks.

To strengthen practical learning and student engagement, I organize seminars, workshops, industrial visits, guest lectures, and academic events that encourage innovation, leadership, and entrepreneurship. I also actively lead entrepreneurship initiatives that inspire students to develop problem-solving abilities, business acumen, and innovative thinking.

In addition, I provide career guidance and mentorship to students by supporting their academic growth, professional development, and career planning. Through counseling, academic support, and industry interaction, I strive to help students become competent, ethical, and socially responsible graduates.

By integrating academic excellence with practical exposure and leadership development, I remain committed to advancing the vision of United College in producing skilled and responsible human resources capable of serving the community, industry, and the nation.



Repair & Maintenance

This unit ensures that all physical facilities of the college remain functional, safe, and well-maintained. It supports the daily operations of the college by addressing infrastructure and technical issues on time.

The unit is responsible for repairing classrooms, desks, chairs, doors, electrical systems, and other infrastructure. Whenever a problem arises, the team responds quickly to restore normal conditions.

Electrical maintenance is a key part of the work. Lights, fans, wiring, and power systems are regularly checked to avoid disruptions during classes and events. The department also takes care of plumbing and water systems. This includes taps, pipelines, and water supply points across the college. Clean and continuous water access is ensured for students and staff.

During college events, the unit plays an important support role. It helps set up spaces, arrange equipment, and fix any technical issues that may arise during programs. Regular inspection of buildings and facilities is also conducted. This helps identify wear and tear early and plan necessary repairs in advance.

The unit ensures a safe, functional, and well-equipped environment. Its guiding principle is simple: "Fix early, maintain always."



Front Desk

The Front Desk serves as the first point of contact for anyone entering the college. It is located right at the front gate and managed by a single dedicated staff member.

The front desk handles visitors, students, and inquiries in a simple and organized way. Every guest is greeted, asked about their purpose, and guided to the correct department. One visitor shared, "I got clear direction as soon as I entered the college."

The front desk staff maintains a visitor log. Names, purpose of visit, and time of entry are recorded carefully. This helps maintain security and proper college management. Students also use the front desk for basic information. Whether it is about office location, schedules, or general guidance, the front desk provides quick support.

Being located at the gate, it stays connected with both security and administration. Communication between departments often starts from this point. The role is simple but important. It ensures order, communication, and hospitality at the entrance of the college.

Front Desk works as a welcoming point and information hub. It connects people to the right place and ensures a smooth entry experience. Its core function is clear: "Guide, greet, and connect."



Account Section

The Account Section at United College manages all financial operations of the institution. It ensures proper handling of income, expenses, budgeting, and financial records. The section is responsible for fee collection from students. It issues receipts, maintains records, and ensures transparency in all transactions. It also handles salary distribution for teaching and non-teaching staff. Payments are processed on time according to institutional policies. A staff member noted, "Timely salary builds trust and motivation."

Budget preparation is another key function. This section works with management to plan annual budgets for academic and operational needs. This includes resources for departments, events, and infrastructure. The section also records all financial transactions in a systematic way. Proper documentation is maintained for auditing and compliance purposes. A finance officer said, "Every detail must be recorded accurately."

It supports decision-making by providing financial reports to CEC. These reports help in planning new projects, programs, and improvements. During admissions and examinations, the section plays an active role in fee management and coordination with other departments. It ensures smooth financial processing without delays.

Account Section ensures financial discipline, transparency, and efficiency. It supports the entire institution by managing resources responsibly. Its core principle is simple: "Every transaction matters."



HR Department

The HR Department manages both teaching and non-teaching staff. It ensures smooth human resource planning, recruitment, and overall staff development across the institution.

The department is responsible for hiring teachers, administrative staff, and support staff. It handles job postings, selection processes, and appointment procedures in an organized way. One HR officer noted, "We focus on selecting the right people for the right roles."

For teaching staff, the HR Department supports appointment, workload management, and professional coordination. It ensures that academic responsibilities are distributed properly across departments.

For non-teaching staff, including administrative, technical, housekeeping, and support roles, the HR Department manages recruitment, attendance, and performance tracking. The department also maintains employee records, contracts, and policy compliance. It ensures that all staff members follow institutional rules and guidelines.

Training and development activities are also supported by HR. Workshops, orientation programs, and skill development sessions are organized to improve staff performance.

Performance evaluation is another key responsibility. Regular feedback helps improve both teaching quality and administrative efficiency.

HR Department ensures that both teaching and non-teaching staff work in a structured, supportive, and professional environment. It connects people, processes, and policies. Its core purpose is simple: "Right people, right roles, and right growth."

Admission Unit

The Admission Unit manages the student admission process for academic programs such as BBM, BBS, BCA, and MBS. It serves as the primary support center for students and parents seeking information related to admission, eligibility, academic programs, and enrollment procedures.

The unit provides guidance about program structure, admission criteria, scholarship opportunities, fee structures, and academic facilities. Students and guardians receive detailed information to help them choose suitable programs based on their interests and career goals.

The Admission Unit coordinates application collection, document verification, entrance procedures, interviews, and enrollment activities in a systematic manner. It ensures that all admission-related processes are conducted fairly, accurately, and within the academic schedule.

The unit also supports communication between applicants and academic departments. Questions related to BBM, BBS, BCA, and MBS programs are addressed through counseling, orientation, and direct interaction sessions.

During admission periods, the unit works closely with the Account Section, Examination Department, and Program Directors to ensure smooth coordination and efficient service delivery. Student records and admission data are maintained carefully for future academic and administrative purposes.



Admission Counselling Office

Library



Libabry Head

Library provides students, faculty members, and researchers with access to a wide range of books, journals, newspapers, reports, reference materials, and digital resources related to different academic disciplines.

Students regularly use the library for reading, assignment preparation, project work, research activities, and examination preparation. The environment is peaceful, disciplined, and suitable for focused study. The library collection includes materials related to management, information technology, business studies, entrepreneurship, research methodology, literature, and other academic subjects. Both printed and digital learning resources are available to support academic development. Internet facilities and digital access also help students use online journals, e-books, and research materials.

Library staff assist students in locating books, using catalog systems, and accessing academic references. Orientation sessions are conducted to help students understand library rules, borrowing systems, and effective use of learning resources.

The library also supports research activities conducted under the Research Management Cell by providing access to academic references and research materials. It promotes reading habits, knowledge sharing, and academic discipline among students.

House Keeping

This department ensures cleanliness, hygiene, and basic facility support across the college. It plays a continuous role in maintaining a healthy and comfortable learning environment.

The team is responsible for cleaning classrooms, departmental rooms, corridors, and common areas. Every morning, rooms are prepared before classes begin. Desks, floors, and boards are cleaned regularly to maintain order and freshness.

Housekeeping also manages hygiene in washrooms and shared facilities. Regular cleaning schedules are followed to ensure proper sanitation. Waste is collected and disposed of in a systematic way to keep the college tidy. During college events, housekeeping support becomes even more active. They help in setting up spaces, cleaning after programs, and maintaining order throughout the event. Whether it is spills, unexpected mess, or urgent cleaning needs, immediate action is taken.

Students and staff often appreciate the clean environment. One student said, "We feel more comfortable and focused in a clean college." This works quietly in the background but has a strong impact on daily college life. It supports health, discipline, and productivity. Housekeeping ensures hygiene, order, and care across all spaces. Its guiding principle is simple: "Clean environment, better learning."



Smiling Services Provider Angels

Security



This department plays a role in maintaining safety, discipline, and smooth college operations. It ensures that students, staff, and visitors experience a secure academic environment at all times.

The department manages the main gate and entry points of the college. Every visitor is properly checked, registered, and guided. Students and staff follow a controlled entry system that ensures both safety and order. A guard mentioned, "We stay alert so the college remains protected."

Inside the college, the security team monitors movement and ensures discipline. They respond to any unusual behavior or rule violations in a calm and professional manner. The department also plays an important role in emergency response. Whether it is a medical issue, conflict, or unexpected incident, quick action is taken. Students often feel more confident and relaxed due to visible security presence. One student shared, "We can focus on our studies because the college feels safe."

The department also protects college property and facilities. Classrooms, equipment, and infrastructure are regularly monitored to prevent misuse or damage. Overall, the department ensures a stable, disciplined, and safe environment. Its guiding principle is simple: "Safety and discipline first, always."

Research & Extension Cell

REC works to strengthen research culture across the institution. It supports the college mission by promoting inquiry, innovation, and evidence-based practice. The REC connects students, faculty, staff, the institution, and the community through structured research activities.

The REC focuses on gradual skill development of students across all programs i.e. BBM, BCA, BBS, and MBS. It starts from basic academic writing and moves toward applied research tasks. Each semester introduces structured research exposure. Students learn how to write, observe, analyze, and report. Early semesters focus on simple writing tasks. Later semesters move toward fieldwork, proposals, and project-based learning.

The REC also focuses on capacity building of staff. It organizes trainings and workshops to strengthen research skills. These sessions improve academic writing, research design, and data handling. Faculty members are encouraged to engage in scholarly work. They learn how to publish, present, and collaborate. Non-teaching staff also gain exposure to research-based thinking and institutional processes.

Research for teaching and non-teaching staff

- Research topic selection and problem identification
- Research proposal development
- Academic writing and scholarly communication
- Literature review and theoretical development
- Research methodology and design
- Data collection techniques and instrument development
- Data analysis methods and research tools
- Referencing, citation, and academic integrity
- Research ethics and quality assurance
- AI and digital tools for research
- Innovation, patent, and intellectual property awareness
- Research dissemination and scholarly publishing
- Conference presentation and scientific communication
- Research grants and funding management
- Monitoring, evaluation, and research reporting
- Faculty research capacity building and mentorship
- Interdisciplinary and emerging research approaches
- Action research and community-based research

Table 1: Research based trainings for students

Sem/Yr	BBM	BCA	MBS	BBS
1st Sem	Magazine article writing	Magazine article writing	Citation based article writing	Magazine article writing
2nd Sem	Seminar paper	Field survey	Field survey	
3rd Sem	Field survey	Business plan	Research proposal	Field survey
4th Sem	Research proposal	Project – I	Dissertation	
5th Sem	Trend analysis	Case study		Business plan
6th Sem	Business plan	Project - II		
7th Sem	e-commerce report	Internship report		Project Work Report
8th Sem	Internship report	Project – III		

At the institutional level, the REC supports research governance and quality improvement. It helps in planning, monitoring, and evaluating research activities. It also promotes evidence-based decision making. Research outputs are used to improve teaching quality and institutional performance. The REC also encourages collaboration and innovation across departments.

Research for College

- Formulation of research related plans and policies
- Student satisfaction surveys
- Graduate tracer studies
- Academic audit report (internal)
- Teaching-learning effectiveness studies
- Curriculum feedback and review research
- Research publication (UJIS)
- Annual research conference and seminar organization
- Applying proposal to national and international agencies for research grants
- Research collaboration with universities and industries
- Institutional data management and documentation
- Innovation and entrepreneurship research initiatives
- Quality assurance and accreditation research support
- Policy review and institutional development research
- Research awards and recognition programs

The RMC extends its role beyond the community. It connects academic research with community needs. It focuses on real problems faced by society. Research findings are shared with stakeholders. Local issues are studied in a systematic way. Solutions are developed through evidence and collaboration.

Research for community

- Research dissemination and knowledge sharing
- Community-based research and action research
- Local problem identification and solution development
- Policy recommendation and advocacy support
- Collaboration with local government and organizations
- Community training, workshops, and seminars
- Documentation and preservation of local knowledge

In conclusion, the RMC helps transform the college into a research-oriented institution. It promotes a culture where knowledge is created, applied, and shared for academic and social development.



Students' Counselling Cell

This cell works every day to support students in academic, emotional, personal, social, psychological and career-related challenges. It provides a safe, confidential, and supportive environment where students can openly discuss their concerns and receive proper guidance. The cell aims to help students build confidence, improve decision-making skills, and maintain overall well-being throughout their academic journey.

The cell offers three main services: academic counseling, psychological counseling, and career counseling. In academic counseling, students receive guidance related to course selection, study habits, examination preparation, time management, and academic performance improvement. Students who face difficulties in understanding subjects or balancing academic responsibilities are encouraged to seek support.

In psychological counseling, students are supported in dealing with stress, anxiety, low motivation, emotional pressure, personal problems, and adjustment issues. Counselors listen carefully and provide emotional support



in a respectful and confidential manner. Awareness sessions and mental well-being programs are also conducted regularly.

In career counseling, students are guided about future career opportunities, skill development, internships, higher education, and professional preparation. The counseling process helps students identify their interests, strengths, and career goals. Training sessions, interaction programs, and career-related workshops are organized to prepare students for the competitive job market.

Infirmary

This cell provides basic health support for students and staff on college. It works as a first-response care unit for minor illnesses, injuries, and emergency situations.

Students visit the infirmary when they feel unwell during classes or college activities. Common cases include headaches, fever, minor cuts, fatigue, and sudden discomfort. The infirmary is managed by trained personnel who offer first aid and basic medical attention. She also guide students on whether further medical treatment is needed outside the college. Basic medicines and first-aid facilities are available for immediate care.

Students are given rest and monitoring when required. In some cases, parents are informed for further support.

The infirmary also plays a preventive role. Awareness messages about hygiene, health habits, and seasonal illnesses are shared with students. In case of minor accidents during sports or events, the infirmary provides quick assistance. This ensures safety during extracurricular activities. The environment is calm and supportive. Students feel secure knowing help is available within the college.

The Infirmary continues to be an essential support system at United College. It ensures immediate care, safety, and health awareness for everyone. In the end, its purpose is simple: "Care first, always."

Job Placement Cell

This cell works as a bridge between learning and employment. It does not only connect students to jobs. It prepares them to become capable professionals. The cell provides structured support to students from early stages. It offers skill development sessions where students learn communication, teamwork, and workplace behavior.

CV writing training is a regular activity. Students learn how to present their profile in a clear and professional way. Interview training is another key part. Students practice common questions and learn how to respond with confidence. Mock interviews are conducted to simulate real job situations.

The cell also organizes meetings with industry experts. Professionals share real experiences from the job market. These sessions help students understand current demands. Job fairs are conducted to connect students with multiple employers. Internship opportunities are also facilitated through partnerships and MoUs with industries. Students gain real workplace exposure before graduation.

The cell strongly focuses on building employability. It aims to shape students into qualified human resources rather than only job seekers. Through continuous training and exposure, students develop confidence and competence. The environment is practical and career-oriented.

The cell supports students in every step from preparation to professional readiness. In the end, its core message is clear: "Be ready before you enter the job market."

Alumni Cell

The Alumni Cell maintains a strong connection between graduates and the institution. It acts as a bridge between past students and current learners, creating a continuous cycle of support and experience sharing.

The cell works to build an active alumni network. Former students are invited to share their academic journey, career paths, and real-world experiences. Regular alumni meetups are organized to reconnect graduates. These gatherings create opportunities for networking, mentorship, and collaboration. Students often gain clarity about career options after interacting with alumni.

The Alumni Cell also supports career development activities. Alumni are invited as guest speakers, trainers, and mentors. They guide students on industry expectations and professional behavior.

The cell also helps in internship and job linkages. Alumni working in different sectors contribute to placement support and industry connections. This strengthens the transition from college to career.

Feedback from alumni is collected to improve academic programs. Their insights help align curriculum with market needs. A faculty member noted, "Alumni feedback is a practical source of improvement."

The environment is collaborative and respectful. It builds long-term relationships beyond graduation. Students see alumni as role models and motivation for future growth.

The cell strengthens trust, learning, and professional growth across generations. In the end, its message is clear: "Once part of the college, always part of the community."

ECA & Sports Cell

The ECA Cell coordinates a wide range of extracurricular activities that extend learning beyond the classroom. It focuses on participation, creativity, and practical exposure.

One key activity is the college hunt, which includes inter-college competitions across different areas such as singing, dancing, arts, drawing, and other creative events. Students compete, perform, and represent the college in various platforms. The cell also organizes sports activities regularly. Students engage in games, tournaments, and friendly matches. These activities build discipline, teamwork, and physical fitness.

Excursions are another important part of the ECA & Sports Cell. Students visit educational, cultural, and historical sites. These trips provide real-world learning experiences outside the classroom. Training sessions are conducted to build practical skills. Experts from different fields are invited for workshops and interactive programs. Students gain exposure to industry practices and current trends. Expert sharing sessions further connect students with professionals. Guests share insights on career development, skills, and personal growth.

Activities are organized both inside and outside the college premises. This mix allows students to experience structured events as well as open environments. The ECA & Sports Cell plays a key role in shaping personality, creativity, and leadership. Students are encouraged to participate actively and explore their interests. In the end, the message remains simple: "Learn, perform, and grow through experience."

EMIS

The EMIS Cell manages the EMIS of the college. It works to maintain accurate academic and administrative data through a digital management system. The cell supports smooth communication, record keeping, monitoring, reporting, and institutional coordination.

The EMIS Cell collects, updates, and manages important information related to students, faculty members, attendance, examinations, class schedules, academic progress, and departmental activities. The system helps reduce manual work and improves efficiency in daily operations.

Students can access notices, attendance records, examination schedules, and academic updates through the system. Faculty members and administrative staff use the system for academic reporting, student performance tracking, documentation, and communication. The cell also supports institutional planning and quality assurance by maintaining systematic records and generating reports when needed. Accurate data helps management in monitoring academic activities and making informed decisions.

The EMIS cell regularly coordinates with different departments to ensure timely data entry and proper information flow. Training and orientation sessions are also conducted to help users operate the system effectively. Its core purpose is simple: "Manage information efficiently for better academic and institutional performance."



Lab Assitant

IT Support and Computer Lab

The IT Support and Computer Lab provide technical and digital learning support for students and staff. The unit ensures smooth operation of computer systems, internet services, software applications, and digital learning platforms within the college.

The computer lab offers access to computers, internet facilities, printing services, programming tools, and software required for academic activities. Students use the lab for assignments, project work, research activities, presentations, coding practice, and online learning.

IT and lab in charge assists users in solving technical issues related to hardware, software,

networking, and digital systems. The lab also supports practical learning for programs such as BCA, BBM, BBS, and MBS. The unit also assists in maintaining digital classrooms, multimedia systems, online examination support, and institutional databases. Students and staff receive guidance on safe and responsible technology use.

Training sessions on emerging technologies, software tools, cybersecurity awareness, and digital productivity are organized regularly. The environment is student-friendly, technology-oriented, and practical. The unit continues to strengthen digital learning culture at United College. Its purpose remains clear: "Support learning through technology and innovation."



IT lab

Student Club Council

The Student Club Council is a central coordinating and supervisory body responsible for guiding, monitoring, and supporting all student clubs and related extracurricular activities within the college. It ensures proper planning, coordination, and effective implementation of club programs in alignment with the college's academic and developmental goals. The council promotes leadership, participation, teamwork, creativity, and community engagement through structured extracurricular and co-curricular activities.

The council coordinates the following student clubs including Student Quality Circle (SQC) :

- Leo Club of Kathmandu Sadbhawana
- Extension & Outreach Club

- Events Management Club
- Toastmasters Club
- Publication Club
- Cultural Club
- Debate Club
- Sports Club
- IT Club

The Council works to ensure collaboration among clubs, maintain discipline, allocate responsibilities, and enhance the quality of student-led initiatives. It also encourages student leadership, innovation, social responsibility, and experiential learning beyond the classroom. Its core purpose is simple: "Learn, Lead, Serve, and Grow through Participation."



UCEII

United Center for Entrepreneurship, Innovation and Incubation (UCEII) is a dedicated platform for developing entrepreneurial thinking, innovation, and startup creation. It works as a research and innovation think-tank. It encourages students to develop business ideas instead of waiting only for traditional employment.

The UCEII focuses on key sectors such as agriculture, health, digital transformation in Nepal, tourism, and information technology. These areas are chosen for their strong growth potential.

The UCEII identifies potential entrepreneurs among students and faculty. It builds platforms for idea development, networking, and innovation. It also connects students with industry experts, funding agencies, and academic institutions. Students are encouraged

to test and refine their ideas in a supportive ecosystem.

A major program under UCEII is “United Ignite,” a business idea pitching competition. Students present ideas, receive mentorship, and compete in structured rounds. Winners receive recognition, certificates, and cash prizes. Some ideas also receive seed funding up to NPR 5, 00,000 to start real ventures. This gives students a direct path from idea to execution.

United Ignite 1.0 (2024) and United Ignite 2.0 (2025) created strong entrepreneurial engagement. Several student startups such as Naya Straws, Giga Genius, Kritiya, Maya Ghar, and Thailo emerged from these platforms.

UCEII-supported teams reached national-level competitions and ranked among top performers in Idea Pitching events organized Idea Studio Nepal.



Faculty & students @ UCEII, United College

SECTION

3

Extensions & Outreach for **Faculty & Students**

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Research-Based Collaborative Assignment Design: FDP 2082

United College (UC) organized a three-day Faculty Development Program (FDP) aimed at strengthening interdisciplinary teaching and improving research-based learning practices across its academic programs, including BBS, BBM, BCA, and MBS. The program was conducted under the Research Management Cell (RMC) from 26th to 28th Poush 2082 at Temple Bell Boutique Hotel & Spa, Lakeside, Pokhara.

The training focused on "Research-Based

Collaborative Assignment Design" for faculty members from the Departments of IT and Management. The core objective was to bridge theoretical learning with practical application by integrating research methods into classroom assignments. This approach is designed to reflect real-world professional environments where technical and managerial knowledge work together.

The program was facilitated by Dr. Binod Lingden, Research Coordinator, who



guided participants through interdisciplinary teaching strategies, assignment development, and research integration techniques. Over three days, participants explored research concepts, developed collaborative assignment structures, and refined evaluation methods.

Faculty Capacity Building for Academic Excellence

Faculty members of United College participated in a Faculty Development Program (FDP) organized by Idea Studio Nepal on 25th November 2025 at Leadx Nepal, Anamnagar, Kathmandu. Conducted under the theme "Capacity Building for Academic Excellence, Research, and Community Engagement," the program aimed to strengthen the professional competencies of faculty members in teaching, research, and community engagement. The FDP was organized under the Memorandum of Understanding (MoU) between United College

and Idea Studio Nepal, which supports collaborative academic and capacity-building initiatives. The training was facilitated by Dr. Tshering Lama, who guided participants through interactive sessions focused on academic challenges, research opportunities, grant acquisition, and student-centered learning approaches.

The four-hour program encouraged active participation through group discussions, brainstorming activities, reflective exercises, and practical applications. Faculty members explored strategies for improving student engagement,

designing community-based initiatives, and enhancing research capabilities. Participants also learned how to analyze institutional challenges and develop actionable academic solutions using structured frameworks and collaborative approaches.

Representing United College in the training were Dr. Binod Lingden, Rabina Duwal, Arun Sedhai, and Richa Pokhrel. Their participation reflected the college's commitment to continuous professional development and academic excellence.

Training on SPSS Applications in Academic Research

A four-day hands-on training program on SPSS Applications in Academic Research was successfully conducted every Sunday of the Mangsir month at the Computer Lab, United College. The program was facilitated by Dr. Binod Lingden, who guided participants through practical aspects of statistical analysis using SPSS, focusing on real research data handling, interpretation, and reporting.

The training brought together faculty members, especially those actively engaged in research work and those

currently in the data analysis stage of their research articles. The sessions were highly interactive, allowing participants to work directly on computers and apply statistical tools to real datasets.

Dr. Lingden emphasized the importance of accurate data analysis in producing quality academic research. He demonstrated techniques ranging from data entry and cleaning to descriptive and inferential statistics, ensuring participants gained practical confidence in using the software.

Participants expressed strong satisfaction with the training. One faculty member remarked, *"This training made SPSS feel simple and practical; I can now analyze my research data without hesitation."* Another participant shared, *"The hands-on approach helped me connect theory with real application in my research work."*

The program concluded with positive feedback, highlighting its relevance in strengthening research capacity and enhancing academic productivity among faculty members.

Lesson Plan Training Program for Faculty Members

A focused training program on Lesson Plan Preparation through EMIS (Alpine EMIS) was conducted on Bhadra 8, 2082 at the Computer Lab of United College. The program aimed to strengthen faculty members' capacity in systematic lesson planning and effective classroom delivery using digital tools.

The session was divided into two key components. The theoretical part was facilitated by Sudhi Rai, who guided participants on the structure, importance, and academic alignment of lesson plans within the EMIS

framework (Alpine EMIS). She explained how lesson planning supports learning outcomes, assessment integration, and instructional clarity in higher education.

The practical session was led by Dr. Binod Lingden, who demonstrated step-by-step procedures for preparing and uploading lesson plans in Alpine EMIS. Faculty members actively engaged in hands-on practice, working directly in the system to create, edit, and manage lesson plans digitally.

Participants appreciated the balanced approach of theory and practice. One faculty member stated, *"The EMIS system felt complex at first, but the practical session made it clear and easy to use."* Another shared, *"Now I can confidently prepare and upload my lesson plans without confusion."*

The training concluded successfully, enhancing digital teaching competencies among faculty members and promoting efficient academic management through EMIS integration.

Proposal Writing Training for Faculty Members

A three-day training program on Proposal Writing for Mini Research was successfully conducted on 4, 5, and 6 Poush 2082 at UCEII, United College. The program was designed for faculty members interested in developing and submitting mini research proposals, with a strong focus on building practical research writing skills.

The training was facilitated by Dr. Binod Lingden, who guided participants through the essential components of a research

proposal, including problem identification, objective formulation, literature support, methodology design, and budgeting. Emphasis was placed on clarity, feasibility, and academic rigor in proposal development.

Each day included interactive sessions where participants worked on their own research ideas and gradually developed draft proposals. Continuous feedback was provided to refine their work and strengthen methodological alignment.

Participants actively engaged in the sessions and appreciated the practical orientation of the training. One participant stated, "This training helped me transform my vague research idea into a structured proposal." Another shared, "The step-by-step guidance made proposal writing much easier and more confident."

The program concluded with strong enthusiasm among faculty members to submit their mini research proposals, marking a positive step toward enhancing research culture at United College.

Training on Alpine EMIS for Faculty Members

A focused training program on Alpine EMIS for Faculty Members was conducted on 15 Bhadra 2082 at United College. The session included both teaching and non-teaching staff, aiming to strengthen digital skills in academic management and classroom operations.

The program was facilitated by Sudhir Rai, who introduced Alpine EMIS as a cloud-based Higher Education Management Information System (HEMIS) designed to simplify institutional processes in Nepali colleges. He highlighted how the

system supports academic tracking, communication, and administrative efficiency through a unified digital platform. The training mainly focused on faculty-level functions within EMIS.

Participants learned how to manage student attendance, upload assignments, conduct online assessments, prepare and update lesson plans, and handle student evaluation records. In addition, they were trained on uploading course materials, sharing handouts, and organizing online learning resources through the system.

Practical demonstrations were provided, allowing participants to directly use the platform and practice each function step by step. One faculty member stated, "Now I can manage attendance and assignments digitally without confusion." Another shared, "Uploading materials and lesson plans through EMIS makes teaching more organized and efficient." The training concluded successfully, enhancing digital teaching capabilities and improving academic workflow management through effective use of Alpine EMIS at United College.

Research Training Programs for MBS Students

During the academic year 2082, UC organized a series of research-focused training programs for MBS students during the academic year 2082 BS, aimed at strengthening academic writing, research proposal development, and dissertation preparation skills.

The first program was a citation-based article writing training conducted for MBS first semester students from Poush 1–3, 2082 BS. The training was held at UCEII, United College, and facilitated by Dr. Binod Lingden.

The session focused on academic writing standards, proper citation techniques, referencing styles, and structuring scholarly articles. Students were introduced to ethical writing practices and the importance of source-based academic work.

The second program was a four-day research proposal writing training conducted from Shrawan 15–19, 2082 BS at the Computer Lab, United College. Facilitated by Dr. Binod Lingden, the training guided students through identifying research problems, formulating objectives,

designing methodologies, and preparing structured research proposals. Emphasis was placed on clarity, feasibility, and academic rigor in proposal development.

The third program was a five-day dissertation writing training held from Bhadra 8–13, 2082 BS, also at the Computer Lab. Under the guidance of Dr. Binod Lingden, students received hands-on training in dissertation structure, literature review development, data presentation, analysis, interpretation, and referencing.

Research Training Programs for BBM Students

UC organized a series of research-based training programs for BBS and BBM students during the academic year 2082 BS, aiming to strengthen academic writing, research skills, and applied report preparation across different semesters. For first-semester students, a one-day magazine article writing training was conducted on Poush 3, 2082 BS at the Computer Lab, facilitated by Dr. Binod Lingden.

For second-semester BBM students, two focused training programs were conducted. A four-day seminar paper writing training on OB and

Leadership was held from 23–26 Kartik 2082 BS, followed by a six-day training on Macroeconomics seminar paper writing from 7–12 Mangsir 2082 BS.

For fourth-semester students, a research proposal writing training was organized during the Bhadra month at the Computer Lab, facilitated by Dr. Binod Lingden. The training focused on identifying research problems, setting objectives, and designing appropriate methodologies. For sixth-semester BBM students, a six-day business plan writing training was conducted from 14–20

Bhadra 2082 BS, guided by Dr. Binod Lingden, focusing on entrepreneurial planning, feasibility analysis, and structured documentation.

For seventh-semester BBM students, a four-day e-commerce report writing training was held from 5–10 Bhadra 2082 BS, emphasizing digital business models, analysis, and reporting skills.

Finally, for eighth-semester students, an internship report writing training was conducted during the Chaitra month at the Computer Lab, under the guidance of Dr. Binod Lingden.

Research Training Programs for BBS Students

UC arranged multiple research-based training programs for BBS students during the academic year 2082 BS, aimed at improving academic writing ability, research understanding, and practical report writing skills.

The first program was conducted for BBS first-year students on Shrawan 2, 2082 BS, focusing on magazine article writing. The training was held at the Computer

Lab, and was facilitated by Dr. Binod Lingden.

The second training was organized for BBS fourth-year students from 1618 Kartik 2082 BS as a three-day proposal writing workshop. Conducted at the Computer Lab, the program guided students through research proposal development, problem identification, objective formulation, methodology design, and formatting standards.

The third program was a 12-day intensive training on project work report writing, held from 1–15 Chaitra 2082 BS. Facilitated by Dr. Binod Lingden, the training aimed to develop students' competence in preparing structured research reports. Key areas included data presentation, analysis, interpretation, referencing styles, and final report compilation.

Finance and Investment beyond the Classroom

BBM 5th Semester students (Entrepreneurship Focused Area) participated in an insightful learning session titled "Inside the World of Finance and Investment." The program was organized by Idea Studio Nepal in collaboration with the United Centre for Entrepreneurship, Innovation and Incubation (UCEII) on 2081-09-22 at Idea Studio Nepal, Babarmahal.

The session was facilitated by Ms. Rukmani Maharjan from Idea Studio Nepal, who shared practical knowledge on financial investment, startup development, and entrepreneurship support systems in Nepal. The discussion helped students

understand how business ideas move from concept to execution in real market conditions.

Key topics included idea generation, investment fundamentals, types of business structures, business registration procedures in Nepal, initial capital formation, and the role of collateral in business financing. Students also gained insights into how financial systems support entrepreneurship and how investment decisions are made in early-stage ventures.

A major focus of the session was the startup support ecosystem provided by Idea Studio Nepal. This included

innovation mentoring, seed funding opportunities, investor networking, business planning guidance, internship exposure, and employability development. The role of IIIF (Industrial Innovation Investment Fund) was also highlighted, especially its support model that enables startup financing without traditional collateral requirements.

The interactive session allowed students to connect theoretical knowledge with real-world business practice. Participants actively engaged in discussions and asked questions related to entrepreneurship pathways in Nepal.

BCA Curriculum-Based & Research Trainings

During the academic year 2082 BS, United College implemented a series of structured training programs for BCA students across various semesters, aimed at improving their academic writing, project development, and technical documentation skills.

For first-semester students, a magazine article writing training was conducted on Poush 2, 2082 BS at the Computer Lab, United College, facilitated by Dr. Binod Lingden.

For fourth-semester students, guidance sessions for Project I were conducted under the supervision of the concerned subject teachers and the Research Coordinator.

For sixth-semester students, structured support was provided for Project II, where students worked under the supervision of subject teachers and the Research Coordinator.

For seventh-semester students, internship

report writing training was conducted under the guidance of the concerned internship supervisors and the Research Coordinator.

For eighth-semester students, Project III training and supervision support was provided at the Computer Lab under subject supervisors and the Research Coordinator. The sessions emphasized final project development, documentation quality, and presentation standards.

Student Collaborative Learning Session

A series of collaborative learning sessions was successfully conducted every Friday of Mangsir and Poush 2082 at United College. The program was facilitated by Mahesh Aryal Chhetri, Program Director, United College, with active participation from students of BBS, BBM, and BCA programs.

The main objective of the initiative was to promote peer-to-peer learning by integrating technical and business skill sharing among students. In these sessions, BCA students guided BBS and BBM students on proper report formatting,

effective use of MS Word, and structuring tables and data in MS Excel for academic and business reports.

In return, students from BBS and BBM shared their knowledge with BCA students on developing business plans, identifying key business indicators, and structuring viable business ideas for academic and practical use. This mutual exchange created an engaging and productive learning environment.

The facilitator, Mahesh Aryal Chhetri, emphasized the importance of interdisciplinary collaboration and experiential learning

in higher education. He encouraged students to learn beyond their own discipline and develop practical, industry-relevant skills.

One participant shared, "Learning from fellow students made complex tasks easier and more interesting." Another stated, "This session helped me understand both technical tools and business concepts in a practical way."

The program concluded with strong enthusiasm, highlighting the value of collaborative learning in enhancing student competence and confidence.

AI Workshop for BCA 4th Semester Students

On 9th December 2025, an AI Workshop was successfully conducted at the Auditorium Hall of United College for the BCA 4th Semester students.

The workshop was presented by the Body & Data Organization, focusing on introducing students to the fundamentals and applied aspects of Artificial Intelligence. The session provided practical exposure to how AI is transforming industries and shaping

modern computing practices.

Participants were guided through key concepts of AI, including machine learning basics, data-driven decision-making, and real-world applications in areas such as automation, analytics, and intelligent systems. The session also highlighted the growing demand for AI skills in the global IT sector.

Students actively engaged in the workshop through

demonstrations and interactive discussions, gaining a clearer understanding of how AI technologies are developed and implemented in practical environments.

Overall, the workshop served as an important learning opportunity for BCA students, strengthening their technical awareness and encouraging them to explore advanced areas of computing beyond the classroom curriculum.

Free Mock Tests for BBM/BBA and BCA Aspirants

United College organized free mock tests for BBM/BBA and BCA aspirants on 29th August 2025 at its Kumaripati, Lalitpur. The initiative was designed to support entrance exam preparation and strengthen students' academic readiness for management and IT programs.

The mock test sessions were conducted every Tuesday and Friday from 09:00 AM to 11:00 AM, providing a structured environment for students to practice and evaluate their performance.

The activity aimed to simulate real examination conditions and help students improve their confidence and time management skills.

The mock tests were part of the college's broader academic support system, which also includes skill development training, career guidance, IT and management courses, and student engagement programs. Participants were given opportunities to identify weak areas and improve their conceptual understanding.

Top-performing students in the mock tests were rewarded with incentives such as free CMAT registration for Tribhuvan University's entrance examination, encouraging competitive learning and academic excellence.

Through this initiative, United College continued its commitment to preparing students for higher education success. The mock tests reflected the institution's focus on practical learning, performance evaluation, and student-centered academic development.

Financial Literacy and Online Banking Awareness

On 19th Mangsir 2082, a Financial Literacy and Online Banking Awareness session was successfully conducted at the Auditorium Hall of United College. The program was organized in collaboration with Sanima Bank Limited, aiming to strengthen students' understanding of modern financial systems and digital banking practices.

The session brought together students from different academic programs who

actively participated in an expert-led interaction focused on practical financial knowledge. The training covered key areas such as financial literacy, digital banking services, and safe online transaction practices.

Experts from Sanima Bank Limited shared real-world insights on how banking systems operate in the digital age. They also guided students on responsible financial behavior, secure use of

online banking platforms, and methods to avoid common cyber risks associated with digital transactions.

The program emphasized the importance of financial awareness for students as future professionals and decision-makers. Participants gained practical understanding of budgeting, money management, and the growing role of digital banking in everyday life.

Cardiac Awareness Program and Medical Camp

On 12th August 2025, the United Extension and Outreach Club of United College successfully organized a Cardiac Awareness Program and Medical Camp at the Pavilion Hall, United College.

The program was conducted with the support of Vayodhya Hospital, along with Dr. Binay Kumar Adhikari and a dedicated team of nurses, who delivered an insightful and impactful session on heart health and preventive care.

The session focused on raising awareness about

cardiovascular diseases, risk factors, early symptoms, and the importance of maintaining a healthy lifestyle. Participants were also guided on basic preventive practices such as diet management, regular exercise, and stress control.

In addition to the awareness session, a medical camp was conducted for students, teaching staff, and non-teaching staff, allowing participants to receive basic health check-ups and professional consultations.

The program witnessed active participation from across the college community, making it both informative and socially meaningful. It highlighted the importance of regular health awareness initiatives within educational institutions.

The event concluded with appreciation for the medical team from Vayodhya Hospital for their professional support and valuable contribution toward promoting health awareness and well-being among students and staff.

United Job Express 2025

The United Job Express 2025, held on 6th January 2025 at United College, was a highly impactful career-focused event designed to connect students with employers and strengthen their employability skills. The program was organized by United College in collaboration with Jobs Dynamics and supported by the United Events Management Club.

The event began with a series of pre-job training sessions aimed at enhancing essential career preparation skills. The first session, conducted on 26th December 2024, focused on resume writing, cover letter development, and building a strong digital

profile, led by Prayash Rajopadhyay. The second session, held on 2nd January 2025, covered job interview preparation, where Prateek Lalwani guided students on interview techniques, confidence building, and professional presentation.

On 5th January 2025, a panel discussion on the current market scenario was conducted with industry experts from organizations such as nepa~laya, Sanima GIC Insurance Ltd, Tekkon Nepal, Vivid Interiors, and Jobs Dynamics. The discussion helped students understand job market expectations, emerging trends, and required skill sets in different industries.

The main highlight of the program was the Job Fair held on 6th January 2025, where students directly interacted with recruiters from multiple companies including Broadway Infosys, SPG Trading Pvt. Ltd, Agile, Laxmi Group, Jagdamba Motors, KNP Nerolac, Info Developers, and others. Around 70 students participated, gaining exposure to real-time recruitment processes and networking opportunities.

The event concluded successfully, providing students with practical knowledge, career guidance, and increased confidence to enter the job market.



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SECTION 4

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:

1. My International Line Judge Debut Journey
 - Yashodha Rokaya
2. The Most Memorable Book I Have Ever Read
 - Shelly Chamling
3. Marketing as Learning, Doing, and Growing
 - Pratisara Shakya
4. On Building Success through Skills
 - Grishma Shakya
5. Where Hydrangeas Remember
 - Asbina Rai
6. My Journey Through Sport, Study, and Purpose
 - Ritiz Joshi
7. Dribbling Creativity on the Court
 - Sumina Chaudhary
8. Natural Bodybuilding
 - Levi Bautista Pradhan
10. Old Age Care Home with Modern Vibes
 - Nirjala Maharjan
11. UC Supports My Growth
 - Isha Karki
 - Supriya Shrestha
 - Anuska Mahat
 - Denish Ratna Shakya
 - Bibek Bhurtel



My International Line Judge Debut Journey

"Yashodha! Calm down. Don't be too nervous and don't be too excited."

I kept reminding myself while sitting inside the covered hall of Dasarath Stadium, surrounded by cheering audiences enjoying the thrilling badminton matches. At that moment, I was not there as a player. Instead, I was proudly serving as a line judge at the Nepal International Badminton Challenge 2024.



Yashodha Rokaya
BBS 1st Year

It was my debut as a badminton line judge at the international level.

As the matches began, I focused on staying calm and confident. The experience was both exciting and challenging. It allowed me to gain valuable insight into the technical and mental aspects of officiating professional badminton matches.

A few weeks earlier, while scrolling through my phone, I received a message from my senior. The message read: *"You have been nominated as a line judge for the upcoming Nepal International Challenge and Nepal Junior International Series 2024, scheduled from 23rd to 26th December and 27th to 29th December respectively at Dasarath Stadium Covered Hall, Tripureshwor, Kathmandu."*

Reading that message filled me with excitement and pride. Although I had already participated in many national badminton tournaments as an umpire, this was my very first opportunity to be part of an international badminton tournament.

As a badminton line judge, my responsibility was to accurately determine whether the shuttlecock landed inside or outside the court lines. This role required intense concentration, quick decision-making, and a strong understanding of badminton rules. Working closely with umpires and other officials, I had to ensure fairness, accuracy, and precision in every call, especially during high-stakes moments of the matches.

This unforgettable experience strengthened my confidence and deepened my passion for badminton officiating. It also motivated me to continue improving myself and aim for greater opportunities in the future.



The Most Memorable Book I Have Ever Read

What is the one book that shifted your perspective and opened your mind to new ideas? When was the last time you picked up a book simply for the joy of reading, not because it was assigned in your syllabus? For me, the answer lies in a small, unassuming memoir that continues to resonate deeply, even years after I first encountered it.



Shelly Chamling
BBS 2nd Year

That book is *Totto-Chan: The Little Girl at the Window*, an autobiographical memoir by Tetsuko Kuroyanagi, a beloved Japanese television personality and UNICEF Goodwill Ambassador. I was in the seventh grade when my maternal grandfather introduced me to the Nepali translation of this timeless classic, titled “**तोत्तो-चान: भयालमा रमाउने त्यो सानी केटी**,” beautifully translated by Dr. Saroj Dhital. Little did I know then that this seemingly simple children’s book would leave an indelible mark on my understanding of education, empathy, and childhood itself.

Set during the turbulent years of World War II, the book chronicles the unconventional education that Tetsuko Kuroyanagi received at Tomoe Gakuen, a unique little school nestled in Tokyo. The school was founded by an extraordinary visionary, Sosaku Kobayashi. Unlike the rigid, authoritarian institutions of wartime Japan—or, for that matter, many schools even today—Tomoe Gakuen was a haven of creativity, kindness, and child-centric learning. The school was housed in refurbished railway carriages, and its curriculum was anything but ordinary. There were no fixed timetables; children began their day with whichever subject they loved most, and learning happened organically, through exploration and curiosity.

What makes this book profoundly special is its heartwarming portrayal of the relationship

between teachers and students. Even though Tomoe Gakuen had only a few dozen students, every child was not merely taught but truly understood, respected, and encouraged to develop their unique abilities. The heart of this philosophy was the school’s principal, Sosaku Kobayashi. The book showcases his boundless kindness, quiet wisdom, and deep sense of responsibility. The

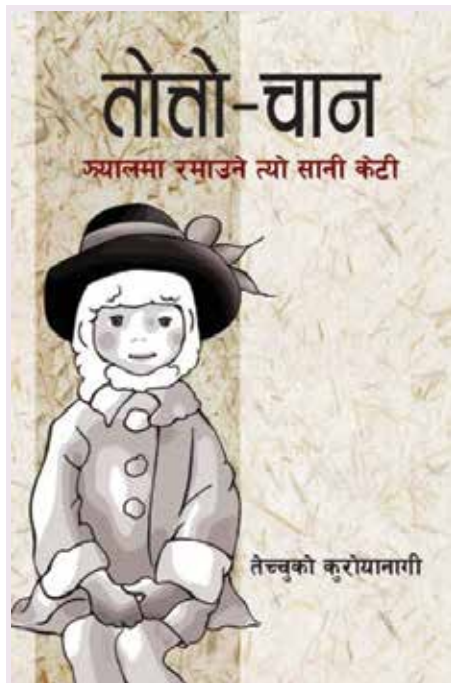
way he treated children was nothing short of revolutionary for its time. He listened to them—really listened. In one unforgettable scene, he sits with young Totto-Chan for four hours as she chatters about anything that comes to her mind. He does not interrupt, grow impatient, or dismiss her. Instead, he makes her feel important, valued, and heard. That single act of patient listening encapsulates the entire ethos of the book. I confess that I loved every sentence and every chapter of this book. I never once felt bored while reading it. Each chapter pulled me deeper into Totto-Chan’s enchanting world—her warm interactions with friends, her loving family, her pet dog, the kind strangers she met, and above all, her beloved principal. The book is episodic yet seamless, each anecdote a small gem that reflects a larger truth about human connection. Reading it felt less like studying and more like sitting beside a friend who is sharing her most cherished memories.

If I were asked to pinpoint the main reason, I treasure this book so much, I would say it is because it teaches us the right way to treat schoolchildren—not as empty vessels to be filled with facts, but as whole human beings with emotions, curiosities, and dignity. The bond between Totto-Chan and Principal Kobayashi is unforgettable. To me, he remains one of the most admirable principals in all of literature. He never raises his voice, never humiliates a child, and never forces conformity. Instead, he nurtures. He believes that “any child who comes

to this school has a good and pure heart. We must not spoil it." That single line has guided my own view of education ever since.

One phrase from the book that still lingers in my heart is the simple, lyrical instruction given during lunchtime: “के ही कुरा समुद्रको र केही चाहिँ पहाडको” — “Something from the sea, and something from the hills.” It was such a simple and meaningful way to teach young children about a balanced diet. Instead of lecturing about nutrition, Principal Kobayashi turned it into a joyful game. That small lesson showed me how easy and beautiful learning can be when it is explained in a child-friendly, imaginative way. It is no wonder that Totto-Chan and her friends eagerly looked forward to lunch each day, proudly showing whether their “sea” and “hill” items were present. That kind of creative pedagogy is not just effective; it is unforgettable.

If you read this book in Dr. Saroj Dhital's Nepali translation, you will also feel the unique beauty of our language. The words, sentences, and expressions are so powerful and yet so



natural that they make the story even more evocative. The translation captures the innocence of Totto-Chan's voice and the gentle wisdom of Principal Kobayashi without ever feeling forced or artificial. Reading it in Nepali added an extra layer of warmth and familiarity for me, as if the story was unfolding right in my own neighborhood. I wholeheartedly recommend that everyone read this book at least once in their lifetime. It is not merely the story of a little girl growing up

during wartime; it is a timeless testament to an education system that is still urgently needed in today's world. In an era of standardized tests, rigid curricula, and mounting academic pressure on children, Totto-Chan reminds us of what we have lost—and what we might yet reclaim. It invites us to look out the window, not as a distraction, but as a doorway to wonder.

“

Having eyes, but not seeing beauty;
having ears, but not hearing music;
having minds, but not perceiving truth;
having hearts that are never moved and
therefore never set on fire

”

Marketing as Learning, Doing, and Growing

It started with a simple family vision in 2074 B.S.-*"let's build something that lasts."* Pratisara Suppliers, founded by Sharda Shakya and Mahesh Shakya, began its journey with that belief and a small distribution line of Pepe Ice Cream across Kathmandu Metropolitan City (KMC) and Lalitpur Metropolitan City (LMC). What followed was not sudden growth, but slow, steady progress built on trust, effort, and relationships. Today, that small beginning has expanded into a network of more than 250 stores across the valley.

In our business, we often say, *"speed matters, but trust matters more."* Every morning starts with planning deliveries, checking orders, and making sure no retailer is left waiting. We focus on three simple things-fast service, consistent quality, and honest communication. Over time, these small habits became our identity. Shop owners began to rely on us not just for products, but for reliability. That trust became our strongest marketing.

When I stepped into the role of Marketing Head, everything changed for me. I was no longer just observing - I was responsible. I remember thinking, *"how do I make people choose us again and again?"* The answer slowly came from both experience and my classroom learning at United College.

In marketing lectures, I first heard ideas like customer satisfaction, relationship marketing, and the marketing mix. At that time, they were just theories on paper. But in the field, they became real. I began to understand that *"a satisfied customer is not the result of a sale, but the reason for the next one."* That thought changed how I interacted with retailers.



Pratisara Shakya
BBS 3rd Year

Now, instead of only focusing on delivery, I focus on conversation. I ask shop owners what sells more, what customers demand, and where we can improve. I realized marketing is not about pushing products-it is about listening. Even small feedback from a retailer in KMC or LMC can shape our entire supply decision.

My college journey at United College supported this transformation. The Debate Club helped me find confidence in expressing ideas. The Podcast Club, where I serve as Secretary, taught me teamwork and coordination. Training sessions like Canva design, Excel, and business planning connected classroom knowledge with real business needs. Participation in Idea Studio Nepal programs opened my eyes to innovation and entrepreneurial thinking.

One moment I will always remember is becoming 1st Runner-Up in the United Ignited Business Plan Competition. That achievement made me believe that ideas can become reality when shaped with effort and clarity.

Today, I see marketing differently. It is not just strategy-it is responsibility, emotion, and consistency. As I move forward, my goal is simple: grow Pratisara Suppliers, expand our reach, and never lose the trust we have built. *"Growth is not just about reaching more places; it is about being remembered for the right reasons."*



On Building Success through Skills

In the heart of Nepal's growing entrepreneurial landscape, where dreams often struggle between responsibility and risk, stands a young woman who turned passion into purpose. At just 18 years of age, she stepped into her entrepreneurial journey, not with privilege, but with persistence. Her story is not only about building a business, but about transforming skills into opportunity and challenges into growth.



Grishma Shakya
BBM 7th Semester

Grishma Shakya began her journey with limited resources but a strong vision—to learn, to grow, and to create something meaningful. During the COVID period, her sister started a small home-based beauty service. Watching closely, she felt inspired and decided to become part of it. She says, “Instead of just observing, I chose to support her, and that decision became the starting point of my journey.”

From that small beginning at home, her path gradually expanded into **Ari Beauty Point and Ari Bakery and Training Center**. What once started in a simple room slowly evolved into a structured platform where skills are not only taught but transformed into real careers and opportunities.

Her experience as a cosmetologist played a major role in shaping her teaching approach.

“My practical skills help me guide students beyond theory,” she explains. Having learned through real mistakes, she now focuses on teaching in a simple, practical, and confidence-building way. She also believes learning never stops, so she constantly updates herself with new trends and techniques.

Balancing education and entrepreneurship has been another important part of her journey. While pursuing a Bachelor in Business Management, she manages both studies and business effectively. “I don’t see studies and business as separate; they complement each other,” she says. Through planning, teamwork, and delegation, she maintains balance without losing focus.

The training programs at Ari Beauty Point are designed with a clear purpose—employment and empowerment. Students are given hands-on experience, professional training, and real industry exposure. Many of them gain confidence and independence after completing the program, ready to start their own journey.

The beginning was not easy. Coming from a middle-class background, financial challenges were constant. Starting from a single room with limited resources, she learned the value of money through experience. Step by step, through saving, reinvesting, and discipline, the business slowly grew. Innovation is another key strength. “We don’t copy trends; we adapt them,” she says. Creativity and originality are encouraged so that students and professionals can develop their own identity.

Her journey continues to inspire many young people, especially women. “My motivation is making my parents proud and inspiring others to believe in themselves,” she shares. Her story stands as a reminder that success is built not overnight, but through consistency, courage, and purpose.



Where Hydrangeas Remember¹



Asbina Khaling Rai
BCA 5th Semester

Where the wind speaks in softened blues,
hydrangeas gather their secrets
petal by petal, hue by hue.

They bloom like questions
the earth once whispered to rain,
turning pink with longing,
turning blue with pain.

Each cluster holds a memory
of hands that once tended gently,
of summers folded into silence,
of love that changed, but stayed faintly.

They do not ask to be understood,
only to be seen in shifting light
for even beauty learns to wander
between wrong and right.

And so, they stand
In fragile, quiet defiance
a garden of changing truths,
rooted in resilience.

Perhaps we are the same
quietly turning into
what the world
and our hearts decide.

¹ The poem was evaluated and selected as First in 'Creative Week' competition on June 29, 2026 organized by United College's ECA & CCA Department.

The Subtle Nature of Distraction²

Distraction is often misunderstood as something obvious—a force that interrupts, overwhelms, or visibly disrupts our lives. In reality, its most powerful form is often subtle. It does not always arrive through disorder or temptation in its most recognizable forms. Instead, it may present itself as an opportunity, novelty, or even personal freedom. Because it appears harmless and sometimes desirable, distraction can gradually redirect our attention away from our priorities, values, and long-term aspirations without our immediate awareness.

Human growth depends upon sustained focus. Whether in education, professional development, personal relationships, or the pursuit of meaningful goals, progress is rarely the result of momentary inspiration alone. Rather, it emerges through consistency, discipline, patience, and the willingness to remain committed to a purpose over time. Yet these very qualities are often challenged by distractions that promise immediate satisfaction while obscuring their long-term consequences.

Consider the image of a flower rooted deeply in the soil. Its growth is not accidental. It is the outcome of countless interconnected conditions: fertile ground, adequate nourishment, sunlight, water, and the passage of time. Every stage of its development reflects a process of gradual cultivation. The flower blooms not because it sought constant movement or change, but because it remained connected to the conditions that sustained its growth.

Now imagine the flower is captivated by the freedom the wind represents. Observing butterflies drifting effortlessly through the air and gazing at the vastness of the sky, it begins to perceive mobility as superior to stability. The freedom of movement appears more attractive than the discipline of remaining rooted.



Supriya Paudel
BBM 8th Semester

What was once recognized as a source of strength begins to seem restrictive.

The metaphor is significant because it reflects a common human tendency. We are often drawn toward experiences that appear more exciting than our present circumstances. New opportunities, relationships, technologies, and ambitions can enrich our lives, but they can also tempt us to undervalue the foundations that have enabled our development. In the pursuit of what is novel, we sometimes lose appreciation for what is essential.

The flower's mistake lies not in its curiosity but in abandoning its roots. Curiosity is a necessary condition for learning and growth. Indeed, intellectual progress depends upon questioning assumptions, exploring new ideas, and embracing change. However, growth differs fundamentally from detachment. Growth builds upon existing foundations; detachment abandons them. The flower fails to recognize that the wind, while capable of carrying it, cannot provide the nourishment required for its continued existence.

This distinction has important implications for human life. Individuals frequently encounter distractions that offer immediate gratification while demanding little effort or commitment. Such distractions may take many forms: the pursuit of status without substance, entertainment without moderation, relationships without depth, or ambitions disconnected from personal values. These experiences are not inherently harmful. Problems arise when they become substitutes for the deeper commitments that give life direction and meaning.

Psychologically, distraction operates by shifting attention away from long-term objectives toward short-term rewards. Human beings are naturally attracted to novelty because it stimulates interest and provides a sense of excitement. Yet meaningful

²The essay (title slightly changed here) was evaluated and selected as Second in 'Creative Week' competition on June 29, 2026 organized by United College's ECA & CCA Department.



achievement often requires resisting the impulse to pursue every attractive possibility. The ability to distinguish between what is merely appealing and what is genuinely valuable is therefore a critical aspect of maturity and wisdom.

Furthermore, distraction can lead to a gradual erosion of identity. Our values, habits, and commitments are not formed in isolated moments; they are developed through repeated choices over time. When we repeatedly prioritize immediate pleasure over enduring purpose, we risk weakening the very structures that support our personal growth. The consequences are rarely immediate. Instead, they emerge slowly, often becoming visible only after a significant time has passed.

This is why reflection is essential. Reflection allows individuals to evaluate whether their actions align with their principles and whether the paths they pursue contribute to their long-term flourishing. It encourages a conscious examination of what is

gained and what may be lost in the pursuit of new experiences. Through reflection, we learn that not every opportunity deserves acceptance and not every desire deserves fulfillment.

Ultimately, the lesson is not that change should be avoided or that stability should be valued above all else. Rather, meaningful growth requires balance. We must remain open to new possibilities while preserving the foundations that sustain us. We must welcome curiosity without sacrificing purpose, and embrace freedom without abandoning responsibility.

Distraction is powerful precisely because it rarely presents itself as a threat. Often, it appears as an invitation—attractive, persuasive, and seemingly beneficial. Yet not every invitation leads to growth. The challenge lies in discerning whether what draws our attention will strengthen our roots or merely pull us away from them. In that distinction rests the difference between genuine development and gradual decline.

My Journey Through Sport, Study, and Purpose

Ritiz Joshi is an AUSF Student Media Contributor who balances life as a student, athlete, and coach. Based in Nepal, he shares how table tennis and his academic pursuits have shaped his path.

Nepal – I grew up in Nepal, where discipline and resilience aren't ideas you learn later—they're part of everyday life. Over time, those values started shaping how I approached everything, especially sport.

Right now, I'm pursuing my Master of Business Studies at Tribhuvan University. Alongside that, table tennis has been a constant in my life—not just as a player, but also as a coach and now through the work I'm doing to improve access to equipment for athletes here.

Balancing all of this hasn't been straightforward, but it's what has shaped me the most.

Where It Started

I picked up Table Tennis at a young age, and it became a serious commitment quite quickly. My routine often started at 5:00 AM, and on most days, I put in four to six hours at the table. Much of that time was not glamorous, as I spent hours repeating the same drills until every movement felt automatic.



Ritiz Joshi
MBS 3rd Semester

One match still stands out to me. I was behind, everything felt like it was slipping, and I could feel the pressure building. That was probably the first time I understood how much of the game is mental. I had to slow myself down, reset, and stay in the match point by point.

That mental shift stayed with me and eventually defined my approach as I progressed. This growth was put to the test when I began playing for Nepal. Representing my country changed how I saw the sport; it was no longer just about my own performance but about a larger sense of responsibility.

Moving Into Coaching

My transition into coaching happened naturally after several years of competing. For the past six years, I have been working with younger players, which has redefined my understanding of the sport. At first, I thought coaching was primarily about teaching technique, but I soon realized that most of the work involves helping athletes build discipline and consistency.

I've worked with players who struggled to even control the ball at the start and later became confident competitors. Seeing that progress up close changes how you look at effort and patience.

Balancing the Roles of Student, Coach, and Entrepreneur

Beyond my time on the court, I decided to step into the world of business by focusing on table tennis equipment. In Nepal, access to quality gear can be limited, so I wanted to find a way to bridge the gap between our athletes and professional-level equipment.

This transition felt necessary because, as a coach, I kept seeing the same issue: players





simply didn't have access to good equipment. That is what pushed me to the business side, where the goal was simple: to make better-quality gear more accessible to athletes here in Nepal. For me, entrepreneurship is not about profit alone; it is about impact and empowering athletes to represent our country with confidence.

Managing university alongside these responsibilities has been challenging, but what I study and what I experience overlap a lot. I often learn a concept in class and then see a version of it play out in real business situations. At the same time, being involved in business and coaching makes these academic theories easier to understand. It isn't always a perfect balance, but the combination is practical.

While I have faced delays and financial pressures, these challenges have forced me to understand the industry at a deeper level. The focus has always remained on solving a problem, not just running a business.

Learning Through the Process

There are parts of this journey that people don't often see. There have been stretches where I felt physically and mentally drained, unsure if I was handling my multiple responsibilities the right way. Over time, I stopped waiting for everything to feel perfectly under control; instead, I learned to simply adjust and keep going.

Something I wish I knew earlier is that you don't need perfect conditions to start. I used to think I needed more—more time, better resources, or better opportunities—but most of my progress came from starting with what I had and staying consistent. You figure things out as you go, and that is a lesson I carry with me every day.

I am still figuring things out, but I am clear about the direction I want to move in. My goal is to keep improving myself through my academics and sport, while continuing to build something that truly helps athletes in Nepal. I want to make quality equipment more accessible and contribute to a future where our players can perform at their best.



Dribbling Creativity on the Court

Creativity does not always live inside paintings, poems, or music. Sometimes, it runs across a basketball court wearing sneakers, thinking quickly, passing smartly, and turning pressure into performance.

For Ms. Sumina Chaudhary, a BBM student and an inter-college basketball player, basketball itself is a form of creativity. Every move on the court feels like creating art in motion. *"A basketball game is like solving a puzzle at full speed," she says with a smile. "Except the puzzle also tries to block you."*

If you ever walk past the college basketball court in the break time or after college, there is a high chance you will hear the sharp sound of a bouncing ball before you see her. While others rush home after classes, Sumina rushes toward the court. *"That court is my second classroom," she laughs. "Only difference is, in basketball, the assignments come flying toward your face."*

Her journey into basketball did not begin with trophies or applause. It started with curiosity and a little rebellion against comfort. At first, she struggled with stamina, practice drills, and



Sumina Chaudhary
BBM 8th Semester

balancing studies with training sessions. *"There were days when my legs hurt so much that even climbing college stairs felt like a mountain expedition," she jokes.*

But passion has a strange power. It pushes people beyond excuses. Slowly, practice became routine, routine became habit, and habit became identity.

Today, Sumina proudly represents her college in inter-college basketball competitions, carrying not only the ball but also the spirit of determination.

What makes her story inspiring is not just her performance on the court, but the emotional connection she has with the game.

She states, "Basketball is not just a game for me; it's a stress relief session." Her words reflect how the sport becomes a personal escape, almost like therapy without words.

The noise of the crowd disappears, deadlines fade away, and for a few moments, life becomes simple: dribble, pass, shoot, repeat.

Her teammates describe her as energetic, fearless, and surprisingly funny during tense matches. *"Even when we are losing, she says things like, 'Relax, the ball also gets confused sometimes,'" recalls one teammate with laughter.*

For Sumina, basketball is not only about winning medals. It is about learning teamwork, handling pressure, and believing in oneself.

Her story reminds us that creativity is not always found in notebooks or on computer screens. Sometimes, creativity shines brightest under court lights, between fast breaks and fearless dreams.



Natural Bodybuilding

Most people see bodybuilding as building muscles and showing off a physique on stage. What they rarely see is the discipline, sacrifice, exhaustion, and mental struggle hidden behind the transformation. For me, natural bodybuilding became much more than physical change; it became a journey of self-discovery, mental strength, and personal growth.



Levi Bautista Pradhan
BBS 1st Year

I am Levi Bautista Pradhan, a 21-year-old student at United College and an amateur natural bodybuilder. My idea behind becoming a natural bodybuilder was never only about appearance. I wanted to challenge myself physically and mentally, to discover how much discipline and consistency a person can truly develop through hard work. Although I have not competed professionally yet, my preparation for competition has already changed my perspective on life completely.

My preparation for Mr. Himalayan became one of the most demanding experiences of my life. Every day revolved around strict discipline. I trained intensely, often twice a day, while maintaining a carefully controlled diet focused on high protein and limited carbohydrates. The goal was to reduce body fat while preserving muscle naturally. Along with heavy training sessions, long hours of cardio pushed my body to its limits. There were many moments when I felt physically exhausted and mentally drained. Sometimes, even simple daily activities felt difficult because my body was under constant pressure.

However, the real challenge was not only physical—it was mental and emotional. Contest preparation affected my energy levels, mood, and social life. There were days when motivation disappeared completely, and quitting seemed easier than continuing. But

those difficult moments taught me one of the biggest lessons of my life: motivation is temporary, but discipline is permanent. I realized that success is not built in a single day. It is built quietly through consistency, patience, and the ability to continue even during uncomfortable moments.

One of the most important parts of my journey was the support I received from my loved ones. During my lowest moments, their encouragement reminded me why I started this journey in the first place. Their belief in me gave me strength when I doubted myself.

By the end of my preparation, I naturally reached nearly 5.5–6% body fat. More than the physical transformation, I became mentally stronger, more confident, and more self-aware. Natural bodybuilding taught me that true growth comes through discomfort, sacrifice, and persistence.

This journey is still only the beginning for me. I continue to improve myself not only as an athlete, but also as a person who now understands the real meaning of discipline, resilience, and self-belief.



Old Age Care Home with Modern Vibes

It begins in my own house, in the quiet rhythm of everyday life. I often sit and observe my grandparents, and in those simple moments, I notice two completely different worlds living under the same roof.

My grandfather is highly engaged with the modern world. He follows news, understands technology, keeps up with social media trends, and enjoys discussing current affairs. Conversations with him feel effortless and dynamic. We talk about smartphones, online shopping, movies, politics, and even trending internet content. Sometimes he asks unexpected questions that make me think, like why certain trends suddenly become viral or how digital platforms influence people's behavior. In those moments, I don't feel a generation gap at all—only curiosity shared between two people.

My grandmother, however, lives in a deeply spiritual and traditional space. Her days are filled with prayers, bhajan singing, religious storytelling, and reflections on sacred texts like the Mahabharata and Ramayana. I deeply respect her beliefs and the peace she carries. But when I try to talk about modern topics like technology, fashion, or social media, the conversation often becomes limited. It feels like we are both speaking from meaningful but very different worlds. This contrast inside my own home made me think more seriously about something larger. I began to realize that many elderly people slowly become disconnected from younger generations—not because they lose intelligence or ability, but because their exposure to the modern world becomes limited.

Meanwhile, younger generations are growing up in a completely different environment. Their daily life is shaped by smartphones, social media, entertainment platforms, cafés, fashion trends, digital communication, and



Nirjala Maharjan
BBM 8th Semester

rapidly changing lifestyles. As both generations move in different directions, the space for shared conversation slowly reduces. Families begin to lose common topics, and even when they live together, emotional distance quietly grows. This realization inspired me to imagine a new idea—an old age care day center with modern vibes and a lively, engaging atmosphere. A place where aging does not mean withdrawal from life, but continued participation in it.

In this day center, elderly individuals would be gently guided into the modern world through simple learning and real-life engagement. They would learn how to use smartphones, social media, online communication tools, and essential digital services. They would also go outside in groups to cafés, shopping malls, supermarkets, parks, and public places to stay socially active and connected with society. Alongside this, they would discuss movies, music, fashion trends, news, and everyday cultural changes.

The purpose of this idea is not to replace their traditions or values. Instead, it is to build a bridge between generations. Their spiritual strength and life wisdom remain fully respected, but they are also given the confidence to engage with modern life. When elderly people can talk about both tradition and technology, conversations within families become easier and more emotionally connected.

I believe old age should never mean silence or separation. It should mean continued learning, dignity, and participation. The greatest care we can offer our elders is not only safety and comfort—but ensuring they continue to feel connected, relevant, and emotionally included in a world that never stops moving forward.

UC Supports My Growth

I wanted a college that would not only provide academic knowledge but also guide me with discipline and structure. When I explored different colleges, I noticed that many followed an “open” approach where attendance and academic responsibility were often overlooked. I realized this could lead to poor performance and lack of direction. That is when United College (UC) stood out for me.



Isha Karki
BBS 4th Year

I still remember thinking, “I need a college that will push me to do better every day.” At UC, discipline is not just a rule, but a culture. Regular attendance, timely assignments, and continuous evaluation keep me focused and consistent. This structured environment has reduced the chances of failure and helped me stay committed to my studies.

Beyond academics, my experience at UC has been engaging and transformative. The

college encourages participation in extracurricular activities, clubs, and events that help develop confidence and leadership skills. I have also benefited from counseling support, which has guided me during challenging times. Programs like hiking and collaborative learning with IT and management students have expanded my perspective and made learning more interactive.

I often share with others, “UC is not just about studying; it is about growing in every aspect.” The balance between discipline and opportunities has shaped my habits, improved my performance, and built my confidence.

Looking back, choosing UC was the right decision. It has provided me with the structure, support, and experiences I needed. As a BBS student, I can confidently say that UC continues to guide me toward a successful and disciplined future.

As I decided to pursue my MBS, I kept asking myself, “Which college will truly prepare me for the real world?” That’s when United College (UC) became my answer, offering an environment that genuinely supports student growth and future ambitions. From the very first days at UC, I found myself thinking, “These are not just teachers—they are people who have actually experienced the industry.” Their real-life examples and practical insights made every class more engaging and meaningful. I often catch myself realizing, “I’m not just memorizing theories; I’m actually understanding how things work in the real world.” That shift in learning has truly built my confidence and shaped the way I think professionally.



Supriya Shrestha
MBS 3rd Semester

than just a college. One thing I really appreciate is how the college considers students’ convenience. Completing proposal and dissertation work during the semester made me think, “This actually reduces so much stress later,” and it allowed me to focus on producing better-quality work without last-minute pressure.

When I worked on my research article for the UJIS journal, I initially wondered if I could do it—but in the process, I realized, “I’m developing skills I never knew I had.” It greatly improved my analytical thinking and writing ability. What stands out the most for me is the one-to-one learning approach. It often makes me feel, “This is the kind of personalized attention students get abroad.” It has helped me understand subjects more deeply and grow with confidence.

At the same time, the environment here feels different—more like a supportive family

Now, when I look back, I feel certain—UC is not just helping me earn a degree; it is shaping my future.

Starting my journey as a BCA student, I had one clear realization: "In the IT field, skills speak louder than just knowledge." I didn't want to limit myself to theory-I wanted a place where I could actually do, create, and experience. That's exactly what I found at United College (UC).



Denish Ratna Shakya
BCA 8th Semester

What surprised me most was how learning here feels active, not passive. Instead of just listening to lectures, I'm constantly involved in project work, assignments, presentations, and discussions. At times, I catch myself thinking, "I'm not just studying IT-I'm practicing it." This hands-on approach has slowly built my confidence and made me more prepared for real challenges.

Then there are the opportunities beyond academics that changed my perspective completely. Programs like C2C and S2E made me realize how the classroom connects to the professional

world. Sessions with experts and idea pitching activities pushed me to think differently- "Maybe I can build something of my own someday." These experiences go far beyond what I expected from a typical college.

At the same time, life at UC never feels one-dimensional. Whether it's hiking through the Nature Nurture program, participating in Talent Hunt, or being active in clubs and Sports Week, I've learned that growth also comes from experiences outside the classroom. It keeps me refreshed and motivated.

Another thing that stands out is the focus on research-based learning. It challenges me to question, explore, and understand concepts more deeply.

Now when I reflect on my journey, one thought feels clear-UC isn't just preparing me for exams; it's preparing me for the future I want to build.

Choosing the right college was one of the important decisions of my life. I was looking for an institution that would support not only my academic learning but also my personal and professional growth. United College (UC) became my choice because it stands out for its student-centric approach and strong focus on overall development. My journey here has been meaningful and transformative. I often feel, "I don't just study in a college; I am part of a community that truly supports and guides me." The friendly environment, supportive faculty, and approachable mentors have made my learning experience comfortable and enriching.

UC offers a wide range of programs that shape our future. Through the College to Corporate (C2C) Program and Student to Entrepreneur (S2E) Program, I have gained practical exposure to



Anuska Mahat
BBM 8th Semester
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the corporate world and entrepreneurial thinking. Sessions like Students with an Expert, United Business Idea Pitching, and the United Job Fair Program help me connect classroom learning with real-life opportunities. Activities such as Nature Nurture hiking, United Talent Hunt, Sports Week, and student clubs make campus life engaging and balanced. The UCEII has inspired me to think creatively and explore innovation. In addition, research-based teaching and learning have strengthened my analytical skills. Teachers guide us beyond textbooks through presentations, discussions, and practical projects. Internship opportunities and interaction with peers, alumni, and industry professionals further prepare me for my career journey. Looking back, I feel grateful for my journey. UC is shaping my personality, strengthening my confidence, and guiding my career path. As a BBM student, I can confidently say UC supports my growth and helps me move closer to my future dreams.

I used to hear and read about successful people, and I often watched their interview videos. One common message I always found was that behind every successful person lies discipline as the key to success. This idea stayed in my mind and gradually shaped my vision for my future.



Bibek Bhurtel
Alumni

Later, when I had to choose a college for higher studies, my mind was drawn to United College (UC) because I had heard that it strictly maintains discipline in its academic environment. This impression strongly influenced my decision. I joined UC because I wanted to build a disciplined life and become a responsible individual. When someone asks me, "Why did you join United College?" I confidently reply that it was for discipline, personal growth, and a better future.

From my first day at the college, I experienced that discipline is not just a rule but a culture here. Regular classes, punctuality, assignments, and proper guidance helped me stay focused and consistent in my studies.

UC also taught me that discipline is essential not only in academics but also in personal,

professional, and entrepreneurial life. I learned that success is achieved through consistent effort, responsibility, and self-control. During my study period, I developed important habits like time management, commitment, and accountability. These habits now help me in my professional life, where discipline is required in every task and decision I make.

Even in entrepreneurship thinking, I understand that without discipline, no idea can grow into success. The college provided me opportunities through activities, mentorship, and leadership roles that strengthened my mindset. Looking back, I feel grateful. "Discipline is the true foundation of success," I strongly believe today. UC did not only educate me but also shaped my character and thinking.

As an alumnus, I can proudly say I joined UC to build a disciplined life, and it remains one of the best decisions of my journey. UC continues to guide me as the foundation of my discipline, growth, and success in every stage of my life.



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 including Students' Quality Circle:

1. Events Management Club
2. Sports Club
3. Cultural Club
4. Publication Club
5. IT Club
6. Leo Club of Kathmandu Sadbhavana
7. Toastmasters Club
8. Extension-Outreach Club
9. Debate Club



Students' Quality Circle

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.

SQC

United College (UC) has the "Students' Quality Circle (SQC)" 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.

Student Quality Circle (SQC):
Performance appraisal report 2082

To provide feedback to IQAC, preparing appraisal reports on faculty performance, classroom atmosphere, and infrastructure at UCEII Hall became one of the most meaningful experiences for our SQC club.

S.N	Name	Position
1	Anuj Poudel	President
2	Roshil Pradhan	Vice - President
3	Monika Poudel	Secretary
4	Alish Shakya	Vice - Secretary
5	Nites Rout	Treasurer
6	Sadikshya K.C	Member
7	Gaurav Shakya	Member
8	Kushal Tamang	Member
9	Anuska Mahat	Member



In UCEII Hall, we started the meeting with full discipline. Notebooks open. Serious faces. Proper agenda. Everything looked like a formal board meeting for about five minutes. Then reality quietly slipped in. Someone casually asked, “What exactly counts as ‘good classroom atmosphere?’” and suddenly everyone turned into self-appointed quality experts with very strong opinions.

When we discussed faculty performance, we tried to stay respectful and structured. We focused on teaching style, clarity, and student engagement. Still, small humorous moments appeared. One member joked

that some lectures feel like “fast forward mode for the brain,” while others are so interactive that even tired students start pretending to be active just out of guilt.

Infrastructure discussion was the real highlight. Projectors had their own personality, when injecting our laptops during presentation sessions, sometimes working perfectly and sometimes refusing to cooperate just to keep life interesting. Wi-Fi speed became a “hot research topic,” and we concluded that it sometimes works based on its mood rather than technology. Even missing dusters were treated like serious academic mysteries.

While preparing feedback for IQAC, we tried our best to write properly worded suggestions. But every serious sentence somehow got followed by a funny comment from someone in the group. It made the whole process less stressful and more enjoyable.

In the end, the meeting was not just about appraisal. It was about teamwork, observation, and laughter. We learned how to think critically, express feedback responsibly, and still enjoy the process. It turned a simple club meeting into a memorable experience filled with humor, learning, and small moments we still laugh about later.

Events Management Club

United Event Management Club is a student-driven club that provides a platform for individuals interested in planning, organizing, and managing various events of United Academy Group. It offers opportunities to develop leadership, organizational, and communication skills while fostering creativity and teamwork and even it provides the opportunity to become an event manager and its entrepreneur. The club typically operates within educational institutions and plays a significant role in enhancing the overall campus experience by managing academic, cultural, and social events.

Objective

The primary goal of the United Events Management Club is to provide a platform for students to develop organizational, managerial, and creative skills by planning and executing events. The club aims to foster teamwork, leadership, and innovation while offering hands-on experience in managing diverse activities. It prepares students as event manager and also prepares students to run their business on this field. The club will organize at least one events in a year.

Scope

The United Events Management Club can organize its activities in two

area (Inside and outside the college):

1. For United Academy Group: The club will organize all the activities of United Academy Group voluntarily. It basically organizes different events on:

- i. Academic seminars, workshops, fairs and conferences.
- ii. Cultural and entertainment events (e.g., talent hunt shows, musical nights, carnival or festivals).
- iii. Social initiatives (e.g., charity drives, awareness campaigns).
- iv. Collaborations with other clubs and external organizations.

2. Other than United Academy Group: The club members can make and register different entities and

do economic activities as a business.

Membership

1. Eligibility: Only the student can become a member of United Events Management Club. The membership will be void as a student pass out from the College.

Members should have a keen interest in events planning and management.

2. Members of the club: Core Team Member: the core team holds 11 members, president, vice-president, secretary and treasurer will be selected or elected through an application and interview process. Other members will be selected by the College Management Team from the regular assessment of a student.

Core Team Members

- 1. President
- 2. Vice President

S.N	Name	Position
1	Monalika Poudel	President
2	Diya Bajracharya	Vice-President
3	Nirusa Gurung	Secretary
4	Samriddhi Thapa	Vice-Secretary
5	Sukriti Shrestha	Treasurer
6	Sujina Maharjan	Member
7	Neha Khadgi	Member
8	Samir Limbu	Member
9	Sampradha Mulmi	Member

3. Secretary
 4. Treasurer
 5. Members (7 Persons)
 Roles and Responsibilities
 Core team Members:

1. President: Oversees club operations and serves as the primary representative. Ensures alignment with the club's vision and institutional guidelines.

2. Vice President: Assists the President and steps in during their absence. Supervises committee and monitors the overall progress.

3. Secretary: Maintains meeting minutes, schedules, and records. Communicates club information, decisions and updates to members.

4. Treasurer: Manages finances, budgets, and expense reports. Coordinates fundraising efforts.

5. Other Members: There will be 5 more members and each member will have different authority and responsibility.

Event organized

Graduation Ceremony 2082

The graduation ceremony of the BBS, BBM, BCA, and MBS programs, held on 8th Falgun 2082 at United Pavilion Hall, gave us one of our most memorable volunteering experiences.

From the very beginning, the venue looked simple and peaceful. That peace did not

last long. Stage setup had to look "*camera ready*," and registration tables had to be organized as if we were hosting an international summit instead of a graduation ceremony.

As volunteers, we played multiple roles at the same time. One minute we were welcoming guests with a professional smile, and the next minute we were secretly speed-walking across the hall like we were late for an exam. The walkie-talkie was replaced by loud whispering, and "*where is this student?*" became the most frequently used sentence of the day.

The funniest part was observing the graduates. Everyone looked extremely serious, dressed in gowns, adjusting caps, and taking photos as if preparing for a documentary on "*successful adulthood*." Meanwhile, we were behind the scenes trying to figure out where to send

them, where to seat them, and why every group insisted on standing exactly where another group was already standing.

There were also small chaotic moments that kept us entertained. Chairs mysteriously shifted positions on their own. Name lists suddenly became more complicated than expected. And the classic question "*Sis/ Bro, where should I go now?*" was repeated so many times that it almost felt like a background song of the entire program.

By the time the event successfully ended, we were exhausted but laughing at everything that went wrong and right at the same time. It was not just event management; it was organized chaos, teamwork, and a memorable experience where we learned that every "smooth event" is actually powered by a group of tired but smiling volunteers hiding behind the scenes.

“Everyone looked extremely serious, dressed in gowns, adjusting caps, and taking photos as if preparing for a documentary on “successful adulthood.””

Sports Club

Background

Sports Club (SC) 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.

SC

United College (UC) has "Sports Club (SC)" 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 SC is to organize intramural league and tournaments where students can compete against each other in a friendly and competitive environment. Some specific purposes of SC 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

SC facilitates to provide a platform for students to engage in sports, fitness activities, and recreational pursuits beyond their academic studies.

Event organized

1. Sports Week

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.

SC's Executive Committee

S/N	Name	Designation
1	Yoshodha Rokaya	President
2	Sakshyam Maharjan	Vice-President
3	Gaurav Shakya	Secretary
4	Bijen Shrestha	Vice-Secretary
5	Krishna Tuladhar	Treasurer
6	Prajwol Shrestha	Member
7	Prajwol Basnet	Member
8	Tuphan Bista	Member
9	Aryan Manandhar	Member

United Sports Week 2082 was organized at United College with the aim of promoting physical fitness, teamwork, and active student participation beyond the classroom. The event served as a common platform for students from BBM, BBS, BCA, and MBS programs to engage in a range of sports and recreational activities. It reflected the college's focus on holistic development by encouraging students to balance academic learning with co-curricular involvement.

The program was conducted over several days with a structured schedule of indoor and outdoor games, including basketball, football, badminton, table tennis, tug of war,

chess, carrom, and musical chairs. Each event was designed to ensure wide participation, fair competition, and inclusive engagement. Students demonstrated strong enthusiasm throughout the week, contributing to a lively and energetic campus environment.

Beyond the competitive aspect, the Sports Week also played a key role in strengthening interaction among students from different semesters and disciplines. It provided opportunities to develop teamwork, leadership, and communication skills in a practical setting. The event helped build unity and fostered a sense of belonging within the college community.

In general, United Sports Week 2082 stood as a meaningful initiative that supported both physical and social development. It promoted discipline, cooperation, and healthy competition while creating memorable experiences for all participants.

Objectives

The objective of United Sports Week 2026 was to promote physical fitness, teamwork, discipline, and student engagement through inclusive sports and recreational activities.

Organizing committee

United Sports Week 2082 was organized by the United Sports Club in collaboration with the United Podcast Club. The organizing committee worked together to ensure the smooth planning and execution of the event at the college premises. The United Podcast Club played a vital role in event announcements, content creation, and documentation, which significantly enhanced the visibility and overall impact of the Sports Week. In addition, they supported coordination, logistics, and on-ground management throughout the program. Their joint effort contributed to effective communication, better organization, and

the successful completion of all scheduled sports activities.

Events conducted

United Sports Week 2082 featured a wide range of indoor and outdoor sports activities organized at the college premises with active participation from students of BBM, BBS, BCA, and MBS programs. The events included:

- Basketball
- Tug of war
- Futsal
- Carom board
- Table tennis
- Chess (Mixed category)
- Musical chair

Each activity was conducted in a competitive yet friendly environment, encouraging teamwork, participation, coordination, discipline, and sportsmanship among students. Throughout the events, students showed strong enthusiasm and engagement, making every game lively and enjoyable to watch. The diverse selection of games helped engage students with different interests and skill levels, making the Sports Week more inclusive, interactive, and dynamic across the campus.

Participants

United Sports Week 2082 witnessed active participation from students of BBM, BBS, BCA, and MBS programs at United College. Students enthusiastically participated in both indoor and outdoor sports events, representing different semesters and teams throughout the competition. The event encouraged inclusive involvement by providing opportunities for students with varied interests and athletic abilities to take part in different activities. Along with participants, volunteers, organizing members, and supporting audiences also contributed to creating an energetic and engaging sporting environment across the college premises.

Time schedule

Day	Events Conducted	Category	Explanation
Day 1	Table Tennis	Boys / Girls	Students participated enthusiastically in table tennis matches, demonstrating quick reflexes, coordination, and competitive spirit throughout the event.
	Carrom	Boys / Girls	The carrom board competition encouraged focus, patience, and strategic gameplay among participants in a friendly competitive environment.
	Tug of War	Boys / Girls	Tug of war matches highlighted teamwork, strength, coordination, and determination among participating teams.
	Badminton	Boys / Girls	Badminton competitions showcased individual skill, agility, and discipline, attracting active student participation.
Day 2	Chess	Mixed Category	The chess event provided students with an opportunity to demonstrate strategic thinking, concentration, and analytical skills.
	Football	Boys / Girls	Football matches created an energetic atmosphere and promoted teamwork, endurance, and sportsmanship among students.
Day 3	Basketball	Boys / Girls	Basketball competitions encouraged teamwork, coordination, and healthy competition, drawing strong audience engagement.
	Musical Chairs	Mixed Category	Musical chairs added a fun and recreational element to the Sports Week, increasing student interaction and participation.



Highlights of programs

Basketball: Cheers, whistles, and nonstop excitement filled United College's premise during the basketball finals of Sports Week 2026. Students crowded around the court as BBM 7th Semester battled Team Valor in the girls' category, while BBS 3rd Year faced Players United in the boys' category. Every basket brought louder reactions from the audience, turning the match into one of the most talked-about events on campus.

"The energy shown by the students was simply amazing. Basketball became more than just a game; it brought the whole campus together," shared the ECA Incharge. One participant from BBM 7th Semester said, "The atmosphere felt unbelievable because everyone was cheering for every point." A player from BBS 3rd Year added, "Playing in front of our friends made the experience even more exciting and memorable."



Basketball event



Futsal event



Badminton event

Futsal: United College's premise looked like a mini football stadium during the football competitions of Sports Week 2026. Students surrounded the field with loud cheers as Team Valor and BBM 7th Semester competed fiercely in the girls' category. The boys' match between BBS 3rd Year and BCA 4th Semester also grabbed huge attention with fast gameplay and energetic teamwork from both sides.

"Our students showed great passion and coordination during the football matches. Events like this help build confidence and strong friendships," said the ECA Incharge. A participant from Team Valor shared, "The support from classmates pushed us to play harder and enjoy every minute." Another student from BCA 4th Semester mentioned, "The football event gave us a break from regular classes and created memories we will always remember."

Badminton: The badminton competition added a different kind of excitement to United Sports Week 2026 as students packed the indoor court to watch thrilling rallies and quick smashes. In the girls' category, Asbina Rai and Smriti Rai impressed the audience with their fast-paced performance, while Krish Shrestha and Sahaj Koirala entertained everyone with an intense boys' final.

"Badminton received an overwhelming response from students. The event created a

fun and competitive environment for everyone involved,” expressed the ECA Incharge. “The match was challenging but really enjoyable because the crowd kept motivating us,” said Asbina Rai after the game. Krish Shrestha also shared, “Indoor games like badminton make Sports Week more fun and help students connect with each other.”

Table tennis: Fast reflexes, powerful smashes, and nonstop rallies made the table tennis finals one of the most exciting indoor events of United Sports Week 2026 at United College’s premise. In the girls’ category, Sumina Chaudhary faced Smriti Rai in a thrilling contest, while Krish Shrestha and Bikki Maharjan entertained the audience with an energetic boys’ final.

“The excitement around the table tennis event was incredible. Students stayed engaged from beginning to end,” shared the ECA Incharge. “It felt great to play with so many friends supporting us,” said Sumina Chaudhary. Krish Shrestha added, “The competition was intense but really fun at the same time.”

Carrom: Unlike the loud outdoor games, the carrom competition at United College’s premise created a calm but highly competitive atmosphere during Sports Week 2026. Every strike and rebound kept students focused as Sumina Chaudhary competed against



Carrom event



Chess event

Prashamsha Shrestha in the girls’ category, while Prakash Thapa faced Anshuman KC in the boys’ category.

“Carrom showed that indoor games can be just as exciting and competitive as outdoor sports,” remarked the ECA Incharge. “The pressure during the match was real because everyone was watching every move carefully,” shared Prakash Thapa. Prashamsha Shrestha said, “The event was enjoyable and helped us connect with students from different semesters.”

Chess: The chess competition during United Sports Week 2026 highlighted patience, strategy, and concentration among students at United College’s premise. Nischal Bajracharya and Adin Maharjan carefully planned every move as the audience quietly observed the intense mental battle taking place across the chessboard.

“Chess brought a different kind of excitement to Sports Week because it tested students’ thinking and decision-making skills,” stated the



Table tennis event

ECA Incharge. “Every single move mattered, so the match was both stressful and exciting,” said Nischal Bajracharya after the competition. Adin Maharjan added, “It was a great experience to compete in such a positive environment.”

Musical chair: The musical chairs event added a fun and entertaining twist to United Sports Week 2026 at United College’s premise. Students laughed, cheered, and rushed for seats as the music stopped unexpectedly during every round. Sangharsha Pariyar and Arina Syangtan stood out with their quick reactions and energetic participation throughout the event.

“Not every competition needs serious pressure. Musical chairs created happiness and excitement among students,” shared the ECA Incharge. “The game was simple but extremely fun because everyone was laughing and enjoying together,” said Sangharsha Pariyar. Arina Syangtan added, “It was one of the most cheerful moments of Sports Week.”

Tug of war: The tug of war competition became one of the loudest and most energetic events during United Sports Week 2026 at United College’s premise. In the girls’ category, BBM 7th Semester competed against Team Valor with powerful teamwork and determination. Similarly, BCA 4th Semester and BCA 1st Semester delivered an intense contest in the boys’ category as classmates shouted encouragement from the sidelines.



Musical chair event



Tug of war event

“Tug of war perfectly reflected teamwork, coordination, and unity among students,” commented the ECA Incharge. “Our team kept motivating each other throughout the match, which made the experience unforgettable,” said a participant from BBM 7th Semester. A student from BCA 4th Semester shared, “The cheering from friends gave us extra energy during the competition.”

Outcomes and achievements

United Sports Week 2026 successfully promoted teamwork, sportsmanship, leadership, and active student participation at United College’s premise. Students from different programs enthusiastically participated in sports events. The event highlighted both team and individual talents, with outstanding performances.

Challenges faced

United Sports Week 2026 was successfully completed, but several challenges were observed during the event. Managing a large number of participants from different programs created scheduling pressure and occasional delays between matches. In addition, coordination between multiple indoor and outdoor venues required quick adjustments, especially when events overlapped. Limited time slots for each game also made it difficult to maintain a strict schedule throughout the program. Despite these issues, the organizing team handled situations efficiently, ensuring that all events were conducted smoothly and completed on time.

Events	Winners	Runners Up
Basketball (Girls)	BBM 7th Semester	Team Valor
Basketball (Boys)	BBS 3rd Year	Players United
Football (Girls)	Team Valor	BBM 7th Semester
Football (Boys)	BBS 3rd Year	BCA 4th Semester
Badminton (Girls)	Asbina Rai	Smriti Rai
Badminton (Boys)	Krish Shrestha	Sahaj Koirala
Table Tennis (Girls)	Sumina Chaudhary	Smriti Rai
Table Tennis (Boys)	Krish Shrestha	Bikki Maharjan
Carrom (Girls)	Sumina Chaudhary	Prashamsha Shrestha
Carrom (Boys)	Prakash Thapa	Anshuman KC
Chess	Nischal Bajracharya	Adin Maharjan
Musical Chairs	Sangharsha Pariyar	Arina Syangtan
Tug of War	BBM 7th Semester	Team Valor
Tug of War	BCA 4th Semester	BCA 1st Semester

Recommendation

United Sports Week 2026 reflected strong student engagement and effective coordination; however, further improvements can enhance future editions. The Sports Club should be further mobilized with clearer roles in planning, scheduling, and ground management to ensure smoother execution of events. The United Podcast Club can be more actively involved in providing real-time updates, event coverage, and promotional content to increase visibility and student engagement. Inclusion of other college clubs in organizational and volunteering roles can also broaden participation and strengthen inter-club collaboration. Introducing club-wise competitions may further enhance healthy rivalry, identity, and motivation among students. Additionally, expanding the program to include inter-college sports events in future would provide students with wider exposure, higher-level competition, and opportunities for networking beyond the institution. Strengthening logistics planning and time management systems is also recommended to reduce delays and improve overall efficiency.

Conclusion

United Sports Week 2026 proved to be a successful and meaningful co-curricular initiative that promoted physical fitness, teamwork, discipline, and student unity. The event created a vibrant platform where students from BBM, BBS, BCA, and MBS programs actively participated in both competitive and recreational sports activities. It not only showcased athletic talent but also strengthened social interaction, leadership skills, and a sense of belonging among students. Despite minor operational challenges, the event was effectively managed through teamwork and coordination among organizers and participants. Overall, Sports Week 2026 stands as a valuable contribution to the college's commitment to holistic student development and will serve as a strong foundation for more advanced and inclusive sports programs in the future.

United Talent Hunt (UTH)

The Sports Club gave us one of the most memorable experiences through the United Talent Hunt (UTH) program. UTH was an inter-institutional competition among UAG sister



institutions like Universal, Academy, College, and United Universal Schools. We worked as volunteers to manage and support the entire event.

From the beginning, we were excited-but also slightly confused. It was our first time handling such a large program where so many institutions came together. We quickly realized that “volunteer” actually meant “professional runner without gym training.” Some of us were at registration desks, some guiding teams, and some just running everywhere asking, “Where do I go next?”

The event days were full of chaos, energy, and fun. Students from different institutions arrived with confidence, while we tried to look confident. One moment we were checking attendance sheets, and the next moment we were directing teams like airport staff saying, “Universal team this way... Academy that way... wait, where is College team gone?”

One volunteer said, “I thought sports club meant playing games, not becoming traffic police for students,” and everyone laughed

while still continuing their duties. Because of multiple institutions like Universal, Academy, College, and United Schools, we kept mixing names. One volunteer even shouted, “Academy team, go to Universal Hall!” and immediately corrected himself, saying, “Sorry, I am also confused like your syllabus!”

Despite the pressure, we enjoyed every moment. We shared quick jokes while working, which made stressful situations easier. Another friend added, “Sports club is not about sports, it is about cardio from running between halls.”

There were tiring moments, but also proud ones. When everything ran smoothly, we felt like we were managing a mini national-level event. Seeing participants perform with energy and confidence made all our effort meaningful.

Through UTH, we learned teamwork, discipline, communication, and responsibility. We also understood how important volunteers are in making any big event successful. Most importantly, we realized that real learning happens outside the classroom, in action, pressure, and collaboration.

Cultural Club

Background

Cultural Club (CC) 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.

CC

United College (UC) has Cultural Club (CC) hat 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 CC 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 CC 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

CC facilities a variety of events and celebrations related to cultures, and conducts workshop that delve deeper into specific cultural aspects.

S/N	Name	Designation
1	Jharana Chaulagain	President
2	Anjali Bhulun	Vice-President
3	Garima Maharjan	Secretary
4	Krishna Tuladhar	Vice-Secretary
5	Pranisha Tamang	Treasurer
6	Subekshya Rai	Member
7	Salina Subedi	Member
8	Namrata Thapa Magar	Member
9	Samriddhi Thapa	Member

Events to be Organized by CC

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.

Event organized

Welcome program 2082

When United College organized the Welcome Program of the 2082 academic year at Hotel Soaltee, we worked as volunteers from the Cultural Club, and what we expected as a simple duty quickly turned into a full-scale adventure of chaos, coordination, and comedy. From the outside, it looked like a glamorous event; from the inside, it felt like managing a live system where everyone is clicking different buttons at the same time.

We were assigned roles like guest management, stage coordination, schedule control, and performer support. At first, we confidently said, "This will be easy." Five minutes later, we were asking, "Who is handling this guest?" and "Why are there three schedules and none matching?" It felt like every solution created two new problems instantly.

The funniest moments came during preparation. While adjusting stage decoration, one volunteer said, "If we fix this curtain one more time, it might apply for permanent residency here." Another was carefully aligning chairs like they

were part of an exam hall inspection, ignoring everything else happening around.

On the event day, Hotel Soaltee made everything feel more official. The elegant hall, lights, and guests created both excitement and pressure. One of us whispered, "Even walking properly feels like a performance today," which made us laugh nervously before rushing back to duty stations.

Small confusion kept happening, especially with timing and coordination, but we adapted quickly. A performer entered slightly early, and instead of panicking, we simply adjusted and acted like it was part of the plan. Later, we joked, "In event management, surprise is just unplanned teamwork."

Despite stress, everything ran smoothly. We experienced teamwork, communication, and responsibility in real action. Most importantly, we learned that volunteering is not about perfection, but about staying calm, laughing through pressure, and turning confusion into memories we will always remember.



Program Hall @ Hotel Himalaya, Kupondol, Lalitpur

Publication Club

Background

Publication Club (PC) 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.

PC

United College (UC) has the Publication Club (PC) 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 PC 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 PC 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

PC facilitates to explore students' creativity, showcase their literary and artistic works, and helps them to improve their writing skills.

S. N	Name	Post
1.	Prashamsha Shrestha	President
2.	Aditya Rai	Vice-President
3.	Manish Pandit	Secretary
4.	Asbina Rai	Vice-Secretary
5.	Sneha Shrestha	Treasurer
6.	Subham Kharel	Member
7.	Leeza Maharjan	Member
8.	Krishala K.C.	Member
9.	Avash Timilsina	Member

Reflection on *United Luminary* 4

Every publication has a story behind its pages. For us, *United Luminary* 4 is not only a collection of articles, photographs, creative works, reports, and achievements; it is a reflection of countless conversations, revisions, ideas, deadlines, and moments of collaboration that took place before the final pages came together.



Animon Rapacha
BBM Graduate

As the United Publication Club, being part of the fourth issue of *United Luminary* has been both a responsibility and a learning experience. The Publication Club exists to provide students with a platform to express their creativity, showcase their literary and artistic talents, and engage with the wider college community. This issue allowed us to experience that purpose beyond words.

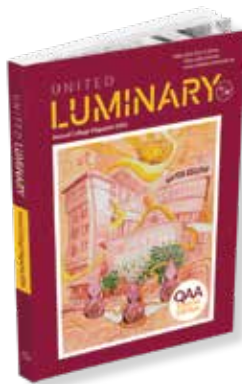
One of the greatest lessons we learned was/is that publishing is much more than putting good writing on a page. It requires patience, attention to detail, communication, coordination, and the ability to work with different perspectives. Every contribution carries the voice of its writer, and our responsibility was to help present those voices clearly while preserving the individuality and intention behind them.

Our experience with the Creative Corner competition was particularly memorable. Managing poems, essays, articles, paintings, and other creative submissions meant dealing with everything from formatting and organization to evaluation and last-minute entries. What initially seemed like a simple task quickly became an exercise in teamwork and problem-solving. Yet, amidst the confusion and laughter,

we learned how to communicate better, divide responsibilities, manage pressure, and turn creative chaos into something meaningful.

This experience also changed how we look at writing. As editors and members of a publication team, we learned that good writing is not necessarily writing that sounds complicated. It is writing

that communicates an idea, emotion, experience, or perspective honestly and effectively. Reading the diverse contributions of students and faculty reminded us that every person has a story worth documenting.



United Luminary 4 also represents the growing breadth of the United College community. The 2026 issue brings together academic works, creative expressions, student achievements, club activities, research, institutional developments, alumni experiences, faculty contributions, and college events. For us, this diversity is what makes a college publication meaningful: it does not speak with one voice; it creates space for many voices to exist together.

The publication process taught us another important lesson: a finished magazine often hides the amount of work behind it. The final pages may look orderly, but reaching that point requires multiple people working together, accepting feedback, correcting mistakes, meeting deadlines, and sometimes starting over. The fourth issue strengthened our understanding that collaboration is not simply dividing work among people; it is trusting one another to contribute toward a shared outcome.

Most importantly, *United Luminary* 4 has reminded us why student publications actually matter.

They preserve moments that might otherwise disappear, give students the confidence to share their ideas, and create a record of the intellectual and creative life of a college. The Publication Club is therefore not simply producing a magazine.

We are helping create an archive of voices, experiences, and aspirations.

Looking back, we are proud not because the process was perfect, but because it challenged us to grow. We learned to edit without losing the writer's voice, to organize without losing creativity, and to work under pressure without losing the joy that brought us to publication in the first place.

United Luminary 4 is ultimately a collective achievement. Every contributor, editor, faculty

member, photographer, designer, and supporter has added something to its pages. As members of the United Publication Club, we are grateful to have played our part in bringing those voices together.

The fourth issue leaves us with more than a completed publication. It leaves us with experience, memories, friendships, and a deeper appreciation for the power of the written word. And perhaps that is the true purpose of a luminary—to illuminate not only what has already been achieved, but also the voices and ideas that are still waiting to be discovered.

- Guest Editor

On behalf of United Publication Club
United College

Creative Corner

The most memorable experience was organizing the Creative Corner competition at the college level. It was/is a program where students submitted drawings, poems, articles, essays, and other creative works. We thought it would be calm and peaceful. We were wrong. Very wrong.

From the beginning, we became "official confusion managers." We handled submissions, guided students, checked formats, and tried to understand handwriting that looked like ancient scripts. One volunteer said, "Is this poem or a secret code to unlock a treasure?" and we all agreed we might need a decoder.

Students kept submitting creative pieces till the last minute. One student came running and said, "Sister, I wrote an essay in my dream last night. Can I submit memory version?" We laughed but still accepted it as creativity.

Sorting entries was another level of comedy. Drawings were mixed with articles, poems were folded like paper airplanes, and one submission had coffee stains with the note: "This is part of

the artistic expression." We were speechless.

During evaluation preparation, we tried to arrange criteria like originality, clarity, and creativity. But one member seriously asked, "How do we measure creativity? With ruler or imagination meter?" That question officially broke our seriousness for the day.

Even labeling submissions became funny. One stack was labeled "very important papers," and another was labeled "don't mix or chaos will happen." Of course, chaos happened anyway.

Despite the mess, we slowly managed everything with teamwork and laughter. We learned how to organize, communicate, and survive creative chaos without losing sanity.

In the end, we realized that creativity is not just in students' work—it was also in how we survived organizing it. The Creative Corner competition became a memory full of teamwork, and unforgettable moments we will always laugh about.

IT Club

Background

Information Technology Club (ITC) 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 ITC 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 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 ITC 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 ITC include:

- to offer students the opportunity to develop technical skills in areas such as programming, software development, data analysis, web 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 ITC

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.

S. N	Name	Post
1.	Krishtina Maharjan	President
2.	Biki Maharjan	Vice-President
3.	Ankit Chaudhary	Secretary
4.	Roshan Karki	Vice-Secretary
5.	Akriti Sharma	Treasurer
6.	Suyog Magar	Member
7.	Anita Shrestha	Member
8.	Sulav Maharjan	Member
9.	Salina Dhakal	Member
10.	Yanish Shrestha	Member
11.	Saral Amatya	Member
12.	Sujina Maharjan	Member
13.	Sayona Shrestha	Member
14.	Prinsha Nemkul	Member

Event organized

Debate Program

Among all our IT Club activities, the IT Debate Program at the Seminar Hall stands out as a truly unforgettable experience. Since it was our first time running a formal event by ourselves, the experience was full of excitement, pressure, laughter, and learning.

At the beginning, we were honestly confused about how to manage everything. We had to prepare debate topics, arrange seating, print participant lists, prepare evaluation sheets, manage timing, and coordinate with judges.

During preparation, the funniest moments happened backstage. One friend kept practicing his opening speech again and again and suddenly forgot his own topic. Everyone started laughing, and he jokingly said, "Maybe my brain needs a software update!" That one sentence removed half of our nervousness.

We also spent a lot of time discussing evaluation criteria. Participants were judged on confidence, speaking clarity, logical arguments, teamwork, presentation style, and response

handling. Preparing balanced questions for every team was not easy.

On the event day, the Seminar Hall looked energetic and lively. Participants were revising notes at the last minute while organizers rushed from one corner to another managing everything. I still remember how nervous we felt before the program started. Some of us had cold hands, while others kept repeating lines silently.

But once the debate began, the atmosphere completely changed. There were strong arguments, funny counterpoints, loud applause, and moments that made everyone smile. One participant confidently gave a very dramatic answer, and his friend whispered, "Bro thinks he's in a TED Talk," making nearby students laugh quietly.

More than the debate itself, we learned valuable lessons about teamwork, communication, confidence, time management, and responsibility. That event was not just a program for us - it became a memory filled with friendship, emotions, stress, fun, and personal growth that we will always remember.



Ready for debate competition

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, blood donation, 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



Planning for serving the society

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 7th 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 Basnet

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

Leo club of Kathmandu Sadhbhawana: Matya

One of the most unforgettable experiences of the Leo Club was volunteering in the Matya festival of Patan. What we thought would be a "simple service day" quickly turned into a full package of energy, chaos, laughter, and learning.

From early morning, our team was stationed with first aid kits, water bottles, juices, and massage support for tired devotees. Everything looked organized on paper, but on the ground it was more like, "Where is the cotton?", "Who took the glucose?", and "Why is everyone suddenly a doctor?"

One member joked, "We joined Leo Club for leadership, but today I am just a professional water distributor with emotional support." Another added while running between crowds, "This is not volunteering anymore, this is marathon training without medals."

Despite the rush, the spirit of service was strong. Devotees kept moving through the long route of Matya, and we tried our best to support them

with care and smiles. A tired participant once said, "I walked for hours, but your juice brought me back to life." That single line made our entire team proud.

There were funny moments everywhere. One volunteer mistakenly offered water to another volunteer who was already holding three bottles and said, "Bro, hydration level: overloaded." Laughter became our silent fuel throughout the day. Beyond humor and tired legs, Matya taught us real lessons. We learned teamwork under pressure, quick decision-making, patience, and the value of small acts of kindness. Most importantly, we understood that service is not about perfection but about presence.

By the end of the day, we were exhausted but fulfilled. As one member said, "Feet are tired, but heart is fully charged." Matya was not just an event; it became a memory of humanity, humor, and heartfelt service that we will always carry forward.

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

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. TI 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, TI 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



Photo Credit: Supriya Paudel

Regular Meetings

The most memorable aspects of our club were the consistent energy and meaningful participation of members in every regular meetings. At the beginning, meetings felt structured and formal. Members entered with preparation, focused expressions, and a clear sense of responsibility. Over time, the atmosphere gradually evolved into a more engaging and interactive learning space where everyone felt comfortable contributing.

Each meeting became a practical platform for growth. Members actively participated in public speaking, speech evaluations, impromptu speaking sessions, leadership roles, teamwork activities, and confidence-building exercises. These regular opportunities helped members strengthen their communication skills and develop clarity of thought and expression.

Table Topics sessions were particularly impactful, as they encouraged spontaneous thinking and quick responses. Members learned to organize ideas under pressure,

express opinions clearly, and develop confidence in speaking without preparation. Similarly, evaluations provided constructive feedback that helped speakers improve their delivery, structure, and stage presence.

Through continuous participation, members gradually developed strong communication habits and leadership qualities. Initially hesitant speakers became more confident and expressive. Active involvement also strengthened teamwork, mutual support, and a sense of responsibility within the club.

What made these meetings truly meaningful was the consistency of engagement. Members regularly attended, actively contributed, and supported each other's growth. This steady participation created a strong learning culture within the club. In essence, the regular meetings were not just routine sessions. They became purposeful learning experiences that enhanced communication skills, built leadership capacity, and shaped members into more confident and capable individual.



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.

EOC

United College (UC) has "Extension and Outreach Club (EOC)" 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 EOC is to enrich students' real life learning experience with unreachable community members far away from their classroom activities. Some specific purposes of EOC 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

EOC 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.

S. N	Name	Post
1.	Puja Sherpa	President
2.	Nation Maharjan	Vice-President
3.	Sakshyam Maharjan	Secretary
4.	Supriya Khatri	Vice-Secretary
5.	Aakriti Puri	Treasurer
6.	Rumin Shrestha	Member
7.	Krishna Tuladhar	Member
8.	Avyudaya Khadka	Member
9.	Pratigya Dangol	Member

Event organized

Cardiac Awareness Program and Medical Camp

One of the most memorable experiences was organizing the Cardiac Awareness Program and Medical Camp at United Pavilion Hall. The program was conducted with the support of Vayodha Hospital, Dr. Binay Kumar Adhikari, and a dedicated team of nurses who provided an informative session on heart health for students, teaching staff, and non-teaching staff.

From the morning itself, the hall was full of energy and movement. Some volunteers handled guest coordination, some managed the microphone and sound system, while others guided speakers and checked the program schedule repeatedly like nervous exam invigilators. Everyone looked calm from the outside, but internally we were all thinking, "Please let everything go smoothly today."

The funniest moments came during the preparation time before the program officially started. One volunteer tested the microphone so many times that another friend joked, "At this point, the mic knows your voice better

than your family does." Everyone laughed quietly while continuing their work seriously.

Another funny moment came when one volunteer became extremely serious about timing. He checked the schedule every two minutes as if the program might suddenly decide to run away from the hall. Meanwhile, another volunteer kept walking quickly across the venue looking busy, even when nobody knew what task he was actually doing.

As guests and participants arrived, the atmosphere became more exciting. We welcomed doctors, nurses, teachers, staff, and students while trying to manage everything smoothly behind the scenes. During the session, Dr. Binay Kumar Adhikari explained heart health in a simple and engaging way that kept everyone interested.

By the end of the program, we were tired but genuinely happy. The event taught us teamwork, responsibility, communication, and confidence. Most importantly, we learned that meaningful service, laughter, and cooperation can turn a simple awareness program into an unforgettable memory.



Debate Club



Future leaders with Research Coordinator Dr. Binod Lingden & HR Head on red scarf

Background

Debate club is an association that focuses on promotion of the students' understanding of recent phenomena taking place around them and discuss its impacts on humans and animate beings. This club is designed to help students interested in discussions of such day-to-day phenomenon and enhance their ability to respond proactively for better solutions and conclusions.

DC

United College (UC) has Debate Club (DC) for creating an environment where students are engaged for logical arguments on recent phenomena happening around us. It provides students with valuable opportunities to speak and argue positively for solving our society or phenomenon's riddles.

Purpose

The aim of DC is to enrich students' capacity to interact or respond with logical arguments on our recent phenomena for the best outcomes. Some specific purposes of DC include:

- organize a debate competition inviting teams from various semesters to compete on current affairs and controversial topics,
- hold regular debate sessions where club members can practice and improve their debating skills on a variety of topics,
- conduct workshops focused on enhancing public speaking and argumentation skills, possibly led by experienced debaters or public speaking coaches in collaboration with Toastmasters International Club,
- host a showcase event where the best debaters from the club demonstrate their skills in front of an audience, possibly with audience participation segments, and
- arrange panel discussions with experts on hot-button issues where club members can moderate and participate in discussions.

Implementation

DC serves as a platform for students to participate in debates and discussions with experts and public figures for a harmonious solution(s) of any phenomena around us.

Club's Activity



Nirajan Joshi
Secretary
United Debate Club

Introduction

This report briefly describes the outcome of Debate Competition organized on Asadh 14, 2081 by Debate Club in collaboration with ECA Department. The topic of the debate competition was "Labor Union in Organizations." This report contains the events and activities that took place during the Program.

Objectives

The aim of organizing the Debate Competition are as follows:

- To hone the public speaking skills of the students and teach them to be articulate while expressing their thoughts and opinions.
- To enhance the knowledge, understanding, analytical skills and interpretation ability about the topic.

Format of the Debate Program

The debate followed a

structured format, with 4 groups consisting of two students each from, 'For' and 'Against' Side of the topic "Labor Union in Organizations." The Debate Competition was organized in two rounds. In Round one, a student from For side was allowed to speak for 3 minutes and then another student from Against side was allowed to speak for another 3 minutes to express opinions from his/her side. In Round two, 2-minutes was allocated to each student to counter and defense their views with various data, facts and events regarding the topic. In this way, 10 minutes was allocated to each group. The judges evaluated the performance of each participant and provided marks on the basis of four aspects; Presentation, Content, Evidence, and Support & Defense of Arguments. Each aspect carries 25 marks. The participants scoring the highest average marks provided by the judges was declared to be the winner of this competition.

REPORT BRIEFING

On the 14th of Asadh, 2081 United Debate Club along with the collaboration of ECCA organized a spirited and intellectually stimulating Debate Competition on

the theme "Labor Union in Organization." The competition aimed at fostering critical thinking, analyzing the facts, enhance public speaking skills and healthy competition among students. The competition witnessed enthusiastic participation from students across different Bachelor programs ensuring equal participation. Altogether 8 students were listed to be participated on the competition. Among them a participant was absent.

The event showcased the talent and eloquence of Unitedians as they engaged in thought provoking discussion on the topic. The winners of the debate competition were awarded with certificate along with cash prize of Rs 3000, Rs 2000 and Rs 1000 to 1st, 2nd and 3rd respectively. Every participant got the certificate of participation as well. Similarly, Mr. Birendra Raj Pandey, Vice President Confederations of Nepalese Industries (CNI), the Chief Guest of this competition was handed Token of Love by our Campus Chief Dr. Lal Rapacha.

Event I

For the first time, DC organized in-campus debate competition on "Labour Union in Organizations" dated 9th

January 2024. Some of its glimpses are as follows:

Winners

Kiran Paudel, First
Animon Rapacha, Second
Shreedip Shah, Third

ACKNOWLEDGEMENTS

First and foremost, I would like to express deep gratitude to the

Campus Chief Dr. Lal Rapacha, Mr. Sudal Rai, ECA Coordinator for the invaluable guidance, support, and feedback throughout this Debate Competition. I am extremely grateful to Mr. Mahesh Aryal, Graduate Program Director for his support. I would like to acknowledge Mr. Subham Kharel, President of United

Debate Club for making the great contribution for the growth and development of this club and the way Debate Competition was organized. Finally, I must be thankful to the club members, participants and judges who supported us through their presence and in the successful completion of Debate Competition

S.N	Name of Participants	Marked by Mr. Binod Lingden	Marked by Ms. Chandrika Acharya	Marked by Mr. Birendra Raj Pandey	Total Marks Obtained	Final Result of Competition
1	Nirajan Joshi	73	75	65	213	4th
2	Soniya Tandukar	-	-	-	-	Absent
3	Kiran Paudel	80	94	75	249	1st
4	Kushma Shrestha	60	81	45	186	6th
5	Animon Rapacha	86	88	65	239	2nd
6	Shreedip Shah	72	80	65	217	3rd
7	Supriya Poudel	66	86	55	207	5th
8	Kritika Thapa Magar	60	60	50	170	7th



Perfect Pitch Competition

Event: Perfect Pitch Competition

Date: 08-12-2081

Venue: United Seminar Hall

Perfect Pitch Competition is an idea pitching program organized by United Debate Club. In this competition, participants will pitch their business ideas in presentation format in front of selected judges and guests. This is the first event organized by a reformed United Debate Club.

Guide for the program Judges

i. Dr. Binod Lingden (Club Advisor, United Academy)

ii. Mr. Pradeep Rauniyar

Dress Code

Formal Wear or College Uniform

Timer Guide

Each participant has 5 mins of time to present their business idea. The timer is in

possession of the Yellow and Red Card.

- Yellow Card is shown in 4 minutes [Warning Sign]
- Red Card is shown in 5 minutes [End]
- Water for our participants and coffee for our judges and guests will be provided.
- Top Three Participants will be rewarded with "Certificate of Achievement, Respective Medals, and Gift Prizes

Days before the Event

- Meeting held for role distribution amongst members
- Marking Criteria for Judges was printed
- Participants (BBM 6th Semester) start submitting their presentation.
- Guest Judge [Pradeep Rauniyar] is invited
- Certificates and Prizes are ready
- Members who participated for roles gather in Seminar Hall to prepare for the program.
- Judges and Participants enter at 7:45 am with our guests i. e., Dr. Lal Rapacha (Campus Cheif, United College), Mahesh Aryal Chhetri (Program Director, United College)

S.N	Participants	Roles
1	Subham Kharel	Logistics; Program Management
2	Pratisara Shakya	Host
3	Gaurav Shakya	Host
4	Samiskshya Karki	Host
5	Simran Lamichanne	Host
6	Yashodha Rokaya	Timer
7	Samir Limbu	IT [Slides]
8	Bijaya Kutuwal	IT [Slides]
9	Pratuyusha Ghimire	Logistics
10	Aahana KC	Photo/Media In Charge
11	Asbina Rai	Logistics [Handling of Certificate]

Winners	Position	Medal	Score	Awarded by
Roshil Pradhan	1st	Gold	67.5	Mr. Pradeep Rauniyar
Grishma Shakya	2nd	Silver	60.5	Dr. Lal Rapacha
Riya Kathiwada	3rd	Bronze	59	Mr. Mahesh Aryal

- Program starts at 7:55 am
- Presentation Round ends at 10:00 am
- Judges scored are compared and added [Refer to Judge Score Sheet File]
- Campus Chief Sir addressing the crowd shares a short speech
- Award Ceremony begins
- Guest Judge 'Pradeep Rauniyar' was given a token of love by our Principal
- Pradeep Sir shares his thoughts on the program with his acceptance speech.
- Hosts conclude the program.

Notes*

Items used (For future References)

Laptop (Presentation)

Edibles

Camera

Print of Marking Criteria

Stationary

Certificates

Token of Love

- Scores of participants are recorded in a record file #1
- Participants remarks are recorded in a record file #2

This report is the filed in the Debate Club register. Any comments or feedback on the program will be discussed in our next club meeting.

28th Flagun, 2081 Debate Club Meeting

Subham Kharel, President

Simran Lamichhane, Vice-President

Gaurav Shakya, Secretary

Samikshya Karki, Treasurer

Aahana KC, Advertisement

Bandana Dahal, Social Media/Advertisement

Samir Limbu, Member

Bijaya Katuwal, Member

Sadikshya KC, Member

Jessica Basumatary, Member

Kritika Shahi, Member

Pratisara Shakya, Member
 Pratyusha Ghimire, Member
 Yashodha Rokaya, Member
 President Subham Kharel
 Vice-President Simran Chaichhane
 Secretary Gaurav Shakya
 Treasury Samikshya Karki

Media/Advertisement In charge

Bandana Dahal

Aahana KC

Club Advisors

- Dr. Binod Lingden
- Kiran Poudel

Meeting Agenda

- Business issues debate competition: At least two times a month
- Frequent post and updates on official debate club page
- Inter-College Competition after 2 months
- Idea Pitch (for competition)
- Article writings etc.
- Hiking and Excursion for funding purposes

Plans

- Second meeting scheduled for Monday, 17th March (Idea Pitch)
- A competition or event at third week of Chaitra



SECTION

6

Achievements & Recognitions

United College (UC) is pleased to announce its students' remarkable academic plus 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.



Achievements & Recognitions

Academic

1. BCA 8th Semester Achieves 100% Result in TU Board Exam 2025
2. BCA 7th Semester Achieves 100% Result in TU Board Exam 2025
3. BCA First Semester Batch 2024: Outstanding Results Celebrated
4. Prynsha Nemkul Secures 3rd Rank in Nepal in TU BCA Result
5. Nikita Maharjan Secured Highest GPA in BBM 8th Semester
6. Rojina Ranjit Named Best Faculty Member

Sports

7. Basketball (Boys): BBS 3rd Year clinched title
8. Basketball (Girls): BBM 7th Semester secured championship
9. Futsal (Boys): BBS 3rd Year captured crown
10. Futsal (Girls): Team Valor lifted title
11. Badminton (Boys): Krish Shrestha emerged champion
12. Badminton (Girls): Asbina Rai secured title
13. Tug of War (Boys): BCA 4th Semester dominated event

14. Tug of War (Girls): BBM 7th Semester secured top spot
15. Table Tennis (Boys): Krish Shrestha claimed title
16. Table Tennis (Girls): Sumina Chaudhary topped event
17. Carrom (Boys): Prakash Thapa dominated event
18. Carrom (Girls): Sumina Chaudhary secured title
19. Chess: Nischal Bajracharya prevailed
20. Musical Chairs: Sangharsha Pariyar secured victory

Idea

21. United Ignite 2: Kritiya Won Competition

Club

22. Supriya Paudel Earns Prestigious Toastmasters Honors
23. Prashamsha Shrestha Secures 3rd Place in Area D1 Contest
24. United Toastmasters Named Best Performing Club

BCA First Semester Batch 2024: Outstanding Results Celebrated

The BCA First Semester Batch 2024 has achieved outstanding results in the TU examination 2025, marking a strong academic beginning for the new intake. Students delivered impressive performance, reflecting dedication, discipline, and effective adaptation to the program. The college emphasizes conceptual learning, regular assignments, and practical-based teaching, contributing significantly to student success. Faculty monitored progress through internal assessments and academic support. This achievement signals strong potential in computing and IT. The administration congratulated the batch and encouraged continued focus and determination in upcoming semesters.



BCA 8th Semester Achieved 100% Result in TU Board Exam 2025

The BCA 8th Semester students (Batch of 2020) of United College have achieved a 100 percent result in the 2025 TU board examination, marking a significant academic milestone for the institution. All students who appeared in the final semester examination successfully passed, reflecting consistent academic performance and strong preparation throughout the program. The result highlights both student dedication and the structured teaching approach followed by the BCA faculty team. Faculty members expressed satisfaction with the result, noting that it demonstrates the effectiveness of academic planning and student support systems.



BCA 8th Semester

BCA 7th Semester Achieved 100% Result in TU Board Exam 2025

The BCA 2020 batch has achieved a 100% pass rate in the TU Board Examination 2025, marking a strong academic milestone for the program. All students from the batch who appeared in the examination successfully cleared the final board exam, reflecting consistent academic preparation, disciplined study practices, and continuous faculty

support throughout the program. The result highlights the effectiveness of the college's teaching-learning approach, which emphasizes conceptual clarity, practical exposure, and regular internal assessments. Faculty members played a key role in guiding students through structured learning and exam-focused preparation strategies.



BCA 7th Semester

Prynsha Nemkul Secures 3rd Rank in Nepal, TU BCA Result

Prynsha Nemkul, a first-semester student of the BCA program, secured 3rd rank in Nepal under TU with an impressive GPA of 3.83 for the academic year 2081/82. The result places her among thousands of BCA students across TU-affiliated colleges nationwide, making the achievement highly competitive and significant. Within a small, focused class of 35 students, her performance reflects both personal dedication and a strong academic environment. According to Prynsha, consistent effort, curiosity, and concept-based learning played a key role in her success. She emphasized understanding over memorization and active classroom engagement as her study approach.



Nikita Maharjan Secured Highest GPA in BBM 8th Semester

United College once again demonstrated a strong academic performance in the BBM 8th Semester result. Among 41 students, Nikita Maharjan secured the highest GPA of 3.93, emerging as the top performer of the batch. Her achievement reflects consistent effort, discipline, and the academic support environment provided by the college. The results also showed overall academic strength within the cohort. A total of 16 students achieved GPAs above 3.8, indicating a high level of competitiveness and dedication among BBM graduates. The performance of the batch highlights a strong culture of learning and academic seriousness within the program.



Rojina Ranjitkar the Named 'Best Faculty Member'

UC has announced the results of its Faculty Performance Appraisal for Academic Year 2025, conducted through a 360-degree evaluation system. Based on the comprehensive assessment, which included feedback from students, peers, academic leadership, and administrative review, Rojina Ranjitkar was recognized as the Best Faculty Member of the Year 2025 for outstanding overall performance. Ramesh Raj Pandey secured second position, followed by Rakesh Kumar Jha in third place, and Binod Lingden in fourth position. The 360-degree appraisal system was implemented to ensure a fair and holistic evaluation of faculty performance across multiple dimensions.



Rojina Ranjitkar, UA Alumna & Faculty Member

Basketball (Boys): BBS 3rd year clinched the title

In Basketball (Boys), BBS 3rd Year secured the winner's title, while Players United achieved the runners-up position. Both teams demonstrated outstanding teamwork, coordination, and determination throughout the tournament. The final match was highly competitive and created an exciting

atmosphere for spectators and participants alike. BBS 3rd Year maintained consistent performance with strong defense and effective gameplay, which contributed to their victory. Players United also performed remarkably well and displayed excellent sportsmanship during the competition.



Basketball (Girls): BBM 7th semester secured the championship

In Basketball (Girls), BBM 7th Semester claimed the winner's title, while Team Valor secured the runner-up position. Both teams displayed impressive teamwork, strategy, and competitive spirit throughout the tournament. The final match was closely contested, keeping spectators engaged until the last moment. BBM 7th Semester's coordination and defense proved decisive, while Team Valor's resilience earned them well-deserved recognition. The event celebrated not only victory but also participation and sportsmanship among all players.



Futsal (Boys): BBS 3rd Year captured the crown

BBS 3rd Year secured the winners' position. BCA 4th Semester finished as runners-up. The match was highly competitive and intense. Both teams showed strong physical play and discipline. BBS 3rd Year maintained solid coordination throughout the game. Their passing and defense worked effectively. BCA 4th Semester

responded with strong attacks and determination. The match remained balanced in several phases. Spectators enjoyed continuous action and energy on the field. Both teams demonstrated good sportsmanship and respect. The event highlighted teamwork, endurance, and competitive spirit among students during United Sports Week 2026.



Futsal (Girls): Team Valor lifted the title

Team Valor secured the winners' title. BBM 7th Semester finished as runners-up. The match was competitive and energetic. Both teams showed strong teamwork and discipline. Players performed with high effort from start to finish. Team Valor maintained good coordination and control. BBM 7th Semester showed strong resistance and spirit. The game kept spectators engaged throughout. Each goal attempt added excitement. Both sides respected fair play rules. The event reflected strong sportsmanship. It also encouraged student participation and unity. Football (Girls) became one of the highlights of United Sports Week 2026.



Badminton (Boys): Krish Shrestha Emerged as Champion

Krish Shrestha secured the winner's title, while Sahaj Koirala finished as runners-up. The match was closely contested and highly engaging. Both players displayed strong technique, speed, and focus throughout the game. Krish Shrestha maintained consistent control with accurate shots and steady performance. Sahaj Koirala responded with determination and energetic rallies. Each set was competitive, keeping the audience attentive until the end. The game reflected discipline, fair play, and sportsmanship from both sides. The performance of both players made the match exciting and well appreciated by spectators.



Badminton (Girls): Asbina Rai Secured the Title

Asbina Rai secured the winner's title. Smriti Rai finished as runners-up. The match was competitive and engaging. Both players showed strong skill and focus. The rallies were fast and intense. Asbina Rai played with consistency and control. Smriti Rai responded with determination and agility. Each set was closely contested. Spectators enjoyed the exciting gameplay. The match highlighted discipline and sportsmanship. Both players maintained fair play throughout the event.



Tug of War (Boys): BCA 4th Semester Dominated the Event

BCA 4th Semester finished as winners, while BCA 1st Semester took the runners-up spot. The match was strength-based and highly intense. Both teams entered with strong coordination and firm grip. The early phase stayed evenly balanced, with neither side giving ground easily. BCA 4th Semester gradually improved control through synchronized pulling and better timing. BCA 1st Semester resisted strongly and maintained pressure throughout the contest. The rope shifted back and forth before the final break in momentum. The event highlighted endurance, teamwork, and determination from both teams in a physically demanding contest.



Tug of War (Girls): BBM 7th Semester Secured the Top Spot

BBM 7th Semester secured the winner's position, while Team Valor finished as runners-up. The match was physically intense and highly competitive. Both teams showed strong coordination, stamina, and determination from the start. BBM 7th Semester maintained steady pulling strength and team synchronization during crucial moments. Team Valor responded with equal energy and resisted strongly throughout the contest. The rope battle remained balanced for several phases before the final shift in momentum. Both sides demonstrated discipline, teamwork, and sportsmanship, making the event one of the most engaging competitions of United Sports Week 2026.



Table Tennis (Boys): Krish Shrestha Claimed the Title

Krish Shrestha secured first place, with Bikki Maharjan finishing second. The match opened at a fast tempo, with both players testing angles and reaction speed early on. Krish built advantage through controlled placement and fewer unforced errors. Bikki countered with aggressive returns and tried to shift momentum during mid-game rallies. The score line stayed tight across sets, with several long exchanges deciding key points. As the match progressed, consistency became the separating factor. Both athletes maintained composure under pressure and showed clear technical discipline throughout the contest.



Table Tennis (Girls): Sumina Chaudhary Topped the Event

Sumina Chaudhary secured the winner's position, while Smriti Rai finished as runners-up. The match was closely contested and energetic. Both players showed quick reflexes and strong control over the game. Sumina Chaudhary maintained consistency in her shots and handled pressure well during key points. Smriti Rai played with determination and delivered several competitive rallies. Each set was engaging and well balanced. The match reflected discipline, focus, and fair play from both sides. It was a well-fought contest that kept spectators interested throughout the game.



Carom (Boys): Prakash Thapa Dominated the Event

Prakash Thapa secured first place, while Anshuman KC finished as runner-up. The match was steady and strategic from the start. Both players focused on control rather than risky shots in early rounds. Prakash gained advantage through consistent pocketing and better board positioning. Anshuman responded with careful defense and selective attacking moves. The game remained balanced for most parts, with momentum shifting gradually. Key turns in the final stages decided the outcome. Both competitors showed patience, focus, and fair play throughout the match.



Carom (Girls): Sumina Chaudhary Won the Title

Sumina Chaudhary claimed the top position, while Prashamsha Shrestha finished second. The match started with cautious play from both sides. Early rounds focused on control and setup rather than quick scoring. Sumina gradually built advantage through accurate pocketing and smart positioning of the striker. Prashamsha attempted to recover with calculated shots and defensive placements. The game stayed competitive until the final stages. Small mistakes at crucial moments influenced the result. Both players maintained focus and discipline throughout, showing patience and tactical awareness in a closely fought encounter.



Chess: Nischal Bajracharya Prevailed

Nischal Bajracharya finished as the winner, while Adin Maharjan took the runners-up position. The game developed with careful opening strategies from both sides. Early moves focused on control of the center and piece development. Nischal slowly improved his position through precise calculation and strong mid-game transitions. Adin tried to balance defense and counterattacks but struggled to maintain equal control. As the game progressed, positional advantage became clearer. Each move required deep thinking and patience. The match reflected strong focus, strategy, and sportsmanship from both players throughout the contest.



Musical Chair: Sangharsha Pariyar Secured Victory

Sangharsha Pariyar claimed first position, while Arina Syangtan finished second. The activity progressed in rapid rounds with continuous movement and rising competition. Participants circled the chairs with attention and speed as music played. Each elimination increased the pressure and excitement in the game. Sangharsha reacted quickly in the final round and secured the winning seat at the right moment. Arina remained consistent throughout and competed strongly until the end. The game required alertness, timing, and quick decision-making. It created a dynamic and engaging environment for all participants.



United Ignite 2: Kritiya Won the Competition

The Idea Pitching Competition, United Ignite 2, featured innovative student business concepts with strong entrepreneurial potential. Among them, Kritiya emerged as the winner for presenting a unique idea focused on modernizing traditional Newari dress and slippers with stone-embellished design elements. The concept combined cultural heritage with contemporary fashion trends, creating a distinctive and marketable product. Judges appreciated the creativity, cultural integration, and business feasibility of the idea. Other participants also delivered competitive and thoughtful presentations. The event successfully encouraged innovation, cultural preservation, and entrepreneurship among students through practical and original business thinking.



Supriya Paudel Earns Prestigious Toastmasters Honors

TM Supriya Paudel, President of United College Toastmasters Club, achieved remarkable recognition in the Toastmasters journey by receiving the prestigious Triple Crown Award and the District 41 Recognition Award. She earned the Triple Crown Award after successfully completing three levels in the Toastmasters Pathways educational program within a single Toastmasters year, reflecting her dedication to continuous learning, communication, and leadership development. In addition, Toastmasters District 41 honored her as the “Most Active Member” for her exceptional participation, leadership involvement, and continuous contribution to Toastmasters activities throughout the year.



Prashamsha Shrestha Secures 3rd Place in Area D1 Contest

TM Prashamsha Shrestha (right on blue shirt) of United College Toastmasters Club achieved an outstanding milestone by securing 3rd Place at the Area D1 Table Topics Contest. Her impressive performance highlighted exceptional impromptu speaking ability, confidence, and stage presence during the competition. The contest provided a platform for participants to demonstrate quick thinking and effective communication skills under pressure. Prashamsha's achievement reflects her dedication, preparation, and continuous growth through Toastmasters. Her success has become a proud moment for the club and an inspiration for fellow members to continue developing their speaking and leadership skills.



Toastmasters Named Best Performing Club

Among the 11 active student clubs at United College, the United College Toastmasters Club stood out this year with remarkable achievements in leadership, communication, and member development. The club earned the Select Distinguished Club Award for completing 7 out of 10 program goals, along with the Renewal Star Award for active membership engagement and timely renewal. The Phoenix Award further

highlighted its strong growth and renewed energy. Individual members also brought pride to the club. TM Supriya Paudel received the Triple Crown Award and District 41 recognition as the Most Active Member. TM Asbina Rai was honored with the Renewal Rockstar Award, while TM Prashamsha Shrestha secured 3rd place in the Area D1 Table Topics Contest, showcasing strong impromptu speaking skills and confidence.





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SECTION

7

Alumni Chronicles

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From Classroom to Career:

Surviving First Job Hunt

My career in banking did not begin with a sharp suit or a polished handshake. It started with half-awake morning lectures at United College and the serious struggle of deciding whether to pay attention or mentally plan lunch. During my BBM, I slowly realized something important: survival after college is less about memorizing theories and more about discovering where curiosity refuses to die.

While most subjects gave me a broad map of business-international trade, management principles, and economics, I found myself strangely drawn to something that sounded less glamorous but far more powerful: compliance. More specifically, Anti-Money Laundering (AML) and Know Your Customer (KYC). At first, I thought, "Why am I excited about rules?" But soon it became clear. These were not just textbook topics. They were the invisible shields of the financial world, guided by frameworks like those of the Nepal Rastra Bank. In simple terms, they were the reason banks don't accidentally become part of a crime movie plot.

Of course, theory in class is one thing. Reality is another. I still remember thinking I had "understood banking" until I saw actual



Samir Man Shrestha
BBM Graduate 2023

documentation at Nabil Bank during my early professional exposure. Suddenly, KYC wasn't just a definition-it was a stack of forms, identity checks, and a reminder that spelling errors in names can feel like a crisis. My confidence politely asked for a short break.

Transitioning from classroom to corporate life was not smooth. There

were days when I felt like I knew nothing, despite having attended years of lectures and exams. One senior colleague once told me, "In banking, if you are not confused at least once a day, you are probably not paying attention." I chose to take that as encouragement.

What surprised me most was how much banking is about people, not just numbers. Behind every account opening or transaction is someone's goal-a business dream, a family plan, or a student trying to build a future. Ironically, I understood those ambitions well because I was living one myself.

Balancing college responsibilities with learning banking systems taught me discipline in the least romantic way possible: deadlines, fatigue, and too much caffeine. But it also taught resilience. Growth rarely feels poetic while it is happening. To students still navigating college life, my advice is simple. Do not rush to "figure everything out," but do pay attention to what keeps pulling your interest back, even when you are tired. That is usually your direction quietly speaking.

Nepal's banking sector is moving fast toward digital systems, transparency, and stricter regulations. In this space, adaptability and regulatory understanding are not optional-they are survival skills. United College gave me the academic foundation. But stepping into the real world taught me something sharper: learning does not end with a degree; it simply changes its classroom.



College Memories of Transformation

From a Shy Child to a Confident Speaker: The Two Skills (S&W) That Changed My Life

I often receive compliments on my confidence. But honestly, if you told my 10-year-old self that I would grow into this version of me, she probably wouldn't believe it. Confidence didn't come to me overnight. It was built slowly, through experience, discomfort, and practice. And when I look back, I realize there are really just two skills (S&W) that shaped me into who I am today and I always recommend them to students too.

1. **Speaking (S)**
2. **Writing (W)**

My journey with writing started in 2013 when my first essay was published in The Kathmandu Post. I still remember how it happened. My father constantly encouraged me to write and finally send it out. That one step led to something much bigger. Over the next few years, I ended up publishing more than 25 creative pieces, including poetry.

But what mattered to me was never the number. It was the process

I was slowly learning how to put my thoughts into words. How to sit with my ideas, shape them, question them, and express them better. Writing became something I didn't just "do" it became how I understood myself. I also started journaling regularly, and that honestly became my safe space. It helped me deal with self-doubt, confusion, and all those quiet inner battles we don't always talk about. Without realizing it, writing also made me better at academics. I started performing well in subjective exams all the way till my Bachelor's Degree. And looking back, I know it wasn't just intelligence it was the habit of thinking clearly and expressing clearly that writing gave me. If I hadn't built that habit of writing and thinking at the same time, I don't think I would have developed this clarity today.



Animon Rapcha
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BBM Graudate 2024

Speaking, on the other hand, changed everything outside my mind

I was actually a very shy kid until I came back from Germany to Nepal in June 2010. I still remember becoming class monitor and being told by my teacher, Chanda ma'am, to manage a class of 50 students who, in her words, were a bit of "hooligans." At that time, it felt overwhelming and honestly a little funny in hindsight. I used to get teased a lot for being too

obedient or like a "teacher's pet." But that phase taught me something important I had to speak up. I had to learn how to communicate, how to handle people, and how to not be afraid of my own voice. From there, things slowly started changing. I began participating in poem recitations, drama competitions, spelling bees, Model United Nations, and slowly started stepping into spaces of transformation I once avoided completely. Then, during COVID days, I got really drawn to TED Talks. That's when I first thought maybe one day, I want to be on that stage too.

A real turning point came when I joined the Toastmasters Club at United College in 2023. That space taught me things I had never formally learned before how to use my voice, how to control pace and tone, how to use hand gestures, and how to structure a speech. More than anything, it taught me how to stand in front of people and just speak without fear. Today, as a content creator, I see how both these skills come together. Whether I'm sharing ideas, telling stories, or talking about experiences, it always comes back to Speaking (S) and Writing (W).

So, if I had to leave one message for students, it would be this—

"No matter what field you choose, these two skills of S & W will quietly change your life. Writing helps you understand yourself. Speaking helps you express yourself. And together, they slowly build something we often call confidence."

From Classroom to Code: *My BCA Journey*

When I started my BCA journey, I had limited web development skills, a lot of enthusiasm, and a very outdated textbook on C programming. Like many students, I believed that getting a high GPA was the main goal of college life. I attended lectures, completed assignments, and prepared for exams sincerely. At that time, I thought academic performance alone would be enough to build a successful career in the IT industry. During the first year, my understanding of technology was mostly theoretical. I could write programs to check prime numbers or sort arrays, but I had very little idea about how real-world applications were developed and deployed. Concepts like backend integration, database security, APIs, and cloud hosting felt far beyond classroom learning. Slowly, I realized that the tech industry moves much faster than the academic curriculum.

The turning point in my journey came during the long tala bandi period of our second semester board examinations. For the first time, I had enough free time to explore practical learning on my own. Instead of only revising notes, I started building a simple e-commerce website and a personal portfolio project. That experience completely changed my mindset. I realized how difficult it was to connect a database with a user interface, manage user authentication, and keep user data secure. What looked simple in YouTube tutorials became challenging in actual implementation.

That struggle became my best teacher

I started spending more time building projects rather than only preparing for exams. I explored GitHub, contributed to small open-source repositories, and learned how professional developers manage projects through version control systems like Git. I also discovered that practical exposure teaches lessons that textbooks cannot fully provide. As I progressed in BCA, I understood the importance of



Nilaw Manandhar
BCA Graduate 2025

strengthening core technical foundations. Data Structures and Algorithms (DSA) became important not only for exams but also for technical interviews and problem-solving. Database Management Systems (DBMS) required more than writing simple SQL queries. Understanding normalization, indexing, and NoSQL databases became equally important.

At the same time, learning modern technologies such as MERN stack, Flutter, cloud computing, and AI tools helped me understand current industry demands.

However, one important realization was that technical skills alone are not enough. The professional world also demands communication, teamwork, adaptability, and problem-solving abilities. In real projects, developers work in teams, discuss ideas, explain technical issues to non-technical people, and manage deadlines together. Learning how to collaborate became just as important as learning how to code. By my third semester, I gathered enough confidence to apply for my first internship. That experience exposed me to real project environments, client expectations, and workplace responsibilities. It taught me that the transition from classroom learning to industry work requires continuous self-learning and practical exposure.

By the final semester, I no longer saw myself as only a student completing a degree. I had become someone capable of building projects, solving practical problems, and presenting a portfolio with confidence. The biggest transformation in my journey was shifting from “learning to pass exams” toward “learning to build solutions.” If I want to give one honest advice to juniors, it would be this: do not focus only on collecting certificates. Build projects, create portfolios, and practice consistently. A working website, GitHub repository, or practical project often creates stronger impact than many paper certificates. Most importantly, stay humble and continue learning, because technology changes quickly, and growth in this field never truly stops.

From Learning to Living My Passion

From a curious student stepping into United College to a confident individual pursuing multiple passions, my journey has been a story of growth, dedication, and self-discovery.

I completed my Bachelor's degree in 2020 and my Master's degree in 2026. My academic journey was not just about gaining knowledge from books, but also about understanding myself and building the skills needed to move forward in life. United College played a significant role in shaping who I am today. It is here that I learned how to communicate effectively, express my ideas, and most importantly, develop confidence in myself.

Alongside my studies, I have always been deeply connected to art and creativity. I have been practicing Charya dance for the past nine years. For me, Charya is more than just a dance form- it is a spiritual practice that teaches discipline, patience, and devotion. It has grounded me and given me a strong sense of identity, even during the busiest phases of my academic life.

At the same time, I have been involved in makeup artistry for seven years. What started as a passion slowly turned into a profession, and today I work



Roshni Bajracharya
MBS Graduate 2025

as a freelance bridal makeup artist. Being part of someone's special day and helping them feel confident and beautiful is something I truly value. Makeup, for me, is not just about enhancing looks- it is about bringing out confidence and individuality.

In addition to this, I stepped into entrepreneurship by starting my own jewelry businesses, Mumma Creation and Jishh Jewelry. Managing business along with studies was challenging, but it taught me important life lessons such as responsibility, time management, and consistency. Creating something of my own has been one of the most rewarding experiences of my journey.

Looking back, my time at United College was not limited to academics alone. It was a place where I discovered my strengths, explored my passions, and built the confidence to pursue them. The support and environment I found here helped me grow not just as a student, but as an individual ready to take on different roles.

My journey is still continuing, but I carry forward everything I have learned- with confidence, creativity, and the courage to follow my passions.

“

Being part of someone's special day and helping them feel confident and beautiful is something I truly value

”

Advice to My Younger Self as a Unitedian

If I could rewind time and meet my younger self at United College, I would probably laugh first and say, *"Relax, you are not just studying for exams, you are accidentally building your whole life."* Back then, I thought college was a race to pass papers. Now I know it was more like quietly building a personality with assignments, friendships, and a lot of last-minute panic.

If I were a student again, I would actually sit in class like I am attending something important instead of acting like attendance is just a formality ritual. I would listen properly, take notes like they are gold coins, and not rely on *"friend notes"* that mysteriously become unreadable before exams. I would ask questions without fear of looking silly, because honestly, nobody remembers your awkward question-but everyone remembers your confidence later.

I would take presentations seriously from day one instead of treating them like a horror movie trailer. Today I can speak in public, but that confidence was not downloaded-it was painfully installed through practice. I used to avoid speaking, thinking *"someone else will do it."* Spoiler: that *"someone else"* is usually also confused.

If I were back at United College, I would actually respect research work instead of treating it like a copy-paste emergency rescue mission. I now realize research is not just writing-it is thinking. And thinking, unfortunately, cannot be copied from Google. I missed chances to build a strong academic



Salma Maharjan
MBS Graduate 2025

base, and maybe my CV is still somewhere saying, *"I could have been stronger, but I got distracted."*

If I were a student again, I would enjoy college life-but not just scrolling through days like background music. I would sit with friends and talk about dreams, not just lunch plans. I would still laugh, gossip a little (okay, a lot), but also ask, *"Where are we actually going in life?"* even if nobody had an answer.

I would join clubs, events, and anything that says *"volunteer"* instead of thinking, *"I am busy doing nothing important."* Because now I understand leadership is not learned in theory chapters-it is learned when things go wrong in group work and you still survive. If I were back, I would respect small things more-submitting forms on time, following rules, not treating deadlines like optional suggestions. Because adulthood later says, *"Surprise! Everything has deadlines."*

Most importantly, I would stop comparing myself with others. In college, everyone looks like they have life figured out. In reality, everyone is just pretending confidently. I would remind myself: *"Focus on your own lane, even if it is a slightly messy one."*

Looking back, I realize college was not just a place to get a degree-it was a quiet training ground for life. It shaped habits, confidence, and direction in ways I did not notice at the time. If I could talk to my younger self, I would say: enjoy it, mess it up a little, learn a lot, and don't rush it. Because those years were not just chapters-they were the whole draft of who I am becoming.

I Came for a Degree, I Found Myself

My name is Rajan Sah, a student from Nepal who once believed exams were the biggest challenge in life-until I moved to the UK and realized life itself had a bigger syllabus. I completed my BBM at United College (2019–2023), and now I'm pursuing an MBA Global at the University of Greenwich.

This is not just my academic journey-it's a story of confusion, growth, small wins, and a lot of "figuring things out."

Back in Nepal, life was simple: listen lectures, study notes, memorize, pass exams, repeat. Our education system was all about theory and exams. Teachers guided us at every step, and assignments were few and predictable. Honestly, we were comfortable-maybe a little too comfortable.

Then came the UK... and boom, everything changed. My first few weeks felt like being dropped into a completely different world. Suddenly, no one was reminding me to study. No one was giving me "important questions." Instead, I was expected to think, question, and even disagree (politely, of course!). At first, I was confused- "Wait, you want my opinion?"

Here, learning is not just about reading books; it's about understanding, analyzing, and applying. Classes include lectures, seminars, and workshops, but the real work happens outside the classroom. Self-study became my new best friend (whether I liked it or not). Assignments? Oh, they are a different story. No more long descriptive answers. Now it's case studies, presentations, and group projects. At first, group work felt like group stress-but over



Rajan Sah
BBM Graduate 2024

time, it became group learning. And yes, originality matters a lot. Copy-paste is not a strategy here!

One surprising thing was the relationship with professors. They are friendly, approachable, and actually encourage questions. You can share your ideas openly, even if they are not perfect. That was new-and honestly refreshing. Outside

academics, life as an international student is a mix of excitement and reality checks. You meet people from all over the world, improve your communication skills, and slowly become more confident. But there are also moments of homesickness-missing family, food, and even the chaos of home.

Then comes part-time work-the real test of balance. Finding a job is not easy, and managing work with studies is even harder. But it teaches you discipline, responsibility, and the true value of money. Living alone in the UK has been one of my biggest lessons. Cooking, cleaning, budgeting-it's like a daily survival game. Sometimes the food turns out great, sometimes... well, let's just say it's "experimental."

All these experiences have changed me. I've become more independent, more confident, and more aware of the world around me. I've learned to manage my time, communicate better, and adapt to new situations. Of course, the journey isn't perfect. There is academic pressure, financial stress, and the constant challenge of adjusting to a new culture. But these struggles have made me stronger and more determined. It's about growing up, stepping out of your comfort zone, and becoming a better, stronger version of yourself.

SECTION

8

Faculty's Desk

United College's (UC) Faculty members have their own voices to share with their students, who are the future builders of their nation. This section represents teachers' words of wisdom for their future generations.

- 1. The Battle for Attention: Short Videos vs. Deep Learning**
Ganesh Joshi, Krishna P. Pandey & Pradhumna P Neupane
- 2. Behind the Attendance Sheet: The Stories We Don't See**
Rabun Ranjit, Ramesh Raj Pandeya & Rojina Ranjitkar
- 3. Will AI Replace Faculty Members-or Redefine Them?**
Abdul Aziz Miya, Arun Sedhai & Babu Raja Tandukar
- 4. Science and Storytelling: Why Facts Need Narrative**
Richa Pokharel, Shyam P. Bastakoti & Umesh Acharya
- 5. Why Consistency Beats Talent Every Time**
Raj Kumar KC, Santoshi Nepal & Seema Shahi
- 6. When Chalkboard Met Smartphones**
Keshav P. Ghimire, Ashok K. Pokharel & Bidhya Sharma Rajopadhaya
- 7. Curiosity as a Curriculum**
Shova Nani Shakya, Sudip Aryal & Sunil Chitrakar
- 8. Leadership's Initials Revisited**
Dr. Lal-Shyākarelu Rapacha



Every
Experience
is a
Lesson.

Lessons from Life

- Challenges
- Choices
- Growth
- Gratitude

The Battle for Attention:

Short Videos vs. Deep Learning



Ganesh Joshi



Krishna P. Pandey



Pradhumna P. Neupane

Walk into any college classroom in today-whether at the bachelor's or master's level-and you will notice a quiet but powerful shift. Alongside laptops, smartphones are also constantly presence. Within them lives a world of short videos: fast, engaging, and endlessly scrolling. While these platforms entertain and inform, they are also reshaping how students engage with learning.

This transformation is especially visible in colleges where bachelor and master level students increasingly belong to a global digital culture. Short-form content has become a primary source of information and entertainment. Many students now consume ideas in 15 to 60 seconds-quick

summaries, visual snippets, and simplified explanations. While this format can make learning accessible, it often competes with traditional academic demands such as reading a hundred pages of book or sitting through hour or more of lecture.

At the bachelor's level, this change is already evident among trend college students who prefer concise notes, bullet-point explanations, and quick answers before exams. Long readings, theoretical discussions, and extended lectures sometimes struggle to hold their attention. At the master's level, the challenge becomes more serious. Advanced studies require sustained focus, critical thinking, and deep engagement with complex texts. Yet even here, students

often find it difficult to stay fully present without digital distraction interrupting their learning process.

This does not mean that students are less capable. Rather, their habits of attention are being reshaped. Short videos train the mind to expect rapid stimulation and instant reward. Deep learning, however, requires patience, reflection, and the ability to sit with complex ideas over time. The gap between these two modes of engagement is becoming one of the central challenges of modern education.

In classrooms, many faculty members still rely on hour/s of lecture-based teaching. While this method carries the depth and structure, it increasingly competes with fragmented

attention. A student may physically sit through the lecture but mentally drift between notifications, videos, and social media feeds. This raises concerns about how effectively true learning is taking place.

However, the situation is not entirely negative. Short-form content can also support learning when used wisely. A well-designed short video can introduce concepts, clarify ideas, and encourage curiosity that leads students back to

textbooks and deeper study. In this sense, digital tools can complement traditional learning rather than replace it.

The responsibility lies with both educators and students. Faculty members must rethink how they deliver content-making lectures more interactive, relatable, and connected to real-life examples. At the same time, students must consciously train their attention. True learning cannot be achieved only through quick

consumption; it requires sustained effort, especially when dealing with a hundred pages of book or complex academic material.

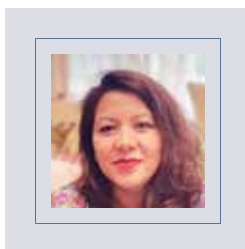
So, can deep learning survive in the age of short videos? The answer depends on how we choose to engage with learning itself. Attention may be under pressure, but it is not gone. With the right balance, discipline, and adaptation, deep learning can still thrive—even in a world of endless scrolling.

Behind the Attendance Sheet: The Stories We Don't See



Rabu Ranjit

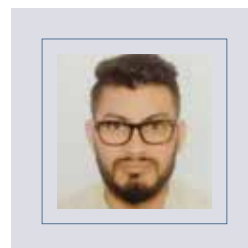
In every classroom, there is a familiar ritual. The attendance sheet arrives, names are called, and a record is made—present, absent, late. It appears simple, even administrative. Yet, in my years of teaching at a college in Nepal, I have come to realize that this sheet



Rojina Ranjitkar

captures only a fraction of the truth. Behind each tick mark or blank space lies a student with a story we rarely pause to see.

In colleges, especially in urban institutions of Nepal, classrooms are filled with students who carry



Ramesh Raj Pandeya

responsibilities far beyond textbooks. Some travel long distances from surrounding towns every morning, navigating unpredictable public transport. A student marked “late” may have already walked several kilometers to reach a bus stop, waited endlessly for

a crowded vehicle, and still arrived before giving up entirely.

There are students who sit in class physically present but mentally weighed down by circumstances at home. One may be supporting younger siblings while parents work abroad in the Gulf countries. Another may be managing household responsibilities in a single-parent family. The attendance sheet does not show the fatigue in their eyes or the resilience it takes just to show up.

Due to Nepal's changing socio-economic landscape, many college students are first-generation learners. When they move to cities like Kathmandu for higher studies, they often juggle part-time jobs-working in cafés, tutoring younger students, or assisting in shops-to afford rent and tuition. On some days, attendance is not a matter of discipline but of survival

choices: earn a day's wage or attend a lecture.

Mental health, too, remains an invisible layer. Anxiety, uncertainty about future employment, and pressure from families can quietly shape a student's presence in the classroom. A missing name on the attendance sheet might reflect more than absenteeism-it might signal exhaustion, stress, or a silent struggle that has no immediate outlet.

As faculty members, we often focus on completion of syllabi, exam results, and punctuality. These are necessary structures, but they risk narrowing our understanding of education itself. Teaching has taught me that education is not only about transferring knowledge but also about recognizing the human conditions in which learning takes place.

When I look at an attendance sheet now, I try to see

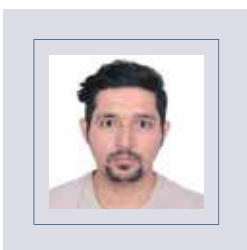
beyond it. I remind myself that every blank space is not just a number lost, but a story paused. Some students will return after hardships; others may silently drop out, their reasons never formally recorded. Both outcomes deserve attention, empathy, and reflection.

Perhaps what we need in our classrooms is not only stricter attendance policies, but also deeper conversations-spaces where students feel seen beyond their presence or absence. A system that acknowledges their realities may not change their circumstances overnight, but it can change how they are understood within them.

The attendance sheet will always remain a tool of record. But as educators, we must learn to read what is not written on it-the stories, struggles, and resilience of the students behind every name.

A system that acknowledges their realities may not change their circumstances overnight, but it can change how they are understood within them.

Will AI Replace Faculty Members or Redefine Them?



Arun Sedhai

The rapid rise of artificial intelligence has sparked a familiar question across universities: will AI replace faculty members? In classrooms across Nepal, where digital tools are increasingly present, this concern feels both immediate and uncertain. Yet the more useful question may not be whether AI will replace teachers, but how it will reshape what teaching means.

At first glance, AI appears capable of handling many traditional academic tasks. It can generate lecture notes, summarize readings, answer questions instantly, and even evaluate assignments. For students, this creates a new kind of accessibility—information is no longer limited to what happens inside the classroom. In such a context, the role of a faculty member as the primary source of knowledge begins to shift.



Babu Raja Tandukar

But teaching has never been only about delivering information. In Nepalese colleges, as elsewhere, faculty members play multiple roles: they interpret complex ideas, guide discussions, mentor students, and respond to the diverse realities students bring into the classroom. AI can provide answers, but it does not understand the lived experiences of a student balancing studies with financial pressure, family responsibility, or cultural expectations.

What AI is likely to change is the emphasis of teaching. Instead of focusing primarily on content delivery, faculty members may need to focus more on context, critical thinking, and ethical understanding. When information is easily accessible, the value of education moves toward



Abdul Aziz Miya

helping students evaluate that information—question it, connect it, and apply it meaningfully.

In Nepal, this shift carries particular importance. Students come from varied educational backgrounds, with differing levels of exposure to technology and independent learning. Faculty members often act as bridges, helping students navigate not just academic content but also the process of learning itself. AI cannot fully replace this relational aspect of education—the trust, encouragement, and adaptability that develop over time in a classroom.

There is also the question of judgment. AI can assist in grading or feedback, but it does not fully grasp nuance in the way a teacher can—why a student is struggling, how effort has improved over time,

or when flexibility is needed. These decisions require not only knowledge but also empathy and context.

Rather than replacing faculty, AI is more likely to redefine their roles. It can reduce routine tasks, freeing time for more meaningful engagement with students. It can act as a supplementary tool-supporting explanation, offering practice, or providing additional resources. But it does not eliminate the need

for human guidance; in many ways, it increases it.

The challenge, then, is not resistance but adaptation. Faculty members will need to rethink how they design assignments, encourage originality, and maintain academic integrity in an AI-assisted environment. More importantly, they will need to reaffirm what makes teaching human: the ability to listen, to adapt, and to respond to

students as individuals rather than outputs.

AI may change the tools of education, but it does not replace its purpose. If anything, it highlights the parts of teaching that machines cannot replicate. The future of education in Nepal will not be defined by AI alone, but by how educators choose to work alongside it-reshaping their roles while holding onto the human core of learning.

Science and Storytelling: Why Facts Need Narrative



Richa Pokharel

Science is often seen as a collection of facts-precise, objective, and verifiable. In classrooms, it is frequently taught through definitions, formulas, and structured explanations. Students memorize laws, reproduce diagrams, and prepare for exams that reward accuracy. Yet, despite this clarity, many struggle to



Shyam P. Bastakoti

connect with what they learn. The problem is not always the content, but the way it is presented. Facts alone inform; stories make them meaningful.

Storytelling gives context to information. A scientific concept explained in isolation can feel abstract, even distant. But when it is placed within a narrative-



Umesh Acharya

how it was discovered, why it mattered, or how it affects everyday life-it becomes easier to understand and remember. For example, learning a formula may help a student solve a problem, but understanding the situation in which that formula applies creates deeper comprehension. The human mind is naturally drawn to

stories because they organize information into sequences of cause and effect.

In classrooms, where students often come from exam-focused schooling systems, science can sometimes feel like something to be memorized rather than explored.

This approach may produce short-term results, but it rarely builds curiosity. When scientific ideas are linked to real-life situations-local environments, familiar challenges, or historical developments-students begin to see relevance. A lesson is no longer just about passing an exam; it becomes a way of understanding the world around them.

Narratives also make science more accessible. Not every student responds to technical

language in the same way. Some may find it difficult to engage with purely abstract explanations. Storytelling bridges this gap by presenting ideas in a form that feels natural and relatable. It does not replace facts; it supports them. A well-told story can act as a framework within which facts are easier to organize and recall. There is also a deeper role that storytelling plays: it humanizes science. Behind every discovery is a process-trial, error, doubt, and persistence. When students hear these stories, they begin to see science not as a fixed body of knowledge, but as an evolving human effort. This can be especially important in encouraging students who may feel intimidated by the subject.

They realize that understanding does not come instantly, even to those who

make breakthroughs. In the context of higher education in Nepal, integrating storytelling into teaching does not require abandoning rigor. It requires balance. A concept can be explained accurately while still being framed in a narrative that captures attention. A lecture can include both explanation and illustration. When this balance is achieved, students are more likely to engage, question, and retain what they learn.

Ultimately, facts are essential-they are the foundation of science. But without narrative, they can remain disconnected pieces of information. Storytelling weaves those pieces together, giving them shape, meaning, and memory. In doing so, it transforms learning from a task of memorization into an experience of understanding.



Why Consistency Beats Talent Every Time



Raj Kumar KC



Santoshi Nepal



Seema Shahi

Talent is often the first thing we notice in a classroom. It stands out early—the student who understands concepts quickly, writes with ease, or answers questions. Such students are quietly labeled as “bright” or “gifted,” and it is easy to assume that they will naturally succeed in the long run. But experience in teaching reveals a more grounded truth: talent may open doors, but consistency determines how far a student actually goes.

Consistency is less visible. It does not always produce immediate results or attract attention. It is found in the student who attends classes regularly, even when tired, who revises slowly but steadily, and who continues to attempt understanding even after repeated confusion. In college, where students often

come from varied educational and socio-economic backgrounds, this difference becomes especially clear. Some students arrive with strong academic foundations, while others are still building basic confidence in higher education. Yet over time, it is not always the “most talented” who perform best—it is often the most consistent.

One reason consistency matters more is that learning is not a single event; it is a process. Talent can create quick understanding, but without repetition, that understanding fades. Consistency builds memory, discipline, and depth. A student who studies a little every day retains more than one who studies intensively only before exams. Over a semester, these repeated efforts accumulate into real academic strength.

Many students also face challenges that make consistency itself an achievement. Long commutes from surrounding towns, unreliable transport, financial pressures, and part-time work are common realities for college students. In such contexts, showing up regularly requires effort that goes beyond academic motivation. A student who maintains steady attendance despite these challenges is already demonstrating a form of discipline that talent alone cannot replace.

A talented student may perform well initially but struggle when they encounter failure for the first time. In contrast, a consistent student becomes familiar with struggle. They learn to improve gradually, to adjust study methods, and to recover from setbacks. Over time, this

creates emotional stability in learning—the ability to continue even when progress feels slow.

There is also a quiet confidence that comes from consistency. Students who repeatedly engage with their studies begin to trust their own process. They may not always be the fastest learners, but they are dependable learners. This reliability

often translates into better long-term outcomes, not just in exams but in real-world problem-solving situations where persistence matters more than quick answers.

As educators, it is easy to be impressed by early talent. It is more challenging, but more important, to recognize steady effort. In classrooms, where resources and opportunities are uneven,

consistency becomes a powerful equalizer. It allows students who start at different points to gradually close the gap.

Ultimately, talent may give a student a strong beginning, but consistency shapes the ending. The student who keeps showing up, keeps trying, and keeps improving will often go further than the one who relies only on natural ability.

When Chalkboard Met Smartphones



Keshav Pd. Ghimire

When we look back at teaching in Nepal, especially in subjects like Accounting, Taxation, and Mathematics, the classroom itself used to feel like a small battlefield of focus and discipline. Not war in a bad sense, but a silent competition: who understands first, who copies faster, who doesn't miss a single step from the board.



Ashok K Pokharel

There was a time when students used to treat the classroom like a “front-row concert.” Even before the teacher arrived, benches were already occupied. The back benches were not a choice; they were a defeat. Some students would stand near the window like they were watching a live final match. And when the teacher finally entered with chalk in hand,



**Bidhya Sharma
Rajopadhaya**

there was a kind of respectful silence, almost like a system was booting up.

In practical classes, especially Tax, Accounts, Mathematics, something interesting always happened. The moment a numerical problem started, the classroom mood changed. One group would write fast like they were in a race. Another group would quietly

wait for the teacher to reach step 2 so they could fix their own “step 1 mistakes” without shame. And there was always that one student who confidently nodded at everything... but later asked, “Sir, can you repeat the first step?” when everyone had already moved to the final answer.

Mock teaching sessions were another scene. Students used to come prepared... or at least they pretended to be prepared. Some would bring perfectly written notes. Others would bring “half-confidence and full hope.” When called to the board, a few students suddenly discovered they had forgotten how to hold a marker properly. The funniest part was the silence before writing anything—it was not thinking silence, it was survival silence.

Fast forward to today, the situation has changed. Students now enter the class with digital confidence. Many already know the answer before the problem starts. Some are mentally halfway through YouTube explanation while the teacher is still drawing the question. In practical subjects, a few students even look at the board and think, “This is long...

The classroom has not lost its energy. It has just changed its audience behavior. Earlier, students competed to copy the board. Now they compete between attention and distraction. And the teacher, in the middle of it all, is still trying to win the same thing—understanding, one step at a time.

I already saw a 2-minute shortcut version.”

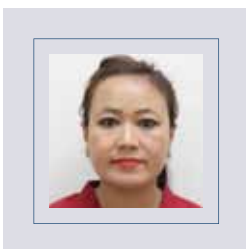
Mobile phones have become silent co-teachers. When explanation gets slow, attention quietly shifts to the screen. One thumb scroll, one eye on the board—that is modern multitasking. And sometimes, when asked a question, students don't panic anymore. They simply pause... as if waiting for memory to buffer.

There is also a new classroom behavior pattern: the “Google confidence effect.” A student may not follow the full lecture, but later they will say, “Sir, I saw this online differently.” That creates an interesting moment for faculty—whether to smile, correct, or mentally accept that the classroom now has invisible competitors outside the room.

Yet, despite all this humor and change, one thing remains consistent. When a teacher solves a complex problem clearly on the board, even today's digital-generation students suddenly become silent. Pens come back to paper. Screens are ignored for a moment. Because deep down, step-by-step clarity still has its own power.

So, the classroom has not lost its energy. It has just changed its audience behavior. Earlier, students competed to copy the board. Now they compete between attention and distraction. And the teacher, in the middle of it all, is still trying to win the same thing—understanding, one step at a time.

UC allows me to Contribute Meaningfully and Grow



Rabina Duwal
Academic Counsellor
ac.uc@united.edu.np

My journey at United College (UC) has been a meaningful transition in my professional life. My name is Rabina Duwal, and I currently work as an Academic Counselor. Before joining the education sector, I worked in the health sector, where I gained valuable experience in handling people, responsibilities, and service-oriented work. However, over time, I felt a strong desire to explore a different field where I could contribute in a more direct and long-term way to shaping young minds.

I often reflect, "Growth comes when we step out of our comfort zone." That thought encouraged me to move from healthcare to education. It was not an easy decision, but it was a purposeful one.



When I started exploring opportunities, I decided to join United College due to its strong and positive institutional culture. The culture of UC is professional, supportive, and student-focused, yet warm and collaborative at the same time. I felt that this was a place where I could both learn and contribute meaningfully.

Today, in my role as an Academic Counselor, I have the opportunity to guide students, listen to their concerns, and help them shape their academic journey. Every interaction reminds me why I chose this path. I often tell myself, "I am not just advising students; I am

helping shape their future decisions."

What I value most at UC is the balance between contribution and growth. The institution allows me to use my previous experience from the health sector while also developing new skills in education and counseling.

Looking back, I can confidently say that choosing UC was not just a career decision-it was a step toward personal and professional fulfillment. Here, I am able to contribute meaningfully, grow continuously, and be part of a positive academic culture.

UC Reflects

Discipline, Professionalism, Excellence



Rakesh Kumar Jha
Faculty, Mathematics

When people ask me, “Why are you working at United College as a mathematics faculty member?” I usually smile before answering—because the honest answer is not just about a job, it’s about an experience.

To begin with, I’ll admit something most math

teachers secretly understand: the moment students hear “Mathematics,” their expressions change. Some suddenly become serious, some start negotiating with fate, and a few look like they are calculating escape routes. I’ve seen it all in BBS, BBM, and BCA classrooms. And yet, that is exactly where my journey at UC becomes meaningful.

I often tell my students, “*Math is not here to scare you—it is here to save you from confusion in real life.*” Slowly, something interesting happens. BBS and BBM students begin to connect formulas with business decisions, budgeting, and planning. One day, a

student said, “*Sir, now I see math in everything—even in shopping discounts!*” That small realization tells me learning is actually happening.

With BCA students, the story is different but equally exciting. When they understand how mathematics connects to programming logic, algorithms, and problem-solving, their attitude shifts. I often hear, “*Ohh, so this is why math was compulsory!*”—usually followed by nervous laughter and relief at the same time.

But beyond classroom moments and student reactions, what truly keeps me here is the culture of United College. There is discipline without pressure, professionalism without stiffness, and excellence without arrogance. Teaching here feels supported, not isolated.

And honestly, it is rare to find an institution where you can be serious about mathematics and still enjoy a light-hearted classroom joke when students say, “*Sir, math is emotional.*”



L-E-A-D-E-R-S-H-I-P Code for Lasting Impact

Leadership's Initials Revisited



Dr. Lal-Shyākarelu Rapacha
Campus Chief
principal@united.edu.np &
kiranti.rapachalal@gmail.com

Leadership is often discussed in abstract traits—charisma, authority, decisiveness. But true leadership, especially within an educational institution like United College (UC), is practical, visible, and deeply personal. To demystify what effective campus leadership looks like, I have revisited the initials of the word “L-E-A-D-E-R-S-H-I-P” itself. Each letter represents a non-negotiable practice that guides one’s daily decisions, strategic direction, and interactions with faculty, staff, and students. This is the L-E-A-D-E-R-S-H-I-P code—revisited and reaffirmed.

L = Leads by Example

No policy, however well-written, substitutes for modeled behaviour. One should arrive before

scheduled hours, remain present during academic and co-curricular activities, and actively participate in college cleanliness, discipline, and community service drives. When faculty see their leader engaging in continuous learning or industry visits, they naturally align. Students mirror what they observe. Leading by example transforms abstract mission statements into lived realities.

E = Empowers Others

Hierarchy can stifle innovation. One can practice distributed leadership: department heads make academic decisions within their budgets; student councils organize events with minimal interference; support staff suggest process improvements. Empowerment means providing resources, training, and trust—then stepping back. When a lab technician proposes a new safety protocol or a lecturer designs an industry module, one should approve and facilitate. Empowered teams own outcomes and exceed expectations.

A = Acts with Integrity

Institutional credibility rests on ethical consistency. One

can ensure transparent admissions, fair grading appeals, open financial dealings, and zero tolerance for academic dishonesty or faculty favoritism. Integrity also means admitting mistakes. When a program launch faces delays, I communicate honestly rather than deflect. This builds a culture where truthfulness is valued over image protection.

D = Driven to Succeed

Success here means graduates who are intellectually capable, creative, technically skilled, morally grounded, and practically ready. One’s drive should translate into measurable goals: annual placement rates, industry project completions, skill certification numbers, and student satisfaction indices. Drive without metrics becomes noise. One should track progress weekly, celebrate small wins, and recalibrate strategies when targets slip. Persistent pursuit of excellence becomes institutional habit.

E = Engages in Active Listening

Listening is not waiting to speak. One should hold open forums, anonymous

suggestion boxes, and monthly “Campus Chief Chats” where students, faculty, and parents voice concerns without fear. Active listening means repeating back what one heard, validating emotions, and acting on valid feedback. A suggestion about library hours led to extended evening access. A complaint about lab equipment triggered a procurement revision. Listening builds trust and reveals blind spots.

R = Resilient in Challenges

Resource constraints, policy shifts, enrollment fluctuations, and unforeseen crises (from pandemics to natural disasters) test any institution. Resilience means acknowledging difficulty without abandoning direction. During the pandemic, we pivoted to blended learning, trained faculty on digital tools, and ensured no student was left behind due to connectivity issues. Resilience also means supporting team morale during tough times—acknowledging stress while modeling steady calm.

S = Shows Empathy

Academic institutions are human systems. Students struggle with mental health, family pressures, or financial insecurity. Faculty face burnout. Staff have personal challenges. Empathy means flexible deadlines when genuine crises occur, referral to counseling services, and

designing scholarship criteria that recognize non-academic hardships. Empathy is not lowering standards; it is understanding circumstances and offering dignified support. A campus that cares produces emotionally intelligent graduates.

H = Holds Himself/Herself Accountable

Accountability flows upward first. Before questioning a department's delay, one should examine one's own approval timelines. Before criticizing student performance, one should review teaching quality and resource availability. Publicly, one should set quarterly goals and report progress (or lack thereof) to the College Assembly. When one fails to secure a promised industry partnership on time, one should communicate openly and revise plans. Accountability from the top normalizes responsibility at every level.

I = Inspires Through Vision

Daily operations can become mundane. Vision reconnects tasks to purpose. One should regularly articulate: “We are not just teaching courses; we are producing human resources who will transform this region.” Through assemblies, newsletters, and informal talks, one should link a coding assignment to local IT industry growth, link an ethics debate to community trust,

link a clean campus drive to civic pride. Vision turns routine into mission.

P = Prioritizes Team Growth

The success of a Campus Chief is measured by how many others grow. One should allocate budget for faculty certifications, study leaves for advanced degrees, leadership training for senior staff, and skill workshops for administrative personnel. Team growth also means succession planning: identifying and mentoring potential leaders from within. When a lecturer becomes a department head or an office assistant completes a management course, institutional capacity expands organically.

Conclusion: The Initials in Action

Revisiting L.E.A.D.E.R.S.H.I.P. is not an academic exercise. It is a daily audit. Each morning, One should ask: Did I lead by example? Did I empower? Act with integrity? Drive? Listen? Show resilience and empathy? Hold myself accountable? Inspire? Prioritize team growth? These initials are not static virtues—they are verbs, performed continuously. At United College, this code transforms leadership from a title into a service. And service, in turn, produces the excellent, skilled, and morally grounded human resources our community, industry, and region urgently need.

ADMISSION OPEN

Limited seats available

BARISTA



BAKERY



GENERAL COOK



SECTION

9

Graduation 2026

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. After such rigorous academic works, students finally participate in their graduation ceremony. This year marks for such achievements. Congratulations Graduates!

1. Graduation Program 2026 Proposal
2. 2nd Graduation Ceremony 2026
3. Words of Inspiration
4. Graduation Ceremony Address
5. ग्राजुएटहरूका तर्फबाट
6. Graduation Ceremony 2082
7. Graduation Ceremony 2082/2026 Summary Report



Graduation Program 2026 Proposal

Proposed by Mr. Roshan Shrestha CCA & ECA In charge

Introduction

The United College is organizing its 2nd Graduation Ceremony Program on 23rd February, 2026 in the United Pavilion at 3 pm. The guest of the ceremony will be our Academic Director Dr. Kabi Raj Bantawa, Founder Chairman Mr. Dripa Chamling, Founder Director Mr. Nara Hang Rai, Deputy Director Ms. Dipa Chamling, Deputy Director Ms. Manasvi Bantawa, Academic Head Mr. Basant Nepali and the Chief Guest. The expected 87 graduands students, with their parents are expected to attend the ceremony to celebrate their achievement.

Objective

The primary objective of the ceremony is to mark the culmination of years of dedication and academic achievement of the students. The event is to formally recognize and celebrate the accomplishment of graduating students.

Event Overview

Event Name: Graduation Commencement Program
Date: 8th Falgun, 2082 (Friday)
Time : 2:30 – 5:30 pm
Venue: UA Pavilion Hall
Expected Attendance: 87 Graduates & 120 Parents

Program Detail

Distribution of Graduation Certificates:

Approximately 87 certificates will be distributed to BCA, BBS, BBM and MBS graduates from academic year 2022 to 2025.

Performances: A total of 2 solo songs and 1 dance items will be performed by the students of United Academy and United College.

Key Note from the Chief Guest: The chief guest from Head of Faculty of Management from Tribhuvan University will be highlighting about the importance of entrepreneurship and management education for better future.

Material's List

1. Leather cover Certificate
2. Convocation Gown
3. Graduation Cap
4. Sash - Graduation
5. Dinner

Budget

The budget will be presented after discussion with Brand Team.



Itinerary of the Program

Activities	Time	Venue	From
Students' Registration	2:30 - 3:00 PM	United Coffee Club	
Guest Chairing and Honor: Chairperson of the Program: Dr. Lal Rapacha (Campus Chief) Chief Guest: Prof. Dr. Binod Bhattarai, Asst. Dean, FoE Founder Chairperson: Dripa Chamling Founder Director: Nara Hang Rai Founder Academic Director: Dr. Kabi Raj Bantawa Deputy Director: Dipa Chamling Deputy Director: Manasvi Bantawa Academic Head/Spokesperson of United Academy & United College: Basant Nepali Principal US: Manoj Bishwokarma Principal UUS: Rakesh Maharjan Graduate Program Director Mahesh Aryal Faculty Members Parents/ Guardian and Students	3:00 - 3:05 PM	United Pavilion Hall	
Lamp Lighting	3:05 - 3:10 PM	United Pavilion Hall	Chairperson and Chief Guest
National Anthem	3:10 - 3:15 PM	United Pavilion Hall	Roshan Thapa
Welcome Note	3:15 - 3:25 PM	United Pavilion Hall	Dr. Lal Rapacha, Chairperson
4-Years College Life Video	3:25 - 3:30 PM	United Pavilion Hall	Roshan Thapa
Speech from Deputy Director Ms. Manasvi Bantawa	3:30 - 3:40 PM	United Pavilion Hall	Ms. Manasvi Bantawa
Speech from Chief Guest Prof. Dr. Shekhar Gurung	3:40 - 3:50 PM	United Pavilion Hall	Prof. Dr. Shekhar Gurung
Cultural Show 3 performances	3:50 - 4:10 PM	United Pavilion Hall	- Samyak Koirala - Monalika - Nwongang & Trisala
Speech from Academic Director, Dr. Kabi Raj Bantawa	4:10 - 4:20 PM	United Pavilion Hall	Dr. Kabi Raj Bantawa
Special Awards and recognition to Graduates	4:20 - 4:40 PM	United Pavilion Hall	Chairperson, Chief Guest, DODs
Note of thanks from Graduate Student	4:40 - 4:45 PM	United Pavilion Hall	Mr. Kiran Paudel
Closing Remarks	4:45 - 4:50 PM	United Pavilion Hall	Dr. Lal Rapacha, Chairperson
Photo with family, friends and teachers	4:50 Onwards	United Basketball Court	
Dinner with family and friends	5:00 - 6:00 PM	United Hostel Mess	

Conclusion

The proposed ceremony prioritizes the graduate experience while creating a proud moment for families. We request the approval to proceed for the preparation for the program.

2nd Graduation Ceremony 2026

PROGRAM 8th Phalgun, 2082, Friday (February 20, 2026) 2:30–5:30 pm

Activities	Time	Venue	by
Students' Registration	2:30 - 3:00 PM	U Coffee Club	
Guest Chairing and Honor: Chairperson of the Program: Dr. Lal Rapacha (Campus Chief) Chief Guest: Prof. Dr. Binod Bhattacharai, Asst. Dean, FoE, TU Founder Academic Director: Dr. Kabi Raj Bantawa Founder Chairperson: Dripa Chamling Founder Director: Nara Hang Rai Deputy Director: Dipa Chamling Deputy Director: Manasvi Bantawa Academic Head & Spokesperson of United Academy & United College: Basant Nepali Principal of US: Manoj BK Principal of UUS: R. Maharjan Program Director Mahesh Aryal Chhetri Research Coordinator & Faculty Members Parents/Guardian & Students	3:00 - 3:05 PM	U Pav Hall	
Lamp Lighting	3:05 - 3:10 PM	U Pav Hall	Chairperson & Chief Guest
National Anthem	3:10 - 3:15 PM	U Pav Hall	Roshan Thapa
Welcome Note	3:15 - 3:25 PM	U Pav Hall	Dr. Lal Rapacha, Chairperson
4-Years College Life Video	3:25 - 3:30 PM	U Pav Hall	Roshan Thapa
Address by Deputy Director Ms. Manasvi Bantawa	3:30 - 3:40 PM	U Pav Hall	Ms. Manasvi Bantawa
Speech from Chief Guest Prof. Dr. Shekhar Gurung	3:40 - 3:50 PM	U Pav Hall	Prof. Dr. Binod Bhattacharai
Cultural Show 3 performances	3:50 - 4:10 PM	U Pav Hall	- Samyak Koirala - Monalika - Ningwa Hang & Trisala
Speech from Academic Director, Dr. Kabi Raj Bantawa	4:10 - 4:20 PM	U Pav Hall	Dr. Kabi Raj Bantawa
Special Awards and recognition to Graduates	4:20 - 4:40 PM	U Pav Hall	Chairperson, Chief Guest, BoDs
Note of thanks from a Graduate	4:40 - 4:45 PM	U Pav Hall	Kiran Paudel
Closing Remarks	4:45 - 4:50 PM	U Pav Hall	Dr. Lal Rapacha, Chairperson
Photo with family, friends and teachers	4:50 Onwards	U Bball Court	
Dinner with family & friends	5:00 - 6:00 PM	U H Mess	

MBS Graduates 2026

S.N.	Name of Graduates		Batch	Remarks
1	SIDDHARTHA SHAKYA		39812/21	Completed
2	ROSHANI BAJRACHARYA		39808/21	Completed
3	ALYSHA SHAH		39800/21	Completed
4	REFIKA MAHARJAN		39807/21	Completed
5	QRISNA MAHARJAN		39803/21	Completed
6	ESTAR LIMBU		27628/20	Completed
7	SURAJ BHATTARAI		39815/21	Completed
8	BIBEK BHURTEL		39803/21	Completed
9	LINA SHRESTHA		27632/20	Completed
10	SUNEETA MAHARJAN		39814/21	Completed
11	SMARIKA SHAKYA		27643/20	Completed
12	ANJILA DONGOL		27625/20	Completed
13	SALINA KHADGI		27640/20	Completed
14	UTKRISTA SHRESTHA		27646/20	Completed
15	KRISHNA KHADKA		39805/21	Completed
16	ARCHANA MAHARJAN		39802/21	Completed
17	SANDHYA THAPA		27641/20	Completed
18	RANI THAKUR		27637/20	Completed
19	KRISHNA KUMARI RAI		4210002/072	Completed
20	RUDRA PRASAD POUDYAL		4210004/070	Completed

BBM Graduates 2026

S.N.	Name of Graduates		Batch	Remarks
1	ALISHA BANTAWA		2020	Completed
2	ALISHA KHATRI		2020	Completed
3	ANIMON RAPACHA		2020	Completed
4	ASMITA MANDAL		2020	Completed
5	BISHESH KARANJIT		2020	Completed
6	DIKSHYA BASNET		2020	Completed
7	LASATA TAMRAKAR		2020	Completed
8	NIKITA MAHARJAN		2020	Completed
9	NITA MANANDHAR		2020	Completed
10	NITU SINGH		2020	Completed
11	PREKCHYA MAHARJAN		2020	Completed
12	RAYAN SHRESTHA		2020	Completed
13	RITISHA SHAHI		2020	Completed
14	ROJIN SHAKYA		2020	Completed

S.N.	Name of Graduates		Batch	Remarks
15	SAMIR SUWAR		2020	Completed
16	SAMPURNA BISTA		2020	Completed
17	SAMRIDDHI SHAKYA		2020	Completed
18	SANDESHI MOKTAN TAMANG		2020	Completed
19	SANDHYA RAI		2020	Completed
20	SANJEEV THAPA MAGAR		2020	Completed
21	SAYAL MAN KAYASTHA		2020	Completed
22	SHREEDIP SHAH		2020	Completed
23	SIJAL SHRESTHA		2020	Completed
24	SONAL SHRESTHA		2020	Completed
25	SONI KHADGI		2020	Completed
26	STUTI MARASINI		2020	Completed
27	SUBRINA BAJRACHARYA		2020	Completed
28	SUJATA SHRESTHA		2020	Completed
29	SUMINA MAHARJAN		2020	Completed
30	SUSHMITA PULAMI MAGAR		2020	Completed
31	SUSMA DURA		2020	Completed
32	SUVEKSHYA BASNYAT		2020	Completed
33	TEESHA SHAKYA		2020	Completed
43	TULSI UPADHYAY		2020	Completed
35	UJAEN KHADGI		2020	Completed
36	UTKARSH SHRESTHA		2020	Completed
37	YUNISHA SHRESTHA		2020	Completed
38	YUSUF SHRESTHA		2020	Completed

BCA Graduates 2026

S.N.	Name of Graduates		Batch	Remarks
1	ASESH MAHARJAN		2020	Completed
2	KIRAN PAUDEL		2020	Completed
3	NILAW MANANDHAR		2020	Completed
4	RABISKA RIMAL		2020	Completed
5	SAFAL MAHARJAN		2020	Completed
6	SATYAM KUMAR JHA		2020	Completed
7	SALOM LAMA		2020	Completed
8	SAMYOHANG SHERMA		2020	Completed
9	SHIWANI ADHIKARI		2020	Completed
10	SUJIT LAL SHRESTHA		2020	Completed
11	ASHIM RAJBHANDARI		2019	Completed
12	SAHANSHILA LAMICHHANE MAGAR		2019	Completed

BBS Graduates 2026

S.N.	Name of Graduates		Batch	Remarks
1	BANDANA DAHAL		2020	Completed
2	PRANISHA SHAKYA		2020	Completed
3	PRANUJ SHAKYA		2020	Completed
4	PRASIDDHA BASNET		2020	Completed
5	RAISHA MAHARJAN		2020	Completed
6	ROJINA BAJRACHARYA		2020	Completed
7	SAMATTHA KUNWAR		2020	Completed
8	SHARMILA TAMANG		2020	Completed
9	SIDDHARTHA RAJ SHAKYA		2020	Completed
10	SMRITI MAHARJAN		2020	Completed
11	SUNOGEN YENGDEN		2020	Completed

Words of Inspiration

Dr. Lal Rapacha, Campus Chief

Distinguished Chief Guest, BoDs, faculty members, proud parents and guardians, respected guests, and above all, the brilliant graduating class of 2026!

Welcome and Congratulations!

Today, as the Campus Chief of United College, my heart swells with an immense sense of pride and joy. This is your day. It is the culmination of years of sacrifice, late nights fueled by coffee, the stress of exams, and the joy of intellectual discovery. You have navigated the rigorous demands of your MBS, BBM, BCA, and BBS programs and have emerged not just with degrees from Tribhuvan University, but with the tools to build futures.

As you sit here today, degrees in hand, you are officially economists, managers, business leaders, and IT professionals. You are equipped with the technical knowledge to analyze markets, build enterprises, manage resources, and code the future. This is a



powerful skillset. But as we stand in the year 2026, we must be honest about the world you are inheriting. It is a world that will ask more of you than just profit margins and quarterly reports.

We look around us and see a human civilization in crisis. The news is filled with the drumbeats of war from different corners of

the globe. The air grows warmer, the seasons unpredictable, and our planet sends us urgent signals through fires, floods, and famines. We see a crisis of connection, a fraying of the social fabric that binds us as a human family. In the face of such overwhelming challenges, you might wonder: what can a business degree really do?

My answer to you today is: **everything**.

Because the crises we face—war, climate change, social fragmentation—are, at their core, crises of human choice, human organization, and human values. And that is your domain.

Your academic roles have prepared you to understand systems. An MBS graduate understands financial systems. A BBM or BBS graduate understands organizational systems. A BCA graduate understands digital systems. Your social role, your humanistic role, is to ensure these systems serve humanity, not the other way around.

In a world of wars, your role is to be an architect of peace. How? By building businesses that create shared prosperity, not just for a few, but for entire communities. By managing organizations that bridge divides rather than deepening them. By using your skills in data and information technology (BCA graduates) to build platforms for dialogue and understanding, not for misinformation and hate. Remember, sustainable peace is often built not just at the negotiating table, but in the marketplace, where mutual benefit can foster mutual respect.

In an age of climate crisis, your role is to be a steward of our shared home. Economics is not just about growth; it is about sustainable management of resources. Business is not just about consumption; it is about innovation

for a circular economy. Information technology is not just about speed; it is about creating smart solutions for energy, agriculture, and conservation. You are not just future business leaders; you are the future custodians of our planet. Every business plan you write, every strategy you devise, must now include a line item for the health of our Mother Earth.

And in this crisis of human civilization, your role is to be a beacon of our shared humanity. The courses you took—perhaps in organizational behavior or business ethics—taught you about values. Now, you must live them. In your workplaces, be the voice of compassion. In your teams, be the force for inclusion. In your communities, be the example of service. A truly successful civilization is not measured by its GDP alone, but by how it treats its most vulnerable, how it resolves conflicts without violence, and how it ensures dignity for every single person.

Dear graduates of 2026, you carry with you the name of this institution, United College. Let that name be your guide. In a fragmented world, be a unifier. Your humanity is your greatest asset. Your empathy is your strongest strategy. Your commitment to the common good will be your most enduring legacy. As you leave these gates, go with the technical skills you have honed. But more importantly, go with a heart full of compassion, a mind open to understanding, and a spirit dedicated to healing a wounded world. The future is not something that happens to us; it is something we create. And today, we send out 2026 new creators, new leaders, and new guardians of our shared human story.

Once again Congratulations to the Class of 2026! May you go forth and build a world worthy of your dreams and our shared humanity.

Thank you all.

Graduation Ceremony Address by

Chief Guest: Prof. Dr. Binod Bhattarai

Respected Chairperson of the Governing Board, distinguished members of the faculty, proud parents and families, esteemed guests, and most importantly—the graduating batch of MBS, BBS, BCA, and BBM of the year 2026.

Namaste and a very warm welcome and congratulations to all of you.

It is a profound honor to stand before you today at United College. As a Professor of Physics, I have spent my life observing systems, measuring change, and studying the forces that drive progress. And today, I see before me a powerful force: you, the graduates, ready to apply your own energy to the world.

Standing here, I am reminded of the massive transformation Nepal has witnessed in the education sector over the past couple of decades. When I began my career, access to quality higher education was a privilege limited to a few. Today, it is a growing right for many. This expansion did not happen by accident. It happened because of vision.

In this journey, we must acknowledge the vital role played by the private sector. Private institutions like United College have not just participated in this growth; they have injected competition, innovation, and resources that have significantly improved the overall health of our education system. They have filled gaps that public infrastructure alone could not, and for that, they deserve our respect and gratitude.

However, as we celebrate this progress, we cannot afford to be complacent. We are standing at a unique intersection of time and technology. The world around us is vibrating with change. The job market dynamics that



Chief guest lighting the ceremonial light

existed when you first enrolled in your BBS, BBM, BCA, or MBS programs are not the same dynamics that exist today. And by the time you reach your desks tomorrow, they will have shifted again.

In view of this constant vulnerability, it is immensely reassuring to see an institution like United College. You have not merely followed the syllabus; you have strived to build substance. The college has gathered a cream of professors and intellectuals—minds dedicated to more than just rote learning. These faculty members have worked tirelessly, not just to teach, but to shape qualified human resources capable of critical thought. United College has, in its own right, proven to be a milestone in the development of the education sector in our country.

But let me be direct with you, graduates. We are on the verge of a mass change in job dynamics unlike anything we have seen since the Industrial Revolution. We are witnessing the rise of Artificial Intelligence. AI is no longer a futuristic concept; it is a present tool, rapidly taking over tedious, repetitive workloads. It can analyze data faster than any BBM or MBS graduate, handle accounts more accurately than some BBS graduates, and even write basic code that might challenge a new BCA programmer.

Does this scare you? It shouldn't. But it must wake you up.

This reality means we have to refocus our job orientation. The value of a human being in the workplace is no longer in doing the predictable, but in navigating the unpredictable. AI can compute, but it cannot comprehend the depth of a human problem. It can process, but it cannot feel the nuances of a client's needs. It can follow instructions, but it cannot lead with vision.

Therefore, your degree is not your destination; it is your toolkit. And a lot more has to be done. You must commit to being lifelong students. No stone is to be left untouched in your quest to upskill. Learn to work with AI, not against it. Develop the

soft skills that machines cannot replicate: empathy, ethical judgment, negotiation, and creative problem-solving.

To the administrators and faculty here today, my message is the same. Our work is never finished. We must continuously adapt our curriculum to ensure it stays ahead of the curve, not just catching up to it.

In conclusion, graduates of MBS, BBS, BCA, and BBM, you leave this campus as ambassadors of a great institution. You carry with you the rigorous training of Tribhuvan University and the practical exposure fostered by United College.

As you step out into a world of flux, carry with you the curiosity of a physicist—always questioning, always observing. The path ahead will have challenges, but it is paved with opportunities for those willing to adapt.

Therefore, I wish you all the very best in your future endeavors. May your careers be fulfilling, may your integrity remain intact, and may you always strive to be the intellectuals and leaders that Nepal needs today.

Again, congratulations to the Class of 2026.

Thank you.

The value of a human being in the workplace is no longer in doing the predictable, but in navigating the unpredictable.

ग्राजुएटहरूका तर्फबाट

श्री किरण पौडेलज्यूको मन्तव्य

प्रमुख अतिथि श्री प्रा. डा. विनोद भट्टराई, कार्यक्रमका अध्यक्ष एवम् क्याम्पस प्रमुख श्री डा. लाल रापचाज्यू, ग्राजुएट कार्यक्रम निर्देशक श्री महेश अर्यालज्यू, आदरणीय प्राध्यापक तथा अध्यापकहरू, अभिभावकहरू तथा मेरा प्रिय सहपाठी मित्रहरू एवम् यहाँ उपस्थित सम्पूर्णमा न्यानो अभिवादन !

म किरण पौडेल, युनाइटेड कलेजमा करिब पाँच वर्षको समय व्यतित गरेर आज दीक्षित हुँदैछु। मसँगै सन् २०२० को सत्रमा स्नातक तहका विभिन्न विधामा अध्ययन गर्न भर्ना भएका सबै सहपाठीहरू आज स्नातक तह उत्तीर्ण गरी यहाँ उपस्थित छौं।

तर आज हामी यहाँ केवल स्नातक तह उत्तीर्ण गरेर दीक्षित मात्र भएका होइनौं। यो प्रमाणपत्रले हामी जिम्मेवारी लिनका लागि तयार भएका छौं भन्ने सन्देश पनि दिएको छ। सन् २०२० मा जब हामीले यो यात्रा सुरु गर्‍यौं, हामीसँग सपना थियो। तर त्यो सपनाको बाटो सजिलो पक्कै पनि थिएन। परीक्षा, गृहकार्य, आर्थिक चुनौती, पारिवारिक अपेक्षा—यी सबैबीच हामीले आफूलाई तयार गर्‍यौं।

आज फरक ठाउँ र फरक परिवेशमा उभिएर आफ्ना अनुजहरूलाई हेर्दा हामीले कठिन देखेको बाटो सहज देखिन सक्छ। तर हाम्रो पाइला पछ्याउँदै त्यही बाटोमा हिँडिरहेका भाइबहिनीहरूलाई त्यो बाटो अबै पनि सहज छै—सहज छैन। आज हातमा डिग्री छ। तर समयको वेगले ल्याएको परिवर्तन र सामाजिक रूपान्तरणसँगै अब डिग्रीसँगै क्षमतामा आफूलाई अब्बल बनाउँदै उभिनुपर्ने अवस्था सिर्जना भएको छ। सम्भावना जताततै छन्, अवसर जहाँ त्यही छन्। तर सम्भावनालाई पछ्याएर अवसरलाई आफ्नै विकासमा रूपान्तरण गर्नु अब हाम्रो दायित्व हो।

हाम्रो पुस्तालाई विद्रोहबाट जन्मिएको प्रश्नको पुस्ता भनिएको छ—रोजगारी खोज्ने पुस्ता होइन, परिवर्तन ल्याउने पुस्ता भनेर चिनाइएको छ। तर निकट भविष्यमा त्यसको जससँगै अपजस पनि हामीले नै बोक्नुपर्ने अवस्था पक्कै आउनेछ।

हामीमध्ये केही विदेश जानेछौं। केहीले यहीं संघर्ष गर्नेछौं। केही उद्यम सुरु गर्नेछौं। तर जहाँ भए पनि, आज यस



हलले हामीलाई एउटा साभा पहिचान दिएको छ—हामी युनाइटेड एकेडेमिक ग्रुपका विद्यार्थी हौं।

शिक्षाले हामीलाई सीप दिएको छ। अब चरित्र विकास गर्नु छ—जसले सम्मान दिलाउनेछ। सफलता भनेको केवल पारिश्रमिक होइन। सफलता भनेको प्रभाव हो। सफलता भनेको आफू सफल हुँदा अरूलाई पनि अवसर सिर्जना गर्न सक्ने क्षमताको विकास हो।

आज दीक्षित हुँदै गर्दा सबै विद्यार्थीहरूको तर्फबाट अभिभावकहरूप्रति आभार व्यक्त गर्न चाहन्छु—जसले हाम्रो संघर्ष आफ्नै जस्तो सम्भेर साथ दिनु भयो। आदरणीय गुरुवरगहरू—जसले हामीलाई किताब भन्दा बाहिरको जीवन पनि सिकाउनु भयो। र मेरा साथीहरू—जसले हाँसो, बहस, प्रतिस्पर्धा र सहयोगका क्षणहरू बाँड्नु भयो। आजको दिन अन्त्य होइन, यो सुरुवात हो। हामी अब युनाइटेड कलेज, त्रिभुवन विश्वविद्यालयमा स्नातक अध्ययन गरिरहेका विद्यार्थी रहेौं। हामी अब त्रिभुवन विश्वविद्यालय अन्तर्गत युनाइटेड कलेजले विकास गरेको दक्ष जनशक्ति बनेका छौं।

आज दीक्षित हुँदै गर्दा यो डिग्रीले हामीसँग इमान्दारिता, क्षमता र साहसको अपेक्षा राखेको छ। सर्टकट होइन—दीर्घकालीन बाटो रोजौं। गुनासो मात्र होइन—योगदान गरौं। र निरन्तर क्षमता विकास गरौं। आज हामी स्नातक भयौं। भोलि हामी आफ्नो, परिवारको र समाजको सकारात्मक परिवर्तनका वाहक बन्नु पर्नेछ। यो हामी सबैको साभा उपलब्धि हो। यो दिन आउनुमा यस हलमा उपस्थित सबैको प्रत्यक्ष-अप्रत्यक्ष भूमिका छ। यस उपलब्धिका लागि हामी सबैलाई हार्दिक बधाई।

धन्यवाद।

Graduation Ceremony 2082

United College's Graduation Ceremony 2082 (2026 AD) was successfully held on 8th Falgun 2082 at United Pavilion Hall, Kumaripati, Lalitpur. The event celebrated the academic achievements of graduates from MBS, BBM, BCA, and BBS programs affiliated with Tribhuvan University.

The ceremony brought together graduates, parents, faculty members, management representatives, and distinguished guests in a meaningful celebration of academic success and future responsibility. The formal session began with lamp lighting and the national anthem, symbolizing knowledge, unity, and national contribution.

Campus Chief Dr. Lal Rapacha emphasized leadership, empathy, and social responsibility in his address. Chief Guest Prof. Dr. Binod Bhattarai, Assistant Dean at the Institute of Engineering, highlighted the growing impact

of artificial intelligence and encouraged students to develop creativity, ethical judgment, and human-centered skills.

Deputy Director Ms. Manasvi Bantawa reminded graduates that education carries responsibility beyond personal success. Academic Director Dr. Kabi Raj Bantawa also stressed the importance of academic discipline and professional competence.

The ceremony included cultural performances, award distribution, reflection videos, and group photography sessions. Graduates shared emotional moments with teachers, friends, and family members during the celebration.

United College continues to strengthen quality education in management and information technology through its BBS, BBM, BCA, and MBS programs, preparing students to become capable professionals, responsible citizens, and future leaders.



Graduation Ceremony 2082/2025

Summary Report

Prepared by United Events Club & ECA Department

Introduction

The United College successfully hosted its Graduation Ceremony Program on Friday, Falgun 08, 2082 BS in the United Auditorium at 3:00 PM. The ceremony honored the graduating students' dedication, perseverance, and academic achievements. Key dignitaries included the Principal, Academic Director Dr. Kabi Raj Bantawa, Founder Chairperson Mr. Dripa Chamling, Founder Director Mr. Nara Hang Rai, Deputy Directors Ms. Dipa Chamling and Ms. Manasvi Bantawa, Academic Head Mr. Basant Nepali, and other faculty members.

Objective

The primary objective of ceremony was to formally recognize and celebrate the academic accomplishments of the graduating students, marking the end of their college journey while inspiring them for future endeavors in careers, entrepreneurship, and personal growth.

Program Highlights

- **Distribution of Graduation Certificates:** Approximately 58 certificates were awarded to graduates from programs including BCA, BBS, BBM, and MBS (from relevant batches, e.g., those completing in recent academic years).
- **Performances:** A total of 1 solo song and 2 dance items were fabulously performed by the students
- **Speeches and Addresses:** Dignitaries emphasized themes like entrepreneurship, ethical education, innovation, self-employment, adapting curricula to modern challenges (e.g., unemployment in Nepal), and pursuing careers aligned with personal interests and market needs, thank you

Speech by Kiran Poudel.

Overview of the Program

The program commenced at approximately 3:00 pm with the inauguration from our principal by lighting the lamp. In his address he shared words of wisdom about how to embrace the future with confidence and determination.

The Chief guest Prof. Dr. Binod Bhattarai (Asst. Dean, Institute of Engineering) shared his experience by telling concept of entrepreneurship and change in certain aspects of curriculum to tackle modern day problems of unemployment. He also added how learning and hard work can be a key factor in achieving success and encouraged students to choose career according to their interest and present needs.

The Academic Director congratulated all the graduates and discussed about how innovation and employment are interrelated based on creating their own business. He stressed on entrepreneurship as key factor which helps in creating business and be self-sustained. The speech followed by certificate distribution to all the graduates by all the guest and dignitaries. The informal program featured attractive performances by United college students in music and dance category.

Materials Provided

1. Leather cover Certificate
2. Convocation Gown
3. Graduation Cap
4. Sash
5. Refreshments/Dinner

Expenditure:

S.No	Particulars x	Amount	Remarks
1.	Leather file, gown, cap, sash	1,27,325	Mount E' Wear
2.	Flex	450	Quick Press
3.	Token of Love	480	Photosansar
4.	Certificate	1620	Cornerstone
5.	EMCEE Cost	5000	Cash in Hand
6.	Dress Hire	1000	Utpala Dress Hire
7.	Dinner	-	Canteen
	TOTAL	1,35,875	

*Total Income of Graduation Program = Rs. 1,59,000

Recommendations

1. Enhance advance planning to avoid last-minute issues (e.g., timely procurement and delivery of gowns, caps, sashes, and other materials).
2. Ensure enough items (e.g., sashes) by confirming exact graduate numbers early.
3. Prepare a finalized participation list at least 2-3 weeks in advance for better coordination.

Acknowledgements

The United Event Club extends heartfelt gratitude to all departments, faculty, staff, and individuals who contributed to the event's success. Special appreciation to Dr. Lal Rapacha, Mr. Mahesh Aryal Chhetri and other key supporters for their guidance in organizing a memorable and well-executed ceremony.

Itinerary of the Program

(Approximate, based on standard structure and announcement timing)



Activities	Time	Venue	From
Students' Registration	2:30-3:00 PM	United Coffee Club	
• Guest Chairing and Honor • Chairperson of the Program: Dr. Lal Rapacha (Campus Chief) • Chief Guest: Prof. Dr. Binod Bhattacharai, Asst. Dean, FoE • Founder Chairperson: Dripa Chamling • Founder Director: Narahang Rai • Founder Academic Director: Dr. Kabi Raj Bantawa • Deputy Director: Dipa Chamling • Deputy Director: Manasvi Bantawa • Academic Head / Spokesperson of United Academy and United College: Basant Nepali • Principal US: Manoj Bishwokarma • Principal UUS: Rakesh Maharjan • Graduate Program Director Mahesh Aryal • Senior Coordinator Narsing Rai • Faculty Members • Parents/ Guardian and Students	3:00-3:05 PM	United Pavillion Hall	
Lamp Lighting	3:05-3:10 PM	United Pavillion Hall	Chairperson and Chief Guest
National Anthem	3:10-3:15 PM	United Pavillion Hall	Roshan Thapa
Welcome Note	3:15-3:25PM	United Pavillion Hall	Dr. Lal Rapacha, Chairperson
College Life Recap/Video & Short Speech from Mahesh Aryal Chhetri	3:25-3:30 PM	United Pavillion Hall	Roshan Thapa & Mahesh Aryal Chhetri
Special Note/Speech	3:30-3:40 PM	United Pavillion Hall	Ms. Manasvi Bantawa
Speech from Chief Guest Prof. Dr Shekhar Gurung	3:40-3:50 PM	United Pavillion Hall	Prof. Dr Shekhar Gurung
Cultural Show (Songs & Dance) 3 Performance	3:50-4:10 PM	United Pavillion Hall	Samyak Koirala Monalika Niwahang & Trishna
Speech from Academic Director	4:10-4:20 PM	United Pavillion Hall	Dr. Kabi Raj Bantawa
Certificate Distribution & Awards	4:20-4:40 PM	United Pavillion Hall	Chairperson, Chief Guest, BODs
Note of Thanks from Graduate	4:40-4:45 PM	United Auditorium	Mr. Kiran Poudel
Closing Remarks	4:45-4:50 PM	United Pavillion Hall	Dr. Lal Rapacha, Chairperson
Group Photos with Family/Friends/Teachers	4:50 Onwards	United Premises	
Dinner/Refreshments	5:00-6:00 PM	United Hostel Mess	

SECTION 10

Featured **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 readers' 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 8 featured articles have been included in this section.

1. Linking Theory with Practice: An Assessment of Internship Outcomes among BBM-VIII Students
2. Effectiveness of Business Idea Pitching Competitions in College: A Case of BBM-VI Students
3. Exploring the Entrepreneurial Mindset of Undergraduates: A Case of United College
4. Spending patterns of undergraduate students: Evidence from United College
5. Brain Drain vs. Local Opportunities: Role of Outsourcing IT Firms in Nepal
6. Digital Economy, Cryptocurrency, and CBDC Implementation in Nepal
7. Opportunities and challenges to set Tier IV hyperscale data center
8. Technical review of Singapore's TradeNet System



Linking Theory with Practice

An Assessment of Internship Outcomes among BBM-VIII Students



Roshil Pradhan



Rasuka Shrestha



Karishma Tamang



Riya Khatiwada

Abstract

This study examines internship outcomes among BBM students of United College. The purpose is to assess whether internships link theoretical knowledge with practical experience across five dimensions: application of theory, professional skills, job readiness, workplace culture and ethics, and career clarity. A quantitative research approach with descriptive design was used with a census of 20 students from BBM eighth semester of United College. Data were collected through a structured questionnaire using a five-point Likert scale and analyzed using mean and standard deviation. Findings show strong outcomes in workplace culture and theory application, moderate job readiness and career clarity, and weaker professional skills development. It recommends stronger mentoring and skill-based internship activities.

Keywords: Internship outcomes, BBM students, experiential learning, employability, workplace culture.

Introduction

Internship is an integral component of the BBM eighth semester curriculum prescribed by Tribhuvan University. It is designed

as a structured field-based learning experience of approximately 48 working days or two months, allowing students to engage directly with real organizational environments. The internship is conducted in line with students' area of specialization, ensuring alignment between academic concentration and practical exposure in relevant business sectors.

The primary purpose of the internship is to bridge the gap between theoretical knowledge and practical application. According to Kolb (1984), experiential learning occurs when learners transform knowledge through direct experience and reflection, making internships a key educational tool. In business education, such exposure helps students understand how classroom concepts operate in real organizational settings.

Internship outcomes are generally reflected in five key dimensions: application of theory in practice, development of professional skills, improved job readiness, exposure to workplace culture and ethics, and career clarity with role understanding.

Yorke and Knight (2007) emphasize that employability is strongly influenced by practical experience and skill development beyond formal coursework. Similarly, Jackson (2015) highlights that internships enhance professional competence and workplace adaptability.

In this context, BBM internships serve as a structured mechanism for linking academic learning with professional practice. Therefore, assessing internship outcomes is essential to understand how effectively the program supports students in developing industry-relevant competencies.

Literature review

Internship programs are widely recognized as an important bridge between academic theory and practical experience. One of the key outcomes of internships is

the application of theory in practice. Kolb (1984) argues that learning becomes more meaningful when students actively apply theoretical concepts in real situations, which strengthens understanding and retention of knowledge. In business education, internships provide opportunities for students to connect classroom learning with organizational practices.

Another important outcome is the development of professional skills. Jackson (2015) found that internships significantly enhance communication, teamwork, and problem-solving skills, which are essential for workplace success. These skills are often difficult to develop through theoretical learning alone and require real organizational exposure.

Internships also contribute to improved job readiness. Yorke

and Knight (2007) emphasize that employability is closely linked to practical experience and skill application in real settings. Students who complete internships are generally more confident and better prepared to enter the job market.

Exposure to workplace culture and ethics is another key benefit. Billett (2011) highlights that workplace learning helps students understand organizational behavior, professional norms, and ethical standards, which are critical for career success.

Finally, internships support career clarity and role understanding. Gault, Leach, and Duey (2010) found that internship experiences help students better understand their career interests and job roles, enabling more informed career decisions.

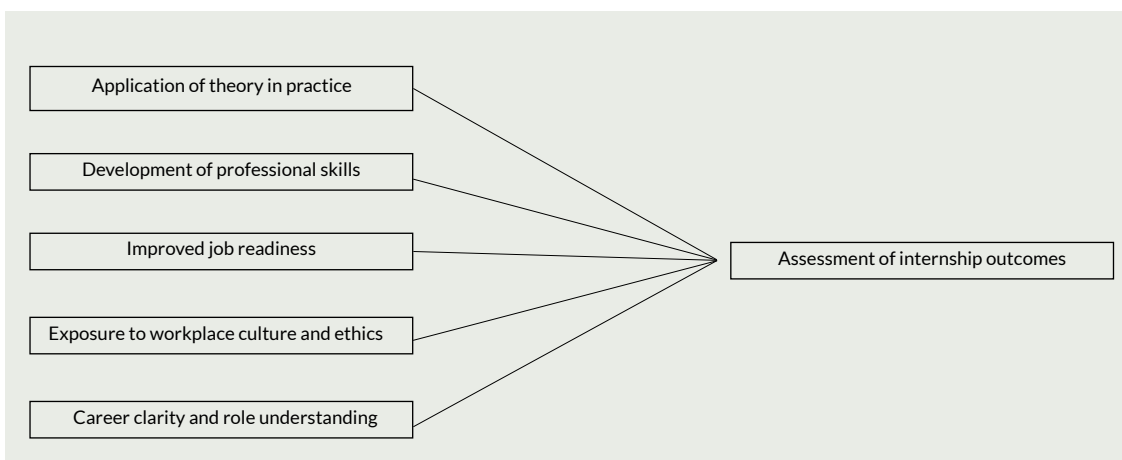


Figure: Conceptual framework of the study

Methods

This study adopted a quantitative research approach to examine internship outcomes among BBM eighth-semester students. A descriptive research design was used to analyze students’ perceptions of their internship experiences in a systematic manner. The population of the study consisted of all BBM eighth-semester students of United College who completed their internship during the study period. Since the total number of students was 20, a census sampling technique was applied.

Primary data were collected through a structured questionnaire. The questionnaire was developed using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument measured five key indicators of internship outcomes: application of theory in practice, development of professional skills, improved job readiness, exposure to workplace culture and ethics, and career clarity with role understanding. The collected data were analyzed using descriptive statistical techniques: mean and standard deviation.

Results

The results indicate that internship experiences among BBM eighth-semester students provide generally positive outcomes across all five measured dimensions. The highest performing dimension is exposure to workplace culture and ethics, with item means ranging from 4.00 to 4.10 and relatively low standard deviations (0.58–0.62). This suggests strong agreement among respondents that internships effectively enhance understanding of organizational discipline, professional ethics,

Table 1: Indicators and items

Indicators and items	Mean	SD
Application of theory in practice		
1. Application of classroom concepts in internship tasks	3.90	0.72
2. Ability to solve work problems using theory	3.80	0.75
3. Linking academic learning with job responsibilities	3.85	0.73
Development of professional skills		
4. Communication skill improvement	3.50	0.88
5. Teamwork and collaboration	3.40	0.90
6. Problem-solving and adaptability	3.45	0.92
Improved job readiness		
7. Confidence for job interviews	3.75	0.80
8. Workplace adaptation ability	3.70	0.82
9. Readiness for employment responsibilities	3.65	0.78
Exposure to workplace culture and ethics		
10. Understanding organizational discipline	4.10	0.60
11. Awareness of professional ethics	4.00	0.58
12. Familiarity with workplace culture	4.05	0.62
Career clarity and role understanding		
13. Clarity of career interest	3.65	0.90
14. Understanding of job roles	3.60	0.92
15. Decision-making for future career	3.55	0.88

and workplace culture. Application of theory in practice also shows a high level of agreement, with mean values between 3.80 and 3.90, indicating that students are able to connect classroom knowledge with practical tasks and problem-solving activities during internships. Improved job readiness records moderate to high scores (3.65–3.75), reflecting that internships contribute to interview confidence, workplace adaptation, and readiness for employment responsibilities. Career clarity and role understanding also fall within a moderate range (3.55–3.65), suggesting that internships moderately support students in identifying career interests and understanding job roles. In contrast, development of professional skills shows the lowest means (3.40–3.50), indicating comparatively weaker improvement in communication, teamwork, and adaptability skills.

Table 1 presents the ranking of internship outcome dimensions based on mean scores. Exposure to workplace culture and ethics achieved

the highest mean score (Mean = 4.05, SD = 0.60) and ranked first, indicating that students gained substantial understanding of organizational discipline, professional ethics, and workplace environment during their internships. Application of theory in practice ranked second with a mean score of 3.85 (SD = 0.73), suggesting that internships effectively helped students connect classroom learning with practical organizational tasks. Improved job readiness secured the third position (Mean = 3.70, SD = 0.80), reflecting moderate enhancement in employment preparedness, workplace adaptation, and interview confidence. Career clarity and role understanding ranked fourth with a mean score of 3.60 (SD = 0.90), indicating that internships moderately assisted students in understanding career paths and job responsibilities. Development of professional skills ranked fifth with the lowest mean score of 3.45 (SD = 0.90), suggesting comparatively

lower improvement in communication, teamwork, and adaptability skills.

Findings of the study

1. Exposure to workplace culture and ethics was the strongest internship outcome among BBM students.
2. Application of theory in practice effectively linked classroom learning with workplace tasks.
3. Internship experience moderately improved students' job readiness and workplace adaptation.
4. Career clarity and role understanding helped students better understand career paths and job roles.
5. Development of professional skills showed comparatively lower improvement during the internship period.

Discussion

The study found that exposure to workplace culture and ethics was the strongest internship outcome among BBM students (Billett, 2011). This finding supports the

Table 2: Ranking of indicators

Internship Outcome Dimension	Mean	SD	Rank
Exposure to workplace culture and ethics	4.05	0.60	First
Application of theory in practice	3.85	0.73	Second
Improved job readiness	3.70	0.80	Third
Career clarity and role understanding	3.60	0.90	Fourth
Development of professional skills	3.45	0.90	Fifth

view that workplace learning helps students understand organizational behavior, ethics, and professional norms. Application of theory in practice ranked second, supporting Kolb's (1984) experiential learning theory, which emphasizes learning through practical experience and reflection. The internship also moderately improved job readiness and workplace adaptation, consistent with Yorke and Knight (2007), who highlighted the importance of practical exposure for employability. Similarly, career clarity and role understanding improved through internship experience, supporting the findings of Gault, Leach, and Duey (2010). However, development of professional skills showed comparatively lower improvement, which partially contrasts with Jackson (2015), who argued that internships strongly enhance communication, teamwork, and problem-solving skills. This weaker outcome may reflect limited hands-on engagement or insufficient mentoring during the internship period.

Conclusion

This study assessed internship outcomes among BBM eighth-semester students with a focus on linking theoretical knowledge with practical experience. The findings show that internships play a meaningful role in strengthening

students' exposure to real organizational environments, particularly in developing awareness of workplace culture and ethics, which emerged as the strongest outcome. Students were also able to effectively apply classroom-based theories in practical settings, indicating a clear connection between academic learning and workplace tasks.

The study further reveals that internships contribute moderately to improving job readiness, helping students build confidence, adapt to workplace environments, and prepare for employment responsibilities. In addition, internships support career clarity and role understanding by enabling students to explore professional interests and better understand job expectations. However, development of professional skills such as communication, teamwork, and adaptability showed comparatively lower improvement, suggesting a gap between expected and actual skill enhancement during the internship period.

In general, the study concludes that the BBM internship program effectively bridges theory and practice, but its impact on skill development remains limited. Strengthening supervision, increasing task-based engagement, and ensuring more structured

learning experiences during internships may further enhance student outcomes and employability.

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A Case of BBM-VI Students

Effectiveness of Business Idea Pitching Competitions in College

Abstract

This study examines the effectiveness of business idea pitching competitions in enhancing learning outcomes among BBM VI semester students at United College. Using a qualitative design, data were collected from 17 students through semi-structured interviews and analyzed thematically. Findings reveal that pitching activities significantly improve entrepreneurial skill development, communication and presentation skills, creativity, teamwork, and confidence. Students reported better ability to connect theory with practice and increased motivation toward entrepreneurship. The study concludes that pitching competitions are an effective experiential learning tool. It recommends integrating structured pitching activities into the curriculum to strengthen practical business competencies and student learning outcomes.

Keywords: Pitching, entrepreneurship, learning, skills, innovation

Introduction

Business idea pitching competitions have emerged

as an effective pedagogical strategy to promote active learning, innovation, and entrepreneurial thinking among undergraduate students. These competitions provide a structured platform where students can develop, refine, and present business ideas in a competitive and interactive environment. Through this process, students simulate real entrepreneurial practices by identifying opportunities, designing business models, and communicating ideas to an audience. According to Kolb (1984), learning becomes more effective when students engage in a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Pitching activities strongly align with this experiential learning model as they combine action with reflection in a practical learning setting.

In addition to experiential learning, pitching competitions play a vital role in developing essential soft skills. Jackson (2015) emphasizes that work-integrated and practice-based learning significantly improves communication, teamwork, problem-solving, and overall



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professional competence. During pitching events, students work in groups, prepare structured business proposals, and present their ideas to evaluators, which strengthens their ability to communicate clearly and collaborate effectively. These activities also foster creativity and innovation by encouraging students to design original and feasible business solutions, thereby enhancing divergent thinking and idea generation capacity (Pittaway & Cope, 2007).

Furthermore, participation in pitching competitions contributes to increased confidence and entrepreneurial motivation. Students gain self-belief through presenting and defending their ideas, which strengthens their intention toward entrepreneurship and self-employment. Prior research also indicates that entrepreneurship-focused learning activities positively influence students' entrepreneurial intentions and venture creation tendencies (Fayolle & Gailly, 2008). These outcomes highlight the broader educational value of pitching competitions beyond classroom learning.

In general, business idea pitching competitions enable students to transform theoretical knowledge into practical entrepreneurial understanding through idea

generation, development, and presentation. Entrepreneurial skill development, communication and presentation ability, creativity and innovation, teamwork and collaboration, and confidence and motivation are the key learning outcomes associated with these activities.

Therefore, it is essential to examine the effectiveness of business idea pitching competitions in college learning, particularly among BBM VI semester students from United College, to understand their contribution to entrepreneurial skill development and experiential learning outcomes.

Methods

This study adopted a qualitative research approach to examine the effectiveness of business idea pitching competitions in college learning among BBM VI semester students from United College. A descriptive research design was used. The study included all 17 BBM sixth-semester students using a census sampling technique to ensure full coverage of the target population. Primary data were collected through semi-structured interviews, focusing on five key areas: entrepreneurial skill development, communication and presentation skills, creativity and innovation, teamwork and collaboration, and confidence and motivation. The collected data

were analyzed using thematic analysis, where responses were systematically coded, categorized, and organized into key themes aligned with the study indicators. This method enabled the identification of common patterns and meaningful interpretations of students' experiences, which were then presented in a structured narrative form.

Results

Entrepreneurial skill development

Participants shared that the pitching task pushed them to think beyond notes and textbooks, especially when shaping an idea into something workable. *"It helped me think like an entrepreneur and develop business ideas in a structured way."* The experience was described as the point where classroom theories started to "make sense in real situations" during the process of building a business idea. It also helped in noticing small, everyday problems as possible business opportunities that were earlier ignored. In addition, some participants reflected that even a simple idea requires clear steps and planning before it can become real.

Communication and presentation skills

Students described noticeable improvement in how they speak and present ideas during the pitching sessions. At the beginning, many felt nervous and unsure while

standing in front of others, but this gradually changed with practice. *"My confidence in speaking in front of others increased a lot compared to before."* Several participants mentioned that they learned how to quickly organize their thoughts and speak in a more structured way during presentations. With repeated exposure, the fear of speaking slowly reduced, especially when explaining ideas to judges. Answering questions was initially stressful, but over time it became more manageable and less intimidating.

Creativity and innovation

Students explained that the competition encouraged them to move away from routine thinking and develop more original ideas. *"We had to come up with unique and practical ideas to stand out from other groups."* The process pushed them to look at everyday problems from a different angle and treat them as possible business opportunities. Brainstorming sessions were described as engaging, where even small or unusual ideas were welcomed and discussed. Students noted that this open environment made idea generation more flexible and less restricted.

Teamwork and collaboration

Students shared that group work during the pitching task was both demanding and useful. *"We had to work together and divide tasks*

properly to complete the project on time." At times, differences in opinion created challenges, but these were resolved through discussion and compromise. Many participants felt that they gradually learned how to rely on each other's strengths instead of working individually. Sharing responsibilities reduced workload pressure and made the task more manageable. With practice, coordination within the group improved, leading to smoother collaboration and better output.

Confidence and motivation

Students described the pitching experience as initially intimidating, especially when presenting in front of judges. *"Presenting in front of judges made me more confident than before."* However, with experience, the fear of speaking slowly reduced and was replaced by a sense of achievement. Many felt proud after completing their presentations, even when mistakes happened. Some mentioned that the experience encouraged them to seriously think about starting something of their own.

Conclusion

This study examined the effectiveness of business idea pitching competitions in college learning among BBM VI semester students of United College. The findings

clearly indicate that pitching activities serve as a strong experiential learning platform that helps students connect theoretical knowledge with practical business understanding. Students were able to transform classroom concepts into real-life entrepreneurial thinking through idea generation, development, and presentation.

The study found that entrepreneurial skill development was significantly enhanced, as students improved their ability to identify opportunities and structure business ideas in a practical way. Communication and presentation skills also showed notable improvement, particularly in reducing fear of public speaking and increasing confidence in presenting ideas. Creativity and innovation were strengthened through exposure to brainstorming and idea-sharing activities, which encouraged students to think beyond conventional solutions. Similarly, teamwork and collaboration improved as students learned to coordinate tasks, manage differences, and work collectively toward shared goals.

In addition, the competition contributed positively to students' confidence and entrepreneurial motivation. Although initial nervousness was common, repeated

participation helped students build self-confidence and develop interest in future entrepreneurial activities.

It can be concluded that business idea pitching competitions are an effective learning tool for enhancing entrepreneurial and soft skills among BBM students. The study highlights that such experiential activities not only support academic learning but also prepare students for real-world business challenges. Therefore, integrating more structured pitching opportunities

within the curriculum can further strengthen students' entrepreneurial capabilities and overall learning outcomes at United College.

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A Case of United College BBS Fourth Year

Exploring the Entrepreneurial Mindset of Undergraduates

Abstract

This study examines the entrepreneurial mindset of undergraduate students at United College. The research focuses on five major dimensions of entrepreneurial mindset: innovation, risk-taking, self-efficacy, networking, and leadership. A quantitative research design was adopted, and primary data were collected from 33 undergraduate students from BBS, BBM, and BCA programs through a structured questionnaire using a five-point Likert scale. Descriptive statistical tools such as frequency, percentage, mean, and standard deviation were used for data analysis. The findings reveal that students demonstrate a strong entrepreneurial mindset, particularly in innovation and self-efficacy. However, networking and leadership skills were found to be comparatively weaker. The study concludes that while students possess creativity and confidence, universities should strengthen practical learning opportunities, mentorship, and collaborative activities to enhance leadership and networking abilities among undergraduates.

Keywords: Entrepreneurial mindset, innovation, self-efficacy, networking, leadership, undergraduate students

Introduction

Entrepreneurship has become an important factor for innovation, employment generation, and economic growth. In modern business environments, individuals are expected to demonstrate creativity, adaptability, confidence, and problem-solving ability. These qualities are closely associated with the entrepreneurial mindset, which refers to the ability to identify opportunities, take initiative, and respond effectively to challenges and uncertainty. Carol S. Dweck (2006) explained that mindset influences individuals' motivation, learning, and behavior, while Norris F. Krueger (2017) emphasized that entrepreneurial mindset supports opportunity recognition and proactive action.

Higher education institutions play a significant role in developing entrepreneurial competencies among students. Entrepreneurship education, experiential learning, mentorship, and innovation-focused activities help students strengthen entrepreneurial attitudes and intentions (Fayolle & Gailly, 2015). Research also shows that practical learning approaches improve students'



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entrepreneurial self-efficacy, creativity, and confidence (Ahmed & Liao, 2021).

The entrepreneurial mindset includes important dimensions such as innovation, risk-taking, self-efficacy, networking, and leadership. These elements help students become more adaptable and capable in dynamic professional environments. In the Nepalese context, entrepreneurship is increasingly important because of rising competition and changing employment patterns. However, limited studies have examined the entrepreneurial mindset of undergraduate students in Nepal.

Therefore, this study aims to explore the entrepreneurial mindset of undergraduate students at United College by examining innovation, risk-taking, self-efficacy, networking, and leadership among students.

Literature review

Entrepreneurial mindset refers to the ability to identify opportunities, solve problems creatively, and adapt to uncertain situations. Universities play an important role in developing entrepreneurial competencies among students through entrepreneurship education, practical learning, and mentorship activities.

Innovation is a key element of entrepreneurial mindset because it promotes creativity and idea generation. Ahmed and Liao (2021) found that experiential learning improves students’ innovative thinking and problem-solving ability. Similarly, Santos et al. (2023) reported that entrepreneurship programs enhance opportunity recognition and creativity among students.

Risk-taking behavior reflects the willingness

to make decisions under uncertainty. Norris F. Krueger (2017) emphasized that entrepreneurial activities require individuals to take calculated risks. Mwangi (2020) also found that problem-based learning strengthens students’ tolerance for uncertainty and decision-making ability.

Self-efficacy refers to confidence in one’s ability to achieve goals and handle challenges. Carol S. Dweck (2006) explained that positive mindset influences confidence and persistence. Ahmed and Liao (2021) further reported that practical entrepreneurial learning improves students’ confidence and proactive behavior.

Networking skills help students build professional relationships and access opportunities. Khan and Roberts (2022) found that collaborative learning

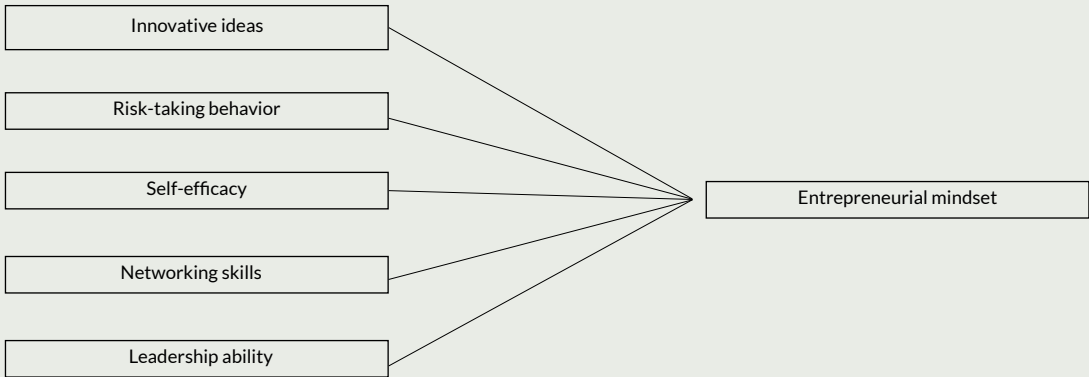


Figure: Conceptual framework

improves communication and networking abilities among students. Lee and Carter (2020) also highlighted that mentorship supports professional relationship-building and entrepreneurial learning.

Leadership ability is important for motivating and influencing others. Harrison and Malik (2023) found that leadership and emotional intelligence positively influence entrepreneurial behavior among university students. Leadership skills help students take initiative and work effectively in teams.

In general, innovation, risk-taking, self-efficacy, networking, and leadership are important dimensions of entrepreneurial mindset among undergraduate students.

Methods

This study adopted a quantitative research approach and descriptive research design to examine the entrepreneurial mindset of undergraduate students at United College. The approach helped measure students' perceptions and entrepreneurial characteristics using numerical data. The population for the study consists of undergraduate students of United College (N = 480). A sample of 33 students was selected using stratified sampling i.e. 11 students from each program (BBM, BCA, BBS) were selected. Sample size was calculated using the formula:

$$n = \left(\frac{(Z_{\alpha} + Z_{\beta})^2}{d^2} \right)$$

Where:

- for 95% confidence level
- for 80% power
- medium effect size

Substituting the values

To ensure adequate representation, the sample was rounded up to 33 respondents. Primary data were collected through a structured questionnaire using a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The data collection was conducted within the college premises to ensure accessibility and participation. The collected data were analyzed using descriptive statistical tools such as frequency, percentage, mean, and standard deviation.

$$n = \frac{(1.96 + 0.84)^2}{(0.5)^2} \approx 31.4 \approx 32$$

Table 1: Demographic information of respondents

Indicators	Item	Frequency	Percent
Gender	Male	13	39.4%
	Female	20	60.6%
	Total	33	100%
Program	BBM	8	24.2%
	BBS	17	51.5%
	BCA	8	24.2%
	Total	33	100%
age	19	10	30.3%
	20	5	15.2%
	21	8	24.2%
	22 or above	10	30.3%
	Total	33	100%

Source: Survey data, 2025

Results

The demographic profile of 33 respondents shows that 60.6% are female and 39.4% are male, indicating higher female participation. Most respondents are from the BBS program (51.5%), while BBM and BCA each account for 24.2%. In terms of age, 19 and 22+ groups each represent 30.3%, followed by 21 years (24.2%) and 20 years (15.2%), showing a generally balanced undergraduate age distribution with slight dominance of older students

The mean score analysis ranks the variables from highest to lowest influence on the entrepreneurial mindset. Innovation (3.91) has the highest mean, indicating it is the most influential factor, followed by self-efficacy (3.83), and showing strong confidence among students. Risk-taking (3.60) comes next, reflecting a moderate willingness to take risks, while networking (3.55) shows a moderate ability to build relationships. Leadership

(3.49) has the lowest mean score, indicating it is the least influential factor. In general, the results suggest that students are strongest in innovation and self-efficacy, while leadership and networking need further improvement.

Findings of the project report

- Students show a strong entrepreneurial mindset, especially in innovation and creativity, which has the highest influence among all variables.
- Students have high self-efficacy, indicating strong confidence in their ability to achieve goals and handle challenges.
- The level of risk-taking is moderate, showing that students are willing to take risks but still act cautiously.
- Networking skills are average, suggesting that students engage in building relationships but not at a very strong level.
- Leadership skills are the weakest, indicating a need

for improvement in taking initiative, motivating others, and influencing people.

Discussions

Innovation is the strongest factor (mean = 3.91), supporting Ahmed and Liao (2021) and Santos et al. (2023), who found that experiential learning enhances creativity and opportunity recognition. This confirms that students show strong innovative capability consistent with entrepreneurship education outcomes.

Self-efficacy is high (mean = 3.83), aligning with Dweck (2006) and Ahmed and Liao (2021), who highlighted that positive mindset and practical learning improve confidence and persistence. Students demonstrate strong belief in their ability to achieve goals and handle challenges.

Risk-taking is moderate (mean = 3.60), consistent with Krueger (2017) and Mwangi (2020), who emphasized

Table 2: Mean score

Item	Mean	Std. D
Risk-taking	3.60	1.02
Innovation	3.91	0.93
Self-efficacy	3.83	0.96
Networking	3.55	1.08
Leadership	3.49	1.05

Note: Survey data 2025

calculated risk-taking and tolerance for uncertainty. The findings suggest students are willing to take risks but remain cautious in decision-making.

Networking is average (mean = 3.55), partially supporting Khan and Roberts (2022) and Lee and Carter (2020), who noted that collaboration and mentorship improve networking skills. The results indicate limited active relationship-building among students.

Leadership is the weakest (mean = 3.49), contrasting Harrison and Malik (2023), who found leadership strongly influences entrepreneurial behavior. This suggests insufficient leadership development opportunities in the student context.

Conclusion

The study concludes that undergraduate students possess a generally positive entrepreneurial mindset, with innovation and self-efficacy emerging as the strongest dimensions. Students demonstrate strong creativity, confidence, and ability to handle challenges, which are essential for entrepreneurial development. Risk-taking is at a moderate level, indicating cautious but present

willingness to deal with uncertainty. Networking skills are average, suggesting partial engagement in relationship-building activities, while leadership remains the weakest area, showing limited ability to take initiative and influence others. In general, the findings indicate that while students are well-developed in innovation and self-confidence, targeted efforts are needed to strengthen leadership and networking skills to further enhance their entrepreneurial mindset.

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Evidence from United College BBS Fourth Year

Spending patterns of undergraduate students



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Abha KC

Abstract

This study examines spending patterns of undergraduate students at United College, focusing on basic needs, education, lifestyle and entertainment, digital and technology use, and savings behavior. A quantitative, cross-sectional design was applied. Primary data were collected from 36 students using a structured five-point Likert scale questionnaire. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used for analysis. Findings show that lifestyle and entertainment spending is highest, followed by digital and technology and education-related expenses. Basic needs spending is moderate, while savings behavior is weak. The study concludes that students exhibit a consumption-oriented pattern, highlighting the need for improved financial literacy.

Keywords: Spending patterns, undergraduate students, financial behavior, lifestyle spending, savings, United College

Introduction

Spending patterns among undergraduate students have become an important topic in personal finance and behavioral economics. Young adults often depend

on limited income sources such as parental support, scholarships, or part-time work, which influences how they allocate their resources (OECD, 2020). According to Deaton and Muellbauer (1980), individuals with constrained income prioritize essential goods such as food and basic necessities. However, modern students are increasingly influenced by lifestyle consumption, peer pressure, and digital platforms, which shape discretionary spending behavior (Veblen, 1899). In addition, digital transformation has increased spending on internet services, devices, and online platforms among young consumers (World Bank, 2020). Financial literacy plays a crucial role in managing such spending patterns, as students with better financial knowledge are more likely to budget effectively and save regularly (Lusardi & Mitchell, 2014). Despite this, many students struggle with saving due to short-term consumption preferences and limited financial planning. Therefore, understanding student spending behavior is important for improving financial awareness and promoting responsible money management in higher education contexts.

This study contributes to limited empirical evidence on student financial behavior in the context of Nepalese undergraduate education at United College and provides useful insights for policymakers and financial education programs development initiatives.

Literature review

Basic needs spending is a core part of student expenditure. Deaton and Muellbauer (1980) found that individuals with limited income prioritize essentials such as food and daily necessities. The World Bank (2020) also reported that students in developing countries spend a large share of income on basic needs due to financial constraints.

Education-related spending is a major financial responsibility for students. Johnstone (2004) noted that costs for tuition, books, and academic materials significantly affect student budgets. UNESCO (2015) further highlighted that students increasingly bear direct costs of learning resources.

Lifestyle and entertainment spending is influenced by social and behavioral factors. Veblen (1899) explained that discretionary spending reflects social status, while Eastman et al. (1999) found strong peer influence in fashion and entertainment consumption among young people. Nielsen (2018) also reported a growing preference for experiential spending.

Digital and technology spending has increased significantly in recent years. Pew Research Center (2021) found that digital access is essential for students, while ITU (2022) reported high technology usage among young people. Statista (2023) also confirmed rising spending on digital services and subscriptions.

Savings and financial behavior are strongly linked to financial literacy. Lusardi and Mitchell (2014) found that financial knowledge improves saving habits, while OECD (2020) reported low saving rates among young adults due to

poor financial planning. Thaler and Benartzi (2004) added that behavioral biases also reduce saving behavior.

Methods

This study adopted a quantitative research approach with a cross-sectional design to examine the spending patterns of undergraduate students at United College. The population consisted of 480 students, from which 36 respondents were selected using a statistically justified sample size (medium effect size, 95% confidence level, and 80% power). Using stratified sampling technique, 12 students from each program i.e. BBM, BBS, and BCA were selected as samples. Primary data were collected through a structured questionnaire using a five-point Likert scale covering basic needs, education, lifestyle and entertainment, digital and technology use, and savings behavior.

The collected data were analyzed using descriptive statistical tools, including frequency, percentage, mean, and standard deviation. These methods were used to summarize response patterns and measure the central tendency and variability of students' spending behavior, allowing clear interpretation of expenditure trends across different categories.

Sample size calculation formula:

$$n = \left(\frac{Z_{\beta} + Z_{\alpha/2}}{d} \right)^2$$

$$n = \left(\frac{1.96 + 0.84}{0.5} \right)^2 = \left(\frac{2.80}{0.5} \right)^2 = (5.6)^2 = 31.36$$

Thus, a minimum of 32 respondents was required, and the study used 36, which exceeds the minimum threshold.

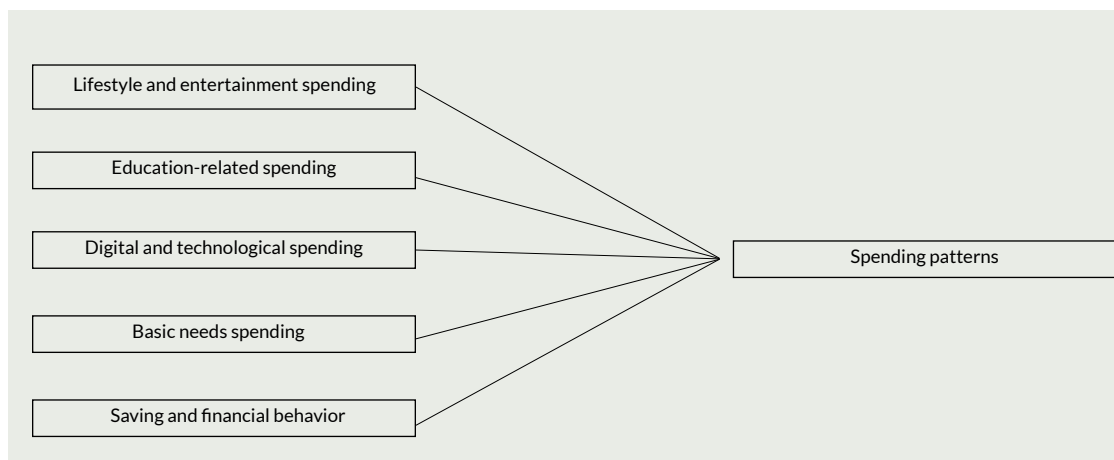


Figure: Conceptual framework of the study

Results

In Table 1, the demographic profile indicates that the sample is dominated by female students, suggesting stronger female participation in the study. This may slightly influence the overall spending behavior results, as responses reflect more female perspectives. The equal distribution of respondents across BBM, BBS, and BCA programs strengthens the comparability of findings across academic disciplines and reduces program-based bias. The age structure shows that most respondents are 19 years old, indicating a relatively younger undergraduate group.

Table 2 presents the overall mean scores of different spending categories among undergraduate students. The results show that lifestyle and entertainment spending has the highest mean score of 4.06 with a standard deviation

of 0.91, indicating that students frequently allocate a significant portion of their budget to activities such as outings, entertainment, and leisure. This suggests that lifestyle-related consumption is the most dominant aspect of student expenditure. Digital and technology spending ranks second with a mean score of 3.91 and a standard deviation of 0.93, showing that students heavily depend on internet services, mobile data, and digital platforms for both academic and personal purposes. Education-related spending follows with a mean of 3.79 and a standard deviation of 0.99, indicating that students also consistently invest in academic materials and learning resources, although it is slightly lower than lifestyle and digital spending. Basic needs spending records a mean of 3.61 with a standard deviation of 1.07, suggesting a moderate level of expenditure

on essential items such as food and daily necessities. Finally, savings and financial behavior have the lowest mean score of 3.54 with a standard deviation of 1.04, reflecting weak saving habits among students.

Findings of the study:

- Lifestyle and entertainment spending is the highest, showing strong preference for leisure activities.
- Digital and technology spending is also high, indicating heavy use of internet and digital services.
- Education-related spending is moderate to high, reflecting regular investment in academic needs.
- Basic needs spending is moderate, showing balanced management of essential expenses.
- Savings and financial behavior is the lowest, indicating weak saving habits among students.

Table 1: Demographic information of respondents

Indicators	Item	Frequency	Percent (%)
Gender	Male	10	27.8
	Female	26	72.2
Program	BBM	12	33.3
	BBS	12	33.3
	BCA	12	33.3
Age	19	17	47.2
	20	7	19.4
	21	8	22.2
	22 or above	4	11.1

Source: Survey data, 2025

Table 2: Mean score

Item	Mean	Std. D
Lifestyle and entertainment spending	4.06	0.91
Education-related spending	3.79	0.99
Digital and technology spending	3.91	0.93
Basic needs spending	3.61	1.07
Savings and financial behavior	3.54	1.04

Note: Survey data 2025

Discussion

The findings on basic needs spending (Mean = 3.61) are consistent with Deaton and Muellbauer (1980) and the World Bank (2020), confirming that students with limited income still prioritize essential goods, though it is not their highest spending area. Education-related spending (Mean = 3.79) aligns with Johnstone (2004) and UNESCO (2015), showing that students continue to invest regularly in academic materials and learning resources as an important financial priority. Lifestyle and entertainment spending

is the highest (Mean = 4.06), supporting Veblen (1899), Eastman et al. (1999), and Nielsen (2018), indicating strong influence of peer pressure, social status, and experiential consumption among students.

Digital and technology spending (Mean = 3.91) is consistent with Pew Research Center (2021), ITU (2022), and Statista (2023), confirming growing dependence on digital tools and services in students' daily life. Savings and financial behavior is the lowest (Mean = 3.54), supporting Lusardi

and Mitchell (2014), OECD (2020), and Thaler and Benartzi (2004), indicating weak saving habits and limited financial discipline among students.

Conclusion

The study on spending patterns of undergraduate students at United College reveals a clear consumption-oriented financial behavior. Students allocate the highest share of their spending to lifestyle and entertainment, followed by digital and technology use and education-related expenses. Basic needs spending remains

moderate, indicating that essential expenses are managed but not dominant in overall expenditure. In contrast, savings and financial behavior are the weakest area, showing limited saving habits and low financial discipline among students. Overall, the findings suggest that students prioritize short-term consumption and digital engagement over long-term financial planning. This highlights the need to strengthen financial literacy and money management skills to promote more balanced and responsible spending behavior among undergraduates.

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Brain Drain vs. Local Opportunities:

Role of Outsourcing IT Firms in Nepal

Abstract

Nepal's IT sector is expanding through outsourcing services and global digital integration, while facing persistent brain drain of skilled professionals. This study examines the balance between migration and local employment, focusing on IT outsourcing firms in creating domestic opportunities. These firms provide jobs, skill development, and international project exposure, helping to reduce talent outflow. However, wage gaps, limited career growth, and structural constraints continue to push migration. Overall, outsourcing supports workforce retention and digital growth but needs stronger policy support.

Keywords: Brain drain, IT outsourcing, digital economy, employment generation, Nepal IT sector

Introduction

Nepal's IT sector is expanding rapidly with increasing digital adoption, outsourcing services, and global connectivity. The growth of internet-based services, freelancing platforms, and global IT demand has contributed to the emergence of a competitive digital workforce in the country (World Bank, 2022). At the

same time, Nepal continues to face a persistent outflow of skilled IT professionals seeking better career opportunities abroad, particularly in areas such as software engineering, data science, and cloud computing. This situation, commonly referred to as brain drain, has raised concerns about local capacity building and long-term digital development (International Labour Organization, 2023). In this context, IT outsourcing firms in Nepal have emerged as important players by creating domestic job opportunities and engaging skilled youth in global projects without requiring migration, thereby partially contributing to talent retention and local economic participation (U.S. Agency for International Development, 2022).

Background

Over the past decade, Nepal's IT outsourcing industry has expanded steadily through software development, freelancing, and business process outsourcing. These firms primarily serve international clients in areas such as web development, data services, artificial intelligence, and digital marketing. This growth has improved domestic



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employment opportunities; however, many skilled IT graduates continue to migrate abroad in search of higher salaries and broader career advancement, intensifying the issue of brain drain (World Bank, 2022).

Nepal has emerged as a top 20 global outsourcing destination in 2026, driven by a 64.2% surge in IT service exports (valued at USD 515 million) and strong competitiveness in labor costs and English proficiency (Ataraxis Management, 2026). The country is ranked 19th in the global outsourcing competitiveness index, placing it within the top 10% worldwide for outsourcing potential. IT service exports reached USD 515 million in 2023, reflecting 80.5% sector growth, supported by over 106 export-oriented IT firms and approximately 66,509 professionals and freelancers (Ataraxis Management, 2026).

Major outsourcing firms include Deerwalk Services, Leapfrog Technology, CloudFactory, Verisk Nepal, Yomari Information Technology, and Kantipur Management Private Limited, working across software engineering, analytics, and data processing. Key growth drivers include a young, tech-skilled workforce and strong English proficiency, ranked among the top 15 in Asia. Despite this progress, the sector faces

structural challenges such as limited data protection laws, regulatory gaps, and infrastructure constraints (International Labour Organization, 2023).

At the same time, Nepal's outsourcing sector is becoming more structured, shifting from a freelance-dominated market toward formal corporate engagement with global clients, driven by cost efficiency and improved workforce retention compared to larger regional competitors (World Bank, 2022).

Brain Drain in Nepal's IT Sector

Brain drain in Nepal's IT sector refers to the sustained migration of skilled professionals from Nepal to higher-income countries in search of better remuneration, advanced technological exposure, and structured career pathways. This phenomenon is particularly visible among software engineers, data analysts, and cybersecurity professionals who are frequently recruited into markets such as Australia, the United States, Canada, and the Middle East. Studies indicate that wage differentials, limited research ecosystems, and constrained career progression in developing economies are primary push factors driving this mobility (World Bank, 2023). In Nepal's context, this

outflow reduces the domestic availability of highly skilled human capital required for scaling the digital economy and innovation-driven industries.

The consequences are multifaceted. Reduced talent density weakens institutional capacity within local IT firms, slows product innovation, and increases dependency on foreign expertise for complex projects. Over time, this can create a structural gap between industry demand and available expertise, limiting competitiveness in global outsourcing markets (International Labour Organization, 2024). However, the situation is not entirely one-directional, as remittances, diaspora knowledge transfer, and remote freelance engagement partially offset these losses. Despite this, the persistent outward migration of IT professionals remains a critical constraint for Nepal's long-term digital transformation and ecosystem development.

Role of Outsourcing IT Firms in Local Opportunities

Outsourcing IT firms in Nepal play an increasingly important role in creating local employment opportunities for skilled graduates while integrating the country into global digital value chains. These firms absorb IT graduates who might

otherwise seek employment abroad and provide them with structured work environments connected to international clients and projects. Core service areas include software development, UI/UX design, data management, cloud services, and cybersecurity solutions, which collectively enhance the employability of young professionals in the domestic market (World Bank, 2022).

Beyond employment creation, outsourcing companies contribute significantly to skill development. Employees gain practical exposure to global project standards, agile development practices, and collaborative digital tools, which improve both technical and soft skills such as communication, teamwork, and problem-solving (International Labour Organization, 2023). This experiential learning environment helps bridge the gap between academic knowledge and industry requirements, strengthening workforce readiness.

For many young professionals, outsourcing firms function as a viable alternative to foreign employment by offering remote global exposure without physical migration. Although salary levels may still lag behind international markets, these firms provide career entry points and growth

pathways within Nepal's emerging digital economy. As a result, outsourcing IT firms partially mitigate brain drain while contributing to the development of a more skilled and competitive domestic IT workforce.

Balance Between Migration and Local Employment

The relationship between migration and local employment in Nepal's IT sector reflects a complex balance shaped by global demand and domestic capacity. On one hand, IT professionals continue to migrate abroad due to higher salary structures, advanced infrastructure, and clearer career progression pathways available in developed economies. This outward mobility remains a strong pull factor, especially for highly skilled software engineers and data specialists seeking global exposure and financial stability (World Bank, 2023). On the other hand, the expansion of outsourcing IT firms in Nepal has created meaningful local employment opportunities by connecting domestic talent with international clients and projects.

Outsourcing companies provide structured career pathways within Nepal, allowing graduates to work on global-standard projects without physical relocation. This has led to

a partial retention effect, where professionals gain international experience locally while remaining embedded in the national economy. However, this balance is not fully stable, as many employees still view local outsourcing firms as transitional workplaces before migrating abroad for higher compensation and broader advancement opportunities (International Labour Organization, 2024).

As a result, Nepal's IT sector demonstrates a dual dynamic: it simultaneously benefits from global mobility of talent while attempting to retain human capital through outsourcing-driven employment. Strengthening this balance requires improving career progression systems, compensation structures, and innovation ecosystems within local firms to reduce long-term dependency on migration.

Opportunities and Challenges

The growth of IT outsourcing firms in Nepal has created several important opportunities for the domestic economy. One major opportunity is employment generation, as these firms absorb a growing number of IT graduates and provide access to global projects without requiring migration. This contributes to partial reduction of brain drain and strengthens the local talent

base (World Bank, 2022). In addition, outsourcing firms support skill development by exposing employees to international standards in software development, data services, and digital solutions. This enhances technical competence and improves overall workforce quality (International Labour Organization, 2023). The sector also contributes to foreign currency earnings through IT service exports, supporting Nepal's integration into the global digital economy.

However, several challenges limit the full potential of the outsourcing industry. A key challenge is the persistent salary gap between Nepal and developed countries, which continues to encourage skilled professionals to migrate abroad. Limited career advancement opportunities within local firms further weaken retention efforts. Structural issues such as inadequate data protection laws, weak digital infrastructure, and evolving regulatory frameworks also constrain long-term sector growth (World Bank, 2023). Additionally, high employee turnover and increasing global competition in outsourcing markets create pressure on Nepali firms to maintain competitiveness.

Conclusion

The study highlights that Nepal's IT outsourcing sector plays a dual role in shaping the country's digital workforce dynamics. On one side, brain drain continues to reduce the availability of highly skilled IT professionals, limiting innovation capacity and slowing the expansion of a strong domestic tech ecosystem. On the other side, outsourcing firms have emerged as a stabilizing force by generating local employment, offering exposure to global projects, and improving technical competencies among young graduates. This has created a partial retention mechanism where professionals can engage in international-standard work without immediate migration.

However, the balance remains fragile. Persistent wage disparities, limited career progression, and structural constraints continue to push talent abroad. At the same time, outsourcing firms are constrained by regulatory gaps, infrastructure limitations, and intense global competition. Despite these challenges, the sector represents a strategic opportunity for Nepal to strengthen its digital economy, reduce dependency on external labor markets, and build a more sustainable talent ecosystem.

Strengthening policy support, improving working conditions, and enhancing innovation capacity within firms will be essential for transforming outsourcing from a transitional employment option into a long-term solution for brain drain mitigation.

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Digital Economy, Cryptocurrency, and CBDC Implementation in Nepal

Abstract

The rapid expansion of digital technologies has transformed global financial systems and economic structures. Nepal is undergoing notable digital transformation driven by rising internet penetration, mobile banking services, digital payment platforms, and e-governance initiatives. Alongside these developments, emerging financial technologies such as cryptocurrencies and CBDCs have become key policy concerns. This study examines Nepal's digital economy, the legal and economic implications of cryptocurrency, and the feasibility of CBDC implementation. It further analyzes how digital finance and CBDCs can affect transparency, accountability, financial inclusion, and public service delivery. The study is based on secondary data from NNRB, IMF reports, government policy documents, and academic literature. Findings show strong growth in digital payments, while cryptocurrency remains prohibited due to financial and regulatory risks. The study concludes that a well-designed CBDC could improve efficiency, reduce corruption, and support inclusive economic development in Nepal.

Keywords: Digital Economy, Cryptocurrency, CBDC, NRB, E-Governance

Introduction

Digital transformation is a defining feature of the modern global economy. The integration of information and communication technologies (ICT), internet connectivity, and digital financial systems has fundamentally reshaped interactions among governments, businesses, and citizens (IMF, 2023). The digital economy refers to economic activities enabled by digital technologies, including e-commerce, digital banking, online platforms, and data-driven services.

In parallel, financial innovation has accelerated with the emergence of cryptocurrencies such as Bitcoin and Ethereum. These decentralized digital assets rely on blockchain technology and operate independently of central banks, challenging traditional monetary systems (Goodell et al., 2024). At the same time, central banks worldwide are exploring Central Bank Digital Currencies (CBDCs), which represent digital forms of sovereign fiat money issued and regulated by monetary authorities.

Nepal has experienced rapid growth in internet access, smartphone usage, and digital payment adoption. Platforms



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such as eSewa, Khalti, Fonepay, and ConnectIPS have become central to the country's digital payment ecosystem (NRB, 2024). The Government of Nepal has also promoted digital transformation through the Digital Nepal Framework. However, despite this progress, cryptocurrency-related activities remain illegal under Nepal Rastra Bank regulations (NRB, 2022).

The increasing global interest in CBDCs has prompted Nepal Rastra Bank (NRB) to explore the feasibility of a digital Nepali currency. CBDCs have potential to enhance financial inclusion, payment efficiency, transparency, and governance effectiveness, although significant challenges remain in infrastructure, cybersecurity, and regulatory readiness.

Research Objectives

- To examine the current status of the digital economy in Nepal
- To analyze the legal and economic implications of cryptocurrency in Nepal
- To evaluate the feasibility of CBDC implementation in Nepal
- To assess the potential impact of CBDC on e-governance and financial inclusion

Methodology

This research adopts a qualitative and descriptive design. Secondary data sources

include Nepal Rastra Bank reports, IMF publications, government policy documents, peer-reviewed academic articles, and institutional reports. A comparative analytical approach is used to examine cryptocurrency, CBDC, and traditional digital payment systems within Nepal's financial ecosystem.

Digital Economy in Nepal

Nepal's digital payment ecosystem has expanded rapidly in recent years. Mobile wallets and banking applications have significantly reduced dependence on cash transactions. According to Nepal Rastra Bank (2024), mobile wallet users surpassed 23 million, while QR-based merchant adoption and digital transaction volumes increased substantially.

Digital platforms such as eSewa, Khalti, Fonepay, and ConnectIPS now play a critical role in facilitating retail and commercial payments across the country (NRB, 2024).

The Government of Nepal has implemented the Digital Nepal Framework to promote digital transformation across sectors including finance, education, health, and governance. The framework emphasizes digital infrastructure, innovation, and public service modernization (NRB, 2022). It also aims to strengthen ICT-based economic growth and improve service delivery efficiency.

Cryptocurrency in Nepal

Cryptocurrency is a decentralized digital currency secured by cryptography and operating on blockchain technology. Unlike fiat currency, it is not issued or regulated by central authorities (Goodell et al., 2024). Bitcoin was the first cryptocurrency, followed by Ethereum, which introduced smart contract functionality.

Nepal maintains a strict prohibition policy on cryptocurrency. Nepal Rastra Bank has declared cryptocurrency trading, mining, and investment illegal under the Foreign Exchange (Regulation) Act (NRB, 2022). The central bank argues that cryptocurrencies pose risks to financial stability, monetary control, and foreign exchange management.

Key risks include money laundering, terrorist financing, unauthorized cross-border capital flows, and volatility-induced financial instability (IMF, 2023). Given Nepal's dependence on remittance inflows and foreign currency reserves, unregulated crypto activity is considered a macroeconomic risk.

Despite restrictions, informal usage continues through peer-to-peer networks and offshore exchanges. Public interest is largely driven by speculative investment motives and global digital

finance trends, although awareness of legal risks remains limited.

CBDC and Its Feasibility in Nepal

A Central Bank Digital Currency (CBDC) is a digital form of sovereign currency issued by a central bank and equivalent in value to physical cash. Unlike cryptocurrencies, CBDCs are centralized, state-backed, and legally recognized (Atlantic Council, 2025).

Nepal Rastra Bank has initiated conceptual and policy-level studies on CBDC design. In its 2022 report, NRB outlined policy objectives and design considerations for a potential CBDC system in Nepal (NRB, 2022).

NRB suggests a two-tier retail CBDC model in which the central bank issues currency while commercial banks and payment service providers distribute it to users. A token-based CBDC with offline functionality is considered suitable for Nepal due to uneven internet access and infrastructure limitations (Christodorescu et al., 2020).

Key challenges include weak digital infrastructure, cybersecurity risks, low financial literacy, legal framework limitations, and potential impacts on commercial banking deposits (IMF, 2023). These issues require phased

implementation and strong institutional readiness.

Impacts on E-Governance

CBDC and digital financial systems can significantly strengthen governance systems by improving efficiency, transparency, and service delivery. As governments increasingly adopt digital tools, financial transactions become more traceable and data-driven, which supports better monitoring and decision-making in public administration.

CBDC transactions generate secure and traceable digital records, which can significantly reduce corruption risks and improve accountability in public financial management. Since every transaction is digitally recorded, it becomes easier to monitor fund flow, detect irregularities, and ensure responsible use of public resources.

CBDCs have strong potential to expand financial inclusion, particularly in rural and underserved regions. By reducing dependence on physical banking infrastructure, digital currency systems can provide wider access to financial services. The inclusion of offline transaction capabilities further enhances accessibility in areas with limited or unstable internet connectivity (Christodorescu et al., 2020).

Digital payment systems help reduce cash-based corruption by minimizing human intermediaries and increasing transparency in transactions. Mechanisms such as direct benefit transfers can ensure that government subsidies and welfare payments reach intended beneficiaries without leakage or misuse.

The adoption of digital financial systems can improve the efficiency of public service delivery, including tax collection, utility payments, and social security distribution. These improvements reduce delays, lower administrative costs, and strengthen overall e-governance performance.

Conclusion

Nepal is undergoing a steady transition toward a digital economy supported by mobile banking and digital payment platforms. However, structural challenges such as infrastructure gaps, digital illiteracy, and uneven access remain significant barriers.

Cryptocurrency remains prohibited due to macroeconomic risks and regulatory concerns, although informal usage indicates rising public interest in digital financial innovation. In contrast, CBDC presents a structured and controlled alternative that aligns with Nepal's monetary and governance objectives.

The study concludes that a carefully designed retail CBDC could enhance financial inclusion, improve transparency, reduce corruption, and increase efficiency in public service delivery. However, successful implementation requires strong regulatory frameworks, improved infrastructure, cybersecurity preparedness, and comprehensive financial literacy programs.

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Opportunities and challenges to set Tier IV hyperscale data center

This study examines the opportunities and challenges of establishing a Tier IV hyperscale data center. The project aims to strengthen national digital infrastructure, ensure data sovereignty, and reduce dependence on foreign servers. Tier IV facilities provide 99.995% uptime, supporting critical services such as banking, telecom, and government systems. Key opportunities include digital transformation, economic growth, skilled employment, and technological innovation, supported by renewable hydropower integration. However, major challenges include high capital investment, intensive energy demand, technical complexity, limited skilled workforce, regulatory gaps, and cybersecurity risks. The study concludes that strong policy support and strategic investment are essential for successful implementation.

Keywords: Tier IV data center, hyperscale infrastructure, digital sovereignty, cloud computing.

1. Introduction

Nepal is moving toward establishing its first Tier IV hyperscale data center, a major step in strengthening national digital infrastructure and technological independence. The project is

being developed by Bichuten Data Vault (BDV), a Nepal-based private company, with proposed sites in Kathmandu and Birgunj. It aims to improve data security, support in-country data residency, and reduce reliance on foreign servers. Tier IV certification ensures very high reliability, with around 99.995% uptime, allowing minimal downtime and making it suitable for critical services such as banking, telecom, and government systems.

The facility will start with 240 kilowatts capacity and expand up to 5 megawatts by 2030. BDV has partnered with global technology firms including VVDN Technologies, Google Cloud, AMD, and Micron for technical support and infrastructure development. The project is expected to generate skilled employment in IT and engineering sectors. It will operate using hydropower, aligning with Nepal's renewable energy resources. Currently, Nepal lacks Tier IV infrastructure, making this initiative a key step toward a secure and self-reliant digital ecosystem.

Let's understand what a data center is and what a Tier IV hyperscale data center



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actually means, along with its opportunities and challenges in digital infrastructure, investment, and sustainability.

2. Contextual background

Introduction to data center:

A data center is a highly specialized physical facility that houses computing infrastructure such as servers, storage systems, networking devices, and security systems used to store, process, and distribute large volumes of digital data. It forms the backbone of modern digital services including cloud computing, e-commerce platforms, mobile applications, financial systems, and government digital services. Data centers are considered critical infrastructure because they ensure continuous availability, data integrity, and secure access to information in an increasingly digital economy (International Energy Agency, 2024). In practice, they operate as centralized hubs that enable organizations to manage data-intensive operations efficiently and reliably.

Evolution of data centers:

The evolution of data centers began in the 1960s–1980s with on-premises server rooms used for centralized computing in large organizations. In the 1990s, internet expansion increased demand for structured enterprise data centers. From

the 2000s, virtualization and cloud computing shifted infrastructure toward scalable, shared systems. The 2010s onward marked the rise of hyperscale data centers driven by cloud services, AI, and big data, requiring high efficiency and massive scale (Uptime Institute, 2023). Today, data centers are globally distributed, automated, and optimized for performance and sustainability (International Energy Agency, 2024).

Functions of data center:

Data centers perform core functions such as data storage, processing, backup and recovery, application hosting, and network management. They ensure continuous availability of digital services, secure data handling, and reliable system performance for organizations and governments. In addition, modern data centers support cybersecurity operations, load balancing, and real-time data access across platforms. Due to high computational workloads, they also integrate advanced cooling and power management systems to maintain operational stability and efficiency (International Energy Agency, 2024; Uptime Institute, 2023).

Types of data centers: Data centers are categorized based on their design, scale, and operational capacity. The Tier classification system (Tier I–IV) defines infrastructure

reliability, where Tier I offers basic capacity with minimal redundancy, and Tier IV provides the highest level of fault tolerance with multiple independent systems ensuring around 99.995% uptime (Uptime Institute, 2023).

Based on scale, enterprise data centers are built and used by individual organizations for internal operations, while colocation data centers allow multiple organizations to share infrastructure resources. Hyperscale data centers are large-scale facilities designed to support cloud computing, big data, and AI workloads with high scalability and efficiency. In contrast, edge data centers are smaller facilities located closer to end users to reduce latency and improve real-time data processing (International Energy Agency, 2024).

3. Tier IV hyperscale data center

Introduction: A Tier IV hyperscale data center represents the highest level of digital infrastructure combining maximum reliability with large-scale computing capacity. Tier IV certification, defined by the Uptime Institute, ensures fully fault-tolerant systems with continuous operation even during multiple component failures, achieving approximately 99.995% uptime (Uptime Institute,

2023). When combined with hyperscale architecture, it supports massive workloads such as cloud computing, artificial intelligence, and big data analytics. These facilities are designed for uninterrupted performance, scalability, and global digital service delivery.

Features: Key features of Tier IV hyperscale data centers include full redundancy (2N or more), fault-tolerant infrastructure, independent power and cooling systems, and advanced disaster recovery mechanisms. They use highly automated monitoring systems, modular designs for scalability, and energy-efficient technologies to manage large-scale operations. These data centers also integrate robust cybersecurity systems and multiple physical security layers to ensure data protection and operational continuity (Uptime Institute, 2023; International Energy Agency, 2024)

Use cases: Tier IV hyperscale data centers are used for mission-critical applications that require uninterrupted availability and high processing capacity. Common use cases include cloud service platforms, financial transaction systems, government digital infrastructure, telecommunications networks, artificial intelligence model training,

and global content delivery networks. They are also essential for data sovereignty initiatives and national digital transformation strategies where security, reliability, and scalability are critical (International Energy Agency, 2024).

4. Opportunities

Tier IV hyperscale data centers create significant opportunities for digital transformation, economic development, and technological advancement.

- One of the key opportunities is digital sovereignty, as countries can store and manage sensitive data within national borders, reducing dependence on foreign cloud infrastructure and improving data security and control. This enhances national cybersecurity and regulatory compliance (International Energy Agency, 2024).
- Another major opportunity is economic growth and investment attraction. Such infrastructure supports foreign direct investment in the ICT sector and enables the development of cloud services, fintech, and digital platforms. It also strengthens the broader digital ecosystem by enabling scalable computing services required for modern industries (World Bank,

2022).

- In addition, Tier IV hyperscale data centers generate skilled employment opportunities in IT engineering, network management, cybersecurity, and data science. They also stimulate indirect employment in supporting industries such as construction, maintenance, and energy systems.
- Furthermore, these facilities promote technological innovation and research development, especially in artificial intelligence, big data analytics, and cloud computing. Their integration with renewable energy systems also creates opportunities for sustainable infrastructure development (Uptime Institute, 2023).

5. Challenges

Despite their strategic importance, Tier IV hyperscale data centers face several technical, financial, and operational challenges.

- One of the major challenges is the high capital investment requirement, as Tier IV facilities demand advanced infrastructure, full redundancy systems, and continuous power and cooling reliability, making them extremely expensive to build and operate (Uptime Institute, 2023).
- Another key challenge is high energy consumption

and sustainability concerns. Hyperscale data centers require continuous electricity for servers and cooling systems, which can strain national power grids and increase dependence on non-renewable energy sources if renewable supply is insufficient (International Energy Agency, 2024).

- There is also a technical complexity challenge, as Tier IV systems require highly skilled professionals for design, operation, maintenance, and cybersecurity management. A shortage of skilled ICT workforce can limit operational efficiency and reliability.
- Additionally, regulatory and policy limitations can hinder development, especially in countries with underdeveloped digital infrastructure governance, unclear data protection laws, or weak investment frameworks.
- Finally, operational risks, including cybersecurity threats, hardware failures, and supply chain dependency for advanced equipment, pose ongoing challenges to uninterrupted service delivery. These factors collectively make

Tier IV hyperscale data centers highly complex and resource-intensive infrastructures (World Bank, 2022).

6. Conclusion

The development of a Tier IV hyperscale data center represents a significant milestone in strengthening national digital infrastructure, particularly for emerging economies like Nepal. This study highlights that such facilities offer substantial opportunities, including digital sovereignty, economic growth, skilled employment generation, and technological advancement. By enabling secure in-country data storage and supporting advanced applications such as cloud computing and artificial intelligence, Tier IV hyperscale data centers can play a transformative role in national digital ecosystems. Their alignment with renewable energy sources, such as hydropower, further enhances their potential contribution to sustainable infrastructure development.

However, the study also identifies critical challenges that must be addressed for successful implementation.

High capital investment requirements, substantial energy consumption, technical complexity, and limited skilled human resources present major operational barriers. In addition, regulatory constraints and cybersecurity risks further complicate development and long-term sustainability. These challenges indicate that while the benefits are substantial, the successful establishment of Tier IV hyperscale data centers requires strong policy support, strategic investment, and capacity building.

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Technical review of

Singapore's TradeNet System

Introduction

Singapore's TradeNet is recognized as one of the world's earliest and most successful electronic trade facilitation systems. Introduced in 1989, TradeNet transformed Singapore's customs and trade administration from a paper-based process into a fully digital national single window platform. The system allows traders, customs authorities, freight forwarders, shipping agents, and regulatory agencies to exchange trade information electronically through a single integrated platform (Singapore Customs, n.d.).

Background of TradeNet

Before TradeNet, trade documentation in Singapore was slow, fragmented, and highly dependent on manual paperwork. Traders had to visit multiple government agencies separately to obtain approvals for import and export permits. Processing time often took between two and seven days, creating delays in cargo clearance and increasing business costs (UNESCAP, 2010).

To solve these inefficiencies, the Singapore government introduced a nationwide

electronic trade documentation system through strong collaboration between public institutions and private organizations. A dedicated task force redesigned trade procedures and introduced a "single submission" approach. Under this model, traders submit one electronic declaration, and the system automatically distributes the information to all relevant agencies for approval (Applegate et al., 1995).

TradeNet later became the foundation for Singapore's broader digital trade ecosystem, including TradeXchange and the Networked Trade Platform (NTP). Today, it processes millions of permit applications annually and remains one of the major pillars of Singapore's trade competitiveness (CrimsonLogic, n.d.).

Technical Architecture and Functions

Technically, TradeNet operates as a National Single Window (NSW) platform. It integrates customs declarations, permit applications, cargo clearance, tax assessment, and regulatory approvals into a unified electronic system. The platform connects Singapore



Yurishma Balami



Stuti Baral



*Nirmal Muni
Bajaracharya*



Shrijan Shakya

Customs, port authorities, banks, logistics companies, and other government agencies through a secure digital network (Singapore Customs, n.d.).

The major functions of TradeNet include:

- Electronic submission of import, export, and transshipment permits
- Automated permit approval and validation
- Real-time cargo clearance
- Electronic payment of customs duties and taxes
- Certificate of origin processing
- Trade statistics generation
- Inter-agency information sharing

One of the key technical strengths of TradeNet is its automated rules-processing engine. The system automatically checks declarations against customs regulations and agency requirements. Standard applications are approved almost instantly, while complex or high-risk transactions are directed for manual review. This automation significantly reduces administrative workload and processing delays (Applegate et al., 1995).

TradeNet also relies on Electronic Data Interchange (EDI) technology to support secure communication among government agencies and private-sector stakeholders.

The system operates on a 24/7 basis, allowing traders to submit permit applications anytime and from any location (UNESCAP, 2010).

TradeNet and Efficiency

TradeNet significantly improved Singapore's trade efficiency and customs performance. One of its major achievements was the dramatic reduction in processing time. Permit approvals that previously required several days could now be completed within minutes. Research indicates that most declarations are processed within 10 minutes, while many approvals take less than one minute (UNESCAP, 2010).

The system also simplified documentation procedures. Previously, traders needed to prepare multiple paper documents for a single transaction. TradeNet replaced this process with one standardized electronic submission, reducing paperwork, duplication, and administrative costs (CrimsonLogic, n.d.).

Another important efficiency gain came through electronic payment integration. Customs duties, taxes, and permit fees could be processed electronically through banking systems, improving transparency and reducing revenue leakage. The automation of customs

assessment also improved the accuracy of trade data and regulatory monitoring (Applegate et al., 1995).

TradeNet strengthened Singapore's global competitiveness by improving port efficiency and accelerating cargo clearance. Faster logistics operations enhanced supply chain reliability and increased investor confidence in Singapore's regulatory environment (UNESCAP, 2010).

Challenges and Limitations

Despite its success, TradeNet still faces several technical and governance challenges. Cybersecurity remains a major concern because the system handles sensitive trade, logistics, and financial information. Any large-scale cyberattack or system disruption could affect national trade operations and supply chains (DBTF, 2021).

Another challenge involves maintaining interoperability among evolving government databases, customs technologies, and private logistics systems. Continuous upgrades and policy coordination are necessary to keep the platform efficient and secure. In addition, the development and maintenance of such a system require substantial investment in infrastructure, technical expertise, and

institutional reform (UNESCAP, 2010).

Lessons for Nepal

Singapore's TradeNet provides valuable lessons for Nepal in the field of customs modernization and digital governance.

First, Nepal requires a unified national single window system that integrates customs, taxation, banking, transport, and regulatory agencies into a single digital platform. Currently, traders in Nepal often face delays due to fragmented approval systems and excessive paperwork.

Second, strong political commitment and institutional coordination are essential. Singapore's success was driven by long-term policy support, inter-agency cooperation, and administrative reform. Nepal must ensure active collaboration among customs offices, ministries, banks, and private logistics operators.

Third, phased implementation is important. Singapore initially introduced TradeNet

with limited functions before gradually expanding its capabilities. Nepal can adopt a similar strategy by beginning with customs digitization at key trade corridors such as Birgunj and Tribhuvan International Airport.

Fourth, investment in digital infrastructure and cybersecurity is necessary for long-term sustainability. Reliable internet connectivity, secure databases, and trained technical personnel are critical for maintaining efficient electronic trade systems.

Finally, Nepal should focus on digital literacy and capacity building for customs officers, traders, and freight agents. Technological systems become effective only when users possess the skills and willingness to adopt them.

In conclusion, Singapore's TradeNet demonstrates how digital transformation can improve trade efficiency, transparency, and economic competitiveness. Its success was built upon automation, institutional coordination, legal support, and technological

innovation. For Nepal, adopting similar principles could modernize customs administration, reduce corruption, improve revenue collection, and strengthen integration into regional and global trade systems.

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SECTION

11

News & Events

Frequently, United College (UC) has full of news and announcements on academicians related to the college. It is believed that this 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 general 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 seven latest annual happenings and developments within the UC.

1. Orientation Program 2082
2. Welcome & Farewell Program
3. Welcome & Farewell Program 2082
 - Roshan Shrestha
4. Report on Cardiac Awareness Program and Medical Camp
 - Roshan Shrestha & Nirajan Joshi
5. United Ignite 2.0
6. Business Idea Pitching Competition Report
7. Faculty Retreat & Workshop Pokhara
8. United Talent Hunt 2025
 - Sajana Shrestha
9. United Sports Week 2082
10. Final Semester Memories in Tistung
11. Langtang Valley Excursion
12. Excursion to Kulekhani
13. Welcome Program Report 2082/2026
 - Roshan Shrestha



NEWS & EVENTS



Orientation Program 2082

United College successfully organized the Orientation Program 2082 for newly enrolled BCA, BBM, and BBS students, marking the formal beginning of their academic journey. The event was held on 1st Mangsir 2082 (17 November 2025, Monday) with the objective of introducing students to the college environment, academic structure, faculty members, and learning opportunities ahead.

The inauguration ceremony started with the lighting of the lamp, symbolizing knowledge and guidance, followed by the national anthem. The welcome address emphasized the college's commitment

to academic excellence, discipline, and holistic student development.

The program also included cultural performances that created a vibrant and welcoming atmosphere. Students participated in dance and music performances, making the event lively and engaging.

Academic briefings were delivered by Program Director Mahesh Aryal, along with insights from faculty members and experts in IT, management, and research. Industry speakers shared perspectives on leadership, artificial intelligence, entrepreneurship, and

career opportunities, helping students understand real-world expectations.

Senior students also shared their experiences, offering practical advice on academic life and personal growth at United College.

The event concluded with a vote of thanks, token of appreciation for guests, and informal networking over refreshments. The Orientation Program 2082 successfully created a strong sense of belonging, motivation, and readiness among new students, setting a positive tone for their academic journey at United College.



Welcome & Farewell Program

On 25th August 2025, United College successfully organized a Welcome and Farewell Program for students of BBS, BBM, BCA, and MBS at Hotel Soaltee.

The program was designed to welcome new students while also honoring graduating students for their academic journey and achievements. It brought together students, faculty members, and management in a shared celebration of transition, growth, and academic success.

The event began with formal introductions and

orientation messages for new students, where college principal highlighted academic expectations, discipline, and student engagement opportunities within the college.

The farewell segment recognized graduating students from various programs, appreciating their efforts, dedication, and contributions to the college community. Students also shared their experiences and expressed gratitude toward teachers and peers.

The program featured motivational speeches

from academic leaders, encouraging students to focus on continuous learning, adaptability, and professional growth in a changing global environment.

The event concluded with a vibrant cultural segment, including music performances, dances, and entertainment activities, creating a lively and celebratory atmosphere. The combination of formal recognition and cultural expression made the program both meaningful and memorable for all participants.

Welcome & Farewell Program 2082



Mr. Roshan Shrestha
ECA/CCA In Charge

Introduction

The United ECA/CCA Department organized the Farewell Program 2082 on 8th Bhadra, to bid departure

of last year and welcoming new students. The primary objective of this event is to warmly welcome new students and bid farewell to our esteemed 8th-semester and 4th year students. The event included two phases: Formal and Informal Section. The program was memorable with nostalgia and fun organized by Cultural club with assistance from ECA/CCA Department.

Program Details:

Name: United College

Welcome and Farewell Program 2082 / 2083

Date: 8th Bhadra, 2082

Time: 11:30 am to 5:00 pm

Expected Number of Participants: Approximately 320 students and staff (Combinedly)

Venue: The Soltee Hotel, Solteemode

Number of Volunteers: 14

Program Highlights

1. Distribution of Token of

Love: Token of love were distributed to students of 8th Semester in the

program. This year token of appreciation was handed over to fifteen teachers for their contribution in students' good result in TU Examination.

2. Performances: Total 5 songs, 7 dance and 3 speech items were performed by students.

3. Awards and Recognition: Students were awarded in various categories like TU Topper, Job Fair and UTH volunteerism.

Highlights of the Program

Formal Session

The program started at 11:30 with aasaan grahan of our guest, BOD and Academic Head and Coordinators. After aasaan grahan, our principal sir conducted traditional lamp-lightning ceremony for the inauguration followed by award and certificate distribution from our UAG Board of Directors and Academic Head. Ms. Nirusa of BBM 2nd Year expressed

gratitude towards both new and farewell batch. Whereas, Ms. Pratisahara Shakya shared her experiences and future aspiration on her thank you note. Ms. Sandhya Rai thanked the college and her friends in her farewell speech. Finally, the formal section was concluded after speech from our Principal Dr. Lal Rapacha about words of wisdom encouraging students for their future endeavors.

Informal Section: The informal section was started at 1: 30 hosted by students where students presented energetic performances on 5 songs, 7 dance and 3 speeches. The informal section was filled with laughter and joy where students were enjoying and dancing with the flow of the music.

Strengths of the Program

1. The event was conducted peacefully, with no disturbances or conflicts.

2. Both the formal and informal sessions were executed smoothly, with no unnecessary delays between performances.
3. The program was well-managed, demonstrating excellent coordination among the technical team, volunteers, and performers.
4. All performances adhered to the event's code of conduct.
5. The event effectively showcased United College's commitment to extracurricular activities.

Conclusion

The United ECA/CCA Department have successfully organized the Farewell Program filled with emotion and appreciation. The event was a perfect blend of joy and sentiment, marking the end of one era and beginning of new journey. The CCA / ECA Department extends its sincere thanks to the Organizing Committee, UC Cultural Club, MC, and volunteers for their role in the event's smooth execution. We also appreciate the support of the Operational Manager, CC Department, and Transportation Department. Special thanks go to the Principal, Graduate Program Director, College AC, Assistant College Admin, Branding Department, and Graphical Designer for their valuable contributions. Lastly, we express our gratitude to the Board of Directors of UAG Group for their approval of all proposals and assistance.



Report on Cardiac Awareness Program and Medical Camp



Roshan Shrestha
ECA-CCA Incharge



Nirajan Joshi
President of UEOC

Organized by: United
Extension and Outreach Club

In Collaboration with:
Vayodha Hospital

Date: 12th August, Tuesday,
2025

Venue: United Auditorium
Hall and United Sport
Complex

1. Introduction

The United Extension and Outreach Club, in collaboration with Vayodha Hospital, successfully

organized a Cardiac Awareness Program and Medical Camp aimed at promoting heart health, raising awareness about cardiovascular diseases, and providing basic health check-up services to students and staff. The event was held on 12th August, 2025 starting at 8:00 a.m., and was met with enthusiastic participation from both students and faculty members.

2. Program Details

a. Awareness Session

The program commenced at 8:00 a.m. in the college auditorium.

- Chief Guest: Dr. Binay Kumar Adhikari, Consultant Cardiologist
- Participants: Approximately 200 students and 20 faculty staffs
- Highlights: Dr. Adhikari delivered an insightful awareness session on the causes, prevention, and management of heart diseases, as well as the importance of lifestyle modifications for a healthy heart. The interactive session allowed participants to clarify doubts and gain practical health tips.

b. Medical Camp

Following the awareness program, the Medical Camp began at 9:15 a.m. and continued until 11:30 a.m. The health check-up services were conducted by the professional medical team from Vayodha Hospital.

Services Provided:

- Blood Pressure (BP) measurement
- Heartbeat rate check
- Oxygen level
- Blood sugar level testing

Beneficiaries: Over 100 students and 30 (teaching and non-teaching staff members) received free medical check-up services during the event.

3. Outcomes and Impact

- Increased awareness among students and staff regarding heart health and preventive care
- Early detection of potential health issues through screenings
- Strengthened the collaborative relationship between the United Extension and Outreach Club and Vayodha Hospital for community welfare initiatives

4. Acknowledgements

The United Extension and Outreach Club extend heartfelt gratitude to:

- Dr. Binay Kumar Adhikari for his valuable time and expertise
- Mr. Roshan Shrestha, ECA Coordinator for the guidance and support while conducting the event
- Mr. Mahesh Aryal, The Director of United's Bachelor Program
- The medical team from Vayodha Hospital for their professional health services
- The college administration for their support in organizing the event
- All volunteers and participants for their active involvement

5. Conclusion

The Cardiac Awareness Program and Medical Camp were highly successful in achieving the objectives of educating participants about cardiovascular health and providing accessible medical check-ups. The event not only benefitted over 130 individuals but also fostered a culture of preventive healthcare within the institution.

United Ignite 2.0

United Ignite 2.0, a flagship initiative of the United Centre for Entrepreneurship, Innovation, and Incubation (UCEII) at United College, was successfully organized on 16 October 2025. The program served as a dynamic platform for students to present business ideas, receive expert mentorship, and compete for funding and recognition.

United Ignite is designed as a complete entrepreneurial journey, where students progress through structured stages including idea submission, screening, mentorship sessions, and final

live pitching before expert judges. The initiative aims to develop entrepreneurial thinking, practical business skills, and confidence in problem-solving. Winners of the competition received certificates and cash prizes, while promising teams were eligible for seed funding of up to NPR 5, 00,000 to transform their ideas into real ventures. Selected teams also gained opportunities to participate in national-level competitions and industry exposure programs.

The 2025 edition of United Ignite 2.0, organized in collaboration with Idea Studio

Nepal, attracted innovative and socially impactful business ideas. The top winners included Kritiya (1st place), Maya Ghar (2nd place), and Thailo (3rd place), each presenting unique solutions ranging from cultural fashion innovation to elderly care services and eco-friendly product development. Beyond campus-level competition, top teams such as VedaSugandha and Naya Straws represented United College at the national-level College Idea Hunt, securing positions among the Top 10 finalists in Nepal.

Through mentorship, workshops, and hands-on experience, UCEII continues to build a strong entrepreneurial ecosystem at United College. United Ignite 2.0 stands as more than a competition—it is a structured innovation platform that transforms student ideas into impactful ventures and future enterprises.



Business Idea Pitching Competition



Roshan Shrestha
ECA-CCA Incharge

Introduction

UECII is a platform which provides guidance and support to the student at every step of the entrepreneurship journey through supportive and collaborative environment. UCEII offers a unique opportunity for students to learn from a real-life entrepreneur and receive hands-on guidance in building their ideas from scratch. Our incubation centre offers a range of services, from prototyping and funding to networking and mentorship, all aimed at helping our students succeed. UCEII has successfully organized United Ignite - a business idea pitching competition for the first time.

Program

Event Name: United Ignite: Business Idea Competition

Date: 30th Shrawan, 2082

Venue: Pavillion Hall, UA

Total Number of Volunteers: 7

Total Number of Participants:

Participants from 9 Group,
Guest, Student & Teachers

Program Details

The program had been conducted in five phases:

- Submission of concept paper and presentation
- Business Plan preparation Orientation
- 21 Business Plan
- Preliminary presentation
- Final Presentation

Phase 1: Submission of concept paper and presentation – Nineteen concept papers had been received on 4th of Shrawan, 2081

Phase 2: Business Plan preparation orientation had been given to all the 37 participants on 11th of Shrawan. Three supervisors; Dr. Binod Lingden, Mr. Ganesh Joshi and Ms. Reecha Sharma had been assigned to the participants to prepare the business plans.

Phase 3: Twenty-one business plans had been collected on 20th of Shrawan and only following 21 business plans had been shortlisted on 22nd Shrawan for the preliminary presentation.

Program Schedule

Date: 15th August, 2025

Time: 9:00 am – 11 pm

Venue: Pavilion Hall, United Academy

MC: Sandhya Rai

- **Chairperson / Director:** Dripa Chamling
- **Founder Director:** Narahang Rai
- **Founder Academic Director:** Dr. Kabiraj Bantawa
- **Deputy Director:** Dipa Chamling
- **Academic Head / Spokesperson:** Basant Nepali
- **Graduate Program Director:** Mahesh Aryal
- **Coordinator, United Academy:** Nirsing Rai
- **Ass. Coordinator:** Shankar Khadka
- **Operational Manager:** Mana Basnet
- **Supervisors:** Dr. Binod Lingden, Ganesh Joshi & Rojina Ranjitkar
- **Judges:** Ms. Pragya Ghimire (Eco-Impact Business Development Manager), Sangita Lamichhane (CEO, Connect Kisan) & Sudharshan Siwakoti (CEO, Motorsewa)

1. Lighting the Panas: Dr. Lal Rapacha
2. National Anthem
3. Business Idea Pitching Competition Presentation:

Group A	Group B	Group C
G-Waste: Roshil Pradhan	Micro Urban Farm: Nischal Bajracharya	Urban Laundry Link: Anuska Mahat & Gaurav Shakya
Kritiya: Shivika Shrestha	Thailo: Smriti Rai & Jharana Chaulagain	Pet Product & Services: Sumina Chaudhary
Lokta Paper: Simran Lamichhane & Yashoda Rokaya	Tutionalaya: Supriya Poudel	Meal Mate: Dikshya Yadav
Naya Ghar: Nirjala Maharjan & Pratisara Shakya	Unique Nest: Manuska Upreti	Kosuk: Kushma Shrestha
Whimsy Thrifts: Samikchya Maharjan	Dust & Dreams: Reshma Mali	Eco-Bank: Nischal Bajracharya
Nepal Power Banks: Nirusa Shakya	Straws: Subham Kharel	Green Wrap: Yashodha Rokaya
Chill & Fill: Kritika Thapa Magar	Eco-Forge: Pratisara Shakya	Eco-Friendly Dhop: Jenisha Bajracharya

- i. Project 1: G- Waste
- ii. Project 2: Shinka
- iii. Project 3: Simran & Yashodha
- iv. Project 4: Nirjala
- v. Project 5: Nischal
- vi. Project 6: Jaharana & Smriti
- vii. Project 7: Supriya

4. Feedbacks of Judges
5. Result Announcement & Prize Distribution
6. Closing Speech by: Dr. Lal Rapacha (Principal)

Phase 4: Preliminary presentation of the following shortlisted Business Plan had been conducted on 30th Shrawan, 2082 and the following 7 business plans had been selected for the finale.

Finalist Business Plan Projects 2025:

- viii. Business Project: G-Waste (Roshil Pradhan)
- ix. Business Project: Kritiya (Shivika Shrestha)

- x. Business Project: Lokta Paper (Simran Lamichhane & Yashoda Rokaya)
- xi. Business Project: Naya Ghar (Nirjala Maharjan & Pratisara Shakya)
- xii. Business Project: Micro Urban Farm (Nischal Bajracharya)

- xiii. Business Project: Thailo (Smriti Rai & Jharana Chaulagain)
- xiv. Business Project: Tutionalaya (Supriya Poudel)

Phase 5: Final Presentation of United Ignite had been conducted on 30th of Shrawan 2082 in the presence of BODs; Dripa Chamling (Founder Chairperson of UAG) and Nara Hang Rai (Founder Director of UAG), Dr. Kabiraj Bantawa (Founder Academic Director), bachelor students, +2 Management Students, almost 5 guests, UC Faculties, admin team

and 3 distinguished judges; Ms. Pragya Ghimire (Eco-Impact Business Development Manager), Sangita Lamichhane (CEO, Connect Kisan) & Sudharshan Siwakoti (CEO, Motorsewa). The judges have provided the following results:

1st Position: Kritiya (Shivika Shrestha)
2nd Position: Maya Ghar (Nirjala Maharjan & Pratisara Shakya)
3rd Position: Thailo (Smriti Rai & Jharana Chaulagain)

Prizes:
1st Prize – 15000 Cash and Certificate
2nd prize – 10000 Cash and Certificate
3rd Prize – 5000 Cash and Certificate

Inter-college United Ignite will be organized on 2083 B.S.

Financial Report: Expenses

S.N.	VC	QTY	RATE	AMOUNT	Vender	Remarks
1	Coffee	3	150	450	United Coffee Club	Coffee for 3 judges from Idea Studio
2	Prize Money			30000		Prize money for 1st – Rs. 15000, 2nd – Rs. 10000 & 3rd – Rs. 5000 of United Ignite Competition Winners.
3	Badge, Certificate & Token of Love			7367	United Graphics	Cost of Badge, Certificate & Token of Love
4	Flex with Standy			847	Quick Creation Nepal	Cost of flex standy
5	MC Cost (Sandhya Rai)			5000		Cost of payment for Emcee
				Total	43,664	

Faculty Retreat & Workshop

On 26 – 28 Poush 2082, the faculty members of United College set out on a three-day and two-night research workshop and excursion to Pokhara. The journey was planned not only for recreation but also for academic reflection and professional collaboration among the teaching faculty.

The trip began early in the morning from Kathmandu, as the group traveled along the Prithvi Highway. The long drive was filled with lively discussions and excitement, while the scenic route through Bahrasinghe and the picturesque hill town of Bandipur made the journey more enjoyable. By evening, the team reached Pokhara, where the first

research workshop session was conducted. After the formal session, the night turned cheerful with informal interaction, entertainment activities, and a comfortable overnight stay.

The second day began with a fresh morning in Pokhara. Faculty members explored major attractions, starting with boating at Phewa Lake, enjoying calm waters and mountain reflections. The visit continued to Devi's fall and nearby Gupteshwor Mahadev Cave, followed by the hilltop viewpoint of Sarangkot, offering panoramic Himalayan views. The group also visited the peaceful World Peace Pagoda and Bindhyabasini Temple. In the evening, the second

research workshop session was conducted, focusing on academic strategies, curriculum development, and institutional improvement, followed by reflection and relaxation.

On the third morning, a concluding workshop session was conducted to summarize the discussions and future plans. After breakfast, the group began their return journey to Kathmandu, carrying both professional insights and memorable experiences.



United Talent Hunt 2025



SAJANA SHRESTHA
Brand & Marketing
Department

1. Introduction

United Talent Hunt (UTH) is an bi-annual inter-institutional competition that aims to discover and promote the talents of students and alumni from United Academy, United College, United School, United Universal School, and United Alumni. UTH features a wide range of categories, including Dance, Song, Drama, Poetry, Essay Writing, Story Writing, Painting, Speech, Advertisement Making, and Photography. The dance solo category, song solo category and painting category are divided into Junior and Senior divisions. The competition is conducted in a two-phase that is the selection process and a grand finale. This year marks the 12th edition of UTH, following the success of previous events held in 2004, 2005, 2006, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2023.

2. Purpose of United Talent Hunt

The purpose of UTH are:

- To provide a platform for students and alumni to showcase their talents, giving them the exposure they deserve.
- To foster a sense of community and engagement within the United Academy Group.
- To encourage creativity, critical thinking, artistic expression and overcome stage fear among participants.
- To promote extracurricular activities as an integral part of academic development.
- To provide entertainment and enjoyment for both participants and the audience.
- To promote teamwork, collaboration, and healthy competition among participants.

3. Literature Review

Talent competitions have been widely recognized as effective means of fostering skill development, motivation, and career opportunities for students. Research indicates that participation in talent competitions enhances confidence, teamwork, and presentation skills. Studies also highlight the importance

of structured competitions in educational institutions to nurture potential and prepare students for future careers.

Over the course of 11 talent hunts organized, the event has continuously evolved, adding new categories to better reflect emerging trends and market demands. Categories like advertisement making and photography have been introduced, providing students with the chance to showcase their creativity and technical skills in areas with growing industry relevance. To continue adapting to industry shifts and student interests, it is important to introduce more categories that reflect emerging fields and trends which would allow students to further explore their potential in dynamic and rapidly growing sectors. This approach will ensure that the talent competition remains relevant, engaging, and beneficial for students as they prepare for future careers.

4. United Talent Hunt 2025 Overview

United Talent Hunt 2025 started with the selection rounds held from January 27, 2025, to February 2, 2025, at United Academy premises. The event culminated in an energizing grand finale on February 7, 2025, at Nepal

Academy Hall, Kamaladi, where the top selected participants showcased their talents in their respective categories.

Event Timeline

5. Findings

Participation Statistics

United Talent Hunt 2025 had a total of 269 participants across different categories and divisions. The numbers are below:

- Junior Division: 141 participants
- Senior Division: 128 participants
- Group Participation in Categories:
- Dance (Group): 19 teams
- Song (Band): 12 bands
- Advertisement Making: 6 groups
- Drama: 5 groups

Participation by Institution:

Participants were from all the institutions under the United

Academy Group (UAG). The numbers are:

- United Academy (UA): 110 participants
- United School (US): 57 participants
- United Universal School (UUS): 92 participants
- United College (UC): 7 participants
- United Alumni Association (UAA): 3 participants

Total Participation by Category (Junior and Senior):

Here is the number of total participants in each category:

- Song Solo: 52
- Song Band: 12
- Dance Solo: 60
- Dance Group: 19
- Painting: 39
- Drama (Group): 8
- Speech: 27
- Poem: 13
- Essay Writing: 7

- Story Writing: 16
- Photography: 10
- Advertisement Making: 6

Graphical Representation

Below are the graphical representations based on the findings and statistics from the United Talent Hunt 2025:

1. Total Participation by Category

2. Participation by Institution

3. Participation distribution by division- senior division and junior division

6. Results and Discussion

1. In Figure A, the highest participation was observed in the Dance Solo and Song Solo categories, followed by the Painting and Speech categories. The lowest participation was seen in the Advertisement Making category, followed by Essay

S.N	Events	Date	Time	Location	Category
1	Photography	January 27, 2025	11 am onwards	United Academy, Kumaripati	Junior/Senior
2	Drama	January 28, 2025	1 pm onwards	United Academy, Kumaripati	Junior/Senior
3	Story Writing, Essay Writing, Poem, Speech	January 28, 2025	11 am onwards	United Academy, Kumaripati	Junior/Senior
4	Painting	January 29, 2025	11 am onwards	United Academy, Kumaripati	Junior/Senior
5	Dance (Solo+ Group)	February 1, 2025	8 am onwards	United Academy, Kumaripati	Junior/Senior
6	Song (Solo+ Band)	February 2, 2025	8 am onwards	United Academy, Kumaripati	Junior/Senior
7	Final Round	February 7, 2025	11 am onwards	Nepal Academy Hall, Kamaladi	Junior/Senior

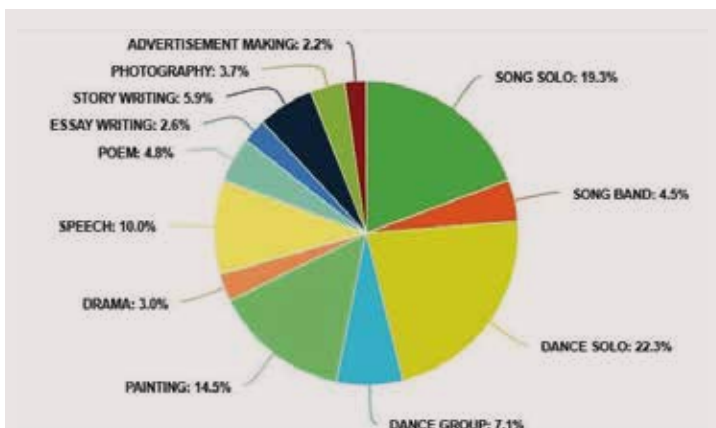


Figure A. Piechart showing the number of participants in each category

Total Participation by institutions under UAG

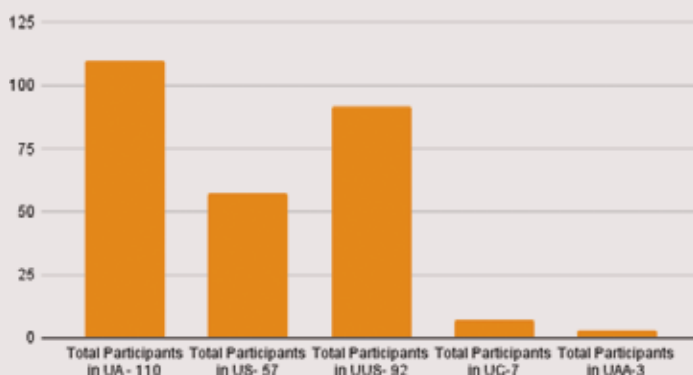


Figure B. Bar Graph showing the number of participants from UA, US, UUS, UC, and UAA

Participation distribution by division in UTH 2025

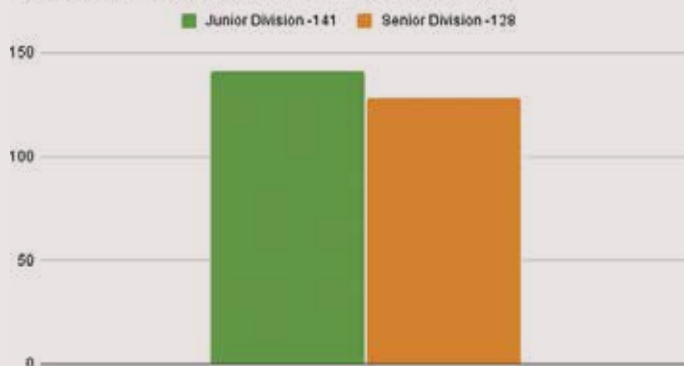


Figure C. Bar Graph showing participation by division- Junior category and senior category

Writing, Drama, Photography, and Poetry. Categories like Speech, Story Writing, Song Band, and Group performances had mid-range participation.

2. A notable observation was the low participation from United College and the United Alumni Association, which is clearly reflected in Figure B.

3. The number of participants in the 12th edition of UTH was lower than expected.

4. In Figure C, the Junior category had slightly more participants than the Senior division, showing that younger participants were more involved.

7. Judges and MCs

Total Judges and Emcees

Total Judges: 19 (Experts from various fields, assigned for different categories and rounds)

Total Emcees: 5 (1 Expert and 4 Students)

Selection Round Judges

1. Rupesh Man Singh (Judge for Photography Category) – Artist / Photographer

2. Bivas Rai (Judge for Painting Category) – Artist

3. Sagar Karki (Judge for Drama Category) – Director (Ojas Theatre)

4. Puru Lamsal (Judge for Drama Category) – Director (Ojas Theatre)

5. Ramesh Bhattarai (Judge for Poem and Speech Category)-Professor at Tribhuvan University

6. Dinesh Thapa-(Judge for Poem,Speech, Essay Writing and Story Writing Category) - Lecturer

7. Krishna Prasad Paudel (Judge for Dance Category) – Dance Expert

8. Pinkey Khadka (Judge for Dance Category) – Dance Expert

9. Shantiram Rai (Judge for Song Category) – Music Composer, Song Writer, Singer

10. Kankaist Rai (Judge for Song Category) – Singer, Lyricist

Selection Round Emcees

1. Chirjani Uranw – Hostel Student (Science Faculty)

2. Ritika Pant – Hostel Student (Science Faculty)

Final Round Judges

1. Rajesh Puma Rai(Judge for Dance Category) – Dance Director, Filmmaker, Storyteller

2. Kamal Rai (Judge for Dance Category) – Dance Choreographer

3. Gandhi Raj Kafle (Judge for Poem and Speech Category) – Poet and Essayist

Sunny Manandhar(Judge for Song Category) – Lead Guitarist of Albatross

4. Rajan Raj Shiwakoti (Judge for Song Category)– Nepalese Folk and Film Songwriter, Composer, Singer

5. Subrat Raj Acharya (Judge for Drama Category) – Nepali Media Personality and Director Bishnu Moktan (Judge for Drama Category) – Actor

Final Round Emcees

1. Mrs. Sofia Maharjan Karki – Media Person

2. Ms. Dahlia Pathak – Student Council (Law Faculty)

3. Ms. Dipra Shrestha – Student Council (Hostel Student - Science Faculty)

8. Achievements

The Organizing Committee of UTH 2025 gained valuable experience and skills, including how to approach and manage sponsors professionally. They developed strong organizational and management abilities while overseeing event logistics and handling unforeseen challenges.

Additionally, the committee learned to manage stress effectively, especially when

dealing with last-minute changes. They also improved their time management skills, balancing event preparation with academic responsibilities.

The event successfully attracted participants from multiple institutions, showcasing a wide range of talent across various categories. UTH 2025 also adapted to current trends, providing students with opportunities to explore emerging fields. Notably, the event featured guest performances by the students of United Preschool, United Academy Girls Hostel, and a special performance by Rajan Raj Shiwakoti, a judge in the Song category, who performed a song for the audience.

9. Limitations

Despite the success of UTH 2025, several challenges were encountered:

1. Venue Access: Nepal Academy Hall was made available only an hour before the event, which posed significant challenges in setting up the sound system and backdrop on time.

2. Sound System Issues: The sound system did not perform as expected. When inquired, the vendor explained that they did not have sufficient time to set up the equipment, as setting up a sound system involves managing multiple

technical aspects. The limited setup time contributed to the low audio quality during the event.

3. Low Participation:

Participation from the school was notably lower than expected, possibly due to the absence of the ECA Coordinator, which may have affected student engagement. Participation from the United Alumni Association was also lower than expected possibly due to lack of social media promotion, email marketing, etc.

4. Insufficient Support from ECA Coordinators:

The lack of voluntary support from the ECA Coordinator and Assistant Coordinator in United Academy was felt throughout the event. Their involvement was largely limited to critical feedback, which impacted the confidence and morale of the student event management team.

5. Sponsorship Challenges:

Securing sponsorships proved difficult, as potential sponsors expressed concerns about being frequently approached for various events organized by United Academy Group. This led to sponsorship fatigue and impacted funding opportunities.

6. Staff Communication

Issues: Issues were reported regarding unacceptable behavior from staff

members, particularly from the store department, the ECA Coordinator and the Assistant Coordinator of United Academy. Instances of unprofessional communication were reported.

7. Overlapping Calendars:

The academic calendars of United Academy, United College, United School, and United Universal School are tightly packed, leading to a number of events and exams overlapping. This made it challenging for the event organizing committee to manage UTH smoothly without disruptions.

8. High Competition

Pressure: Issues were reported regarding high competition pressure, especially in categories where junior and senior divisions were not separated, making it difficult for juniors to compete against seniors. There was also a lack of age-based categorization for participation

9. Confusion with Judges:

There was confusion about inviting judges, as some were contacted without informing the organizing committee beforehand, leading to conflicts and miscommunication.

10. Delays: While the selection rounds took place as scheduled, there were delays of about 30 minutes

to an hour across various categories. These delays were primarily due to the late arrival of participants from United School and United Universal School. This affected event preparation and coordination, especially with junior participants. The final round started half an hour late and did not follow the schedule. It also ended at 8 pm, which was later than planned.

11. Last-Minute Changes:

Several last-minute changes, such as adjusting the schedule and inviting judges on short notice, added unexpected pressure. These changes made it difficult to maintain smooth coordination and left the organizing committee with limited time to handle other important tasks.

10. Evaluation and Recommendations

To enhance future editions of UTH, the following recommendations are proposed:

1. Venue Timing and Booking:

For events outside UAG premises (mostly at Nepal Academy Hall), it is advisable to book the venue at least 3 hours before the start of the program. This will allow sufficient time for setting up sound systems, backdrops, and other technical requirements, ensuring a smoother event flow. Need to coordinate with the venue management to ensure timely access.

2. Boosting Sponsorship

Efforts: Increase efforts to attract sponsors to enhance funding opportunities. Building long-term partnerships and diversifying the sponsor base can help reduce sponsorship fatigue. Also, offer benefits to sponsors after the event.

3. Enhanced Promotion:

Utilize digital platforms more effectively for promotion. Utilizing social media campaigns, alumni influencer collaborations, and targeted advertising can expand outreach and boost engagement of both participation and audience.

4. Revamping Event

Structure: To address the declining participation trend, consider conducting selection rounds at United premises, followed by a grand finale integrated with the concert like the United Winter Carnival. This approach would amplify the event's visibility and prestige, creating a larger platform for participants and audiences alike.

5. Early Planning and

Preparation: To ensure the successful organization of UTH, it is recommended to start preparations at least 3 months before the event date. This would allow ample time for planning, sponsorship acquisition, participant engagement, and logistical arrangements.

6. Calendar Coordination:

The academic calendars of United Academy, United College, United School, and United Universal School are tightly packed, leading to event overlaps. It is recommended to review and coordinate these calendars before approving for the academic year schedule to avoid conflicts and ensure smoother event organization.

7. Increment in Participation:

Strengthen communication with ECA coordinators of UAG and involve them early in the planning phase. Schedule awareness sessions and promotional activities within schools to boost participation.

8. Support from ECA Coordinators, ECA Teachers and Staff:

Organize a pre-event meeting with all ECA coordinators, ECA teachers and Staff to align expectations and responsibilities. Foster a collaborative environment by involving them as mentors to guide the student team. They should be more proactive and participate in all meetings. Their active involvement would benefit the planning and execution of the different event categories.

9. Cooperative and Professional Behavior:

Conduct a briefing session for all involved departments to emphasize teamwork and mutual respect. Assign a dedicated liaison officer to manage inter-department

communication and conflict resolution.

10. Technical and branding

aspects: Allow a minimum of 3 hours for sound system/branding setup and testing. Establish clear communication with vendors about event requirements and schedules. Conduct a sound check before the event begins to ensure quality.

11. Clear Guidelines and Category Structuring by

Age Group: Ensure that age groups are properly categorized, and provide participants with clear guidelines on how the system works before the event. This will help eliminate confusion and ensure fairness in the competition.

11. Departmental Roles and Responsibilities

IT Department (Roshan Thapa)

- Provide technical support and manage IT operations throughout the event.

Operation Management (Prakash Rana, Nil Kumar Maharjan)

- Ensure smooth operation and support during the event.
- Oversee staff in charge of venue cleaning.
- Coordinate with various teams for operational efficiency.
- Manage security throughout the event to ensure safety and order for both students and staff.

ECA/CCA (Roshan Shrestha, Raj Ranjit, Shiva Baraili, Shankar Khadka)

- Communicate with participants, provide guidance, and ensure they are well-prepared for their performances.
- Arrange the sequence of performances and coordinate backstage to ensure timely appearances on stage.
- Assist in managing judge interactions, provide scoring sheets, and facilitate smooth judging processes.

Canteen Management (Pashupati KC)

- Arrange lunch and snacks for volunteers, staff, and guests.

Academic Team (Academic Counselors)

- Manage registration desk and distribute participant ID cards.
- Basanta Nepali & Mahesh Aryal Chettri: Oversee judge and guest welcome and overall program.

Finance Team (Rachana Chitrakar)

- Manage event billing, accounts, and advance payments.

12 Student Organizing Committee Roles and Responsibilities

HR-Resource Allocator (Riya Khatiwada)

- Ensure all departments and positions are well-staffed and equipped.

Lighting of Lamp Resource

Allocator (Jharana Chaulagain)

- Arrange and place all necessary items for the lamp lighting ceremony.

Sound & Technical Support (Sameer Limbu, Sandesh Maharjan)

- Assist technical engineers with necessary resources.
- Track progress and provide ongoing support for smooth technical operations.

Program Stage Crew (Bhupendra Thapa Surja, Jason Calvin Rai, Riway Rai)

- Set up the stage, manage props, and ensure proper functioning of technical equipment.

Seat Counting & Logistic Department (Sumen Shrestha, Sindhuja Shrestha)

- Maintain a detailed checklist of all event items.
- Manage supplies and materials needed for the event.

Certificate Writing & Filing (Prapti Ojha, Anshu Uraw)

- Accurately write names on certificates with neat handwriting for a professional presentation.

VIP Guest & Reception (Roshil Pradhan, Anshu Karki, Barish Timalisina)

- Ensure timely service and optimal seating for VIP guests for comfort and accessibility.

Registration Desk (Ansha Bajracharya, Shalu Tamrakar, Pratigya Dangol)

- Maintain accurate records of participants for proper documentation.

Participant Management (Asmita Gurung, Karishma Tamang, Shubheksha Rai, Salina Subedi)

- Coordinate participants' timely involvement and maintain the program schedule.
- Facilitate collaboration between the stage crew and participants.

Promotion Team (Krisha Tuladhar, Garima Maharjan)

- Take event photos and videos for promotional platforms.
- Go live from the official page and update social media with stories.
- Stall Management (Anuj Paudel, Soulsa Karki)
- Ensure proper placement of stalls and manage crowd flow for smooth operations.

Khada, Token of Love & Prize Distribution (Rakshya Rai, Nilusha Bantawa)

- Manage certificates and tokens of love for the event.
- Organize certificates according to winners for efficient distribution.

Ground Volunteers (Nirjal Ghimire, Rojan Rai, Pranav)

- Keep participants on track for a smooth event flow.

HR Department (Trishala Puri, Mishan Adhikari, Bibek Khatri)

- Provide on-call support across all departments to address urgent needs.

13. Concerns from Participation

1. Lack of Communication on Themes and Topics:

Some participants reported that they were unaware of the theme for the painting category, as well as the topics for speech, essay writing, story writing, and poetry. These complaints were primarily from students of United School, where a communication gap was observed, likely due to the absence of the ECA Coordinator.

2. Technical Difficulties:

There were occasional technical issues with the microphones and sound system during the performances, which impacted the participants' experiences. This was due to limited setup time.

3. Challenges with Advertisement Making Theme: The theme for the advertisement-making category was initially set as "United Aiselu Farm in Lele."

Students expressed that the theme was challenging as the farm was not fully constructed at the time. In response, the theme was changed to "United Pre-School" for students from United School and United Universal School, while it remained "United Aiselu Farm" for United Academy students. However, the videos submitted did not meet the expected standards, leading to the

removal of this category. This decision resulted in significant concerns and complaints from United Academy students, who felt the change was unfair and that they were not given enough time to shoot and edit their videos.

4. Selection Concerns in Dance Category:

A dance group from United Academy raised a complaint about not being selected for the final round despite their strong performance. They requested an opportunity to prove themselves in the final round.

5. Disqualification in Painting Category:

A student from United Academy was disqualified from the painting category due to allegations of cheating, as reported by the student organizing committee. The art teacher from United Universal School stated it was unfair to the other junior participants.

However, the student denied the allegation and was dissatisfied with the outcome.

14. Sponsorship

United Talent Hunt 2025 received 5 cash sponsorships from Hub International, Gautam Holidays, Ambition Guru, Name Premedical Institute, and Hikvision. Additionally, there was one in-kind sponsor, Jam Corner Music Store, which provided a drum set worth Rs. 30,000 for United Academy.

Conclusion

United Talent Hunt 2025 successfully provided a platform for showcasing the talents of students and alumni across various categories. Despite some logistical challenges, technical issues, and lower-than-expected participation, the event was a valuable learning experience for the organizing committee. Moving forward, the implementation of key recommendations, such as improved planning, better sponsorship strategies, and enhanced promotion, will ensure that future editions of UTH are more efficient and impactful. Overall, UTH 2025 demonstrated the potential to grow into a more prestigious and engaging event for all involved.

Appendix

- Itinerary
- List of Winners
- List of Sponsors
- Financial Budget Details
- Photographs
- Designs
- Backdrop (Selection+ Final Round)
- Gate (Final Round)
- Checkerboard (Final Round)
- Token of Love (Final Round Judges and Sponsors)
- Ticket
- Popup design for Veda App
- Digital Invitation Card
- Certificate of Achievement
- Certificate of Participation
- Winner Cheque
- Participation Form

Some Glimpse of United Talent Hunt 2025





United Sports Week 2082

Introduction

United Sports Week 2082 was organized at United College with the aim of promoting physical fitness, teamwork, and active student participation beyond the classroom. The event served as a common platform for students from BBM, BBS, BCA, and MBS programs to engage in a range of sports and recreational activities. It reflected the college's focus on holistic development by encouraging students to balance academic learning with co-curricular involvement.

The program was conducted over several days with a structured schedule of indoor and outdoor games, including basketball, football, badminton, table tennis, tug of war, chess, carrom, and musical chairs. Each event was designed to ensure wide participation, fair competition, and inclusive engagement. Students demonstrated strong enthusiasm throughout the week, contributing to a lively and energetic campus environment.

Beyond the competitive aspect, the Sports Week also played a key role in strengthening interaction among students from different semesters and disciplines. It provided

opportunities to develop teamwork, leadership, and communication skills in a practical setting. The event helped build unity and fostered a sense of belonging within the college community.

In general, United Sports Week 2082 stood as a meaningful initiative that supported both physical and social development. It promoted discipline, cooperation, and healthy competition while creating memorable experiences for all participants.

Objectives

The objective of United Sports Week 2082 was to promote physical fitness, teamwork, discipline, and student engagement through inclusive sports and recreational activities.

Organizing committee

United Sports Week 2082 was organized by the United Sports Club in collaboration with the United Podcast Club. The organizing committee worked together to ensure the smooth planning and execution of the event at the college premises. The United Podcast Club played a vital role in event announcements, content creation, and documentation, which significantly enhanced the visibility and overall

impact of the Sports Week. In addition, they supported coordination, logistics, and on-ground management throughout the program. Their joint effort contributed to effective communication, better organization, and the successful completion of all scheduled sports activities.

Events conducted

United Sports Week 2082 featured a wide range of indoor and outdoor sports activities organized at the college premises with active participation from students of BBM, BBS, BCA, and MBS programs. The events included:

- Basketball
- Tug of war
- Futsal
- Carom board
- Table tennis
- Chess (Mixed category)
- Musical chairs

Each activity was conducted in a competitive yet friendly environment, encouraging teamwork, participation, coordination, discipline, and sportsmanship among students. Throughout the events, students showed strong enthusiasm and engagement, making every game lively and enjoyable to watch. The diverse selection of games helped engage students with different

interests and skill levels, making the Sports Week more inclusive, interactive, and dynamic across the campus.

Participants

United Sports Week 2082 witnessed active participation from students of BBM, BBS, BCA, and MBS programs at United College. Students enthusiastically participated in both indoor and outdoor sports events, representing different semesters and teams throughout the competition. The event encouraged inclusive involvement by providing opportunities for students with varied interests and athletic abilities to take part in different activities. Along with participants, volunteers, organizing members, and supporting audiences also contributed

to creating an energetic and engaging sporting environment across the college premises.

Time schedule

Highlights of programs

Basketball: Cheers, whistles, and nonstop excitement filled United College's premise during the basketball finals of Sports

Week 2026. Students crowded around the court as BBM 7th Semester battled Team Valor in the girls' category, while BBS 3rd Year faced Players United in the boys' category. Every basket brought louder reactions from the audience, turning the match into one of the most talked-about events on campus.



Basketball event

Day	Events Conducted	Category	Explanation
Day 1	Table Tennis	Boys / Girls	Students participated enthusiastically in table tennis matches, demonstrating quick reflexes, coordination, and competitive spirit throughout the event.
	Carrom	Boys / Girls	The carrom board competition encouraged focus, patience, and strategic gameplay among participants in a friendly competitive environment.
	Tug of War	Boys / Girls	Tug of war matches highlighted teamwork, strength, coordination, and determination among participating teams.
	Badminton	Boys / Girls	Badminton competitions showcased individual skill, agility, and discipline, attracting active student participation.
Day 2	Chess	Mixed Category	The chess event provided students with an opportunity to demonstrate strategic thinking, concentration, and analytical skills.
	Football	Boys / Girls	Football matches created an energetic atmosphere and promoted teamwork, endurance, and sportsmanship among students.
Day 3	Basketball	Boys / Girls	Basketball competitions encouraged teamwork, coordination, and healthy competition, drawing strong audience engagement.
	Musical Chairs	Mixed Category	Musical chairs added a fun and recreational element to the Sports Week, increasing student interaction and participation.



Futsal event



Badminton event

"The energy shown by the students was simply amazing. Basketball became more than just a game; it brought the whole campus together," shared the ECA Incharge. One participant from BBM 7th Semester said, "The atmosphere felt unbelievable because everyone was cheering for every point." A player from BBS 3rd Year added, "Playing in front of our friends made the experience even more exciting and memorable."

Futsal

United College's premise looked like a mini football

stadium during the football competitions of Sports Week 2026. Students surrounded the field with loud cheers as Team Valor and BBM 7th Semester competed fiercely in the girls' category. The boys' match between BBS 3rd Year and BCA 4th Semester also grabbed huge attention with fast gameplay and energetic teamwork from both sides.

"Our students showed great passion and coordination during the football matches. Events like this help build confidence and strong friendships," said the ECA Incharge. A participant from

Team Valor shared, "The support from classmates pushed us to play harder and enjoy every minute." Another student from BCA 4th Semester mentioned, "The football event gave us a break from regular classes and created memories we will always remember."

Badminton

The badminton competition added a different kind of excitement to United Sports Week 2026 as students packed the indoor court to watch thrilling rallies and quick smashes. In the girls' category, Asbina Rai and Smriti Rai impressed the audience with their fast-paced performance, while Krish Shrestha and Sahaj Koirala entertained everyone with an intense boys' final.

"Badminton received an overwhelming response from students. The event created a fun and competitive environment for everyone involved," expressed the ECA Incharge. "The match was challenging but really enjoyable because the crowd kept motivating us," said Asbina Rai after the game. Krish Shrestha also shared, "Indoor games like badminton make Sports Week more fun and help students connect with each other."

Table tennis

Fast reflexes, powerful smashes, and nonstop rallies made the table tennis finals

one of the most exciting indoor events of United Sports Week 2026 at United College's premise. In the girls' category, Sumina Chaudhary faced Smriti Rai in a thrilling contest, while Krish Shrestha and Bikki Maharjan entertained the audience with an energetic boys' final.

"The excitement around the table tennis event was incredible. Students stayed engaged from beginning to end," shared the ECA Incharge. "It felt great to play with so many friends supporting us," said Sumina Chaudhary. Krish Shrestha added, "The competition was intense but really fun at the same time."

Carom

Unlike the loud outdoor games, the carrom competition at United College's premise created a calm but highly competitive atmosphere during Sports Week 2026. Every strike and rebound kept students focused as Sumina Chaudhary competed against Prashamsha Shrestha in the girls' category, while Prakash Thapa faced Anshuman KC in the boys' category.

"Carrom showed that indoor games can be just as exciting and competitive as outdoor sports," remarked the ECA Incharge. "The pressure during the match was real because everyone was watching every move



Table tennis event



Carom event

carefully," shared Prakash Thapa. Prashamsha Shrestha said, "The event was enjoyable and helped us connect with students from different semesters."

Chess

The chess competition during United Sports Week 2026 highlighted patience, strategy, and concentration among students at United College's premise. Nischal Bajracharya and Adin Maharjan carefully planned every move as the audience quietly observed the intense mental battle taking place across the chessboard.

"Chess brought a different kind of excitement to Sports Week because it tested students' thinking and decision-making skills," stated the ECA Incharge. "Every single move mattered, so the match was both stressful and exciting," said Nischal Bajracharya after the competition. Adin Maharjan added, "It was a great experience to compete in such a positive environment."

Musical chairs

The musical chairs event added a fun and entertaining twist to United Sports Week

2026 at United College's premise. Students laughed, cheered, and rushed for seats as the music stopped unexpectedly during every round. Sangharsha Pariyar and Arina Syangtan stood out with their quick reactions and energetic participation throughout the event.

"Not every competition needs serious pressure. Musical chairs created happiness and excitement among students," shared the ECA Incharge. "The game was simple but extremely fun because everyone was laughing and enjoying together," said Sangharsha Pariyar. Arina Syangtan added, "It was one

of the most cheerful moments of Sports Week."

Tug of war: The tug of war competition became one of the loudest and most energetic events during United Sports Week 2026 at United College's premise. In the girls' category, BBM 7th Semester competed against Team Valor with powerful teamwork and determination. Similarly, BCA 4th Semester and BCA 1st Semester delivered an intense contest in the boys' category as classmates shouted encouragement from the sidelines.

"Tug of war perfectly reflected teamwork, coordination, and unity among students," commented the ECA Incharge. "Our team kept motivating each other throughout the match, which made the experience unforgettable," said a participant from BBM 7th Semester. A student from BCA 4th Semester shared, "The cheering from friends gave us extra energy during the competition."



Chess event's participant



Musical chair event

Outcomes and achievements

United Sports Week 2026 successfully promoted teamwork, sportsmanship, leadership, and active student participation at United College's premise. Students from different programs enthusiastically participated in sports events. The event highlighted both team and

individual talents, with outstanding performances.

Challenges faced

United Sports Week 2026 was successfully completed, but several challenges were observed during the event. Managing a large number of participants from different programs created scheduling pressure and occasional delays between matches. In addition, coordination between multiple indoor and outdoor venues required quick adjustments, especially when events overlapped. Limited time slots for each game also made it difficult to maintain a strict schedule throughout the program. Despite these issues, the organizing team handled situations efficiently, ensuring that all events were conducted smoothly and completed on time.

Recommendation

United Sports Week 2026 reflected strong student engagement and effective coordination; however, further improvements can enhance future editions. The Sports Club should be further mobilized with clearer roles in planning, scheduling, and ground management to ensure smoother execution of events. The United Podcast Club can be more actively involved in providing real-time updates, event coverage, and promotional content to increase visibility



Tug of war event

and student engagement. Inclusion of other college clubs in organizational and volunteering roles can also broaden participation and strengthen inter-club collaboration. Introducing club-wise competitions may further enhance healthy rivalry, identity, and motivation among students. Additionally, expanding the program to include inter-college sports events in future would provide students with wider exposure, higher-level competition, and opportunities for networking beyond the institution. Strengthening logistics planning and time management systems is also recommended to reduce delays and improve overall efficiency.

Conclusion

United Sports Week 2026 proved to be a successful

and meaningful co-curricular initiative that promoted physical fitness, teamwork, discipline, and student unity. The event created a vibrant platform where students from BBM, BBS, BCA, and MBS programs actively participated in both competitive and recreational sports activities. It not only showcased athletic talent but also strengthened social interaction, leadership skills, and a sense of belonging among students. Despite minor operational challenges, the event was effectively managed through teamwork and coordination among organizers and participants. Overall, Sports Week 2026 stands as a valuable contribution to the college's commitment to holistic student development and will serve as a strong foundation for more advanced and inclusive sports programs in the future.

Events	Winners	Runners Up
Basketball (Girls)	BBM 7th Semester	Team Valor
Basketball (Boys)	BBS 3rd Year	Players United
Football (Girls)	Team Valor	BBM 7th Semester
Football (Boys)	BBS 3rd Year	BCA 4th Semester
Badminton (Girls)	Asbina Rai	Smriti Rai
Badminton (Boys)	Krish Shrestha	Sahaj Koirala
Table Tennis (Girls)	Sumina Chaudhary	Smriti Rai
Table Tennis (Boys)	Krish Shrestha	Bikki Maharjan
Carrom (Girls)	Sumina Chaudhary	Prashamsha Shrestha
Carrom (Boys)	Prakash Thapa	Anshuman KC
Chess	Nischal Bajracharya	Adin Maharjan
Musical Chairs	Sangharsha Pariyar	Arina Syangtan
Tug of War	BBM 7th Semester	Team Valor
Tug of War	BCA 4th Semester	BCA 1st Semester

Final Semester Memories in Tistung

To celebrate the final days of college life, the students of BBM VIII Semester from United College arranged a memorable two-day and one-night excursion to Tistung on Chaitra 20, 2082. Since it was their last semester together, the trip carried special meaning for everyone. Filled with excitement and emotion, the students eagerly looked forward to spending quality time together and creating memories that would remain long after graduation.

Although the weather was rainy and the journey became challenging at times, the students did not let it affect their enthusiasm. Instead, the rain added beauty and adventure to the trip. Surrounded by green

hills, fresh air, and cloudy skies, students enjoyed singing, dancing, and taking photographs throughout the journey. The peaceful environment of Tistung made the experience even more refreshing and enjoyable.

The night stay became one of the most special moments of the trip as students shared laughter, stories, music, and delicious food together. The excursion provided relief

from academic pressure and allowed everyone to enjoy their final semester to the fullest.

The Tistung excursion became a beautiful farewell memory for the BBM VIII students. Despite the difficult weather conditions, the trip was full of happiness, unity, and unforgettable experiences that everyone would cherish for years to come.



Langtang Valley Excursion

On Kartik 22, 2082, the students of BBM, BBS, and BCA from United College set out on a one-week educational and recreational excursion to the beautiful region of Langtang Valley. The journey was planned as a joint program of multiple faculties, making it a diverse and enriching experience for all participants.

The trip officially began with a long but exciting drive from Kathmandu, gradually moving towards the serene landscapes of Langtang National Park. As the road progressed, students witnessed a dramatic change in scenery—from busy

settlements to quiet hills, flowing rivers, and dense forests. The anticipation grew as the group approached the trekking routes leading deeper into the Langtang region.

Throughout the week, students explored different trails, local villages, and natural landmarks. Walking through forests, crossing suspension bridges, and observing the Himalayan lifestyle gave everyone a deeper appreciation of nature and culture. The experience was not only adventurous but also educational, as students learned about local traditions and environmental preservation.

Evenings were spent around campfires where students from different programs interacted, shared experiences, and enjoyed music and storytelling. These moments helped build strong friendships and unity among participants.

After a week of exploration, learning, and adventure, the journey came to an end. The Langtang excursion remained a powerful memory for BBM, BBS, and BCA students, offering a perfect balance of education, nature, and lifelong experiences that will be remembered for years.

Excursion to Kulekhani

On 5 Baisakh 2083, the students of BBM V and VII Semester from United College organized a two-day and one-night excursion to Kulekhani. The trip was filled with fun, adventure, and unforgettable memories. Early in the morning, all the students and teachers gathered at the college premises and started the journey with great excitement.

On the first day, the students traveled through the scenic route of Chandragiri Hills and visited Chitlang and Tistung. Throughout the journey, students enjoyed

singing songs, sharing jokes, and taking photographs of the beautiful hills, greenery, and villages. The peaceful environment and natural beauty of the places made the journey more enjoyable. In the evening, everyone reached Tistung and spent quality time together with music, dancing, games, and delicious food.

On the second day, students explored the beautiful surroundings of Kulekhani. One of the most exciting activities of the excursion was boating in the reservoir. Students happily enjoyed the calm water, cool breeze, and

scenic views while capturing memorable moments through group photos and selfies. After boating, the group also visited Bheda Farm, where students observed sheep farming and enjoyed the natural environment.

The excursion helped students refresh their minds after busy academic schedules and strengthened friendship, teamwork, and cooperation among classmates. The visit became one of the most memorable experiences of the semester, and everyone returned home with joyful memories and a renewed spirit.

Welcome Program Report 2082/2026



Roshan Shrestha
ECA-CCA Incharge

Introduction

The United Cultural Club successfully organized the United College Welcome Program 2082 with the objective of warmly welcoming newly admitted students and creating a friendly and engaging environment within the college community. The program was held at Hotel Himalaya, Kupandole, Lalitpur, in the presence of the campus administration, faculty members, students, and invited guests.

Program Details

Name: United College Welcome and Program 2082/2083

Date: 14th Falgun, 2082/2026

Time: 11:30 am to 6:00 pm

Expected Number of

Participants: Approximately 270 students and staff (Combinedly)

Venue: Hotel Himalaya, Kupondole

Number of Volunteers: 18

Program Highlights:

1. Distribution of Token of Love: Token of love were distributed to students of topper students from various faculty. This year token of appreciation was handed over to eight teachers for their contribution in students' good result in TU Examination.
2. Performances: Total 7 songs and 9 dance were performed by students.
3. Awards and Recognition: Students were awarded in various categories like TU Topper and best teacher award along with sports week winners.

Highlights of the Program

Formal Session

The formal session of the program commenced at 11:00 AM with the opening hosted by Supriya Poudel and Asbina Rai. Following the opening announcement, respected members of the college administration and management were invited for Ashan Grahana. The distinguished guests included Campus Chief Dr. Lal Rapacha, Founder and Chairperson Mr. Drip Chamling, Founder Director Mr. Nar Hang Rai, Founder Academic Director

Mr. Kabi Raj Bantawa, Deputy Directors Ms. Dipa Chamling and Ms. Manasvi Bantawa, Academic Head Mr. Basant Nepali, Graduate Program Director Mr. Mahesh Aryal, and Research Coordinator Dr. Binod Limgden.

Afterward, the program proceeded with the National Anthem, creating a respectful and patriotic atmosphere among all attendees. The formal inauguration of the event was then carried out by Campus Chief Dr. Lal Rapacha through the traditional lighting of the Panash.

During the formal session, the audience also had the opportunity to listen to a special song written by Founder Chairperson Mr. Drip Chamling, which was dedicated to the entire United Academy Group. The song titled "United ho Hama" reflected the spirit of unity, collaboration, and pride within the United academic family, adding a meaningful and inspirational moment to the program.

A welcome speech was delivered by Yasodha Rokaya, who warmly welcomed the new students and encouraged them to actively participate in academic and extracurricular

activities throughout their college journey. The program continued with the Prize Distribution Ceremony for TU Exam Toppers, followed by the Best Teacher's Award and Certificate Distribution of Sports Week, appreciating the dedication and achievements of students and faculty members.

Informal Session

After the completion of the formal session, the event moved into the informal cultural program, which was hosted by Pratisara Shakya and Yasodha Rokaya. The cultural segment featured a variety of entertaining performances including solo singing, solo dance, and group dance performances presented by talented students of the college.

One of the major highlights of the program was the special guest performances by the

United Talent Hunt winners, Dance solo winner Eric Rana and singing solo winner Samyak Koirala, which were highly appreciated by the audience. These performances added excitement and greatly energized the program.

The cultural performances were followed by an enjoyable DJ session, where students participated enthusiastically and celebrated together. Finally, the program concluded with a dinner session, allowing students, faculty members, and guests to interact and share a pleasant time together.

Strengths of the Program

1. The event was conducted peacefully, with no disturbances or conflicts.
2. Both the formal and informal sessions were executed smoothly, with

- no unnecessary delays between performances.
3. The program was well-managed, demonstrating excellent coordination among the technical team, volunteers, and performers.
4. The event effectively showcased United College's commitment to extracurricular activities.

Conclusion

Overall, the United College Welcome Program 2082 was successfully conducted in a joyful and vibrant atmosphere. The event not only welcomed new students but also strengthened the sense of unity and friendship among students and faculty members. The United Cultural Club expresses its sincere gratitude to the college administration, organizers, performers, volunteers, and all participants who contributed to making this event a memorable success.

Budget

S.N.	VC	QTY	AMOUNT	Remarks
1	Dress Hire		7,500	Utpala Dress
2	Miscellaneous (Abir, Khada, lighter, Bobby pin, safety pin)		500	Various Vendors
3	Food for Volunteers	17	7,310	Cost of food and drinks for volunteers
4	Raffle Ticket, Certificate, Medal & Badge		16,079	Cost of raffle ticket and certificate will be provided by Store
5	Backdrop, Checkerboard & Standy		15,594	Quick Creation
6	Token of Love		12,475	Cost of token of love for the students.
7	Hotel Himalaya		7,19,350	Cost of expense of Hotel Himalaya
8	Cazon Box Rent		1000	Nirvana Music suppliers
9	Sound System & DJ		30,500	Cost of sound system and DJ
10	Photography		6000	Cost of photography
	Total		8,16,308	

Faculty Development Program

Report Prepared by Research & Extension Committee

Background

On 25th November 2025, Idea Studio Nepal organized a Faculty Development Program (FDP) aimed at enhancing the professional capacities of faculty members. The program, titled “*Capacity Building for Academic Excellence, Research, and Community Engagement*”, was designed to provide a structured platform for faculty to strengthen their academic, research, and community engagement competencies. Faculty members of United College participated in the training in accordance with the Memorandum of Understanding (MoU) between United College and Idea Studio Nepal, which facilitates capacity-building initiatives for faculty development.

The FDP acknowledged the evolving challenges faced by faculty members and aimed to address them through collaborative learning, reflective practice, and practical skill development. It provided participants with the opportunity to critically assess institutional gaps, explore innovative solutions, and gain insights into research design, grant acquisition, and student-centered pedagogical strategies. Facilitated by Dr. Tshering Lama, the program emphasized actionable approaches to improve teaching quality, foster meaningful community engagement, and enhance student learning outcomes.

Organized into interactive sessions, the four-hour training guided faculty members through

understanding academic and administrative challenges, developing knowledge-based solutions, and implementing research and community initiatives. Activities included collaborative discussions, brainstorming exercises, and practical tools to support the application of learning in real academic contexts. By equipping participants with intellectual, practical, and transferable skills, the FDP sought to strengthen research capabilities, promote student engagement, and support holistic development. Ultimately, the program contributed to aligning faculty practices with institutional vision, fostering academic excellence, and enhancing the overall teaching and learning environment at United College.



Faculty after training session

Purpose

The purpose of the FDP was to enhance the professional capacities of faculty members by providing them with the knowledge, skills, and practical tools necessary to excel in teaching, research, and community engagement. The training aimed to help faculty identify and address academic and administrative challenges, develop innovative solutions, strengthen research capabilities, and implement effective student-centered and community-focused initiatives.

Objectives

- To identify and understand the challenges faced by academic institutions
- To reiterate the FDP framework and aligning with the vision, processes, and expectations
- To equip faculties with actionable tools for:
 - a. Research and grant acquisition
 - b. Community engagement
 - c. Student engagement and academic innovation

Scope

The FDP was designed to cover multiple dimensions of professional development for faculty members. The training focused on enhancing academic, research, and community engagement capacities while providing practical tools for effective teaching and learning. Specifically, the program addressed the identification



Faculty in training session

and analysis of institutional challenges, development of actionable solutions, and application of research and grant acquisition strategies. The FDP also emphasized innovative approaches to student engagement and academic innovation, enabling faculty to implement student-centered teaching practices. Additionally, it provided guidance on designing and executing meaningful community engagement initiatives that align with course objectives and institutional vision. By integrating collaborative discussions, reflective exercises, and practical skill-building activities, the training ensured that participants could apply learning outcomes directly to their professional roles.

Resource person

Dr. Tshering Lama, the Executive Chairperson and Co-founder of Idea Studio Nepal (ISN), served as the resource person for the Faculty Development Program. With extensive experience in academic capacity building, research facilitation, and community engagement, Dr. Lama guided participants through the program's objectives, methodologies, and practical applications. His expertise enabled faculty members to explore innovative teaching approaches, strengthen research skills, and design meaningful community initiatives aligned with institutional goals.

Table 1: Participants from UC

SN	Name	Designation
1	Dr. Binod Lingden	Research Coordinator/Faculty Member
2	Rabina Duwal	Faculty Member
3	Arun Sedhai	Faculty Member
4	Richa Pokhrel	Faculty Member

Participants

The FDP was attended by faculty members from colleges that have an existing MoU with Idea Studio Nepal. Accordingly, four faculty members from each participating college joined the training, ensuring diverse representation across academic disciplines. The participants actively engaged in discussions, collaborative exercises, and practical sessions designed to enhance their teaching, research, and community engagement capacities.

Methodology

The FDP on “Capacity Building for Academic Excellence, Research, and

Community Engagement” was designed as an interactive and practical training module, delivered over a duration of four hours on 25th November 2025 at Leadx Nepal, Anamnagar, Kathmandu.

The methodology adopted a participatory approach to ensure active engagement and meaningful learning. The training was divided into three structured sessions:

Materials

The FDP utilized basic learning materials, including paper and pencils for note-taking and brainstorming, and Lean Canvas Model sheets to guide structured

problem analysis and solution development. These materials supported active participation, collaborative exercises, and practical application of tools for research, community engagement, and student-centered academic innovation.

Evaluation

The program was assessed through multiple approaches, including participant feedback, interactive group discussions, and an online feedback/assessment form. These methods enabled participants to share their insights on the relevance, clarity, and applicability of the training.

Key findings/observations

- 1. The FDP enabled participants to gain a clearer understanding of the academic, administrative, and engagement-related challenges faced by their institutions.
- 2. Faculty members developed practical skills in research design, drafting concept notes, and exploring grant opportunities.



3. The training also enhanced their ability to plan and implement meaningful community engagement initiatives and adopt student-centered teaching methods to improve learning outcomes.
4. Collaborative discussions and brainstorming exercises fostered teamwork, critical reflection, and analytical thinking.
5. Participants provided positive feedback on the relevance and applicability of the sessions and expressed interest in further capacity-building opportunities.

Conclusion

The Faculty Development Program on “Capacity Building for Academic Excellence,



Participation Certificate

Research, and Community Engagement” successfully enhanced the knowledge, skills, and competencies of participating faculty members. Through interactive sessions, collaborative discussions, and practical exercises, participants gained insights into addressing institutional challenges, improving research and

grant-related skills, fostering community engagement, and implementing student-centered teaching strategies. The program provided a valuable platform for reflection, learning, and capacity building, aligning faculty practices with the vision and objectives of United College.

Overview	Title	Capacity Building for Academic Excellence, Research, and Community Engagement
	Duration	4 Hours
	Facilitator	Dr. Tshering Lama
	Objectives	Identify and understand the challenges faced by academic institutions Reiterate the FDP framework and aligning with the vision, processes, and expectations Equip faculties with actionable tools for: • Research and grant acquisition • Community engagement • Student engagement and academic innovation
Program details	Venue	Leadx Nepal, Anamnagar, Kathmandu
	Date	25 November 2025
	Time	1 PM
Activity plan	1:00 – 2:00 PM: Session 1 - Understanding the Challenges 2:00 – 2:45 PM: Session 2 - Creating the Actionable Knowledge- Based Solution 2:45 – 3:00 PM: Tea Break 3:00 – 4:30 PM: Session 3 - Strengthening Research, Community Engagement & Student Development 4:30 – 4:45 PM: Reflection 4:45 – 5:00 PM: Closing Remarks and Certification	

Learning outcomes

Learning outcomes	Details
Knowledge and understanding	- Current academic, administrative, and engagement challenges - Fundamentals of research design, grants, and publications - Approaches to meaningful community engagement - Strategies for improving student learning and participation
Intellectual skills	- Analyze institutional challenges using structured frameworks - Develop creative, validated solutions through collaborative brainstorming - Critically evaluate community and research opportunities
Practical skills	- Draft research concept notes and basic grant proposals - Design community engagement activities aligned with course learning - Enhance student engagement through practical tools and innovative teaching methods
Transferable / Key skills	- Team collaboration and facilitation skills - Critical reflection and analytical thinking - Leadership and problem-solving capabilities

Appendices



Program Flow

Module 1: Capacity Building for Academic Excellence, Research, and Community Engagement

Overview

Title	Capacity Building for Academic Excellence, Research, and Community Engagement
Duration	4 Hours
Facilitator	Dr. Tshering Lama
Objectives	Identify and understand the challenges faced by academic institutions Reiterate the FDP framework and aligning with the vision, processes, and expectations Equip faculties with actionable tools for: ● Research and grant acquisition ● Community engagement ● Student engagement and academic innovation

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Academic Director

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Graduate Program Director



Dr. Binod Lingden Subba, PhD, IB
Research Co-ordinator



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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-Köits 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-Köits 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.

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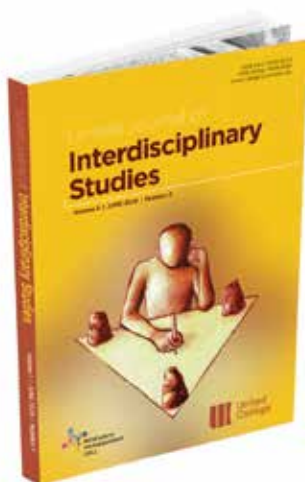
Dr. Binod Lingden is a Senior Faculty of Management and has taught courses such as International Business, Research Methodology, Entrepreneurship, Strategic Management, Principles of Management, Business Research Methods, Organizational Management, and Principles of Marketing. Dr. Lingden has earned 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, Entrepreneurship, Strategic Management, Business Research Methods, and Principles of Management*. 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.

Guest Editor

Animon Rapacha is a dynamic communicator, creative writer, and youth development professional who graduated with a Bachelor of Business Management (BBM) from United College (UC), Tribhuvan University in 2025. A passionate advocate for communication and leadership, she served as both President (Education) and Vice-President of the UC Toastmasters Club from 2023 to 2025, where she helped foster a culture of confidence, leadership, and effective communication among students. An accomplished public speaker and leader, Ms. Rapacha has earned more than 40 awards in Toastmasters and other competitive platforms. Her notable achievements include First Place in the International Speech Contest (2023–2024), First Place in the Table Topics Contest (2023–2024), First Place in Public Speaking at United Talent Hunt 2023, and Second Place in Essay Writing at United Talent Hunt 2023.

As a creative writer, she expresses herself through poetry and essays, primarily in English, while also embracing her linguistic roots through Kiranti-Köits, her father tongue, and Kiranti-Rodung, her mother tongue. Her writings have been published in national publications such as *The Kathmandu Post* and *The Annapurna Express*, as well as in *United Esteem* (2023), *United Luminary I–IV* (2023–2026), and other magazines. Beyond the stage and the page, Ms. Rapacha is equally passionate about sports, particularly futsal. She has won two Gold Medals with her team at the UC Sports Week in 2023 and 2024 in the Girls' Category and was honoured with the Golden Boot & Ball (Female) 2024 at the Nepal Toastmasters Futsal Tournament.

Currently, Animon works as a News Presenter at Kathmandupati while also freelancing as a content creator, tutor and trainer. Through her work in extempore speaking, communication, and student skills development, she continues to empower young people to find their voice, build confidence, and communicate with purpose. Whether through journalism, writing, public speaking, or mentoring, her work is driven by a simple belief: every voice has the power to create change when given the confidence to be heard.



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