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Master of Healthcare

Global Change and Community Development

Thesis, 2025

THE CONTRIBUTION OF A YOUTH ORGANIZA-
TION IN COMMUNITY DEVELOPMENT IN THE
CONTEXT OF PRAGYIK VIDYARTHI PARISHAD,
NEPAL

ABSTRACT

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39 Pages and 2 attachments

Spring 2025

Diaconia University of Applied Sciences

Master of Healthcare

Master's Degree Programme in Global Change and Community Development Programme

The study explores the contribution made by the student organization, Pragyik Vidyarthi Parishad, Nepal (PVP, Nepal) to the community development. The study was mainly based on recorded Zoom meetings, and few were based on face-to-face interviews. Organizational representatives, leaders, community members, and members from disaster-prone areas were selected as the responders.

The study found that the organization is mainly engaged with youths and college students. However, Organization also found engaged in relief work in the disaster-prone area and backward community. As per the respondents, the uniqueness of the organization is working without being directly engaged with political parties and as purely voluntary services. Similarly, developing good habits and patriotism among youth and community is appreciated by the respondents. However, respondents did not mention the policy feedback given by the organizations to the government, which is found in the published materials of the organizations.

Keywords: Youth Organization, Disaster, Community Development, Leadership Development

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1 INTRODUCTION

On a global scale, there is a rising appreciation of the necessity for theory, research, and practical programming that advances our knowledge of both community and youth development (Brennan, 2008; McGrath, Brennan, Dolan, & Barnett, 2009). The combination of these two academic disciplines is crucial since they may both be considered as interconnected and directly influencing one another.

The active involvement of youth is essential to the long-term success of development activities as non-profits, volunteer groups, and non-governmental organizations take on larger responsibility in ensuring local well-being (Barnett & Brennan, 2006). Including young residents in all aspects of the community development process can significantly benefit the community (Barnett & Brennan, 2006; Brennan, 2008; Scales & Leffert, 1999).

There is a significant role of youth in South Asia in political and social change. Different youth organizations are working in the form of NGOs and operating with the help of donor funding. Similar situation is found in the small landlocked country of Nepal, situated between the large countries India and China. Association of Youth Organizations in Nepal (AYON) is one of the largest NGO working for the youth in different districts of Nepal. Similarly, there are party led youth organizations that mainly work on the vested political issues of Nepal. Though youth in Nepal have a significant historical role, political party led youth wings are also found engaged in aggressive activity (Carter Center, 2011).

Youth have frequently merely received special attention, which has had a limited impact on their long-term community participation. Youth involvement in community decision-making, problem-solving, and community engagement has historically attracted little attention. But there is the need of agents who can play a role for connecting youth with the local community (Brennan, 2007). Such a role can be played by youth organizations. In this context, this study will be focused on the role of one Nepalese youth organization named Pragyik Vidyarthi

Parishad, Nepal (PVP Nepal) , one of the largest youth organizations in the country, who is above party politics but working in all districts and all universities and colleges of Nepal. The study will prioritize the role of PVP Nepal, in leadership and community development in Nepal.

2 THEORETICAL FRAMEWORK AND KEY CONCEPTS

Different types of community activities are led by youths and leadership required for the community is developed from youth. So, youth and community development are the two faces of the same coin. Community development is a process which includes regular interactions and in the form of method it is a means to an end (Sanders, 1958). The key concerns about community development discussed by Hustedde and Ganowicz (2002) is presented below.

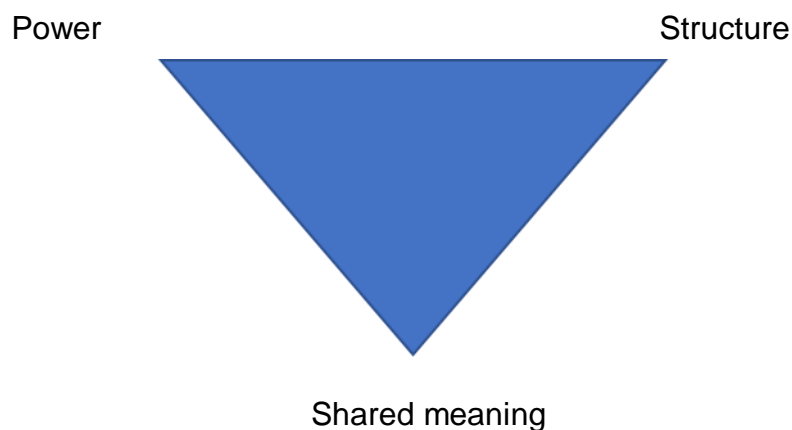


Figure 1: Components of community development

Source: Hustedde and Ganowicz (2002)

Structure indicates social practices that support for capacity building. Power indicates the relationship with land, labour, capital and knowledge that control resources. Lastly, the important part of community development is shared meaning. It refers to the social meaning or societal understanding about particular things, event, action or any place. Without understanding shared meaning solidarity cannot be built in or between communities. Thus, community development is the triangular combination of power, structure and shared meaning.

Even after the democracy in Nepal, social and political power is centralized only with a few political parties and major leaders. The past scenario indicates that political power is gained from college level politics, where youths are divided into different political wings and motivated to win free student's union election at

colleges and universities. Such trend of politics at the college level have been found to affecting in the society as well as national politics.

Hence social structure and power is influenced highly by politics. So, Societal understanding is also influenced by the vested interests of the politically affiliated youths and leaders. In this context, how the organization above party politics is working in the society and influencing power, structure, and shared meaning in the society through youth is a subject matter of interest. Hence, the key concerns of community development as discussed by Hustedde and Ganowicz (2002) is applied in this research work.

2.1 DEFINITION OF YOUTH

For statistical purposes UN has defined youth as those persons that lie between the ages of 15 and 24 years. But definition of youth differs from country to country. Indian national youth policy (2014) has categorized the people ranging from 15 to 29 years as the youth. In Nepal, youth age falls between 16 to 40 years. In general, a number of organization and government define youth as people aged 15-29 or 15-35 (UN, 2022). But mainly youths lying between the age 15 to 30 years are found more active in Nepal. PVP Nepal is found mobilizing mainly the college and university level students who mainly fall within maximum 30 years of age.

2.2 YOUTH ENGAGEMENT IN THE COMMUNITY

Youth who are actively involved in their communities develop the skills they need to solve problems, make decisions, and be devoted leaders in the future (Barnett & Brennan, 2006). A more representative voice that represents the many needs and desires of the community are supplied via the participation of youngsters and a larger citizen audience. Such connection creates the conditions for community to form (Wilkinson, 1991). According to Wilkinson, Interaction is a core property of the community that helps to balance the

locally-oriented collective actions. Youth develops critical protective elements via community participation, as well as social competence, personal efficacy, and sense of purpose, as well as critical relationships to the neighbourhood. Such participation can pave the way for young responsibilities to be clearly defined and for long-term involvement in community development.

Current patterns indicate that young people are being asked to take on more significant responsibilities in the growth of their communities (Huber, Meyer, Weisenbach, & Sazama, 2003). Youth engagement further creates environment for policy implication and programme evaluation as youth have the capacity to improve social well-being. The active involvement of youth is essential to the long-term success of development activities as non-profits, volunteer groups, and non-governmental organizations take on larger responsibility in ensuring local well-being (Barnett & Brennan, 2006).

Including young residents in all aspects of the community development process can significantly benefit the community (Barnett & Brennan, 2006; Brennan, 2008; Scales & Leffert, 1999). Youth engagement in community develops critical protective characteristics inside youth, and they become experts in social competence, problem solving, autonomy, and sense of purpose. Furthermore, by participating in this process, young people can build the trust they need to take charge of future community development initiatives and become dedicated leaders who can make decisions and solve challenges (Barnett & Brennan; Benson, 2007; Brennan, Barnett, & Lesmeister, 2007). Finally, a more comprehensive representation of local society is offered, reflecting the variety of needs and desires of the community, through the use of the active engagement of youth as a volunteer service.

3 PURPOSE AND AIM OF THE THESIS

The purpose of the thesis is to study about the role of Pragyik Vidyarthi Parishad, Nepal (an independent largest youth organization of Nepal) in the community Development as well as the method and process of community engagement of PVP, its contribution to youth development, and its disaster and backward community work in Nepal.

The aim of the research is to explore the working method and activities of a youth organization in a community and its role for youth development so that youth organizations could collaborate more comprehensively than presently with the policymakers, local development agents and government for the well-being of society.

4 RESEARCH QUESTIONS

1. What is the method and process of community engagement of PVP Nepal with the local community?
2. What is the contribution of PVP Nepal to youth development?
3. How does it work in disaster prone and backward community of hilly and Himalayan areas of Nepal?

While I reviewed, I found that disaster related work is done by the organization mainly in hilly and Himalayan areas of Nepal. But research question 1 and 2 cover others part of Nepal.

5 RESEARCH ENVIRONMENT AND PARTNERS

Pragyik Vidyarthi Parishad, Nepal was the research partner for this study. The organization provided the key source of information and information on the major study area. However, the decision regarding the selection was solely done by the researcher (myself). The questions to be asked to the respondents were not disclosed to the organization. Information provided by the organization was cross-checked at the time of the interview with the community people, leaders, and youth.

5.1 PRAGYIK VIDYARTHI PARISHAD NEPAL

Pragyik Vidyarthi Parishad (PVP) was established in 1996 and was officially registered at the District Administration Office two years later. It is a non political student organization deeply concerned with a committed group of people sharing the ideal of nation-building through youth engagement.

The organization has core interests in student academics and personal development. For the organization, the key issue is student participation in national development. As the mission statement proclaims, this organization stands for serving humanity by fostering Nepal's development in a structured way by students and academicians (PVP Nepal, 2019).

One fundamental characteristic of PVP Nepal is its working methodology that it is gently inculcates nationalism and leadership skills into the youth of Nepal. The organisation has been actively collaborating with societies, local administrative bodies, and other governmental organisations to increase its relevance. Surprisingly, despite all this, very little research has been conducted to investigate the role that youth organisations play in community development and leadership. This paper, therefore, is aimed at portraying how PVP in Nepal operates and follows a working mechanism and operational strategy in fostering leadership dynamics for national development. The understanding of these mechanisms is very crucial for assessing broad

impacts of youth-led organisations in community development and social transformation.

PVP Nepal has employed diverse interventions to mobilize, involve, and motivate the youth, students, and teachers in the community. Life skills training is one of the most important roles in preparing individual competency in facing social challenges and decision-making. Life skills training has thus been referred as an educational process facilitating the youth to learn the complex realities of society by developing their cognitive, emotional, and interpersonal abilities. It is applying practice globally recommended by organizations such as UNICEF and has equally been recognized to support life skills in youth empowerment (UNICEF, 2019).

The life skills training provided by PVP Nepal in Nepal has several discrete key competencies. These are self-awareness, effective communication, empathy, positive thinking, critical and creative thinking, self-esteem, decision-making, problem-solving, and interpersonal skills. All these competencies are conveyed through a participatory approach, which serves to make all trainees actively participate in the learning process. The emphasis of these competencies are particularly not only taught to college students, but also to government officials and even security personnel, showing the organization's wider social impact. Emphasis on participatory learning ensures that these skills can be applied by students and professionals in real-life cases, hence augmenting their problem-solving capacities and bringing about positive social interactions.

This will reinforce knowledge and contribute to globally acknowledged frameworks on youth development, which international organizations like UNICEF and PVP Nepal have been recognizing and implementing for quite some time. It is an important contribution from the organization towards strengthening individual capacities by introducing training modules in the education and administration sectors which consequently support development efforts at the country level. While huge in terms of contributions, further research is required to conceptualize the long-term effects of such

training on youth empowerment and community development in Nepal. Consequently, this study will focus on providing the effectiveness of the initiatives of PVP, Nepal, with a view to contributing to the academic discourse on the national development role of youth organizations.

(Vision of the organization is mentioned in Appendix-2)

6 RESEARCH METHOD, DATA COLLECTION, AND ANALYSIS METHODS

6.1 RESEARCH METHOD

This research study is based on a qualitative research design. And the data analysis was conducted accordingly. A qualitative approach has been applied in the study to conceptualize the research topic better by relying on participants' lived experiences and their perspectives. Data analysis was done based on Christen & Dolan (2011), Porkka (2019) and Kumar (2018), among others, using suitable techniques capable of analyzing Zoom interviews. The influence of Zoom on qualitative research results has been amazing and significant over the years. Zoom is considered a very broad research method applied among scholars and academia in handling qualitative research, hence proving its efficacy in data collection and analysis (Lob et al., 2020; Archibald et al., 2019). The study, therefore, was an attempt to deliver deep insights to the respondents using a methodology of qualitative research, focusing on the contextualization and experience in data interpretation .

6.2 DATA COLLECTION

The required data for the study was systematically collected from primary and secondary sources. The data that were used in this process were mostly publications, reports, and official documents from PVP Nepal. These sources provided an idea of the structure of the organization, its activities and impact, and created a baseline understanding of the role of PVP in the development of youth and communities.

The primary data collection method was Key Informant Interview based on structured questionnaire. Key informant interviews were categorized in three different groups: (1) organizational key person interview; (2) community leaders; and (3) leaders who have been developed by the organization. Seven districts of 7 Provinces of Nepal (One district from one province) were selected as the sample. Sample size (Table 1) was set to 28 people (14 people from districts (including government sector people and community leader) and 7 leaders developed by the organization, and seven representatives of the organization from each province). The study had followed purposive sampling method and accordingly disaster-prone districts (Hilly and Himalayan area) were selected for collecting data.

Zoom meetings were used for Key Informant Interview. A zoom meeting was organized to get information from the respondents. The conversation was recorded and transcribed by coding the interview. Organizational support was taken for creating the environment for zoom meetings. A structured scheduling system was used to get information. At the very first step, prospective respondents were contacted, and google Forms were used to elicit their availability for the virtual interview. Based on their best timing, therefore, for the interview, the zoom links to this meeting were generated and sent well in advance to the participants, to ensure proper coordination.

Respondents' interviews were conducted in an orderly and systematic manner, each with a scheduled timeline. With their consent, the interviews were recorded to be as accurate as possible and for future reference in detailed transcription

and analysis. By doing so, all relevant insights and data points will be documented without losing ethical considerations for data privacy.

Table 1: Participants of Key Informant Interviewee

Characteristics	N	Male	Female	Code
Organization Representatives	7	3	4	P1 to P7
Leaders Developed by PVP Nepal	7	7	0	P8 to P14
Community Leaders	7	4	3	P 15 to P 21
Community Leaders from Disaster Prone Area	7	6	1	P 22 to P 28

6.3 DATA ANALYSIS PROCESS

The research study was carried out using a qualitative data analysis technique, with very few tables and figures employed during the analysis to support the findings. Following the guidelines by Kumar (2018), the study was approached systematically in order to ensure reliability in analysis. In this regard, the first step can be the categorization of the themes to have a structured analysis of collected data, based on the objectives of the study. The second step, probably the most crucial, was the development of a list of codes to each respondents to identified themes on the way of responses classification was thus provided in a methodical

manner. The codes were then checked for reliability, and other respondents confirmed that they had arrived at the same interpretation. After this, the recorded data were edited, where necessary, to correct for any errors that might have been made and coherency maintained.

Finally, the responses were sorted against relevant research themes or questions in a way that fit into the objectives of the research. This was followed by data analysis and further textual narrative in nature, again respecting the already established list of codes. This organized technique in analyzing data would ensure that the research findings are very well represented and maintain methodological rigors (Kumar, 2018).

A sample example of the process of thematic analysis is shown in the table below:
Table 2: Example of data analysis process

Themes	Codes	Excerpt from Transcript
Community engagement	<ul style="list-style-type: none"> • Working style • Fund/money • Financial support • Collaboration • Workers • Channel/method of community engagement 	<p>It's working style..... are different from other organizations working for the positive change of the overall education. (P1)</p> <p>We work in collaboration with organizations that are closely aligned with our mission. (P2)</p>
Contribution to youth development	<ul style="list-style-type: none"> • Skill development • Job support • Youth behaviour • Youth engagement 	<ul style="list-style-type: none"> • After joining Pragyik Vidyarthi Parishad, I got to know about leadership. (P9) • Support for administrative work like handling and

		<p>communicating with customers at bank (p10).</p> <ul style="list-style-type: none"> • It in Nepal do, it also engages young people with good character and good morals. (P. 16)
<p>Work in disaster prone and backward community</p>	<ul style="list-style-type: none"> • Worked area • Type of disaster • Nature of activity • Community response 	<ul style="list-style-type: none"> • We have reached the hills, mountains and valleys helped, whether it is blankets or food materials or tents or it is in the form of covid kits during covid. (P3) • Supported stationary materials to the students from backward community (P20). • It would be better if sector specific disaster area is identified (P 20) • More friendly..... is found as the workers of this organization do pure volunteer work (P 28).

7 ETHICS AND RELIABILITY

Ethical and reliability aspects are crucial elements of any research process. Ethical practice is the most valuable process while conducting research. Among the stakeholders are the participants in research, researchers, and the funding body, all of whom may be involved in the research process with varied interests and motives (Kumar, 2018). To check stakeholders from acting in their own vested interests, ethical behavior should be held into account, and standards devised in such a way that they should be followed (Kumar, 2018). One has to make sure that the research retains its impartial and unbiased character, which shall uphold the credibility of its findings and maintain academic integrity (Kumar, 2018).

The study adhered to guidelines in ensuring various ethical concerns that are in line with research ethics. Some self-interest issues for the organization have been properly monitored to avoid any bias or influence on the respondents. This was done to avoid any kind of publicity, including an influence on respondents or any bias, in such organizations. A prior informed consent was taken from all the respondents before their Zoom meeting was recorded, and a google form was used to ensure respondents while participation following research ethics guideline (Kumar, 2018). No incentive was provided to collect information or influence respondents to avoid any bias in their responses. The personal information regarding the respondents has been kept totally confidential under this survey, ensuring that they would remain unidentified at any point during the research process.

The methodology adopted for the study was appropriate to guarantee the accuracy of the data collected in respect of thorough validation and interpretation. Moreover, the recorded Zoom meetings were not shared with any external organization and were used for academic purposes only based on the code of conduct of the university. Furthermore, codes were used in place of the names provided by the respondents at the time of data analysis to maintain data

confidentiality and further best practices in safeguarding ethics in qualitative research.

An important part of this study also was ensuring validity and reliability. This involved giving due attention to technological logistics, such as how interviews over Zoom were going to be held. This includes matching an assessment of the device type and connection speed of participants with power interruptions, which would ensure smooth running of this interview process (Kumar, 2018). In this case, the researcher very carefully watched the respondent's mood and tried to initiate an informal conversation at the beginning of the interview in order to have a good and honest reply, thus increasing the reliability of data. Respondents were given some pre-interview instructions on how to proceed with this structured and organized discussion to improve the consistency of the research process. A questionnaire was designed from these structured open-ended questions, making the data-collection method standard yet open for the respondent to share insights that are useful for both internal and external validity.

From the methodological aspect, several steps were implemented to ensure the validation of the interview procedure. The demographic information, such as age, profession, and residence area, was collected through Google Form even before the beginning of the Zoom meeting; thus, a structured and well-organized interview setting could be made during the meeting (Kumar, 2018). Most importantly, the researcher and respondent tested video and sound quality before the meeting so that the communication would be clear without any potential disruption. Further, these questions asked in Nepalese language was converted into English language and verified by the help of expert .

Document analysis at an organizational level was done and cross-verified with the data collected from the respondents to revalidate the correctness and authenticity of data thus adding another dimension to the research in terms of reliability and objectivity. AI tools were also used in part to support the process of cross-checking information, help organize the data, and increase efficiency.

All these ethical considerations and methodological strategies helped the study in sticking to research ethics and reducing the various forms of bias for raising validity and reliability of the findings. These are stakeholder issues on which research needs to uphold its ethical rigor and methodological precision to ensure credibility, transparency, and protection.

8 RESULTS

Descriptive statistics of Respondents

The table shows the distribution of respondents into four groups, with a total of 28 respondents. The organization's representatives (P1-P7) are made up of three men and four women. The leaders established by PVP Nepal (P8 to P14) are all men, with no female representation. The community leaders (P15 to P21) are made up of four males and three females, while the disaster-prone area leaders (P22 to P28) are made up of six men and one woman. These codes are assigned to ensure systematic categorization and analysis of the respondents and roles.

Table 3: Nature of Respondents

Characteristics	Number	Male	Female
Organization Representatives	7	4	3
Leaders Developed by PVP Nepal	7	7	0
Community Leaders	7	4	3
Community Leaders from Disaster Prone Area	7	6	1

Characteristics	Number	Code
Organization Representatives	7	P1 to P7
Leaders Developed by PVP Nepal	7	P8 to P14
Community Leaders	7	P 15 to P 21
Community Leaders from Disaster Prone Area	7	P 22 to P 28

8.1 METHOD AND PROCESS OF COMMUNITY ENGAGEMENT

The major findings of the study are organized as per the research questions of the study. This section includes the findings from first research question:

What is the method and process of community engagement of PVP Nepal with the local community?

Different organizations have their own ways of engaging with the community. PVP Nepal was found engaged with the community through college students and teachers. The organizational structure, structural activities and the method of conducting organizational activities all over the country was found same.

Pragyik's idea is different from other organizations. It's working style, organizational form, structure, we are different from other organizations in all these things. We are working based on the ideas of the soil of this country and the ideas of the great men here..... working for the positive change of the overall education. (P1)

No such age limitation was found to be engaged in the organizations. However, students from Ten Plus Two (College) to university were allowed to become direct members of the organization. The respondents said that in general students from age 16 to teachers and professors up to age 70 are engaged in the organization.

As per the respondents, the organization manages such funding with the small support given by ex-workers and well-wishers.

Thousands of former workers of Pragyik are in their personal lives in the social life, administrative sector, and we request them for the support of the necessary amount of money for the continuous operation of the organization. (P1)

The organization maintains proper ties with society, and this is all thanks to the college students and local community members who render financial support. A majority of the respondents expressed that full-time workers maintain a continuous relationship with the residents by paying visits regularly to their places in order to strengthen ties and sustain continuous communication. This continued interaction helps in fostering trust and sustainment of the organization's goals.

The organization was not found more focused on gender issues. However, it was found motivating and encouraging girls for self-protection, developing morale in them. Regarding the collaboration, the respondents said that they do not work with international organizations. However, the organization is found working in the coordination with local government organizations like village executive, municipal executive, local schools, district administrative office.

We collaborate with organizations that have the same mission and vision for a strong partnership toward more significant impact in

communities and positive change to make such impacts stay longer in society. (P2)

As per the respondents, organization was well integrated with the community. Engagement used to take place 2-4 times a year; therefore, strong relationships and regular contact were established. (P18)

The starting point of the organization for conducting its activities is found from college (plus two). The general connection of the organization with the community is mentioned in figure 2.

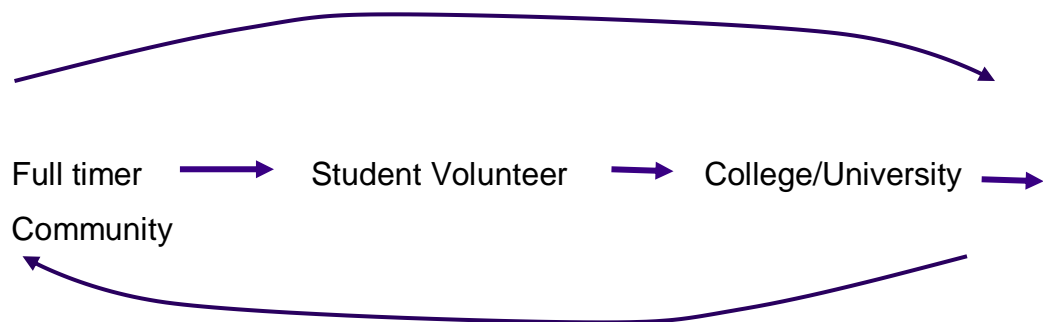


Figure 2: Community communication process

Full timers who think for the overall development of the organizations are found directly in touch with the community of the society of different districts, that is influencing and socially respected persons of the community and hence two-way communication is established. They further were found using student volunteer to be in touch with the college and University level students where students from different community are studying under different faculties. Even they were found working by forming college unit, district level unit, provincial unit and national level unit where senior post is assigned for teacher/lecturer and other posts are given to the students. As per the organizational representatives no member of the unit were provided any kind of remuneration.

The organization was praised by the respondents for making the society disciplined, a conflict-free society, a Satvik society, a sophisticated society, by using students and teachers through training and interaction and establishing good relationship with the students of different caste and backward people. No any significant variation in the response towards organization by the respondents was realized.

8.2 CONTRIBUTION OF PVP NEPAL TO YOUTH DEVELOPMENT

This section includes the findings from second research question: What is the contribution of PVP Nepal to youth development?

The organization from the time of its establishment is found contributing for the development of leadership. Nationality and skill development, personality development, creating responsibility towards society among youth, working style, working above party politics were found as the major factors attracting the youths in the organization.

The respondents said that being engaged with the organization they found increase in the level of confidence while speaking with public, They also experienced improvements time management, speaking skills, planning skills and event management skill.

I found that my ability to convey, my speech style, behavior, public speaking has increased. (P8)

Respondents benefited in many ways from the administrative work that enabled them to be appointed as heads of departments: setting up a positive organizational image in a college department (P8), effectively dealing with and communicating with customers in a banking environment (P10) , and successfully running national and international societies (P11). Such experiences enhanced their capabilities in leadership, decision-making, and

management, thus providing them the opportunity to take on more responsibility and contribute meaningfully to the respective fields.

Youth found it easier to work with other organizations by applying the skills they developed while working with PVP Nepal. This appeared to be an acquired skill that fostered collaboration, good leadership, and adaptability to different organizational environments. Except for two, all respondents reported no engagement with any organization before joining PVP Nepal. Being a part of PVP Nepal not just gave them significant experiences but also opened doors to new opportunities in various sectors.

After joining Pragyik Vidyarthi Parishad Nepal, I learned what really leadership entails. I succeeded in Leo International, too. This made me more confident and gave me courage to take greater responsibilities at different leadership positions. (P9)

The respondents found PVP Nepal as an organization dedicated to developing a disciplined youth with strong character and moral values. Majority of the respondents liked working with youth, without engaging them in political agendas, unlike those of other student organization in Nepal.

Rather than going with an agenda of party politics in the field, it has contributed to the development of the youth. (P17)

Different political party based organization conduct different programmes that support political parties like discussion on political ideology, blood donation, protest against government activities and policies, educational competitions like debate competitions, marathoon race etc. Mostly youths are not well handled and several time problem of discipline is seen among youths used by political party based youth organizations.

Respondents highlighted that PVP Nepal distinguishes itself from other student organizations in the country in the sense that it is not a politically driven group of students. Many others student organizations in Nepal engaging in politically driven activities but PVP, Nepal focuses on responsible

leadership, good character development, and upholding moral integrity in young people. This fact was also reflected by the participants who held that the organization is very proactive in the empowerment of the youth to develop a sense of social responsibility, integrity, and community service to help make meaningful contributions beyond party politics towards national development. It is the commitment to engaging ethically that has placed PVP, Nepal as a platform for raising socially responsible all-round individuals who place social change above political agendas. (P16)

Life skill training, personality development training, mission Sahasi (self-protection by women), educational issue discussion, relief work, educational material distribution were identified as the good works initiated by PVP Nepal. -Work like family member at the time of disaster, and other educational issues (P24)

Leadership of such activities are taken by the experienced volunteers who had past work experience in the organization and who can communicate well with the local level government representatives and security personnels. Reconnecting ex workers, expansion of working areas and activities, generating new ideas for the upliftment of federal government, conduct programme setting the target group were the major recommendations given for the organization by the respondents. Similarly, community leaders suggested to address new challenging issues appearing among youths like suicidal case, post –covid counselling to youth, enchantment for foreign study by PVP Nepal.

8.3 ACTIVITY IN THE DISASTER PRONE AND BACKWARD COMMUNITY

This section includes the findings from second research question: How does the organization work in disaster-prone and backward communities of hilly and Himalayan areas of Nepal?

Flood victim support, Earthquake victim support, fire caught support and support of stationary material to the students of backward hill and mountain areas were found as the major activities of the organization in the disaster prone and backward community.

We have reached the hills, mountains and valleys in all these areas, depending on the time of entry, various types of natural disasters. We helped our native brothers and sisters and parents, whether it is blankets or food materials or tents or is in the form of covid kits during covid. (P3)

All the respondents (community leaders) are found acquainted with relief work of PVP Nepal.

In 2078 BS (2021 AD) during the Melamchi flood the organization was found distributing stationaries by collecting fund as a donation for purchasing needy materials from the well wishers of the society and country.

Book, bags, geometry boxes and other educational materials were distributed to more than 285 students in School for the backward classes at Sindhupalchowk (P 18).

- Relief material distributed in Far Western belt (Jajarkot and Bajhang) during earthquake of 2072 BS (2015 AD) (P 19) with the help of local people and volunteers of western region of the organization.
- Supported stationary materials to the students from backward community in Kalikot (P20).

The respondent said that still awareness campaign is needed in far western and far eastern belt of Nepal.

It would be better if sector specific disaster area is identified and local students are made alert and trained for such disaster through the organization (P 20)

The work and activity of the organization was appreciated more effective during disaster relief work time period.

In disaster management, it is seen that the functioning and activities of the organization are particularly effective. The swift responses to times of crisis, coordinated efforts, and high efficiency combined with dedication to service

have so far found high praise. What sets this organization apart is that it has not been functioning under the pressure of any specific political faction. This has hence been very effective in enhancing the disaster response initiatives. They have been able to purely concentrate on humanitarianism, resource mobilization, and community support at times of emergency - without any political vested interest. Their nature to work without bias has allowed them to collaborate with a wide array of stakeholders, allocate resources according to need rather than political partiality, and gain the confidence of local communities and relief agencies (P19).

The organization is found engaged in relief work in a systematic way (P 28.; and not working for "Vote Bank" and self-interest like that of other organizations (P 19). More friendly and attachment of the organization with the community is found as the workers of this organization do pure volunteer work (P 28).

9 DISCUSSIONS

The relationship between youth engagement and community development has always been considered strong and well documented. It has been evident throughout history that active involvement of youth has been responsible for many significant changes in communities through various social and political movements. Very active involvement of the young people likely spurred some significant changes within communities about history (Mushtaq et al., 2020; Alam & Ali, 2018; O'Neill, 2016). In their energy and creativity and with such passion, the youth have really been set in a position to make a difference; hence, they are definitely important agents of change in society.

Student organizations have been one of the most important platforms for youth mobilization, where leadership, advocacy, and civic engagement are actively shaped. With developing countries' circumstances like Nepal, the student organizations come under the influence of political parties, where the young people in

these societies are often motivated, if not exploited, to work and serve the interests of political leaders rather than those of broader social change.

Table 4 describes that student organizations work at a vast, large scale in Nepal, with their own set of ideologies and agendas. It has been observed, after a review of their activities, that most of the time these organizations are engaged in activities such as submission of letters and memorandums on various issues to the government and local bodies. Additionally, they organize sports activities, awareness programs, and academic training for students. However, such programs raise a lot of doubt about the independence and broader impacts of the organization due to their political affiliations.

To utilize the potential of the youth for the development of the community, there should be an environment for student organizations to work away from partisan politics, thus empowering the youth with skills, knowledge, and opportunities that lead to change which is sustainable.

Table 4: Political Party Wise Student Wing

S.N.	Name	Student Political Wing of
1	Nepal Students' Union	Nepali Congress
2	All Nepal National Free Students' Union	The Communist Party of Nepal (Unified Marxist–Leninist)
3	All Nepal National Free Students' Union (ANNFSU)	The Communist Party of Nepal (Unified Socialist)
4	All Nepal National Independent Students Union (Sixth)	Rastriya Janamorcha
5	All Nepal National Free Students Union (Unified)	Communist Party of Nepal (Unity Centre-Masal)
6	All Nepal National Independent Students Union (Revolutionary)	Communist Party of Nepal (Maoist Centre)

7	National Democratic Student Organization	Constitutional monarchist Rastriya Prajatantra Party
8	Nepal Progressive Student Federation	Communist Party of Nepal (United Marxist)
9	Nepal Revolutionary Students Union	Nepal Workers Peasants Party
10	Democratic Student Union	Loktantrik Samajwadi Party, Nepal

Source: Google search / PVP, Nepal

As per the separation of political party student wings were also found separated. So, there is a lack of stability in the student organization who could use youths in a proper way for the nation's building. However, the structure of Pragyik Vidyarthi Parishad, Nepal was found unique, and the organization leadership system is almost stable since last 26 years. Even the largest political student organizations: Nepal Student's Union and All Nepal National Free Student's Union were found divided time and again. Such stability of PVP, Nepal is found effective for community engagement and youth development during the study period.

The active membership of PVP, Nepal has reached 45287 in the FY 2024/25 which is greater by 11.72% than the FY 2023/24. Though the organization has reached 77 districts highly active districts are 57. It has completed altogether 9 national conventions (Rastriya Adhibesan) till 2024 in the presence of teachers, lecturers and students of different districts of Nepal (PVP Nepal ,2024).

However, its role is underexplored in the national perspective. Almost all the student political wings were focused on political change (Snellinger, 2016) but not in social change or social issues seriously as they could not go beyond political agenda. Such type of compulsion was not found in case of PVP, Nepal.

Around 10,000 students at different Schools, College and Universities benefited through Personality development, life skill training and Bal Sanskar Programme of the organization at last year. Feeling of respect to the teacher, student and management as well as to the ancient national culture has been developed through the Programmes. Such programmes have supported for positive thinking

towards nation building and respect to PVP, Nepal has been increased (PVP Nepal, 2024).

The organization is also found active during the national and local level election. Polling supervisors were sent in different election place in Nepal in 2008 (PVP Nepal, 2024). Similarly, awareness campaigns were conducted at national, regional and local level during Constitution Assembly Election 2008 and general election in 2022. This indicates the attempt of politically independent organization creating pressures for minimizing illusive activities of the candidates during elections. It also differentiates the organization from other organizations.

Frequent visit to the different communities and colleges; engagement of students only above ten class (though other student organization were found using student even from grade six and further), assigning role to them and engaging them in academic skill building training (like life skill training) is found strong working mechanism of PVP, Nepal which is found more effective than other student organizations.

Disaster relief work is a kind of challenge where a broad range of participants are involved (Penta et al., 2019). Encouraging students' participation (Ranganathan et al., 2012) could create a sense of responsibility of youth towards society. Such type of environment among youth is created by PVP, Nepal. College level students were found engaged in the distribution of relief material with the coordination of local bodies. Besides such relief work no hidden interest was found.

The organization is found engaging the youths of the community with the motive of developing societal knowledge, good character in youth and unity among youth. Developing such character is a challenging task. However, the organization seems engaged in such youth development activities which are found fruitful at the time of emergency social work like floods, earthquakes, landslide and so forth.

Even large institutions were found passive during great disasters like earthquakes. In the post-disaster activity of 2015 earthquake Tribhuvan University's Institution of Medicine and Institute of Engineering were found active and Faculty

of Education was found passive (Lamichhane, 2018). In the international scenario health and medical science related students are found most engaged in relief work (Wondmikun et al., 2005). In such a situation student organization can play an independent role like that of PVP, Nepal. Such independent organizations can work without bias at the time of relief work.

To connect the students and academicians of indigenous community and different tribes as well as different sectors, it has formed separate wings. Janajati Conference, National conference of Agricultural Students, Engineering Students, Lawyer Students and Sanskrit students were successfully completed in the past. The issues raised by the organization in the Nepalese education sector like formation of QAAC (Quality Assurance and Accrediation Centre), re-implementation of moral education at school level, system of asking university level exam question paper in both Nepali and English language, age limit of the member of student organization in free student union election etc., were found addressed by the government in different time period (History of PVP, 2024). Similarly, National Level Workshop on Education at all the 7 Provinces of Nepal (Presence of UGC Chairman, Vice-Chancellors of all the universities of Nepal, Representatives from Ministry of Education, 450 lecturers and educationists) has been completed in last year. The organization is further planning to conduct skill development centers at 7 provinces of Nepal. These organizational facts highlight the role of PVP in youth development through education sector (PVP Nepal, 2024).

Motivation to volunteer among college students is a challenging task and friends, parents as well as the internet, are found as the important sources of information that encourages volunteering among students (Ghose & Kassam, 2012). PVP, Nepal is found to be strong enough in comparison to other student organizations for encouraging volunteerism in Nepal. This was found to be the major reason behind students' engagement with the community taking support of lecturers and teachers.

10 CONCLUSIONS AND RECOMMENDATIONS

Analysis of the collected information indicated that non paid volunteer type of working mechanism is gaining popularity in the society of Nepal. Respondents were found happier by the activity of the PVP Nepal as they were volunteering without vested interest like that of political parties. The organization was found being active in relief work mainly in the disasters created by flood and earthquake. Besides this, it was found distributing stationary materials to students of the schools located in remote Himalaya and Hilly areas. It has supported to develop leaders in the society. Community leaders were found satisfied with the activity done by the organization. Respondents did not mention about the policy feedback given by the organizations to the government which is found in the published materials of the organizations.

The organization is found distributing disaster relief materials. However, disaster related awareness campaign was not found conducted by it. Such campaigns conducted through youths are more influential for disaster preparedness. So, disaster related awareness campaign has to be conducted in the remote hilly and mountain areas by such organizations. Similarly, ex-workers of the organization are to be connected and engaged for further community development activities. There are several community related problems. But the organization is directly engaging its activities mainly in educational sector. Other community issues linked directly and indirectly with education like basic infrastructure (road, water) are not found directly addressed by the organization.

In the context of late or slow speed of maintenance of infrastructure like road even in the major city areas of Nepal, it should raise voice on such issues as an independent youth organization. It is not found engaged in collaborative work with other student organizations. Such type of collaborative work could further help youth to be more effectively engaged in social well-being as it increases the scope and area of coverage. The organization should analyze the changing preferences of the youth and work among youth accordingly for the nation building.

Long term financial sustainability of the organization still seems uncertain and hence organization should have to seek permanent income generating sources more effectively. Similarly, retention of the volunteers also seems challenging. For this there is the need of long term human resource planning.

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APPENDIX 1. Title of appendix

Questions for interview

Research Question 1: What is the method and process of community engagement of PVP Nepal with the local community?

Question with the Organizational representatives

1. How do you differentiate your organization from that of other organizations in terms of working method and process?
2. What age group people are engaged with your organization?
3. Do you have age specific task assigned for the community engagement?
4. How you manage fund for working with community?
5. Do you follow similar working method in all places of the country?
6. What is the major factor that bridges your organization with the community on a regular basis?
7. Does it promote gender-responsive work in the community?
8. Does your organization collaborate with other organizations?
9. Briefly summarize the major past activities conducted in the disaster-prone and backward hilly and Himalayan areas of Nepal.
10. Does your organization has any specific future plan for youth and community engagement?

Research Question 2. What is the contribution of PVP Nepal to youth development?

Questions with community people and leaders

1. Are you involved in PVP Nepal's activities? (Directly or indirectly?)
2. How do you analyse PVP Nepal from the perspective of youth development?

3. Can you give some good examples of youth development initiated by PVP Nepal?
4. Do you think that the methods used by the organization are suitable for the development of youth leadership?
5. What type of comments and advice do you want to give to the organization for the overall development of the youth in society?

Questions for youth leadership developed by PVP Nepal

1. What attracted you to be engaged with PVP Nepal?
2. What type of skills have you reformulate by joining PVP Nepal?
3. How you benefited from that skill in your personal life?
4. Did you hold any organization position in the past before joining PVP Nepal? If yes, what was your role?
5. What type of comments and advice do you want to give to the organization for the overall development of the youth in society?

Research Question 3. How does it work in disaster-prone and backward communities of hilly and Himalayan areas of Nepal?

Questions with Community people and leaders

1. Do you know that PVP Nepal is working for relief task and the backward community of your area?
2. When and in what way has PVP Nepal had supported your community?
3. Have you taken feedback from the beneficiaries? If yes, what was their response?
4. Did you find any difference in the working mechanism between PVP Nepal and other organizations in disaster-prone areas and backward communities?
5. Is PVP Nepal in regular touch with your community?
6. What type of comments and advice do you want to give to the organization for better work in the disaster-prone area and backward communities?

APPENDIX 2. Title of appendix 2

VISION OF PRAGYIK VIDYARTHI PARISHAD, NEPAL

We are participating in a historic process of national reconstruction. As a student organization, we have a role to play in the wider national context. To summarize this role for the near future, the following points might be stated.

- Awakening the students and the masses to the danger to national unity and security as well as framing programmes for such awakening by exposing anti-national elements.
- Involving the students in the struggle for economic freedom, in the struggle for Swadeshi and the debate for economic change.
- Working for the community development and leadership development through youth, student, and teachers
- Creating a countrywide organization of the students on a democratic basis, irrespective of caste, colour, creed, and sex.
- Inculcating the spirit of social equality, which will reject caste considerations and fight injustice through constructive programmes and constructive agitations.
- Conducting moments for saving campuses. All major and minor problems must be identified and addressed which will make the life on campuses academically sound.
- Organizing movements for the establishment of proper campus culture and environment, which will encourage curricular and extra-curricular activities in the campuses as well as in the community.
- Pursuing basic changes in education policy and syllabus content at national level. (PVP Nepal, 2019)

These are the challenges before us. Let us face them even as we invoke the twenty-first as the century ordained by the divine order of human existence.