

Final Report on CPEC ToT Program



Submitted by

Gunaraj Nepal (Lecturer)

Shankar Dewan (Lecturer)

and

Ushakiran Wagle (Teaching Assistant)

Submitted To

Sukuna Multiple Campus
Sundarharaincha, 12 Morang
2080

Background

This course aims at developing training attitude, knowledge and skills of the individuals who are looking forward to their career in the field of training and development. To create learning environment and make participants learn effectively in alignment with training objectives, the role of trainer becomes crucial. The course is particularly designed as a value addition for a person as a trainer, since it helps in boosting knowledge and skills related to training needs assessment, training manual development, adult learning principle, innovative and participatory training methodologies, facilitation and presentation skills and others skills that are essential to conduct and lead the training in education sector in general and school education in specific. This three credit hour Training of Trainers (ToT) program offered at Kathmandu University School of Education through Continuing and Professional Education Program (CPEP) focuses on enabling training professionals develop their core competencies in training, and hence, opens way for better opportunities as a trainer or potential trainer, training coordinators and training professionals.

Course Objectives

The training module was aimed at fulfilling the following objectives:

- Develop the training skills specifically for the education sector
- Enrich the capacity of training needs assessment
- Develop the skills of training manual development
- Enhance the capacity of interactive facilitation skills using various media
- Develop skills in human relations and handling diverse participants
- Develop the skills of training evaluation.



[Handwritten signatures and dates]

Program Module

Module 1: Concept of Training, Workshop, and Seminar Activities

Module 2: Training Needs Assessment

Module 3: Training Manual Development

Module 4: Understanding the School Education Curriculum of Nepal

Module 5: Knowing Participants, applying Facilitation Skills and Conducting Training

Evaluation

Module 6: Experiential Components

Methodology of the Program/Process

The program was scheduled in 48 hours. Module one mainly focused on the concept of training workshops and seminars. It also discussed the differences between training, workshops, and seminars. The major activities were group work, pair work, individual reading, and many more.

Module Two was focused on developing the knowledge and skills of training assessment. In this specific module, the trainer focused on engaging the trainers in identifying the training needs. The major area focus in this model was to determine the training gap and find ways to fill that gap.

Module three provided a set of instructions to improve the quality of training. The major goal of this session was to build up confidence to conceptualize the conduct the training. The session helped us design and develop the session using participator and constructive approach.

Module four was focused on understanding the school curriculum. The major focus was given mainly on understanding the basic level curriculum.



Module five helped us to acquire the techniques needed to know our participants. Along with knowing the participants the session also helped us to build up the facilitation skills and training conduction skills. Knowing our participants means knowing their cultural and economic status. As it was adult training, the major priority was adult learning principles. We learned the multiple means for representation and use multiple means for action and expression.

Module six was the experiential module where we presented the mock session we prepared on the basis of 40-hour coursework. The last 8 hours of the program were segregated for the real time presentation by the participants. The tutor provided feedback accordingly. The certificate was distributed to the participants on the basis of the 4 hours long practical session conducted.

Achievement/Outcomes from the Program

The participants achieved the following outcomes after the completion of the session.

Training need assessment completed.

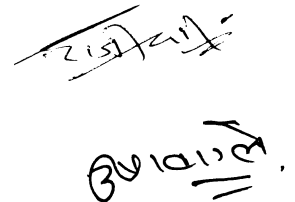
Training gap figured out

Trainers manual designed.

Training session developed

Mock Training delivered

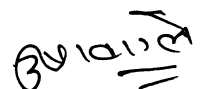
Real training for 4 hours delivered.



Conclusion

The training program conducted by Kathmandu University in collaboration with CPEC Biratnagar Unit, was fruitful for the participants.

Annex
Training Need Analysis



Prepared by
Ushakiran Wagle

Submitted to
Basu Prasad Subedi
Kathmandu University School of Education
11/25/2023

INTRODUCTION AND BACKGROUND

Overview

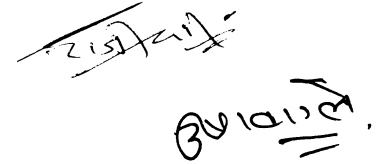
Sukuna Multiple Campus is a community-based public academic institution. It aims at providing Higher Education (HE) at an affordable means with all and special privileges for the promising students. Initially, the college was born in Sukuna School. Using the physical facilities of the school and the existing manpower of neighboring schools and colleges, the campus started to grow and develop at an expected speed. At present, the campus has its own physical infrastructure for running academic programs. The educational programs run in this college are affiliated with Tribhuvan University (TU), Nepal. It has been providing higher education for promising students through four different streams, viz. Humanities, Education (four years and one year), and Management and Science belonging to the University. This vision statement of the campus is “academic excellence for a civilized and advanced society. Looking at the goal it wants to prepare globally and functionally efficient as well as competitive manpower based on the university framework. To fulfill this goal, the institute has set some practical objectives like guidance to students to develop themselves as responsible social beings. The campus also mentioned that it would conduct activities for student welfare and facility.

Identification of the Problem

Working in the public campus for a decade now, I have faced that the students are not motivated towards classroom activities. I wondered whether that was a problem with me or other teachers we well and asked a few colleagues and I found out that they are also facing similar problems in their daily routines. The mission of the institute for which this need assessment was conducted is “to impart quality, technical as well as practical education to produce advanced,

research-oriented competent manpower based on the people's participation expanding physical facilities and optimal utilization of manpower management.” When the mission is to produce competent manpower the students look so demotivated toward the classroom that the first need is at least to motivate these students toward the classroom and classroom activities. It is assumed that unless we make regular participation of students to ensure the quality of the teaching-learning process.

Objectives



The major objective of this need assessment is to find out the areas in which the institute needs training sessions. It is also aimed that the results of this need analysis would figure out the possible solutions to minimize the problems.

Methodology

Every area of study requires the methodology for the systematic procedure of identification, selection, processing, and analysis of information about a topic. This TNA has also followed some methodological processes.

Study Design

To gather the information, the assessor has used the interview and FGD. The data were collected after interviewing the teachers, administrators, principal and vice principal, and some of the students of the institution. The questionnaire mainly focused on finding reasons behind the decreasing interest of students inside the classroom. During FGD and interviews, the priority was given to figure out the existing capabilities and desired capabilities. based on the findings, the gap and some feedback were given to the target institute.



Result and Discussion

This Section mainly incorporates the discussion of the data collected in different sub-themes.

Existing Capabilities

The existing capabilities were collected from the interview and focus group discussion with teachers and students. In this section, the responses from teachers and students are discussed under different subheadings.

Teachers' response



Most of the teachers explained that the main problem in the classroom is the increased number of demotivated learners in the classroom. They also claimed that the learners inside the classroom don't seem to be inside the classroom of their own will. This means that most of the teachers sense that the students are forcefully participating inside the classroom which is resulting in such a crisis. The principal and Vice Principal add that such behavior of students directly affecting on achieving the vision of the institution.

Student's response

The FGD and interviews conducted among students also have a similar issue of having low or average participation inside the classroom. However, the reason they pose is opposite to what teachers are saying. Students claim that they lack a sense of ownership in the classroom as they are rarely part of it. Most often the classes are led by the high performers and teachers prioritize those students only. The least priority given to them compared to high performers and average performers they don't want to be part of the classroom anymore.

Desired Capabilities

To figure out the desired capabilities also, we had rounds of interviews and FGDs with teachers and students. The responses were categorized under teacher response and student response.

Teachers response

Teachers and the school administration desired equal active participation of all the learners inside the classroom. They wanted their students to come inside the classroom with readiness, not with laziness. They were worried about how to maintain equity in the participation of the students.

Student's response



21/5/2022

[Signature]

[Signature]

30/12/21

However, the students wanted to receive equal respect to all the students present in the classroom. They wanted participatory and collaborative representation inside the classroom of average, below-average, and high performers. They were hopeful that the positive treatment of the teachers toward the feelings, problems, and issues of the poor students inside the classroom would enhance the sense of belongingness and ownership in every individual.

Finding and Feedbacks

Based on the above discussion, some of the feedback is derived which is explained in detail below:

Prioritize Quality Teacher Student Relationship

Vodicka et al. (2021) emphasize that many institutions misinterpreted the main role of the teachers to ensure students master academic content and skills. However, they fail to address that the core of teaching-learning is a relational endeavor. This indicates that High-quality relationships between students and teachers, and students and their peers, have academic and social benefits. Positive emotional states that spark interest, engagement, excitement, and positive emotional relationships, that involve trust, value, and empathy, allow for learning.

Create a supportive and caring learning environment

Along with good teacher-student relationships, a healthy and effective classroom may also require a supportive learning environment. This is about establishing a learning environment, which can be created by fostering sociocultural norms. The teacher training to create a supportive and caring learning environment can incorporate the activities like honoring the prior knowledge of students, providing a challenging and learning environment, modeling and coaching effective and productive practices. Jenifer et al. (2013) emphasize that active learning happens when there is good chemistry between teacher and student. Good chemistry can be acquired by the support, guidance, and coaching that the teacher provides to the students.

Be sensitive to students' needs and emotions

Students as they are human beings may be suffering from multiple psychological issues. Meaning that they do not come to the classroom with intellectual needs. Along with intellectuality, they may also require emotional needs. As a person, kids can't come to the class leaving their personal issues away. Hence, a teacher can play the role of mentor or a guide to help them understand and eliminate the emotional fluctuation they are going through. Having a

teacher inside the classroom who understands their intellectual and emotional needs, they may enjoy coming to the classroom. If we try addressing the need and emotion of our students, they are more likely to attend the classes. Tella, Adeniyi and Olufemi (2009) support this claim with the conclusions of their study. They found that locus of control, interest in schooling, and self-efficacy are all factors in predicting academic achievement.

Show interest in every student

The least priority given to the weaker students inside the classroom results in the growing demotivation toward the classroom. Most of the students as well as some teachers believe that when teachers take the time to share personal stories, make space for interpersonal interaction, and show empathy for the learning process, those simple human gestures can work in harmony with the cognitive side of learning to generate deeper interest and increase engagement.

Teachers can show interest toward teachers and help them open up by using two fundamental processes reflection and collaboration. Teachers need to use reflection to evaluate and inform their practices and use collaboration to learn to negotiate effective interactions among themselves, the students, parents, and administration (Askell Williams, Murray-Harvey, & Lawson, 2007).

Foster a sense of community in the classroom by establishing classroom respect and fair treatment.

The same data is presented in table form below



Topic: Fostering a Sense of Ownership inside Classroom.

Sources of Data

- I. Interview with the teachers
- II. Focused Group Discussion with Teachers and Students
- III. Document Analysis



Handwritten signature

Handwritten signature

30/10/21

Existing Capabilities	Desired Capabilities	Gap
- Increased Number of Demotivated learners in the classroom. - The classroom is always good performer students led - No sense of belongingness/ownership in the classroom	- Active participation of all the learners in the classroom. - Equal collaboration of average and below-average students in the classroom - Sense of belongingness/ownership in every student	- Priority to fast forward and good performer students in the classroom - Lack of practice of collaboration and collegiality in the classroom - Less effort to understand the needs and emotions of students

Feedback

- Prioritize high-quality teacher-student relationships
- Create a supportive and caring learning environment
- Be sensitive to students' needs and emotions
- Show interest in students
- Foster a sense of community in the classroom by establishing classroom respect and fair treatment.

Note: Trainer can prepare training module on any one of the feedbacks listed Above

Training Objective

By the End of this training module, participants would have

- a. Discussed the learning strategies of the learners
- b. Involved in developing different teaching learning methods to address learning strategies of the students.
- c. Developed effective lesson plan to involve majorities of the participants in the classroom

References

Askell-Williams, H., Murray-Harvey, R., & Lawson, M.J. (2007). Teacher education students' reflections on how problem-based learning has changed their mental models about teaching and learning. *The Teacher Educator*, 42(4), 237-263.

Hurst, B., Wallace, R., & Nixon, S. B. (2013). The Impact of Social Interaction on Student Learning. *Reading Horizons: A Journal of Literacy and Language Arts*, 52 (4). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol52/iss4/5

[Jennifer Hindman](#), [Leslie Grant](#), [James Stronge](#) · 2013 The Supportive Learning Environment: Effective Teaching, Routledge <https://doi.org/10.4324/9781315854007>

Tella, A., Tella, A., & Adeniyi, O. (2009). Locus of control, interest in schooling, self-efficacy and academic achievement. *Cypriot Journal of Educational Sciences*, (4), 168-1829

Vodicka D., Quidwai S, and Gagnier.K (2020 May 20). Prioritize Building Relationships With Your Students: What Science Says. <https://www.gettingsmart.com/2021/05/20/prioritize-building-relationships-with-your-students-what-science-says/#:~:text=These%20include%20modeling%20empathy%2C%20respect,conflicts%2C%20and%20create%20effective%20routines.>



30/05/21

21/5/21

21/5/21



Day Two

Fostering Sense of Ownership in the EFL classroom

Facilitator: Ushakiran Wagle

Time: 4 hrs

Ushakiran Wagle

Ushakiran Wagle

Ushakiran Wagle

Time	Session	Objective
30 min	Opening	Introduction of the trainers and the participants To set guidelines to ensure the training is successful
1:30 hr	Session 1: Introduction to learning strategies	To provide participants with a basic understanding of learning strategies and its types
15 min	Tea Break	
1 hr 30 m	Session 2: Teaching Learning method to address different learning strategies	To involve participants in identifying and designing different teaching methods to address students' learning strategies
15 min	Reflection	

Photographs of Participants and Facilitators







आज मिति २०८० साल कार्तिक १९ गते आइतबारका दिन यस सुकुना बहुमुखी क्याम्पस सुन्दरहरैँचा, मोरङको अनुसन्धान व्यवस्थापन एकाइ (RMC) को सचिवालयको बैठक सचिवालयका संयोजक श्री गणेशप्रसाद दहालको अध्यक्षतामा बसी निम्न प्रस्तावहरू उपर छलफल गरी निर्णय गरियो ।

* बैठक: अनुसन्धान व्यवस्थापन एकाइको सचिवालय,
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङ ।

* मिति: २०८०/०७/१९ गते, आइतबार ।

* समय: विहान ७:३० बजे ।

* स्थान: एकाइको कार्यक्षेत्र, सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैँचा, मोरङ ।

* बैठक: अनुसन्धान व्यवस्थापन एकाइ (RMC-Sukuna) सचिवालय ।

उपस्थिति

१. गणेशप्रसाद दहाल – RMC सचिवालय, संयोजक:

२. नरप्रसाद भण्डारी – RMC सचिवालय, सदस्य:

३. डा. दीपकप्रसाद न्यौपाने – RMC सचिवालय, सदस्य:

प्रस्ताव तथा निर्णयहरू

१. तालिमका लागि सहभागी पठाउने सम्बन्धमा ।

प्रस्तुत विषयमा छलफल गर्दा यस एकाइको सचिवालयको मिति २०८०/०७/१५ गते बसेको बैठकको निर्णयअनुसार प्रकाशित सूचनाका आधारमा Apire College Biratnagar, Morang मा काठमाडौं विश्वविद्यालयको निरन्तर व्यवसायिक शैक्षिक केन्द्र (CPEC) ले मिति २०८०/०७/२३ गते देखि सञ्चालन गर्ने ३ क्रेडिटआवरको ४८ घण्टे पाठ्यक्रममा आधारित प्रशिक्षकहरूको प्रशिक्षण (ToT) मा सहभागी हुन देहायबमोजिमका शिक्षकहरूले आवेदन पेस गर्नु भएको हुँदा र क्याम्पसले निर्धारण गरेको कोटाअनुसार मात्र आवेदन प्राप्त भएको हुँदा

निजहरूलाई उक्त तालिममा सहभागिताका लागि पठाउने निर्णय गरियो ।
यसको जानकारी क्याम्पस प्रमुखलाई पत्राचार गर्ने समेत निर्णय गरियो ।

तालिममा पठाउने सहभागिहरूको नाम

- (१) श्री शङ्कर देवान - उपप्राध्यापक
- (२) श्री गुणराज नेपाल - उपप्राध्यापक
- (३) श्री उषाकिरण वाग्ले - शिक्षणसहायक

निजहरूले तालिमको काम सम्पन्न गरेपछि देहायका विषयबस्तु समावेश
गरी यस एकाइमा प्रतिवेदन पेस गर्नु पर्ने समेत निर्णय गरियो ।

Structure of Report (Joint Report), (About 8 to 10 pages)

Cover Page (आवरण पृष्ठ)

Acknowledgement (कृतज्ञता)

Table of Contents (विषयसूची)

1. Introduction (परिचय)
2. Activities Conducted in the Training or ToT (तालिममा गरिएका वा सञ्चालित क्रियाकलापहरू)
- (a) Subject matter and day-wise activities or topic-wise activities in brief
 - (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
 - (vi)
 - (vii)
3. Outcomes from the Training/knowledge/skill (तालिमबाट प्राप्त उपलब्धिहरू)
4. Feeling/Reflection (तालिमको प्रतिविम्बन)
5. Possible areas to implement gained knowledge and skill
6. Conclusion (निष्कर्ष)

Annexes

1. Letter of Campus
2. Ramana Patra (रमानापत्र)
3. Certificate
4. Name of the participants (क्याम्पसबाट सहभागी शिक्षकको नामसूची)
5. Signature in each page
6. Date
7. Name of the Campus
२. क्याम्पस सँग सम्बन्धित विषयहरूमा सर्भ गर्ने सम्बन्धमा ।

1246
प्रस्तुत विषयमा छलफल गर्दा यस एकाइको कार्ययोजनाअनुसार क्याम्पसका विषयबस्तुहरू क्याम्पसप्रति विद्यार्थीहरूको दृष्टिकोण, क्याण्टिन प्रति विद्यार्थीहरूको सन्तुष्टि, पुस्तकालय, शिक्षक, अतिरिक्त क्रियाकलाप, पठनपाठन, प्रयोगशाला, विद्यार्थी सुविधा, शुल्क सहूलियत तथा छत्रवृत्ति आदि विषयमा सर्भे गर्न मिति २०८०/०८/०१ गते भित्रमा सर्भेटुल (Survey Tools) सहितको प्रस्तावना पेस गर्न शिक्षक/ कर्मचारीहरूलाई सूचना दिने र मिति २०८०/०८/०४ गते अपरान्हमा प्राप्त भएका सर्भे प्रस्तावनाको मूल्याङ्कन गरी मिति २०८०/०८/१५ गते सम्ममा सर्भे प्रतिवेदन पेश गर्नेगरी प्रस्तावना स्वीकृत गर्ने । प्रस्तावकहरूले देहायका विषयबस्तुहरू समावेश गरी प्रस्ताव पेस गर्नु पर्नेछ ।

- (क) Cover Page
- (ख) Table of Contents
- (ग) Background /Introduction
- (घ) Objectives of the survey
- (ङ) Rationale of the survey
- (च) Delimitations of the survey
- (छ) Methodology of the Survey
 - Population
 - Sample size
 - Sample selection method



३. सर्भे प्रस्तावनाको मूल्याङ्कन सम्बन्धमा ।

प्रस्तुत विषयमा छलफल गर्दा निर्णय नं. २ अनुसार प्राप्त हुने सर्भे प्रस्तावना मूल्याङ्कन र स्वीकृत गर्ने अधिकार एकाइका प्रमुख श्री गणेशप्रसाद दहाललाई अधिकार दिने निर्णय गरियो ।



त्रिभुवन विश्वविद्यालय-अनुदान सम्बन्धानप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY

सुकुना बहुमुखी क्याम्पस SUKUNA MULTIPLE CAMPUS

सुन्दरहरैचा नगरपालिका, मोरङ, कोशी प्रदेश, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, KOSHI PROVINCE, NEPAL

स्था: २०८८ (ESTD. १९९२)

पत्रावली नम्बर: ४८५

विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)

(Ref No.): १०८०/०८५

Accredited by University Grant Commission (UGC) Nepal (2015)

OLC



मिति: २०८०/०७/२० गते ।

श्री गुणराज नेपाल,

उपप्राध्यापक,

सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङ ।

विषय: ToT मा सहभागी पठाइएको सम्बन्धमा ।

प्रस्तुत विषयमा यस क्याम्पसको मिति २०८०/०७/१५ गतेका दिन प्रकाशित सूचनाअनुसार काठमाडौं विश्वविद्यालयको निरन्तर व्यवसायिक शैक्षिक केन्द्र (CPEC) द्वारा विराटनगरको Aspire College Biratnagar, Morang मा सञ्चालन हुने ३ क्रेडिट आवरको ४८ घण्टे पाठ्यक्रममा आधारित प्रशिक्षकहरूको प्रशिक्षण (ToT) मा सहभागी हुन पाउँ भनी तपाईंले दिनुभएको निवेदन अनुसन्धान व्यवस्थापन एकाइ (RMC-Sukuna) बाट स्वीकृत भएको हुँदा मिति २०८०/०७/२३ गते देखि ४८ घण्टासम्म सञ्चालन हुने प्रशिक्षकहरूको प्रशिक्षण (ToT) मा सहभागी हुनुहुन अनुरोध छ ।

तपसील

१२. कार्यक्रम सञ्चालन हुने ४८ घण्टामध्ये २४ घण्टा भौतिक रूपमा र २४ घण्टा अनलाइन गुगल मिट मार्फत बेलुका ६:००-८:०० बजेसम्म हुनेछ ।

१३. उक्त कोर्स जम्मा ६ हप्ताको हुनेछ ।

१४. उक्त कक्षा Aspire College Biratnagar, Morang मा सञ्चालन हुनेछ ।

१५. उक्त कार्यक्रम काठमाडौं विश्वविद्यालयका विज्ञबाट सञ्चालन हुनेछ ।

१६. उक्त कार्यक्रममा यस क्याम्पसको तर्फबाट (क) श्री शङ्कर देवान (ख) श्री गुणराज नेपाल र (ग) श्री उषाकिरण वाले सहभागी हुनुहुनेछ ।

१७. उक्त कोर्स वापत लाग्ने शुल्क रु. १५,०००/- × ३ जना = रु. ४५,०००/- रकम क्याम्पसबाट भुक्तान गरिनेछ ।

१८. उक्त कार्यक्रम सम्बन्धमा थप जानकारीका लागि फोन नम्बर ९८५२०३१७३३ र ९८४९०९३९२३ सम्पर्क गर्नु पर्ने छ ।

१९. उक्त फोनमा सम्पर्क गरी आयोजकको लिङ्क लिन सक्नु हुनेछ ।

२०. तालिमबाट फर्किए पछि यहाँले/सिकेका ज्ञान तथा सीपका विषयमा क्याम्पसमा कार्यरत शिक्षक तथा कर्मचारीहरूलाई प्रबोधीकरण गर्नु पर्नेछ ।

२१. उक्त तालिम पछि विषयविज्ञका रूपमा खटिनु भएको खण्डमा क्याम्पसको सहमति र अनुमति लिनु पर्नेछ ।

२२. तपाईंले तालिमबाट फर्किए पछि देहायबमोजिमको ढाँचामा RMC-Sukuna मा प्रतिवेदन पेस गर्नु पर्नेछ । प्रतिवेदन पेस नगरेमा कोर्स शुल्क वापतको रकम तपाईंको नाममा वेरुजु हुनेछ ।

२०८०/०७/२०

अर्जुनराज अधिकारी

क्याम्पस प्रमुख

E-mail: sukunamc2048@gmail.com

website: www.sukuna.edu.np

फोन: ०२१-५४७६९७, ०२१-५४७७९७, ८८५२०३५९७



त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY

सुकुना बहुमुखी क्याम्पस SUKUNA MULTIPLE CAMPUS

सुन्दरहरैँचा नगरपालिका, मोरङ, कोशी प्रदेश, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, KOSHI PROVINCE, NEPAL

स्था: २०८८ (ESTD. १९९२)

चलानी नम्बर: ४८३६ विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)

(Ref No.): २०८०/०८५ Accredited by University Grants Commission (UGC) Nepal (2015)

OLC



मिति: २०८०/०७/२० गते ।

श्री शङ्कर देवान,

उपप्राध्यापक,

सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङ ।

विषय: ToT मा सहभागी पठाइएको सम्बन्धमा ।

प्रस्तुत विषयमा यस क्याम्पसको मिति २०८०/०७/१५ गतेका दिन प्रकाशित सूचनाअनुसार काठमाडौँ विश्वविद्यालयको निरन्तर व्यवसायिक शैक्षिक केन्द्र (CPEC) द्वारा विराटनगरको Aspire College Biratnagar, Morang मा सञ्चालन हुने ३ क्रेडिट आवरको ४८ घण्टे पाठ्यक्रममा आधारित प्रशिक्षकहरूको प्रशिक्षण (ToT) मा सहभागी हुन पाउँ भनी तपाईंले दिनुभएको निवेदन अनुसन्धान व्यवस्थापन एकाइ (RMC-Sukuna) बाट स्वीकृत भएको हुँदा मिति २०८०/०७/२३ गते देखि ४८ घण्टासम्म सञ्चालन हुने प्रशिक्षकहरूको प्रशिक्षण (ToT) मा सहभागी हुनुहुन अनुरोध छ ।

तपसिल

- कार्यक्रम सञ्चालन हुने ४८ घण्टामध्ये २४ घण्टा भौतिक रुपमा र २४ घण्टा अनलाइन गुगल मिट मार्फत बेलुका ६:००-८:०० बजेसम्म हुनेछ ।
- उक्त कोर्स जम्मा ६ हप्ताको हुनेछ ।
- उक्त कक्षा Aspire College Biratnagar, Morang मा सञ्चालन हुनेछ ।
- उक्त कार्यक्रम काठमाडौँ विश्वविद्यालयका विज्ञबाट सञ्चालन हुनेछ ।
- उक्त कार्यक्रममा यस क्याम्पसको तर्फबाट (क) श्री शङ्कर देवान (ख) श्री गुणराज नेपाल र (ग) श्री उषाकिरण वाग्ले सहभागी हुनुहुनेछ ।
- उक्त कोर्स वापत लाग्ने शुल्क रु. १५,०००/- × ३ जना = रु. ४५,०००/- रकम क्याम्पसबाट भुक्तान गरिनेछ ।
- उक्त कार्यक्रम सम्बन्धमा थप जानकारीका लागि फोन नम्बर ९८५२०३१७३३ र ९८४९०९३९२३ सम्पर्क गर्नु पर्ने छ ।
- उक्त फोनमा सम्पर्क गरी आयोजकको लिङ्क लिन सक्नु हुनेछ ।
- तालिमबाट फर्किए पछि यहाँले/सकेका ज्ञान तथा सीपका विषयमा क्याम्पसमा कार्यरत शिक्षक तथा कर्मचारीहरूलाई प्रवोधीकरण गर्नु पर्नेछ ।
- उक्त तालिम पछि विषयविज्ञका रुपमा खटिनु भएको खण्डमा क्याम्पसको सहमति र अनुमति लिनु पर्नेछ ।
- तपाईंले तालिमबाट फर्किए पछि देहायबमोजिमको ढाँचामा RMC-Sukuna मा प्रतिवेदन पेस गर्नु पर्नेछ । प्रतिवेदन पेस नगरेमा कोर्स शुल्क वापतको रकम तपाईंको नाममा वेरुनु हुनेछ ।

(Signature)

२०८०/०७/२०

अर्जुनराज अधिकारी
क्याम्पस प्रमुख

E-mail: sukunamc2048@gmail.com

website: www.sukuna.edu.np

फोन: ०२९-५४६६९६ ०२९-५४६६९६ ९८५२०३१७३३



त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY

सुकुना बहुमुखी क्याम्पस SUKUNA MULTIPLE CAMPUS

सुन्दरहरैँचा नगरपालिका, मोरङ, कोशी प्रदेश, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, KOSHI PROVINCE, NEPAL

स्था: २०८८ (ESTD. १९९२)

चलानी नम्बर: ४८६ विश्वविद्यालय अनुदान आयोग नेपाल अधिराज्य प्रत्यायनकृत (२०७२)
(Ref No.): २०८०/०८५ Accredited by University Grants Commission (UGC) Nepal (२०१५)



श्री उषाकिरण वाग्ले,

शिक्षणसहायक,

सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङ ।

विषय: ToT मा सहभागी पठाइएको सम्बन्धमा ।

प्रस्तुत विषयमा यस क्याम्पसको मिति २०८०/०७/१५ गतेका दिन प्रकाशित सूचनाअनुसार काठमाडौं विश्वविद्यालयको निरन्तर व्यवसायिक शैक्षिक केन्द्र (CPEC) द्वारा विराटनगरको Aspire College Biratnagar, Morang मा सञ्चालन हुने ३ क्रेडिट आवरको ४८ घण्टे पाठ्यक्रममा आधारित प्रशिक्षकहरूको प्रशिक्षण (ToT) मा सहभागी हुन पाउँ भनी तपाईंले दिनुभएको निवेदन अनुसन्धान व्यवस्थापन एकाइ (RMC-Sukuna) बाट स्वीकृत भएको हुँदा मिति २०८०/०७/२३ गते देखि ४८ घण्टासम्म सञ्चालन हुने प्रशिक्षकहरूको प्रशिक्षण (ToT) मा सहभागी हुनुहुन अनुरोध छ ।

तपसिल

२३. कार्यक्रम सञ्चालन हुने ४८ घण्टामध्ये २४ घण्टा भौतिक रूपमा र २४ घण्टा अनलाइन गुगल मिट मार्फत बेलुका ६:००-८:०० बजेसम्म हुनेछ ।

२४. उक्त कोर्स जम्मा ६ हप्ताको हुनेछ ।

२५. उक्त कक्षा Aspire College Biratnagar, Morang मा सञ्चालन हुनेछ ।

२६. उक्त कार्यक्रम काठमाडौं विश्वविद्यालयका विज्ञबाट सञ्चालन हुनेछ ।

२७. उक्त कार्यक्रममा यस क्याम्पसको तर्फबाट (क) श्री शङ्कर देवान (ख) श्री गुणराज नेपाल र (ग) श्री उषाकिरण वाग्ले सहभागी हुनुहुनेछ ।

२८. उक्त कोर्स वापत लाग्ने शुल्क रु. १५,०००/- × ३ जना = रु. ४५,०००/- रकम क्याम्पसबाट भुक्तान गरिनेछ ।

२९. उक्त कार्यक्रम सम्बन्धमा थप जानकारीका लागि फोन नम्बर ९८५२०३१७३३ र ९८४९०९३९२३ सम्पर्क गर्नु पर्ने छ ।

३०. उक्त फोनमा सम्पर्क गरी आयोजकको लिङ्क लिन सक्नु हुनेछ ।

३१. तालिमबाट फर्किए पछि यहाँलेसिकेका ज्ञान तथा सीपका विषयमा क्याम्पसमा कार्यरत शिक्षक तथा कर्मचारीहरूलाई प्रवोधीकरण गर्नु पर्नेछ ।

३२. उक्त तालिम पछि विषयविज्ञका रूपमा खटिनु भएको खण्डमा क्याम्पसको सहमति र अनुमति लिनु पर्नेछ ।

३३. तपाईंले तालिमबाट फर्किए पछि देहायबमोजिमको ढाँचामा RMC-Sukuna मा प्रतिवेदन पेस गर्नु पर्नेछ । प्रतिवेदन पेस नगरेमा कोर्स शुल्क वापतको रकम तपाईंको नाममा वेरुजु हुनेछ ।

२०८०/०७/२०

अर्जुनराज अधिकारी
क्याम्पस प्रमुख

E-mail: sukunamc2048@gmail.com

website: www.sukuna.edu.np

फोन: ०२१-५४७६१७, ०२१-५४७७१७, ८८५२०४५६१७