

Report of
Qualitative Data Analysis and Management

Submitted by
Sukuna Multiple Campus
Sundarharaincha, Morang



Submitted to
University Grants Commission
Sanothimi, Bhaktapur
2024

Sukuna Multiple Campus Campus
Sundarharaincha, Morang

Prepared by
Ushakiran Wagle
Teaching Assistant
and
Training Program Coordinator
Sukuna Multiple Campus
Sundarharaincha, Morang



Submitted to
Research Management Cell (RMC-Sukuna)
Sukuna Multiple Campus
Sundarharaincha, Morang
2024 May 31

30/10/17

Table of Content



Acknowledgement	4
Introduction	5
Objectives	5
Methodology	6
Day-wise Program Detail	6
Day Two	7
Day Three	8
Future Perspective and Challenges	9
Conclusion and Recommendation	9
Program Outline	10
Feedback from Participants	11
Income Expenditure Summary	11

Annexes

1. RMC Decision for Conducting Training	12
2. Banner of the Program	15
3. Photographs of Activities of Participants	15
4. Photograph of External Expert: Dr. Suresh Gautam	16
5. Photograph of Internal Expert: Dr. Mohan Kumar Tumbahang	16
6. Group Work of Participants	17
7. Attendance of Experts and Participants	18
8. Sample of Certificate for Participants	30
9. Appointment Letters of Experts	31
10. News of the website	33
11. News of News paper	34
12. Presentation of Participants	36
13. Sample PPT Slides present by the Experts.....	38
14. Letter of Responsibility	48

Acknowledgement

First and foremost, we would like to express our gratitude to the University Grants Commission, for the funding support. The project acceptance has made it easier for us to organize the program efficiently.

Likewise, we are equally grateful to the external facilitator Dr. Suresh Gautam for his invaluable engagement in the program to make the three-day program successful.

Similarly, we can't forget our internal facilitator Dr. Mohan Kumar Tumbahang for the continuous managerial support during the sessions of an external facilitator and the fruitful session delivery in all three days.

We are immensely indebted to the campus chief Mr. Arjun Raj Adhikari for the encouragement and support. Similarly, we thank Mr. Ganesh Prasad Dahal, Mr. Navaraj Koirala, Mr. Yubraj Subedi and Ms. Ushakiran Wagle for the effective event management and report production.

30/12/21



Introduction

In most research writing cases, data analysis is often considered to be a difficult and tiresome task as it requires specific knowledge and skills. Many academic institutions receive fewer numbers of quality journals for the same reason. Sukuna Multiple Campus has published several journals. However, the quality of the journal is not as expected in volume. Despite having good issues and the data, the presentation of data seems weaker in every writing.

We consulted other neighboring community colleges in Koshi Province and some colleges affiliated to Purwanchal University as well. The major concern to connect with them was to see the basic involvement in academic writing and came to know that the situation in those colleges resembled us.

Objectives

As we were aware of one of the main reasons for teachers lagging behind in writing, we decided to run the workshop which mainly helps teachers to understand data and analysis of data.

The overall objectives of the intended program are as follows:

- i. Understand and Analyze “data” using qualitative approaches.

Specifically, by the end of the training session, the participating faculties would have:

- i. Used step-by-step process in planning, collecting, analyzing, and interpreting the collected data.
- ii. Selected appropriate tools for data analysis.
- iii. Worked on their own data or sample data to develop analysis.

Methodology

As this proposal is for research training on data management and analysis, the training sessions would mainly be workshop-based. Moreover, the sessions are going to be dominated by interactive and hands-on methods of training delivery.

The three-day program was conducted under different sub-activities.

As the title suggested, Sukuna Multiple Campus proposed an activity to train the faculties of education, arts and management from some community campuses under Tribhuvan University and others from Purwanchal University. The workshop mainly focused on the specific training on dealing with the discussion and analysis. On day one participants had theoretical and practical sessions on qualitative data. Under the qualitative method main priority was given to the Data collection area.

Day-wise Program Detail

On 10 Jestha 2081, the session started at 10:15, we inaugurated the program under the chairmanship of Campus Chief Mr. Arjun Raj Adhikari. The Special Guest for our program was CMC head, Mr. Kesab Adhikari. After the completion of registration, inauguration, and introduction, the first session was started by Dr. Suresh Gautam.

In his session, he mainly tried to clarify the meaning of Qualitative data along with its importance and need. The qualitative data type is non-numerical. Different methods used in collecting data are observation, one-to-one interviews, focus group discussion and so on. Qualitative data mainly prioritize the humanistic approach to research. Qualitative research is about the emotions and perceptions of people and what they feel. Priority is given to the rich contextual data which are further separated into themes and sub-themes.

Session two was handed over to Mohan Kumar Tumbahang. He presented different strategies to gather qualitative data. Under that topic, he presented strategies like Interviews, Case Studies, Secondary research, Expert opinions, Focus Group Discussions, observational studies, and so on. He clarified why open-ended surveys are required in Qualitative Research.

In the third session, Dr. Suresh Gautam ran the practical session on data collection. Based on previous thematic sessions, participants worked individually and presented their research issues. Once the research questions were developed, the rigorous involvement of the participants was in refining the research question for them.

After all the involvement in the last session, all of the participants shared their experiences on how they were collecting data for their research and what were the comparative differences they saw. Day one ended with the reflection by the participants' reflective note on the takeaways from the session.

Day Two

On day two Dr. Mohan Tumbahang started his session on the data collection method. His session mainly focused on the data analysis techniques. He focused that the data analysis technique may vary according to the necessity and priority of the researchers. Some of the data analysis methods he presented were: content analysis, thematic analysis, narrative analysis, grounded theory, and discourse analysis. The same theoretical areas were practically applied in the second session run by Suresh Gautam.

The minor issues like what is data were dealt with in depth by the experts. He also presented different examples leading to the practical session on writing a paragraph as an imaginary data text for the research question they developed the previous day. Further, he explained the qualitative process of data analysis. Along with the development of data, tricks,

and tips for coding the data were also given to the participants. The techniques of clustering or categorizing the data and the process of generating the theme from the codes were simultaneously developed.

The last session for day two discussed the claims or the possible areas to find the answers to the research questions. The expert clarified that the answers are embedded with research philosophies. He concluded the sessions with the claim of humanist data analysis. He said, research is interpreting, research as constructing, research as meaning-making, research as probing and research as reflecting.

Day Three

The third day was based on data and writing. HE started with explaining data organization, analysis, synthesis, writing, revising and rewriting. While writing the major work is to compare with literature. This activity would help in comparing and contrasting the ideas generated via our analysis with the ideas of literature. In session two participants were engaged in arranging the data in writing. 15 minutes of the initial time was separated for the introduction of the task. As an ice breaker, he asked participants to share one challenge they had faced in writing qualitative interpretations. Then he shifted to the theoretical overview and its importance while interpreting the data. He also focused on exemplifying the key elements of qualitative interpretations.

Participants interpreted themes and patterns in groups. They learned to identify core themes from the generated data on the previous day. Based on the theme, participants drafted the interpretations for identifying themes and shared them with the group.

To shape their interpretations, facilitators also provided hands-on techniques for structuring the interpretation section of a quality report. He also provided techniques to create logical flow and coherence.

All sessions run by the facilitators during the program were fruitful for the participants to shape and reshape their way of writing.

Future Perspective and Challenges

When our faculties were facing problems with the data manipulation part, the rigorous involvement in data collection, data coding, theme generating, and literary connection helped our participants. In the coming days, as an effect of this session, our participants can involve qualitative data in their research work. Some of the challenges are:

- a. Monitoring and Evaluation
- b. Visible results in the form of written work.
- c. Insufficient experts to support the program.

Conclusion and Recommendation

The training program was very fruitful to the overall participants. The reflective notes given by the participants during the session and after the session projected that they have got some of the applicable activities while involved in research work. To sum up, the training was fruitful and supporting to the overall participants.

To enhance the effectiveness of this program in the days to come the regular follow up and motivating sessions for the participants is recommended.

Program Outline

Day	Time	Activities	Facilitators
2081-02-10	10-10:30	Registration and Inauguration	
	10:30-12:00	Importance and need of qualitative data analysis and interpretation	Dr. Suresh Gautam
	12:00-1:30	Strategies to gather qualitative data	Dr. Mohan Kumar Tumbahang
	1:30-2:00	Lunch break	
	2:00-3:30	Data collection (practicum)	Dr. Suresh Gautam
	3:30- 5:00	Experience sharing by participants on how they gathered the data Question Answer and Day end reflection	Dr. Mohan Kumar Tumbahang
2081-02-11	10:30-12:00	Day review further discussion on data collection method	Dr. Suresh Gautam
	12:00-1:30	Appropriate data analysis techniques of Qualitative data	Dr. Mohan Kumar Tumbahang
	1:30-2:00	Lunch Break	
	2:00-3:30	Appropriate data analysis using various techniques	Dr. Suresh Gautam
	3:30-5:00	Practical workshop Question answer and Day-end reflection	Dr. Mohan Kumar Tumbahang
2081-02-12	10:30-12:00	Day review and writing activity	Dr. Suresh Gautam
	12:00-1:30	Arranging the data in proper order while writing the paper	Dr. Mohan Kumar Tumbahang
	1:30-2:00	Lunch Break	
	2:00-3:30	Arranging the data in proper order while writing the paper (practicum)	Dr. Suresh Gautam
	3:30-5:00	Writing activities + Closing Ceremony and certificate distribution	Dr. Mohan Kumar Tumbahang

Feedback from Participants

- 1. The session was very fruitful for us who practice quantitative data in most of the cases.*
- 2. I have worked with numbers only, and I could sense that many theoretical ideas can be connected even when conducting the research.*

3. *Qualitative research is not about writing the stories rather it is about respecting the emotions.*
4. *Wow, the sessions were very engaging; we were able to write at least a paragraph that could help us to understand the thorough process of developing qualitative data in the form of write up.*

Income Expenditure Summary

Income from UGC: **125000.00**

From Internal Source: **69757.20**

Expenditure: **194757.20**

S. No.	Particulars	Expenditure	Remarks
1	External Expert	38400.00	
2	Internal Expert	12000.00	
3	Training management	3000.00	
4	Documentation	3000.00	
5	Report writing	3000.00	
6	Travel	6000.00	
6.	Stationery	19980.00	
7	Handouts and training materials	46827.2	
8	Lunch and Snacks	62550.00	
Total		194757.20	

Note: The detailed income and expenditure along with bill is attached in file in separate file.



30/10/21

Annexes

1. RMC Decision for Conducting Training

श्री

आज मिति २०८१ साल वैशाख १७ गते सोमबारका 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: २०८१/०१/१७ गते, सोमबार।

* समय: अपरान्ह ३:३० बजे।

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

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

उपस्थिति

१. गणेशप्रसाद दहाल – RMC-Sukuna, सचिवालय, संयोजक:

२. नरप्रसाद भण्डारी – RMC-Sukuna, सचिवालय, सदस्य:

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

आमन्त्रित

१. अर्जुनराज अधिकारी- क्याम्पस प्रमुख:

२. बलराम पोखरेल- सहायक क्याम्पस प्रमुख:

३. उषाकिरण वाग्ले – शिक्षण सहायक

४. नवराज कोइराला - अधिकृत:

प्रस्ताव तथा निर्णयहरू

१. Refresher Training on Semester System सम्बन्धमा।

प्रस्तुत विषयमा छलफल गर्दा शिक्षकको क्षमता विकासका लागि विश्वविद्यालय अनुदान आयोग नेपाल समक्ष यस क्याम्पसको तर्फबाट २०८० मङ्सिर २० गतेका दिन पेस गरेको प्रस्तावना मध्ये

Refresher Training on Semester System शीर्षकको प्रस्तावना अनुदान आयोगबाट स्वीकृत भएको हुँदा

उक्त तालिम मिति २०८१ जेठ ४ -६ सम्ममा यस क्याम्पसको सभाकक्षमा सञ्चालन गर्ने निर्णय गरियो । यस कार्यक्रमको सञ्चालन तथा व्यवस्थापनका लागि निम्नअनुसारका कार्यहरू गर्ने ।

(१) विषयविज्ञको छनोट र नियुक्ति सम्बन्धमा ।

प्रस्तुत विषयमा छलफल गर्दा Refresher Training on Semester System को तालिमको बाह्य क्षेत्रबाट उक्त तालिमको सहजकर्ता विज्ञका रूपमा त्रिभुवन विश्वविद्यालय, शिक्षाशास्त्र सङ्काय, केन्द्रीय विभाग, कीर्तिपुर, काठमाडौँका प्रा. डा. पेशल खनाललाई नियुक्ति गरी पत्राचार गर्ने र तालिम सञ्चालन हुने कम्तिमा दश दिन अगावै तालिमका विषयबस्तु सहितको कार्यतालिका बाह्य क्षेत्रका विषयविज्ञलाई उपलब्ध गराउने ।

(२) आन्तरिक विषयविज्ञको छनोट र नियुक्ति सम्बन्धमा ।

प्रस्तुत Refresher Training on Semester System को तालिमको आन्तरिक विषयविज्ञका रूपमा उक्त तालिमको सहजकर्तामा यस क्याम्पसका डा. दीपकप्रसाद न्यौपानेलाई छनोट गर्ने र नियुक्त गर्ने साथै निज आन्तरिक विषयविज्ञलाई तालिमका विषयबस्तु र कार्यतालिका आन्तरिक विषयविज्ञलाई पत्राचार गर्ने ।

(३) तालिम व्यवस्थापन सम्बन्धमा ।

प्रस्तुत Refresher Training on Semester System को सञ्चालन तथा व्यवस्थापन गर्ने निम्नअनुसारको समिति गठन गरी जम्मेवारी दिने ।

(क) श्री उषाकिरण वाग्ले – संयोजक: (कार्यक्रम सञ्चालन र रिपोर्टको तयारी)

(ख) श्री गणेशप्रसाद दहाल – सदस्य : (पत्राचार, सूचना, प्रचारप्रसार, अभिलेखीकरण र व्यवस्थापन)

(ग) श्री नवराज कोइराला – सदस्य : (पत्राचार, सूचना, प्रचारप्रसार र व्यवस्थापन)

(४) व्यवस्थापनका लागि गरिने कार्यहरू

- अन्य क्याम्पसहरूलाई पत्राचार ।
- स्टेसनरी, चिया/नास्ता/खानाको व्यवस्थापन ।
- अन्य क्याम्पसका प्रतिनिधिहरूका लागि आवास व्यवस्था ।
- सहभागीहरूका लागि प्रमाणपत्र ।
- तालिमका लागि अन्य आवश्यक सामग्रीहरू ।



[Handwritten signature]
६०

[Handwritten signature]

२. Qualitative Data Management तालिम सञ्चालन सम्बन्धमा ।

प्रस्तुत विषयमा छलफल गर्दा शिक्षकको क्षमता विकासका लागि विश्वविद्यालय अनुदान आयोग नेपाल समक्ष यस क्याम्पसको तर्फबाट २०८० मङ्सिर २० गतेका दिन पेस गरेको प्रस्तावना मध्ये Qualitative Data Management शीर्षकको तालिम सञ्चालनको प्रस्तावना अनुदान आयोगबाट स्वीकृत भएको हुँदा उक्त तालिम मिति २०८१ जेठ १० - १२ गतेसम्म यस क्याम्पसको सभाकक्षमा सञ्चालन गर्ने निर्णय गरियो । उक्त तालिममा अन्तर्गत गुणात्मक तथ्याङ्क सङ्कलन विधि र तरिका, थेमाटाइजेसन, ट्रान्सक्रिपसन, व्याख्या, विश्लेषण र लेखन तथा जर्नल लेखन र प्रकाशन जस्ता विषयबस्तुमा केन्द्रित भई कार्यशाला गर्ने साथै यस कार्यक्रमको सञ्चालन तथा व्यवस्थापनका लागि निम्नअनुसारका कार्यहरू गर्ने ।

(१) विषयविज्ञको छनोट र नियुक्ति सम्बन्धमा ।

प्रस्तुत विषयमा छलफल गर्दा Qualitative Data Management को तालिमको बाह्य क्षेत्रबाट उक्त तालिमको सहजकर्ता विज्ञका रूपमा काठमाडौँ विश्वविद्यालय, स्कूल अफ एजुकेसन, हात्तीवन, ललितपुरका सहप्राध्यापक डा. सुरेश गौतमलाई नियुक्ति गरी पत्राचार गर्ने र तालिम सञ्चालन हुने कम्तिमा दश दिन अगावै तालिमका विषयबस्तु सहितको कार्यतालिका निज बाह्य क्षेत्रका विषयविज्ञलाई उपलब्ध गराउने ।

(२) आन्तरिक विषयविज्ञको छनोट र नियुक्ति सम्बन्धमा ।

माथि उल्लिखित Qualitative Data Management को तालिमको आन्तरिक विषयविज्ञका रूपमा उक्त तालिमको सहजकर्तामा यस क्याम्पसका डा. मोहनकुमार तुम्वाहाङलाई छनोट गर्ने र नियुक्त गर्ने साथै निज आन्तरिक विषयविज्ञलाई तालिमका विषयबस्तु र कार्यतालिका आन्तरिक विषयविज्ञलाई पत्राचार गर्ने ।

(३) तालिम व्यवस्थापन तथा गरिने कार्यहरू

यस सम्बन्धमा छलफल गर्दा माथिको प्रस्ताव नं. १ को बुँदा नम्बर (३) र (४) दिइएको जिम्मेवारी र निर्णय गरिएअनुसारको व्यवस्था गर्ने ।

उपलब्ध

[Signature]



[Signature]

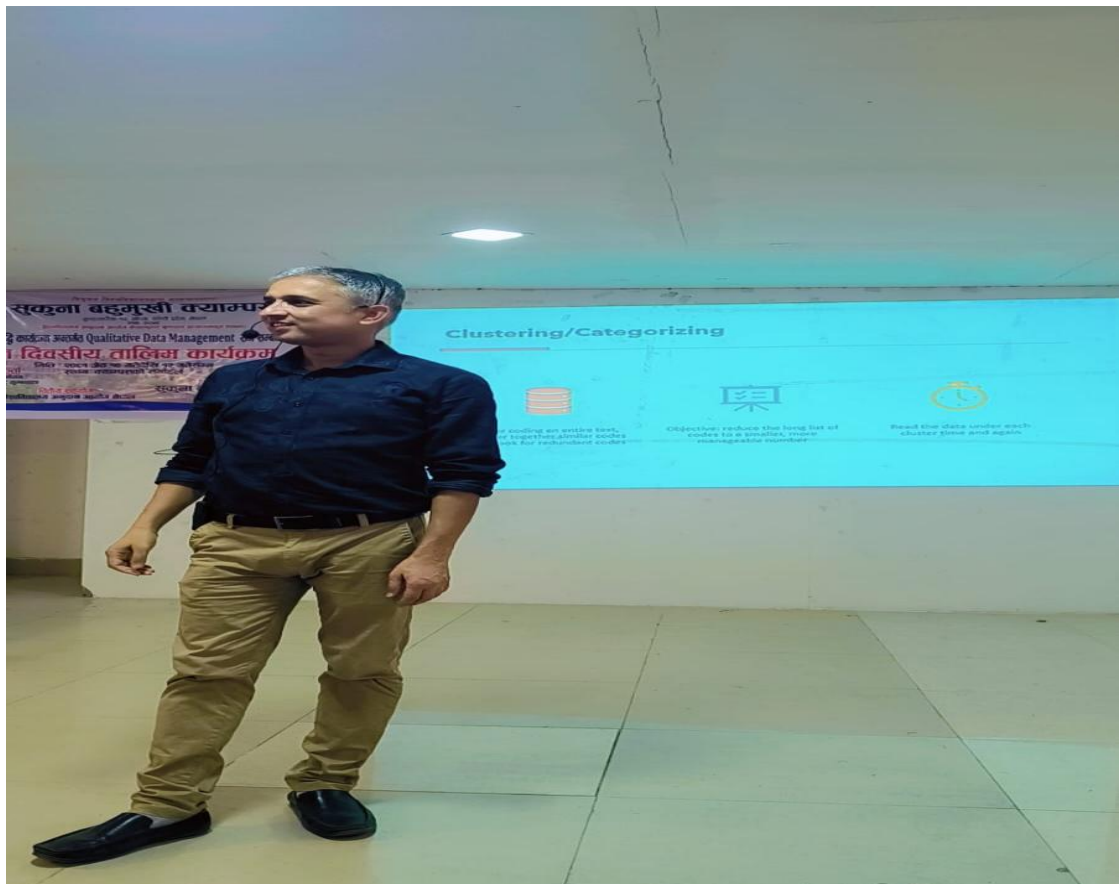
2. Banner of the Program



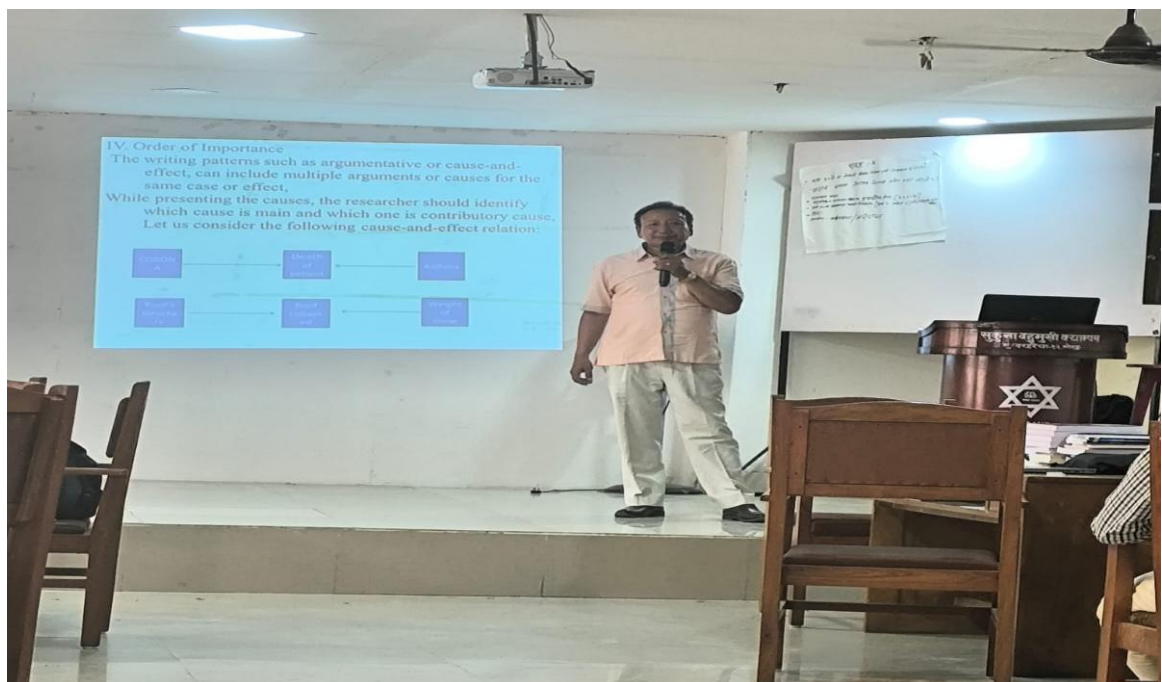
3. Photographs of Activities of Participants



4. Photograph of External Expert: Dr. Suresh Gautam



5. Photograph of Internal Expert: Dr. Mohan Kumar Tumbahang



6. Group Work of Participants



सुकुना बहुमुखी क्याम्पस

सुन्दरहरैँचा, मोरङ

7. Attendance of Experts and Participants 2081-02-10 to 12

Training/workshop on Qualitative Data Management

विश्वविद्यालय अनुदान आयोग नेपालको वित्तीय सहयोगमा यस सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङको आयोजनामा मिति २०८१ जेठ १० गते विहीबार देखि २०८१ जेठ १२ गते शनिबारसम्म 'Qualitative Data Management' विषयमा तालिम/सेमिनार/कार्यशाला सञ्चालन गरियो। कार्यक्रममा सुकुना बहुमुखी क्याम्पसमा अध्यापन गर्नुहुने शिक्षकहरू र अन्य पब्लिक क्याम्पसहरूमा ध्यापन गराउने शिक्षकहरूको सहभागीतामा कार्यक्रम सञ्चालन गरियो।

* मिति: २०८१/०२/१० – १२ गतेसम्म।

* समय: विहान १०:०० बजेदेखि अपरान्ह ५:०० बजेसम्म।

* स्थान: सुकुना बहुमुखी क्याम्पसको सभाकक्ष।

* सहजकर्ता विषयविज्ञहरू:

(१) सहप्राध्यापक डा. सुरेश गौतम (काठमाडौँ विश्वविद्यालय, स्कुल अफ एडुकेसन,
हात्तीवन, ललितपुर)

(२) डा. मोहनकुमार तुम्वाहाङ, सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङ।

कार्यक्रम:

१. उद्घाटन सत्र
२. Technical Session
३. Closing Session

* सहभागीहरू: सुकुना बहुमुखी क्याम्पसमा अध्यापन गर्ने गुणात्मक अनुसन्धान गर्न चाहने प्राध्यापकहरू र अन्य पब्लिक क्याम्पसमा अध्यापन गर्नुहुने क्याम्पसका प्राध्यापकहरू

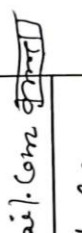
Conducting Training/Workshop on Qualitative Data Management

पहिलो दिनको उपस्थिति (मिति २०८१/०२/१० गते)

सहजकर्ता विज्ञको उपस्थिति

क्रस	सहजकर्ताको नाम	क्याम्पस	फोन नम्बर	इमेल	हस्ताक्षर
१	डा. सुरेश गौतम	काठमाडौं विश्वविद्यालय, स्कुल अफ एडुकेशन, हात्तीवन, ललितपुर,	९८४१४३४३४४	suresh.gautam@kv.edu.np	
२	डा. मोहनकुमार तुम्बाहाङ	सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा	९८४२०६२०४४	mr2019@gmail.com	

सहभागीहरूको उपस्थिति

क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	फोन नम्बर	इमेल	हस्ताक्षर
१	के.प्र.व. फा.दि.स.रा.रि.	सुकुना व.व.प.	व्याप्त व.व.प.	व.व.प., अ.व.प.	
२	क.ज.न.रा.ज.फा.दि.स.रा.रि.	सुकुना व.व.प.	व्याप्त व.व.प.		
३	च.न.प्र.प.रा.रा.रि.	सुकुना व.व.प.	९८४२०५१५८६	Chandramani Banuwar@gmail.com	
४	न.व.रा.ज.रा.दि.स.रा.रि.	सुकुना व.व.प.	९८४२०४४४४४	nayara.jee@redal@gmail.com	
५	प्रा.दि.स.रा.रा.रि. म.व.प.	" " " "	९८४२३०४०४६	bhavadanigama2015@gmail.com	
६	कान्ता सुमेदी	" " " "	९८४-२४३५३४३	Subedi.Kanta333@gmail.com	
७	इ.प्र.व.रा.दि.स.रा.रि.	" " " "	९८४२०५७७२२	indrapal Karki@gmail.com	
८	बा.सु.दे.व.रा.दि.स.रा.रि.	" " " "	९८४२०४३४४५	basudevdalal833@gmail.com	
९	पि.दु.र.सु.मे.दी	" " " "	९८४२१६७७७०	bidenbubodi8923@gmail.com	

Qualitative Data Management					
सहभागीहरूको उपस्थिति					
पहिलो दिनको उपस्थिति (मिति २०८१/०२/१० गते)					
क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	फोन नम्बर	इमेल	हस्ताक्षर
१०	सुनदत्त बिजुवा	सु.ब. सन्तुष्टि	९८४२०४८८४४	slsnpkdas@gmail.com	सु.
११	रवीन्द्र राज दाहाल	" " "	९८४२०४८८४४	Khodakhol17@gmail.com	रवीन्द्र
१२	सु.ब. लुईले	सु.ब. सन्तुष्टि	९८४२०४८८४४	slsnpkdas@gmail.com	सु.
१३	उमा डुगल	सु.ब. लुईले	९८४२०४८८४४	Umadhungel@gmail.com	उमा
१४	Rekha Subedi	Sukuna M. C.	९८४२०४८८४४	rekhasubedi@gmail.com	Rekha
१५	दिल कर्माकर	सु.ब. सन्तुष्टि	९८४२०४८८४४	dilbhakur@gmail.com	दिल
१६	रवीन्द्र प्रसाद जीरम	जोगाहा कलेज किराँत	९८४२०४८८४४	rvnrm@gmail.com	रवीन्द्र
१७	ममिन्द्र प्रसाद थापा	सु.ब. सन्तुष्टि	९८४२०४८८४४	mrktbtr10@gmail.com	ममिन्द्र
१८	Shamav Bar. Karki	Belbari Multiple	९८४२०४८८४४	shamav@gmail.com	Shamav
१९	Kalpina Khadka	Belbari Multiple	९८४२०४८८४४	Sara Kalpana@gmail.com	Kalpina
२०	Soma Dasnet	Sukuna M. Campus	९८४२०४८८४४	Thapasom@gmail.com	Soma
२१	रवीन्द्र सुवेदी	कनका व. क्याम्पस	९८४२०४८८४४	rabindrasbedi31@gmail.com	रवीन्द्र
२२	वीरेन्द्र थोक्लीहाड	" "	९८४२०४८८४४	lbirendra@gmail.com	वीरेन्द्र
२३	धर्मकुमार कालाखेली	बहुकुना व. क्याम्पस	९८४२०४८८४४	Sarvabhandari152@gmail.com	धर्मकुमार

Qualitative Data Management					
सहभागीहरूको उपस्थिति					
पहिलो दिनको उपस्थिति (मिति २०८१/०२/१० गते)					
क्रम	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	फोन नम्बर	इमेल	हस्ताक्षर
२४	तौगराज पाँडेल	सुकुना कटुपुख्रियापस	९८४४९९३६८	trp0pdel12@gmail.com	सा.दि.७
२५	बालकुमार काव्याकरी	"	९८४४९९३६५५	balakumari12@gmail.com	सा.दि.७
२६	सीताराम खतिवडा	"	९८४४९९३६६५	Sitaram Khaliwada@gmail.com	सा.दि.७
२७	गोविन्द खनाल	"	९८४९६५२४५	Khana19@gmail.com	सा.दि.७
२८	मुक्तिराज दाहाल	"	९८४२९३५६६६	dalal.mukti352@gmail.com	सा.दि.७
२९	कुमलज्याद सिमरौ	"	९८४५५५५५०८	acharya.kp.kp@gmail.com	सा.दि.७
३०	होम बहादुर मगर	"	९८४२९३५५५५	homkumar@gmail.com	सा.दि.७
३१	नरहरिन्द्र पाण्डे	"	९८४२२६६६६	bhandari.np2028@gmail.com	सा.दि.७
३२	उमादेवी गुरुङ	"	९८४२९३५५५५	umadevi.sit92014@gmail.com	सा.दि.७
३३	वासुदेव दाहाल	"	९८४२९३५५५५	bhasudev35@gmail.com	सा.दि.७
३४	दीपक गौतम	"	९८४२९३५५५५	dipakgautam2731@gmail.com	सा.दि.७
३५	हरि बहादुर थापा	लेटा. क्याम्पस लेटा.	९८४२२६६६६	hthapa23@gmail.com	सा.दि.७
३६	दशरथ बरनेत	सुकुना कटुपुख्रियापस	९८४२९३५५५५	dashok.barnet70@gmail.com	सा.दि.७
३७	किरीश दाहाल	"	९८४२९३५५५५	kirish88@gmail.com	सा.दि.७

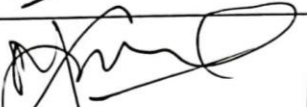
Qualitative Data Management					
सहभागीहरूको उपस्थिति					
पहिलो दिनको उपस्थिति (मिति २०८१/०२/१० गते)					
क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	फोन नम्बर	इमेल	हस्ताक्षर
३८	तुलसीराम पौड्याल	सुकुना ब. क्याम्पस	९८४५५५९४३५	tulasi.pw@igmail.com	Tulasi
३९	गोविन्द खनाल	"	९८४२२४३४३५	govind.n.k@igmail.com	Govind
४०	देवराज शिरी	"	९८४२०३५९३५	giri2devraj@gmail.com	Devraj
४१	सन्तोष गौतम	"	९८४२४३४३५	sanatoshg42412@gmail.com	Sanatosh
४२	राजेश शिरी	"	९८४२०३४३५	sthgames1033@gmail.com	Rajesh
४३	हेमराज दाहाल	"	९८४२०३५९३५	chokkhemraj2@gmail.com	Hemraj
४४	केदारमान श्रेष्ठ	"	९८४२०३५९३५	kedarnamanshrestha2@gmail.com	Kedar
४५	रमेश खड्का	"	९८४२४३५९३५	Ramesh30khatiwada@gmail.com	Ramesh
४६	सुन्दरबहादुर श्रेष्ठ	"	९८४२०३५९३५	shresthasundarbhabhu@gmail.com	Sundar
४७	विक्रम थापा	सुकुना ब. क्याम्पस	९८४२०३५९३५	bikramsmc25@gmail.com	Vikram
४८	मालकृष्ण शिरी	"	९८४२०३५९३५	bakishkrishna25@gmail.com	Malkrishna
४९	विपिन पौड्याल	सुकुना ब. क्याम्पस	९८४२०३५९३५	bipinkrishna@gmail.com	Vipin
५०	मोहराज शिरी	"	९८४२०३५९३५	bhrajkrishna25@gmail.com	Moharaj
५१	गुरुप्रसाद अधिकारी	सुकुना ब. क्याम्पस	९८४२०३५९३५	guruprasadk70@gmail.com	Guruprasad

Qualitative Data Management					
सहभागीहरूको उपस्थिति					
पहिलो दिनको उपस्थिति (मिति २०८१/०२/१० गते)					
क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	फोन नम्बर	इमेल	हस्ताक्षर
५२	बलराम पोखरेल	सुनुना वी.बी.आर.पस	९८४०९११३८	pothara26@yahoo.com 2027 © gmail.com	
५३	गजबहादुर दाहाल	सुकुगाव वी.आर.पस	९८४०९१२३८	gpdadad.sukunamc@gmail.com	
५४	दुन प्रसाद रिमाल	स्याङ्गु वी.आर.पस	९८४०९१४५८	seemvaclhha@gmail.com	
५५	रुषाकिरण वाल	सुनुना वी.बी.आर.पस	९८४०९१६५३	wagleyusha@gmail.com	
५६	संजोवद कार्की	सुकुगाव वी.आर.पस	९८४०९१७४८	rajendrabkarak@gmail.com	
५७	अनन्दन गुरागाड	सुनुना वी.बी.आर.पस	९८४०९१८५३	ijuragadon@gmail.com	
५८	सुमिला शर्मा रिजाल	सुनुना वी.बी.आर.पस	९८४०९१८५३	UrmilaSharmarizal@gmail.com	
५९					
६०					

सुकुना बहुमुखी क्याम्पस
सुन्दरहरैँचा, मोरङ

Conducting Training/workshop on Qualitative Data Management
दोस्रो दिनको उपस्थिति (मिति २०८१/०२/११ गते)

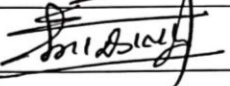
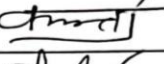
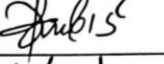
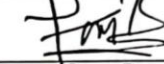
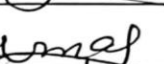
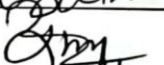
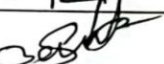
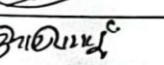
सहजकर्ता विज्ञको उपस्थिति

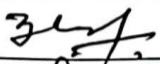
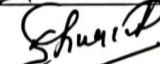
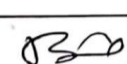
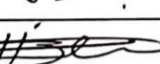
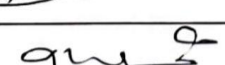
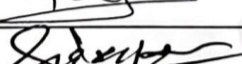
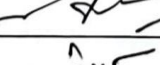
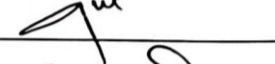
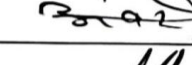
क्रस	सहजकर्ताको नाम	क्याम्पस	हस्ताक्षर
१	डा. सुरेश गौतम	काठमाडौँ विश्वविद्यालय, स्कुल अफ एडुकेसन, हात्तीवन, ललितपुर,	
२	डा. मोहनकुमार तुम्बाहाङ	सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा	

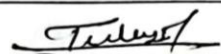
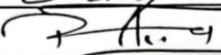
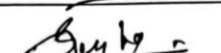
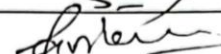
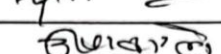
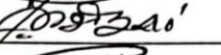
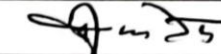
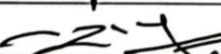
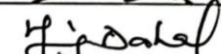
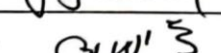
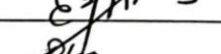
दोस्रो दिनको उपस्थिति

(मिति २०८१/०२/११ गते)

सहभागीहरूको उपस्थिति

क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	हस्ताक्षर
१	इन्द्रावदुर भेत्री	सुकुना बहुमुखी क्याम्पस	
२	धर्मकुमारी कालाखोली	" " "	
३	कान्ता सुवेदी	" " "	
४	वीरेन्द्र थोकलिहाङ	सुकुना बहुमुखी क्याम्पस	
५	रवीन्द्र सुवेदी	" " "	
६	Jhamak Bdr. Karki	Belbari Multiple Campus	
७	Kalpana Khadka	" " "	
८	Khajendra Basnet	Sukuna M.C.	
९	Uma Dhungel	Sukuna M.C.	
१०	Urmila Sharma Rimal	" " "	
११	Rekha Subedi	" " "	
१२	Soma Basnet	" " "	
१३	उमादेवी गुरुङ	" " "	

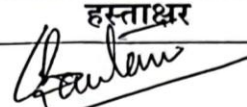
Conducting Training/workshop on Qualitative Data Management			
दोस्रो दिनको उपस्थिति		(मिति २०८१/०२/११ गते)	
सहभागीहरूको उपस्थिति			
क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	हस्ताक्षर
१४	बालकृष्ण गौतम	सुसुना बहुमुखी क्याम्पस	
१५	दिल व. परियार	झोठा बहुमुखी क्याम्पस	
१६	महमद प्र. गौतम	गौग्राहा कलेज, कैलाश	
१७	मनिष कुमार थापा	सुसुना बहुमुखी क्याम्पस	
१८	विदुर सुवेदी	" "	
१९	सुन्दर विम्वर	" "	
२०	वन्दन शर्मा	" "	
२१	होम बहादुर मगर	" "	
२२	सुष्मा ज्ञान दाहाल	" "	
२३	शीताराम खतिवडा	" "	
२४	शोविन्द खनाल	" "	
२५	अनादन उरागाड	" "	
२६	बालकृष्ण कालखेत्री	" "	
२७	मुक्ति दाहाल	" "	
२८	वासुदेव दाहाल	" "	
२९	वासुदेव दाहाल	" "	
३०	जैवन्द खनाल	" "	
३१	केदारमान श्रेष्ठ	" "	
३२	जिरीश दाहाल	" "	
३३	अशोक पन्त	" "	
३४	सुमन साफकोटा	" "	

Conducting Training/workshop on Qualitative Data Management			
दोस्रो दिनको उपस्थिति		(मिति २०८१/०२/११ गते)	
सहभागीहरूको उपस्थिति			
क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	हस्ताक्षर
३५	हुबसी राम पौड्याल	सुकुना व क्याम्पस	
३६	हरिवहादुर थापा	लेटाङ क्याम्पस, लेटाङ	
३७	रमेश खतिवडा	सुकुना व क्याम्पस	
३८	सुरेन्द्र बाबु भण्ड	सु. व. म्या.	
३९	राजेन्द्र कुशी	सु. व. म्या.	
४०	गुड प्रसाद जोष्यादी	सुकुना व क्याम्पस	
४१	विमल पौत्री	सुकुना व क्याम्पस	
४२	देवराज गिरी	"	
४३	नवल जोष्यादी	"	
४४	छाकिरुण बजेल	"	
४५	गणेश शिख	"	
४६	पवित्र थापा	सुकुना व क्याम्पस	
४७	सन्तोष जोष्यादी	" " "	
४८	गणेश प्रसाद दाहाल	"	
४९	हेमराज दाहाल	सु. व. म्या.	
५०	दिनेश प्रसाद रिमल	म्याङलुङ क्याम्पस लेह्या	
५१	पारिजात कुमारी शर्मा	सुकुना व क्याम्पस	
५२	भीमराज विष्ट	"	
५३	ताराज पौडेल	" " "	
५४			
५५			
५६			

सुकुना बहुमुखी क्याम्पस
सुन्दरहरैँचा, मोरङ

Conducting Training/workshop on Qualitative Data Management
तेस्रो दिनको उपस्थिति (मिति २०८१/०२/१२ गते)

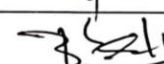
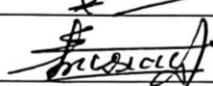
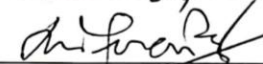
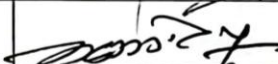
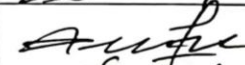
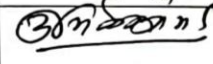
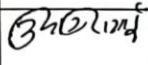
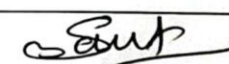
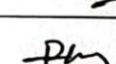
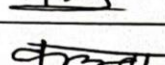
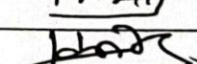
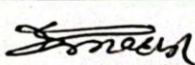
सहजकर्ता विज्ञको उपस्थिति

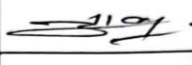
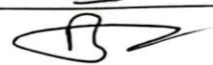
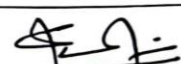
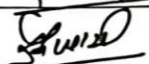
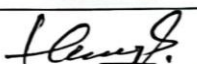
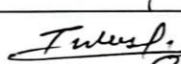
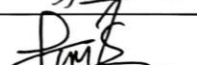
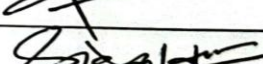
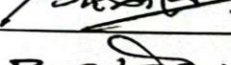
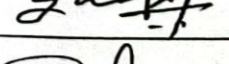
क्रस	सहजकर्ताको नाम	क्याम्पस	हस्ताक्षर
१	डा. सुरेश गौतम	काठमाडौं विश्वविद्यालय, स्कुल अफ एडुकेसन, हात्तीवन, ललितपुर,	
२	डा. मोहनकुमार तुम्बाहाङ	सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा	

तेस्रो दिनको उपस्थिति

(मिति २०८१/०२/१२ गते)

सहभागीहरूको उपस्थिति

क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	हस्ताक्षर
१	दीर्न्द्र थोक्लेहाङ	सुनडाई बहुमुखी क्याम्पस	
२	रवीन्द्र सुवेदी	" " "	
३	धर्मकुमारी कालाखेती	सुकुना बहुमुखी क्याम्पस	
४	Kalpana Khatri	Belkani Multiple	
५	लक्ष्मण प्रसाद गौतम	गौग्राहा कलेज विराटनगर	
६	बालकृष्ण गौतम	सुकुना बहुमुखी क्याम्पस	
७	उमिली शर्मा रिजाल	" "	
८	उमादेवी गुरुगाँध	" " "	
९	सौमा बस्नेत	" " "	
१०	प्रसिद्ध कुमारी भण्डारी	" " "	
११	कान्ता सुवेदी	" " "	
१२	रविन्द्र प्रसाद रिजाल	" " "	
१३	दिल्लु बेहादुर परियार	सुनडाई बहुमुखी क्याम्पस	

Conducting Training/workshop on Qualitative Data Management तेस्रो दिनको उपस्थिति (मिति २०८१/०२/१२ गते)			
सहभागीहरूको उपस्थिति			
क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	हस्ताक्षर
१४	केदारमान श्रेष्ठ	सुकुना बहुमुखी क्याम्पस	
१५	उमा हुंगेल	सुकुना " "	
१६	चन्द्रमणि झाई	" " "	
१७	विपिन खत्री	पुछना क क्याम्पस	
१८	बाल कुमार कालादेवी	" "	
१९	शोविन्द खनाल	" "	
२०	अमरजसोद झांगर	" "	
२१	बासुदेव दाहाल	" "	
२२	होम कान्छा मगर	" "	
२३	सीताराम खतिवडा	" "	
२४	मुक्तिनाथ दाहाल	" "	
२५	छुलसीराम पौड्याल	" "	
२६	जनादेव गुरागाई	" "	
२७	भगवत बस्नार उर्डी	बेलवादी बहुमुखी क्याम्पस	
२८	विदुर सुवेदी	सुकुना बहुमुखी क्याम्पस	
२९	भोजराज धिमिरे	" " "	
३०	गिरीराज दाहाल	" " "	
३१	जोहन्द खनाल	" " "	
३२	अशोक बस्नेत	" " "	
३३	ममिक्षु कुमार थापा	" " "	
३४	रमेश खतिवडा	" " "	

Conducting Training/workshop on Qualitative Data Management			
तेस्रो दिनको उपस्थिति		(मिति २०८१/०२/१२ गते)	
सहभागीहरूको उपस्थिति			
क्रस	सहभागी शिक्षकको नाम	सहभागीको क्याम्पस	हस्ताक्षर
३५	दीपक गौतम	सुकुना बहुमुखी क्याम्पस	दीपक
३६	देवराज गिरी	"	देवराज
३७	हेमराज दाहाल	" " "	हेमराज
३८	रमेश खतिवडा	"	रमेश
३९	सन्तोष गौतम	" " "	सन्तोष
४०	गणेश श्रेष्ठ	"	गणेश
४१	सुकुल लिम्बू	" "	सुकुल
४२	विक्रम थापा	सुकुना बहुमुखी क्याम्पस	विक्रम
४३	वासुदेव दाहाल	" "	वासुदेव
४४	राजेन्द्र कार्की	" " "	राजेन्द्र
४५	सुरेन्द्र बाबु श्रेष्ठ	" " "	सुरेन्द्र
४६	सुमन सापकावा	" " "	सुमन
४७	इन्द्र वदपुर सार्की	" " "	इन्द्र
४८	गुरु प्रसाद दाहाल	सुकुना व. क्याम्पस	गुरु
४९	गणेश प्रसाद दाहाल	"	गणेश
५०	उषाकिरण बास्ने	"	उषाबास्ने
५१	दत्त प्रसाद शिवाल	भ्यास. लु. व. बहुमुखी क्याम्पस	दत्त
५२	रोजिना लुङ्गेल	सुकुना व. क्याम्पस	रोजिना
५३	रेखा सुवेदी	" " " सा.शि.	रेखा
५४	नवराज कोइराला	" "	नवराज
५५			

8. Sample of Certificate for Participants



9. Appointment Letters of Experts



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

चलानी नम्बर: १६६९
(Ref No.): १०८०/०८९
स्था: २०८८ (ESTD. १९९२)
विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)
Accredited by University Grants Commission (UGC) Nepal (2015)



मिति: २०८१/०२/०६ गते ।

डा. मोहनकुमार तुम्वाहाङ
सहप्राध्यापक

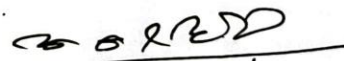
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङ ।

विषय: सहजकर्ताको जिम्मेवारी दिइएको सम्बन्धमा ।

प्रस्तुत विषयमा विश्वविद्यालय अनुदान आयोग नेपालको वित्तीय सहयोग र यस क्याम्पसको आयोजनामा शिक्षकहरूको क्षमता विकासका लागि तीन दिवसीय 'गुणात्मक तथ्याङ्क व्यवस्थापन' (Qualitative Data Management) विषयमा तालिम/कार्यशाला कार्यक्रम सञ्चालन गरिने भएकाले गुणात्मक अनुसन्धान अन्तर्गत गुणात्मक तथ्याङ्कको पहिचान, सङ्कलन, व्यवस्थापन, समीक्षा/व्याख्या र विश्लेषण सँग सम्बन्धित तालिम/कार्यशालामा विषयविज्ञ भई कार्य गर्नका लागि जिम्मेवारी दिइएको छ । तपाईंले बाह्य सहजकर्ता सँग सम्पर्क र समन्वय गरी कार्यक्रमलाई प्रभावकारी बनाउन बाह्य सहजकर्ता सँग सम्पर्क र समन्वय समेत गर्नुहुन अनुरोध छ ।

तपसिल

१. विषयविज्ञ भई कार्य गरेवापतको पारिश्रमिक क्याम्पसको नियमानुसार हुनेछ ।
२. कार्यक्रम मिति: २०८१/०२/१० गते विहीबार देखि २०८१/०२/१२ गते शनिबारसम्म ।
३. कार्यक्रम समय: प्रत्येक दिन विहान १०:०० बजेदेखि अपरान्ह ५:०० बजेसम्म ।
४. कार्यक्रम स्थान: क्याम्पसको सभाकक्ष, सुन्दरहरैँचा, मोरङ ।
५. बाह्य सहजकर्ता: डा. सुरेश गौतम, सहप्राध्यापक, काठमाडौँ विश्वविद्यालय, स्कूल अफ एजुकेशन
सम्पर्क नम्बर: ९८४१४३५३८५
६. कार्यक्रमका लागि सम्पर्क व्यक्तिहरू
(क) उषाकिरण वाग्ले (कार्यक्रम संयोजक) ९८६२३६२७९३
(ख) नवराज कोइराला (अधिकृत) ९८५१०४५१७९


अर्जुनराज अधिकारी
क्याम्पस प्रमुख

ail: sukunamc2048@gmail.com

website: www.sukuna.edu.np

फोन: ०२९-५८७६९७, ०२९-५८७७९७, ८८५२०८५६९७



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

चलानी नम्बर: १४६८
(Ref No.): २०८१/०२१

विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यानकृत (२०७२)
स्था: २०८८ (ESTD. १९९२)
Accredited by University Grants Commission (UGC) Nepal (2015)



मिति: २०८१/०२/०६ गते ।

डा. सुरेश गौतम
सहप्राध्यापक
काठमाडौँ विश्वविद्यालय,
स्कूल अफ एजुकेशन,
हात्तीवन, ललितपुर ।

विषय: सहजकर्ताको जिम्मेवारी दिइएको सम्बन्धमा ।

प्रस्तुत विषयमा विश्वविद्यालय अनुदान आयोग नेपालको वित्तीय सहयोग र यस क्याम्पसको आयोजनामा शिक्षकहरूको क्षमता विकासका लागि तीन दिवसीय 'गुणात्मक तथ्याङ्क व्यवस्थापन' (Qualitative Data Management) विषयमा तालिम/कार्यशाला कार्यक्रम सञ्चालन गरिने भएकाले गुणात्मक अनुसन्धान अन्तर्गत गुणात्मक तथ्याङ्कको पहिचान, सङ्कलन, व्यवस्थापन, समीक्षा/व्याख्या र विश्लेषण सँग सम्बन्धित तालिम/कार्यशालामा विषयविज्ञ भई कार्य गर्नका लागि जिम्मेवारी दिइएको छ ।

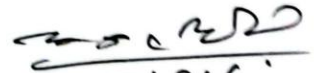
तपसिल

१. विषयविज्ञ भई कार्य गरेवापतको पारिश्रमिक क्याम्पसको नियमानुसार हुनेछ ।
२. कार्यक्रम मिति: २०८१/०२/१० गते विहीबार देखि २०८१/०२/१२ गते शनिबारसम्म ।
३. कार्यक्रम समय: प्रत्येक दिन विहान १०:०० बजेदेखि अपरान्ह ५:०० बजेसम्म ।
४. कार्यक्रम स्थान: क्याम्पसको सभाकक्ष, सुन्दरहरैँचा, मोरङ ।
५. आन्तरिक सहजकर्ता: डा. मोहनकुमार तुम्वाहाङ, सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङ ।

सम्पर्क नम्बर: ९८४२०६५०५९

६. कार्यक्रमका लागि सम्पर्क व्यक्तिहरू

- | | |
|---------------------------------------|------------|
| (क) उषाकिरण वाग्ले (कार्यक्रम संयोजक) | ९८६२३६२७९३ |
| (ख) नवराज कोइराला (अधिकृत) | ९८५१०४५१७९ |


२०८१/०२/०६
अर्जुनराज अधिकारी
क्याम्पस प्रमुख

E-mail: sukunamc2048@gmail.com

website: www.sukuna.edu.np

फोन: ०२१-५४७६१७, ०२१-५४७७१७, ८८५२०८५६१७

10. News of the website



क्याम्पसमा गुणात्मक तथ्याङ्क व्यवस्थापन तालिम सम्पन्न

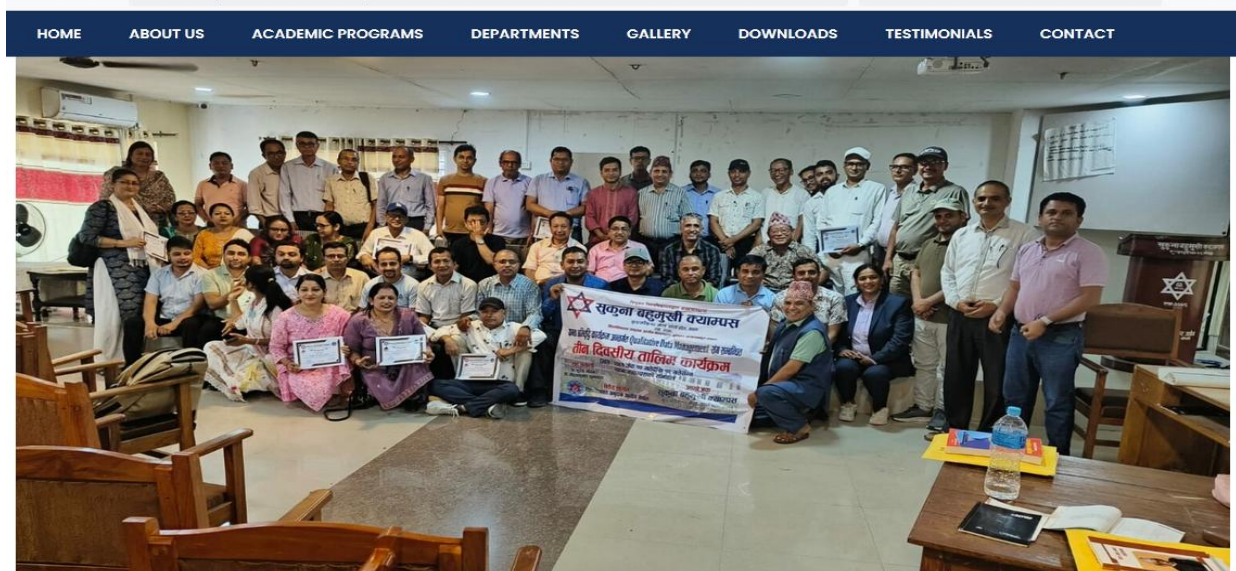
Home / क्याम्पसमा गुणात्मक तथ्याङ्क व्यवस्थापन तालिम सम्पन्न

Latest Notice विममा सहभागी हुने सम्बन्धी सुचना - May 20, 2024 क्याम्पसमा डिमेन्टर प्रणालीको पुनर्ताजगी त - May 19, 2024 क्याम्पसको आयोजनामा अन्तर्राष्ट्रिय वैबिनार - May 16, 2024 कोर्स रिफ्रेसर तालिममा सहभागी

क्याम्पसमा गुणात्मक तथ्याङ्क व्यवस्थापन तालिम सम्पन्न

🕒 25 May 2024 👤 admin 📁 News 💬 No comment

विश्वविद्यालय अनुदान आयोग नेपालीको द्वितीय सहयोग र क्याम्पसको आयोजनामा सुकुना क्याम्पसमा गुणात्मक तथ्याङ्क व्यवस्थापन (Qualitative Data Management) तालिम/सेमिनार/कार्यशाला सम्पन्न भएको छ ।



ABOUT US ACADEMIC PROGRAMS DEPARTMENTS GALLERY DOWNLOADS TESTIMONIALS CONTACT



गते देखि जेठ १२ गते सम्म तीन दिन कार्यक्रम सञ्चालन गरिएको थियो । कार्यक्रममा विभिन्न ६ वटा क्याम्पसका ९ जना शिक्षक प्रतिनिधिहरू र सुकुना क्याम्पसका ४५ जना

11. News of News paper




[हाम्रो facebook पेजमा जोडिनुहोस](#)
[Join Now](#)

[गृहपृष्ठ](#)
[समाचार](#)
[राष्ट्रिय](#)
[राजनीति](#)
[खेल](#)
[मनोरञ्जन](#)
[रोचक](#)
[अपराध/सुरक्षा](#)
[पालिका विशेष](#)
[विचार/ब्लग](#)
[अन्य](#)



prbba.com/news/12373

प्रभु आर्ट एण्ड स्टिकर सप

[गृहपृष्ठ](#)
[समाचार](#)
[राष्ट्रिय](#)
[राजनीति](#)
[खेल](#)
[मनोरञ्जन](#)
[रोचक](#)
[अपराध/सुरक्षा](#)
[पालिका विशेष](#)
[विचार/ब्लग](#)
[अन्य](#)



नेपाली समय ०५ : १९ : २७ मध्याह्न वि सं २०८१ जेष्ठ २१ सोमवार

सुकुना क्याम्पसमा गुणात्मक तथ्याङ्क व्यवस्थापन तालिम सम्पन्न

० जेठ १२, २०८१  नेपालपुर्व

68 Shares [f Share](#) [X Tweet](#) [Pin](#) [Email](#) [Share](#)



**A CHANGED WORLD.
UNCHANGED AMBITIONS.**



prbba.com/news/12373

प्रभु आर्ट एण्ड स्टिकर सप

सुन्दरहरैँचा-१० विराटचोक
(नगरपालिका कार्यालयको अगाडी)

द्विप्रो सेवाहरु:

- कारको शिसामा कालो फिल्म लगाउने ।
- स्टिकर तथा शिलालेख सम्बन्धी सम्पूर्ण कामहरु ।

१० वर्ष देखि निरन्तर सेवा छौं एक पल्ट कामको अवसर दिनुहोला !

सम्पर्क: ९८२५३०९६१६, ९८२०७५३८३५

भर्खरै लोकप्रिय

 पक्राउपरेपछि फिल्म निर्देशक सुदर्शन थापाले भने, 'मलाई प्रे'



नेपाली समय ०५ : २१ : २५ मध्याह्न वि सं २०८१ जेठ २१ सोमवार

विराटचोक - मोरङको सुन्दरहरैँचा विश्वविद्यालय अनुदान आयोग नेपालीको वित्तीय सहयोग र क्याम्पसको आयोजनामा सुकुना क्याम्पसमा गुणत्मक तथ्याङ्क व्यवस्थापन (Qualitative Data Management) तालिम/सेमिनार/कार्यशाला सम्पन्न भएको छ ।



१० गते देखि जेठ १२ गते सम्म तीन दिने कार्यक्रम सञ्चालन गरिएको थियो । कार्यक्रममा विभिन्न ६ वटा क्याम्पसका ९ जना शिक्षक प्रतिनिधिहरू र सुकुना क्याम्पसका ४७ जना गरी जम्मा ५६ जना शिक्षकहरू सहभागी थिए । विहीबार क्याम्पसको सभाकक्षमा क्याम्पस प्रमुख अर्जुनराज अधिकारीको अध्यक्षतामा सञ्चालित उद्घाटन गरिएको कार्यक्रममा सञ्चालक समितिका अध्यक्ष केशव अधिकारीले सम्बोधन गरेका थिए ।



जनाको मृत्यु



बंगलादेशका सांसद हत्या प्रकरण : नेपालबाट पक्राउ परे मुख्य योजनाकार



संरक्षणको पर्खाइमा नेपालको ९० वर्ष पुरानो छुक्छुके रेल



कोशीको नीति तथा कार्यक्रम आज : कांग्रेस पनि सहभागी हुने

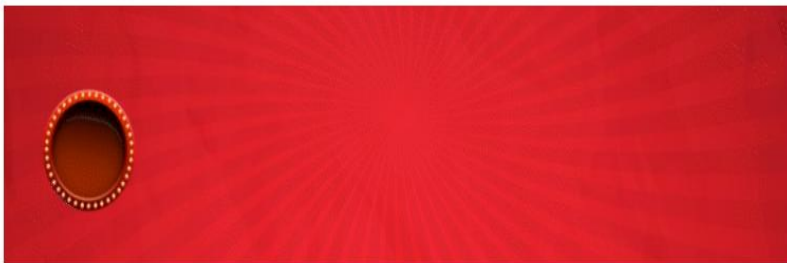


बढ्दै गएको सुकुना
बढ्दै गएको सुकुना
SUKUNA
SECONDARY SCHOOL



नेपाली समय ०५ : २२ : ३४ मध्याह्न वि सं २०८१ जेठ २१ सोमवार

गुणात्मक अनुसन्धानमा तथ्याङ्क सङ्कलन, व्यवस्थापन, व्याख्या र विश्लेषण गर्ने क्षमताको विकास गर्नु कार्यक्रमको मुख्य उद्देश्य रहेको कुरामा जोड दिँदै सहभागी सबैलाई सहायक क्याम्पस प्रमुख गणेशप्रसाद दहालले स्वागत गरेका थिए । काठमाडौँ विश्वविद्यालय, स्कुल अफ एजुकेशन, हात्तीवन, ललितपुरका सहप्राध्यापक डा. सुरेश गौतम र सुकुना क्याम्पसका सहप्राध्यापक डा. मोहनकुमार तुम्वाहाङले विषयविज्ञका रुपमा सहजीकरण गरेका थिए ।



सुन्दरहरैँचा नगरपालिका, नगर कार्यपालिका कार्यालय मोरङको विशेष अनुरोध

- सडकमा जथाभावी सवारीसाधन पार्किङ नगरो ।
- नगर क्षेत्रभित्र निर्माण हुने घरको निर्माण पूर्व अनिवार्य घर नक्सा पास गर्ने गरौ ।
- पञ्जीकरणका कार्यहरू ३५ दिन भित्रै गरी जरिवानाबाट बचौ ।
- महिला सशक्तीकरणलाई प्राथमिकता दिऔ । सबै प्रकारका हिंसाको अन्त्य गरौ ।
- उपभोक्ता हित विपरीत हुने कुनै पनि क्रियाकलापहरू पूर्ण रुपमा रोकौ ।
- मिसावट तथा रंग रोगन गरिएका खानेकुराहरूको वेचविखन र सेवन गर्दै नगरौ ।
- बाल श्रमको अन्त्य गरौ ।
- घर, पसल, रेष्टुरेन्ट, होटल, उद्योग कारखाना आदिबाट निस्किएको फोहोरलाई जथाभावी नफालौ ।
- आफ्नो घर वरिपरी हरियाली वनाउन वृक्षा रोपन गर्ने संस्कारको विकास गरौ ।



सुन्दरहरैँचा नगरपालिका
नगर कार्यपालिकाको कार्यालय
विराटचोक, मोरङ, कोशी प्रदेश

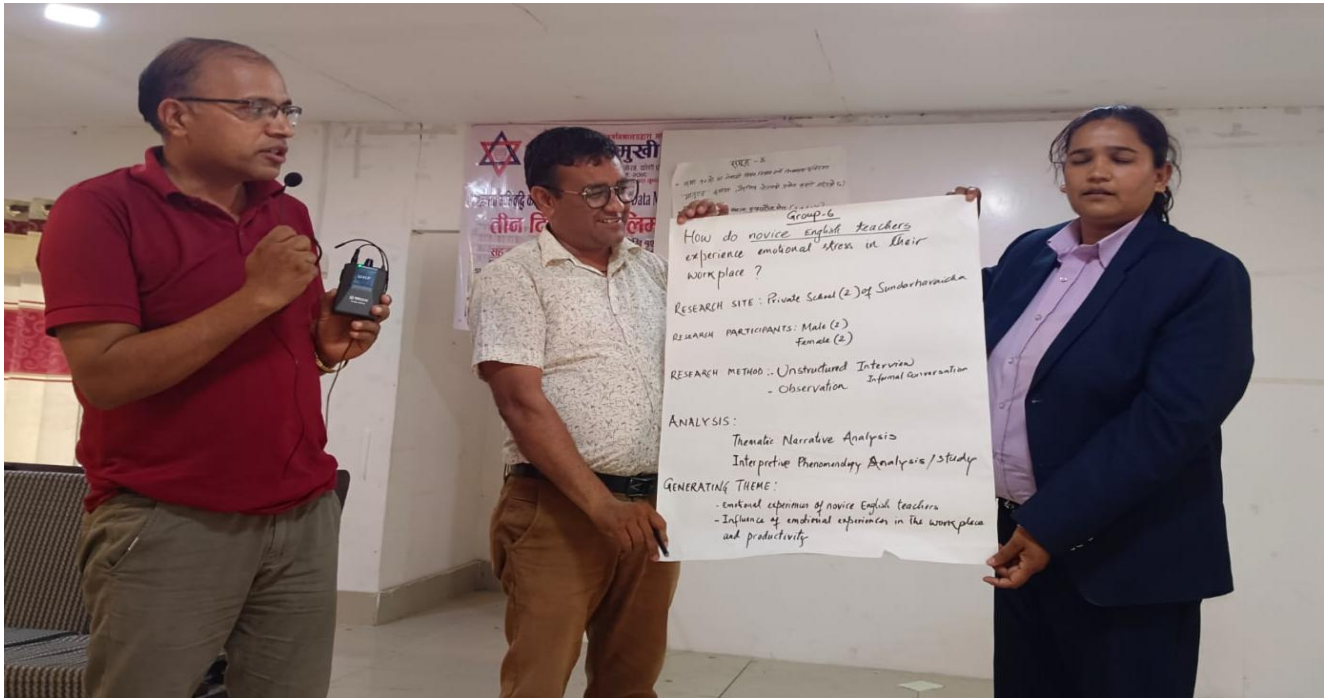


ba.com/news/12373



EN ?

12. Presentation of Participants





13. Some Samples of Ppt. Slides presented by the Experts

(a) Slides Presented by Dr. Gautam (Qualitative Data Management)

Day 1: Session 1

Qualitative Ways of Knowing:
Importance and need of qualitative data analysis and interpretation

SURESH GAUTAM
KATHMANDU UNIVERSITY

3 Outcomes of Session

What is Data?

How can we get them?

How can we use them?

Ways of knowing: Epistemologies

Human ways of knowing

Political ways of knowing

Aesthetic ways of knowing

Human Ways of Knowing

Make Human Research Questions (10 Minutes+)

(R) Make your research questions use human ways of knowing from your ongoing research.

Day 1: Screen 1

Qualitative Ways of Knowing
Importance and use of qualitative data analysis and interpretation

MAHARAJA GURUJI
UNIVERSITY

3 Columns of Screen

What is Data? How can we get data? How can we use data?

Ways of knowing: Epistemologies

Humanist ways of knowing Political ways of knowing Aesthetic ways of knowing

Humanist Ways of Knowing

Interpretive process of understanding human beings in their own terms

Participant observation Informal interviews Value-laden

Make Humanist Research Question (10 Minutes+)

(Re) Make your research question use humanist ways of knowing from your ongoing research.

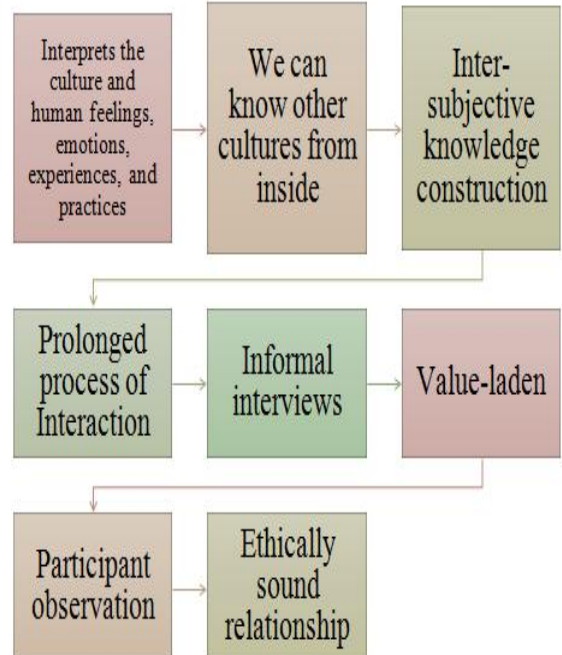
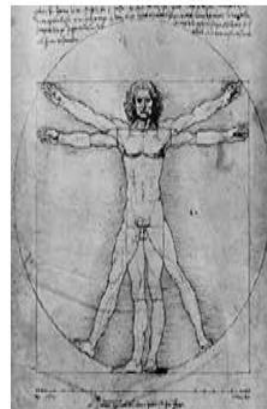
Ways of knowing: Epistemologies

Humanist
ways of
knowing

Political
ways of
knowing

Aesthetic
ways of
knowing

Humanist Ways of Knowing



By Dr. Gautam

Political Ways of Knowing



More than interpretive, imaginative creation in policy and practice



Advocating equality and social justice.



Critical self-awareness and understanding



Critiques with vision



Avoid armchair/utopia - go for action



Critical Action Research - praxis

Aesthetic Ways of Knowing

- Subjective and Multiple opinions
- Value to multiple meanings rather than single or researcher-only
- New and challenging paradigm.
- Art- as a new medium.
- Quality standard Verisimilitude.
- Reflexivity of the writing.
- Reality is human creation



By Dr. Gautam

Day 1: Session 2

Qualitative Ways of Knowing: *Practical Session*

SURESH GAUTAM
KATHMANDU UNIVERSITY

Practical Sessions

Objective: Equip participants with practical skills and knowledge to effectively collect qualitative data through various methods.

Session Details

Duration: 3 hours

Participants: 10-15 researchers in each group

Session Breakdown

Introduction (15 minutes)

Icebreaker Activity:

A quick interactive activity to engage participants (e.g., sharing one interesting fact about themselves related to research).

Theoretical Overview (30 minutes)

Introduction to Qualitative Data Collection:

Practical Session1

Practical Session 1: In-Depth Interviews (45 minutes)

Role-play activity: Participants pair up and practice conducting interviews based on provided scenarios.

Tips for effective interviewing: building rapport, asking open-ended questions, and active listening.

Recording and Note-taking:

Demonstration of audio recording equipment and note-taking strategies.

Break (15 minutes)

Practical Session 2: Focus Groups (45 minutes)

Organizing Focus Groups:

Planning and recruiting participants

Creating a conducive environment for discussion

Moderating Focus Groups:

Day 2: Session 1



Qualitative Data analysis techniques of

SURESH GAUTAM
KATHMANDU
UNIVERSITY

Practical Session 1
 Chapter 1: Qualitative research methods and the importance of data in research
 Chapter 2: Data collection methods
 Chapter 3: Data analysis methods
 Chapter 4: Data interpretation and reporting
 Chapter 5: Data ethics and integrity
 Chapter 6: Data management and storage
 Chapter 7: Data visualization
 Chapter 8: Data communication and dissemination
 Chapter 9: Data archiving and preservation
 Chapter 10: Data reuse and secondary analysis
 Chapter 11: Data sharing and open science
 Chapter 12: Data governance and policy
 Chapter 13: Data literacy and skills development
 Chapter 14: Data culture and change management
 Chapter 15: Data innovation and future perspectives

Practical Session 1
 Chapter 1: Qualitative research methods and the importance of data in research
 Chapter 2: Data collection methods
 Chapter 3: Data analysis methods
 Chapter 4: Data interpretation and reporting
 Chapter 5: Data ethics and integrity
 Chapter 6: Data management and storage
 Chapter 7: Data visualization
 Chapter 8: Data communication and dissemination
 Chapter 9: Data archiving and preservation
 Chapter 10: Data reuse and secondary analysis
 Chapter 11: Data sharing and open science
 Chapter 12: Data governance and policy
 Chapter 13: Data literacy and skills development
 Chapter 14: Data culture and change management
 Chapter 15: Data innovation and future perspectives

Practical Session 1
 Chapter 1: Qualitative research methods and the importance of data in research
 Chapter 2: Data collection methods
 Chapter 3: Data analysis methods
 Chapter 4: Data interpretation and reporting
 Chapter 5: Data ethics and integrity
 Chapter 6: Data management and storage
 Chapter 7: Data visualization
 Chapter 8: Data communication and dissemination
 Chapter 9: Data archiving and preservation
 Chapter 10: Data reuse and secondary analysis
 Chapter 11: Data sharing and open science
 Chapter 12: Data governance and policy
 Chapter 13: Data literacy and skills development
 Chapter 14: Data culture and change management
 Chapter 15: Data innovation and future perspectives

Chapter 1: Qualitative Data analysis techniques of
 Chapter 2: Data collection methods
 Chapter 3: Data analysis methods
 Chapter 4: Data interpretation and reporting
 Chapter 5: Data ethics and integrity
 Chapter 6: Data management and storage
 Chapter 7: Data visualization
 Chapter 8: Data communication and dissemination
 Chapter 9: Data archiving and preservation
 Chapter 10: Data reuse and secondary analysis
 Chapter 11: Data sharing and open science
 Chapter 12: Data governance and policy
 Chapter 13: Data literacy and skills development
 Chapter 14: Data culture and change management
 Chapter 15: Data innovation and future perspectives

What is Data?
 Chapter 1: Qualitative research methods and the importance of data in research
 Chapter 2: Data collection methods
 Chapter 3: Data analysis methods
 Chapter 4: Data interpretation and reporting
 Chapter 5: Data ethics and integrity
 Chapter 6: Data management and storage
 Chapter 7: Data visualization
 Chapter 8: Data communication and dissemination
 Chapter 9: Data archiving and preservation
 Chapter 10: Data reuse and secondary analysis
 Chapter 11: Data sharing and open science
 Chapter 12: Data governance and policy
 Chapter 13: Data literacy and skills development
 Chapter 14: Data culture and change management
 Chapter 15: Data innovation and future perspectives

What is data?

What does data mean to you?

Let's explore the historical significance of data.

How do you go about gathering data?

Does it truly get collected? Consider the two perspectives - collected and generated - on data and its collection.

Is it possible to have alternative 'names/forms' for data? Think about texts, voices, reflections, artefacts, and so on.

In this context, data is employed to signify the current discourse of evidence in social science research.

Article

"The Death of Data?"

Norman K. Denzin¹

Abstract

The reader is asked to imagine a world without data, a world without method, a world without a hegemonic politics of evidence, a world where no one counts, a world without end.

"Your days are numbered, so are mine . . .
 We're all boxed in, nowhere to escape"

(Bob Dylan)

Data are Dead. Data died a long time ago, but few noticed. Poststructuralism took away positivism's claim to a God's eye view of the world, that view which said objective observers could turn the world and its happenings into things that could be turned into data (Richardson, 2000, p. 928; St. Pierre & Adams, 2011, p. 620). The argument was straight forward, things, words, "become data only when theory acknowledges them as data" (St. Pierre & Adams, 2011, p. 621). In a single gesture, doubt replaces certainty, no theory, method, discourse, genre, or tradition has "a universal and general claim as the "right" or privileged form of authoritative knowledge" (2000, p. 928). Indeed all claims to universal truth "mask particular interests in local, cultural, and political contexts" (Richardson, 2000, p. 928).

Where Do Data Live? Ostensibly data would have no place in these left pole epistemologies, after-all they offer harsh criticisms of conventional, traditional qualitative methodology. Ironically, such has not been the case. The dreaded word keeps resurfacing, still hanging around, even in deconstructionist discourse. Here is a sampling of phrases found in recent works:

** think with data
 ** practice plugging theory and data into one another
 ** use transgressive data
 ** stay close to the data
 ** code data, decode data, deconstruct data.

So is the word still alive, or alive but with a different set of meanings?

A rupture: More is at play. There is a rupture that goes beyond data and its meanings. The traditional concepts of nar-

Example 1

- She arrived at the school at 10.15 am and went directly to the classroom. Some of her classmates were already there; she looked at them but selected a corner chair, put her bag on the table, took out a pencil and paper and started to sketch a crow.
- While doing so, she was, at times, unnoticeably, looking at one of her male classmates. Suddenly, the same guy looked at her and waved to her. She responded with a broad smile. She then took the paper on which she was sketching a crow, squeezed it with both her hands, and threw it.
- Teacher noticed and asked a boy:
- Teacher: What are you doing
- Boy: Nothing
- Teacher: Why did you smile? Again he asked question to girl student: What did you throw? He went nearer to squeezed sheet and saw it. It was crow.

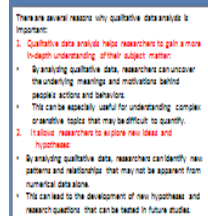
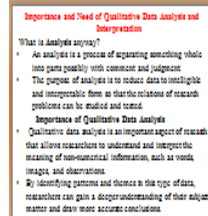
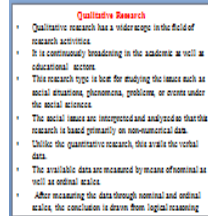
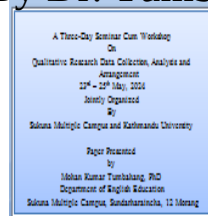
(b) Slides Presented by Dr. Tumbahang (Qualitative Data Management)

A Three-Day Seminar Cum Workshop
On
Qualitative Research Data Collection, Analysis and
Arrangement
23rd – 25th May, 2024
Jointly Organized
By
Sukuna Multiple Campus and Kathmandu University

Paper Presented
by
Mohan Kumar Tumbahang, PhD
Department of English Education
Sukuna Multiple Campus, Sundarharaincha, 12 Morang

Qualitative Research

- Qualitative research has a wider scope in the field of research activities.
 - It is continuously broadening in the academic as well as educational sectors.
 - This research type is best for studying the issues such as social situations, phenomena, problems, or events under the social sciences.
 - The social issues are interpreted and analyzed so that this research is based primarily on non-numerical data.
 - Unlike the quantitative research, this avails the verbal data.
 - The available data are measured by means of nominal as well as ordinal scales.
 - After measuring the data through nominal and ordinal scales, the conclusion is drawn from logical reasoning
-



Click to add notes

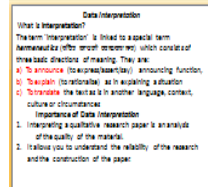
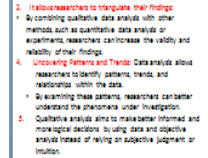
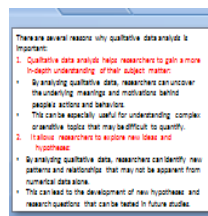
Importance and Need of Qualitative Data Analysis and Interpretation

What is **Analysis** anyway?

- An analysis is a process of separating something whole into parts possibly with comment and judgment.
- The purpose of analysis is to reduce data to intelligible and interpretable form so that the relations of research problems can be studied and tested.

Importance of Qualitative Data Analysis

- Qualitative data analysis is an important aspect of research that allows researchers to understand and interpret the meaning of non-numerical information, such as words, images, and observations.
- By identifying patterns and themes in this type of data, researchers can gain a deeper understanding of their subject matter and draw more accurate conclusions.



Data Interpretation

What is **interpretation**?

The term 'interpretation' is linked to a special term **hermeneutics** (पवित्र ग्रन्थको व्याख्याशास्त्र) which consists of three basic directions of meaning. They are:

- To announce** (to express/assert/say) announcing function,
- To explain** (to rationalize) as in explaining a situation
- To translate** the text as is in another language, context, culture or circumstances

Importance of Data Interpretation

1. Interpreting a qualitative research paper is an analysis of the quality of the material.
2. It allows you to understand the reliability of the research and the construction of the paper.

Slides Presented By Dr. Tumbahang . . .

Data Interpretation

What is Interpretation?

The term 'interpretation' is linked to a special term hermeneutika (often meant to mean) which consist of two basic directions of meaning. They are:

- To announce (hermeneutika) announcing function.
- To explain (hermeneutika) as in explaining situation.
- To translate the text into another language, context, culture or circumstances.

Importance of Data Interpretation

- Interpreting a qualitative research paper is an analysis of the quality of the material.
- It allows you to understand the reliability of the research and the construction of the paper.

2. The data interpretation mostly helps in decision making. It helps in predicting upcoming trends and future competition.

3. Data interpretation helps you gain knowledge to achieve a competitive strategy.

4. The unanalysed and unstructured data help the manager to identify the data before taking actions to implement new ideas.

5. The process of data interpretation provides the information with various benefits.

6. The data interpretation helps to manipulate information in order to answer critical questions.

7. It helps to evaluate stakeholders' requirements.

Advantages of Qualitative Data

- Qualitative data can provide a deeper more detailed, more holistic understanding of the phenomena under study.
- Such data can explore the perspectives, motives, feelings or behaviour of the participants or subjects.
- Qualitative data can also explore the context, culture, or diversity of the situation, or environment.
- Data can be used to generate new ideas, concepts or theories, or even to explain and comprehend the qualitative data.
- Furthermore, qualitative data are more flexible, adaptable and creative in the data collection and analysis.

Strategies for Data Collection and Researching

- Data are the primary elements of every research and provide bases for reasoning, measurement and calculation.
- Data are collected facts which have values and measurement.
- These measurements provide information for decision making.

Strategies for Qualitative Data Collection

The five process steps in collecting Qualitative data

- The first step** is to identify participants and sites to be studied, and engage in a sampling strategy and that will best help you understand your central phenomenon and research questions you are asking; (e.g. the researcher identifies his/her participants or sites on purposeful sampling, based on places and people that can best help)

Strategies for Data Collection and Researching

- Data are the primary elements of every research and provide bases for reasoning, measurement and calculation;
- Data are collected facts which have values and measurement;
- These measurements provide information for decision making.

Strategies for Qualitative Data Collection

The five process steps in collecting Qualitative data

- The first step** is to identify participants and sites to be studied, and engage in a sampling strategy and that will best help you understand your central phenomenon and research questions you are asking; (e.g. the researcher identifies his/her participants or sites on purposeful sampling, based on places and people that can best help)

Strategies for Data Collection and Researching

- Data are the primary elements of every research and provide bases for reasoning, measurement and calculation.
- Data are collected facts which have values and measurement.
- These measurements provide information for decision making.

Strategies for Qualitative Data Collection

The five process steps in collecting Qualitative data

- The first step** is to identify participants and sites to be studied, and engage in a sampling strategy and that will best help you understand your central phenomenon and research questions you are asking; (e.g. the researcher identifies his/her participants or sites on purposeful sampling, based on places and people that can best help)

The second step is to gain access to those individuals and sites by obtaining permissions. (i.e. in qualitative research, the researcher needs greater access to the site because she will typically go inside and interview people or observe them.)

In the third step, the researcher needs to consider what type of information will best answer your research questions. (i.e. in qualitative research, the researcher's approach relies on general interviews or observations so that she does not restrict the views of participants. She will not use structured data instruments as in quantitative research and gather predetermined information, rather she will collect data with a few open ended questions that she designs.)

Fourth, the researcher has to generate or instruments for collecting and recording the information. (i.e. in qualitative research, the researcher will record information on self-designed protocols that highlight the organic information reported by participants to each question.)

The fifth step is to administer the data collection with special attention to potential ethical issues that may arise. (i.e. Finally, the researcher will administer the procedures of qualitative data collection with sensitivity of individual and about issues of gathering information. She will also often in people's homes or workplaces. Doing so requires that you are aware of some challenges in the qualitative researcher that may emerge in quantitative research when interviewing and interviewing qualitative researchers bring individuals into the experimental laboratory.)

Forms of Qualitative Data Collection

Form of Data Collection	Type of Data	Definition of Type of Data
1. Observations	Field notes and Drawings	Unstructured text pictures taken during observations
2. Interview and Questionnaires	Transcription of open-ended interviews or questions on questionnaires	Unstructured text data obtained from transcribing audiotapes or interviews or by transcribing open-ended responses to questions on questionnaires
3. Documents	Hand-recorded notes about documents or optically scanned documents	Public (e.g. notes from meetings), or private (e.g. journals) records available to the researcher
4. Audiovisual Materials	Pictures, photographs, videotapes, objects, sounds	Audiovisual materials consisting images or sounds of people or places recorded by the researcher or someone else

Forms of Qualitative Data Collection

Forms of Data Collection	Types of Data	Definition of Type of Data
1. Observations	Field notes and Drawings	Unstructured text pictures taken during observations
2. Interview and Questionnaires	Transcription of open-ended interviews or questions on questionnaires	Unstructured text data obtained from transcribing audiotapes or interviews or by transcribing open-ended responses to questions on questionnaires
3. Documents	Hand-recorded notes about documents or optically scanned documents	Public (e.g. notes from meetings), or private (e.g. journals) records available to the researcher
4. Audiovisual Materials	Pictures, photographs, videotapes, objects, sounds	Audiovisual materials consisting images or sounds of people or places recorded by the researcher or someone else

Click to add notes

- Fourth, the researcher has to generate or instruments for collecting and recording the information; (i.e. in qualitative research, the researcher will record information on self-designed protocols that help him/her organize information reported by participants to each question.)
- The fifth step is to administer the data collection with special attention to potential ethical issues that may arise (i.e. finally, the researcher will ensure higher protection of patients' data whether with security, confidentiality, and about access of patient information. Some laws and ethics in people's behavior are critical. Having procedures that are not intended to change what the patients' remember that may represent in qualitative research is an important and necessary process. Confidentiality is being individuals in the experimental laboratory).

Forms of Qualitative Data Collection		
Form of Data Collection	Type of Data	Collection of Data
1. Observations	Field notes and descriptions	Observations are done during field research.
2. Interviews and Focus Groups	Transcription of interviews, interviews as questions or statements	Interviews are done during field research. Interviews are done in a structured or semi-structured manner. Interviews are done in a structured or semi-structured manner.
3. Documents	Handwritten notes, notes, documents or materials, recorded documents	Handwritten notes, notes, documents or materials, recorded documents, audio recordings, video recordings, and other materials are collected during field research.
4. Cultural Objects	Photos, photographs, drawings, objects, records	Cultural objects, photos, photographs, drawings, objects, records, and other materials are collected during field research.

Appropriate Analysis Techniques of Qualitative Data
There are six steps in the process of analyzing and interpreting qualitative data:

Step 1. Prepare and Organize the Data for Analysis: This initial step consists of:

- Organizing the data.
- Transcribing interviews and typing field notes.
- Labeling the data to analyze the data by hand or by computer, i.e. Several helpful computer software programs (A qualitative data analysis computer program) are available such as:
 - Atlas.ti (www.atlas-ti.com)
 - HyperRESEARCH (www.hyperresearch.com)
 - MAXQDA (www.maxqda.com)
 - Nvivo (www.qgisinternational.com)

Step 2. Explore and Code the Data: This phase involves:

- Conducting preliminary analysis of the data by reading through it to obtain general sense of the data.
- Coding the data (i.e. reducing a text or image database to descriptions and themes of people, places or events).
- Examining the text database line by line asking oneself what the participant is saying, and assigning the code label to the text segment.

A Visual Model of the Coding Process of Q R (Qualitative Research)				
Initially read through text data	Divide the text into segments of information	Label the segments of information with code	Reduce overlap and redundancy of codes	Collapse codes into themes
Many pages of text	Many segments of text	30-40 codes	Codes reduced to 20	Codes reduced to themes

Click to add notes

Step 2. Explore and Code the Data: This phase involves-

- Conducting preliminary analysis of the data by reading through it to obtain general sense of the data
- Coding the data (i.e. reducing a text or image database to descriptions and themes of people, places or events)
- Examining the text database line by line asking oneself what the participant is saying, and assigning the code label to the text segment.

A Visual Model of the Coding Process of Q R (Qualitative Research)

Initially read through text data	Divide the text into segments of information	Label the segments of information with code	Reduce overlap and redundancy of codes	Collapse codes into themes
Many pages of text	Many segments of text	30-40 codes	Codes reduced to 20	Codes reduced to themes

Step 3. Interpret the Findings: This phase includes:

- Labeling the interpretation of the meaning of the research.
- Interpretation of the meaning in this construction to:
 - advancing general views.
 - making the comparison between the findings and the literature, and
 - suggesting limitations and future research.

Step 4. Validate the Accuracy of the Findings: Data are considered to valid when they measure what they are supposed to measure. Here the accuracy validation refers to:

- checking member (i.e. participants, internal review).
- checking triangulation (i.e. combining evidence from different individuals e.g. a principal and a student; types of data e.g. observational field notes and interviews, or methods of data collection e.g. documents and interviews).

Most types of qualitative data analysis share the same five steps:

Step	Activities
1. Prepare and organize your data	This may mean transcribing interviews or typing up field notes.
2. Review and explore your data	Examine the data for patterns or repeated ideas that emerge.

Step	Activities
3. Develop a data coding system	Based on your initial ideas, develop a set of codes that you can apply to segments of your data. Developing more complex and sophisticated coding systems as the research data.
4. Apply codes to the data	For example, a researcher may apply codes to segments of text through web programs, a spreadsheet, or a database. Apply codes through your data (you can make the codes and use your system of coding).
5. Identify recurring themes	Look for patterns and ideas within your coding system.

Qualitative data analysis		
Approach	When to Use	Example
1. Content Analysis	To describe and categorize common words, phrases, and ideas in qualitative data.	A market researcher could perform content analysis to find out what kind of language is used in descriptions of therapeutic apps.
2. Thematic Analysis	To identify and interpret patterns and themes in qualitative data.	A psychologist could apply thematic analysis to travel blogs to explore how tourism shapes self-identity.

Click to add notes

Qualitative data analysis

Approach	When to Use	Example
1. Content Analysis	To describe and categorize common words, phrases, and ideas in qualitative data.	A market researcher could perform content analysis to find out what kind of language is used in descriptions of therapeutic apps.
2. Thematic Analysis	To identify and interpret patterns and themes in qualitative data	A psychologist could apply thematic analysis to travel blogs to explore how tourism shapes self-identity.



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

चलानी नम्बर: १२९१
(Ref No.): २०८०/०८९ विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)
स्था: २०८८ (ESTD. 1992)
Accredited by University Grants Commission (UGC) Nepal (2015)



मिति : २०८९/०९/२९

श्री उषाकिरण वाग्ले
सुकुना बहुमुखी क्याम्पस ।

विषय : जिम्मेवारी दिइएको सम्बन्धमा ।

उपर्युक्त सम्बन्धमा यस क्याम्पसले आयोजना गर्ने तपसिल बमोजिमका तालिम सञ्चालन गर्नका लागि तपाईंलाई देहायबमोजिमको जिम्मेवारी प्रदान गरिएको छ । निम्न बमोजिमको समितिमा रहि आफ्नो जिम्मेवारी पुरा गर्नुहोला ।

5. Refresher Training on Semester System .

Facilitators: Prof. Dr. Peshal Khanal (Tribhuvan University, Faculty of Education)
Dr. Dipak Prakash Neupane (Sukuna Multiple Campus)

तालिम मिति: २०८९/०२/४, ५ र ६ गते

समय: बिहान १० बजेदेखि ५ बजेसम्म

6. A training on qualitative data analysis and management

Facilitators: Ast. Prof. Dr. Suresh Gautam (Kathmandu University School of Education)
Dr. Mohan Kumar Tumbahang (Sukuna Multiple Campus)

तालिम मिति: २०८९/०२/१०, ११ र १२

समय: बिहान १० बजेदेखि ५ बजेसम्म

जिम्मेवारीहरू:

१. तालिमको सम्पूर्ण व्यवस्थापन गर्ने ।

- विज्ञलाई पत्रचार गर्ने ।
- सहभागीलाई पत्रचार गर्ने ।
- सहभागीको अन्तिम नामावली तयार पार्ने ।
- आवश्यक स्टेसनरीको व्यवस्था गर्ने ।
- कार्यक्रमको व्यानर निर्माण गर्ने ।
- सहभागीका लागि चिया नास्ताको प्रबन्ध गर्ने ।
- तालिमको फोटोहरू खिच्ने/खिच्न लगाउने ।

२. तालिमको अनुगमन तथा निरिक्षण गरी सहभागीलाई आवश्यक पृष्ठपोषण प्रदान गर्ने ।

३. तालिम समापन भएको ७ दिन भित्रमा आर. एम. सि.मा प्रतिवेदन पेश गर्ने ।

४. तालिम सम्पन्न गर्न आर. एम. सि. र क्याम्पस प्रशासन सँग आवश्यक समन्वय गरी सम्पूर्ण कार्य गर्ने ।

तालिम व्यवस्थापन समिति

संयोजक: श्री उषाकिरण वाग्ले

सदस्य : श्री गणेशप्रसाद दहाल

सदस्य : श्री नवराज कोइराला

२०८९/०९/२९

अर्जुनराज अधिकारी
क्याम्पस प्रमुख



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

चलानी नम्बर: १३९१

(Ref No.): २०८०/०८९

स्था: २०८८ (ESTD. 1992)

विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)

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



मिति : २०८१/०१/२१

श्री गणेशप्रसाद दहाल
सुकुना बहुमुखी क्याम्पस ।

विषय : जिम्मेवारी दिइएको सम्बन्धमा ।

उपर्युक्त सम्बन्धमा यस क्याम्पसले आयोजना गर्ने तपसिल बमोजिमका तालिम सञ्चालन गर्नका लागि तपाईंलाई देहायबमोजिमको जिम्मेवारी प्रदान गरिएको छ । निम्न बमोजिमको समितिमा रहि आफ्नो जिम्मेवारी पुरा गर्नुहोला ।

1. Refresher Training on Semester System .

Facilitators: Prof. Dr. Peshal Khanal (Tribhuvan University, Faculty of Education)
Dr. Dipak Prakash Neupane (Sukuna Multiple Campus)

तालिम मिति: २०८१/०२/४, ५ र ६ गते

समय: बिहान १० बजेदेखि ५ बजेसम्म

2. A training on qualitative data analysis and management

Facilitators: Ast. Prof. Dr. Suresh Gautam (Kathmandu University School of Education)
Dr. Mohan Kumar Tumbahang (Sukuna Multiple Campus)

तालिम मिति: २०८१/०२/१०, ११ र १२

समय: बिहान १० बजेदेखि ५ बजेसम्म

जिम्मेवारीहरू:

१. तालिमको सम्पूर्ण व्यवस्थापन गर्ने ।

- विज्ञलाई पत्रचार गर्ने ।
- सहभागीलाई पत्रचार गर्ने ।
- सहभागीको अन्तिम नामावली तयार पार्ने ।
- आवश्यक स्टेसनरीको व्यवस्था गर्ने ।
- कार्यक्रमको व्यानर निर्माण गर्ने ।
- सहभागीका लागि चिया नास्ताको प्रबन्ध गर्ने ।
- तालिमको फोटोहरू खिच्ने/खिच्न लगाउने ।

२. तालिमको अनुगमन तथा निरिक्षण गरी सहभागीलाई आवश्यक पृष्ठपोषण प्रदान गर्ने ।

३. तालिम समापन भएको ७ दिन भित्रमा आर. एम. सि.मा प्रतिवेदन पेश गर्ने ।

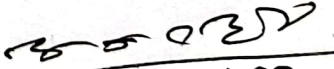
४. तालिम सम्पन्न गर्न आर. एम. सि. र क्याम्पस प्रशासन सँग आवश्यक समन्वय गरी सम्पूर्ण कार्य गर्ने ।

तालिम व्यवस्थापन समिति

संयोजक: श्री उषाकिरण वाग्ले

सदस्य : श्री गणेशप्रसाद दहाल

सदस्य : श्री नवराज कोइराला


२०८१/०१/२१
अर्जुनराज अधिकारी
क्याम्पस प्रमुख



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: १९९२ (ESTD. 1992)

चलानी नम्बर: १२९१

(Ref No.): २०८०/०८९

विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)

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

मिति: २०८१/०१/२१

श्री नवराज कोइराला
सुकुना बहुमुखी क्याम्पस।

विषय: जिम्मेवारी दिइएको सम्बन्धमा।

उपर्युक्त सम्बन्धमा यस क्याम्पसले आयोजना गर्ने तपसिल बमोजिमका तालिम सञ्चालन गर्नका लागि तपाईंलाई देहायबमोजिमको जिम्मेवारी प्रदान गरिएको छ। निम्न बमोजिमको समितिमा रहि आफ्नो जिम्मेवारी पुरा गर्नुहोला।

3. Refresher Training on Semester System .

Facilitators: Prof. Dr. Peshal Khanal (Tribhuvan University, Faculty of Education)
Dr. Dipak Prakash Neupane (Sukuna Multiple Campus)

तालिम मिति: २०८१/०२/४, ५ र ६ गते

समय: बिहान १० बजेदेखि ५ बजेसम्म

4. A training on qualitative data analysis and management

Facilitators: Ast. Prof. Dr. Suresh Gautam (Kathmandu University School of Education)
Dr. Mohan Kumar Tumbahang (Sukuna Multiple Campus)

तालिम मिति: २०८१/०२/१०, ११ र १२

समय: बिहान १० बजेदेखि ५ बजेसम्म

जिम्मेवारीहरू:

१. तालिमको सम्पूर्ण व्यवस्थापन गर्ने।

- विज्ञलाई पत्रचार गर्ने।
- सहभागीलाई पत्रचार गर्ने।
- सहभागीको अन्तिम नामावली तयार पार्ने।
- आवश्यक स्टेसनरीको व्यवस्था गर्ने।
- कार्यक्रमको व्यानर निर्माण गर्ने।
- सहभागीका लागि चिया नास्ताको प्रबन्ध गर्ने।
- तालिमको फोटोहरू खिच्ने/खिच्न लगाउने।

२. तालिमको अनुगमन तथा निरीक्षण गरी सहभागीलाई आवश्यक पृष्ठपोषण प्रदान गर्ने।

३. तालिम समापन भएको ७ दिन भित्रमा आर. एम. सि.मा प्रतिवेदन पेश गर्ने।

४. तालिम सम्पन्न गर्न आर. एम. सि. र क्याम्पस प्रशासन सँग आवश्यक समन्वय गरी सम्पूर्ण कार्य गर्ने।

तालिम व्यवस्थापन समिति

संयोजक: श्री उषाकिरण वाग्ले

सदस्य: श्री गणेशप्रसाद दहाल

सदस्य: श्री नवराज कोइराला

२०८१/०१/२१

अर्जुनराज अधिकारी
क्याम्पस प्रमुख