

Faculty Professional Development Training Report
Under the Nurturing Excellence in Higher Education Program (NEHEP),
University Grants Commission, Nepal
First Cohort: Face to face- 2-7 July 2025 and Online: 1-2 August 2025



Submitted to
University Grants Commission, Nepal

By
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August 2025

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Introduction and Rationale

The Faculty Professional Development (FPD) Training, organized by Sukuna Multiple Campus under the Nurturing Excellence in Higher Education Program (NEHEP) and supported by the University Grants Commission (UGC), Nepal, was a strategic initiative aimed at enhancing academic excellence and strengthening institutional capacity. Spanning over 60 hours from 18 Asar 2082 to 23 Asar 2082, the training program facilitated 30 faculty members from diverse disciplines and institutional backgrounds. The participation reflected the pluralistic and evolving nature of higher education landscape in Nepal.

The training contents or the syllabi were carefully structured to develop faculty competencies across key domains of academic practice, including curriculum planning, innovations in teaching and learning, use of educational technologies, assessment strategies, professional development activities, research and publication. In this context, the training was not only a constructive intervention but a deliberate investment in long-term academic development and transformation. Accordingly, it aimed to prepare faculties that are pedagogically proficient, research-oriented, and strategically positioned to lead renewal and innovations in higher education. By embedding innovations, research, critical reflection, and the world of work into the fabric of academic work, the training reinforced the vision of higher education as a dynamic ecosystem. Aligned with broader national and global imperatives to improve the quality, inclusiveness, and relevance of higher education, the program laid the foundation for sustained professional growth and meaningful contributions to Nepal's academic future. In doing so, it affirmed the centrality of faculty empowerment in achieving excellence in teaching, learning, and research.

Therefore, the rationale for this training was deeply rooted in the transformative goals of higher education in Nepal. As the country strives to produce graduates who are not only academically competent but also socially responsible, ethically grounded, and professionally agile, the role of faculty becomes increasingly critical. Faculty members are the primary drivers of curriculum innovation, pedagogical reform, and research integration—three pillars are essential for building a responsive and future-ready education system. In the context of global shifts toward interdisciplinary learning, digital transformation, and outcome-based education, Nepal's higher education institutions must equip their educators with the knowledge, skills,




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attitudes, and tools necessary to lead change. This training responded to that imperative by fostering a culture of continuous improvement and collaborative engagement.

Intended Trainees

The training was designed for faculty members teaching in Tribhuvan University–affiliated community campuses in Nepal. The intended participants or trainees were expected to come from among full-time faculty teaching at a QAA-accredited campus, or the campuses that have submitted SSR, or at least from those that have submitted LoI to the University Grants Commission, Nepal.

The formal letter of invitation for participation sent from Sukuna Multiple Campus had the following details about the intended trainees:

Eligibility for Participation: Faculty members must be full-time teaching faculty and aged 58 years or below.

Submission of Participant List: The concerned campuses must submit the list of participants in the prescribed format to trainingunitsmc@gmail.com (the Training Unit of Sukuna Multiple Campus) by 12 Asar, 2082.

Participant Quota: If the campus has 2 faculty members, 1 male and 1 female participant must be nominated; if there are 3 faculty members, 1 additional female participant must be included.

Training Duration: 4 credit and a total of 60 hours.

Training Nature: The training will be residential, and no leave of any kind will be granted during the program.

Participant Requirements: Participating faculty members must bring their own laptop computers.

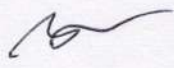
Arrangements: The organizing campus will provide necessary stationery, tea/coffee, meals, snacks, and accommodation for the participants.

Participant List: The list of participating faculty members must be submitted as per the format provided below.

Participant List Format:

S.N.	Name	Gender	Address	Designation	Date of Joining	Date of Birth	Contact Number	Signature	Remarks
1									
2									
3									




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Training Objectives and Learning Outcomes

The overarching objective of this Faculty Professional Development training was to revitalize faculty members' professional capacities by engaging them in innovations in teaching and learning, use of educational technologies, research and publication, and the evolving demands of the world of work. Emphasis was placed on strengthening core competencies in curriculum planning and implementation, pedagogical design, and assessment strategies to enhance educational outcomes and workforce relevance.

Upon completion of the training program, participating faculty members demonstrated both conceptual understanding and practical competence in the following areas:

- I. Analyzing the relevance of higher education in relation to labor market demands, including the alignment of academic programs with employability and workforce readiness.
- II. Engaging with innovative teaching approaches, utilization of diverse learning resources, and integration of educational technologies.
- III. Designing and evaluating diverse assessment strategies, including formative, summative, and alternative examination formats tailored to varied learning outcomes.
- IV. Planning and implementing curriculum structures, with emphasis on course design aligned to academic calendars, course planning, lesson planning, and micro-curriculum development.
- V. Conducting curriculum review and soliciting feedback, ensuring continuous improvement through reflective practices.
- VI. Integrating research, innovation, and scholarly publication into teaching and learning, fostering a culture of inquiry and academic dissemination.
- VII. Mobilizing stakeholders and professional networks, including mechanisms for collaborative engagement and feedback system to enhance institutional practices.

Brief Description of the Training Package

The training consisted of six modules delivered over six intensive days (48 contact hours), complemented by follow-up sessions (12 hours) for lesson plan implementation and research proposal sharing. The modules were:

Module 1: Curriculum Planning and Lesson Planning

Module 2: Foundations of Teaching and Learning




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Module 3: Educational Technology

Module 4: Assessment, Evaluation, and Wellbeing

Module 5: Teacher Professional Development

Module 6: Research and Publication

Content Outline (Syllabus)

The Faculty Professional Development training was strategically designed to enhance academic competencies through a comprehensive and context-responsive or practical syllabus. The curriculum of the first module had curriculum and lesson planning as core components, equipping faculty with skills in aligning course structures to academic calendars, developing lesson plans, and engaging in curriculum review through reflective feedback mechanisms. The module on foundations of teaching and learning emphasized innovative pedagogical practices, action research, and case-based approaches to foster adaptive teaching strategies and contextual problem-solving. It also promoted the integration of thematic content and real-world relevance by linking classroom practices to labor market demands. The educational technology module introduced digital tools, artificial intelligence (Generative AI), and learning management systems (LMS) to support blended and research-informed teaching. The module that incorporated assessment, evaluation, and feedback, had several components including formative and continuous assessment systems, student feedback loops, and robust test construction using rubrics and result analysis. The teacher professional development incorporated scholarly engagement through seminars, conferences, and reflective practices, while also addressing sustainability through co-curricular and extracurricular activities. Finally, the research and publication module included the structured processes of academic writing, research article development, and grant proposal formulation, reinforcing the scholarly dimension of teaching and learning. The core modules and their key contents/syllabi are listed below:

Curriculum and Lesson Planning

- Curriculum framing in reference to the academic calendar,
- Course planning and lesson planning,
- Curriculum issues, reviews, and faculty feedback

Foundations of Teaching and Learning

- Teaching learning activities,
- Innovative pedagogy,




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- Action research for improving teaching and learning.
- Case-based approach for identification, adaptation, and sharing of best practices or identification and avoidance of problems/issues;
- Linking teaching and learning with the world of work;
- Incorporating important themes in teaching and learning activities

Educational Technology

- Use of digital tools,
- AI and LMS for teaching, learning, and research

Assessment, Evaluation, and Feedback

- Formative assessment/systems of continuous assessment and student feedback;
- Result analysis and feedback
- Test construction and rubrics

Teacher Professional Development

- Approach and application of seminar, conference, and critical reflection,
- Teacher performance assessment and feedback
- ECA, CCA for sustainability and climate change issues.

Research and Publication

- Process, components, organization of research article writing, academic research, and grant proposal writing

Training Approach

The faculty development training adopted a participatory, interactive, and output-oriented approach designed to foster reflective practice, collaborative learning, and practical application. By integrating conceptual input with experiential methodologies, the training aimed to enhance pedagogical competencies of the trainees. Accordingly, the trainees engaged in structured activities that encouraged critical inquiry, peer exchange, and continuous refinement of academic outputs, ensuring that learning was both contextually relevant and professionally transformative. Core features of the training approach can be listed as below:

- Conceptual Input: Delivered through short interactive lectures and focused explanations by resource persons to introduce foundational concepts.
- Collaborative Activities: Included group discussions, case analyses, and peer reviews to promote shared understanding and co-construction of knowledge.




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- **Practical Application:** Focused on hands-on preparation of academic calendars, lesson plans, rubric, research proposal outline etc. to bridge theory and practice.
- **Case-Based Learning & Action Research:** Enabled participants to explore real-world scenarios and apply inquiry-based strategies for pedagogical and institutional improvement.
- **Critical Reflection:** Provided structured opportunities to examine existing practices, identify gaps, and articulate areas for pedagogical enhancement.
- **Feedback Cycles:** Incorporated peer feedback and presentations with constructive critiques from both peers and resource persons to refine outputs and foster professional growth.

Schedule

The training was conducted from July 2–7, 2025, with four sessions per day totaling 48 hours. An additional 12 hours were allocated for follow-up sessions on lesson planning and research.

(Full daily schedule attached in Annex 2; Six days, twenty-four two-hour sessions with LUNCH and Tea breaks; twelve hours online sessions)

Training Management

With the support of the University Grants Commission (UGC), Sukuna Multiple Campus successfully organized a six-day Faculty Professional Development Training on 2–7 July 2025. The 5-member training unit of the campus, formed by the College Management Committee (CMC) of Sukuna Multiple Campus, took the whole responsibility for managing the training, especially its logistical, technical, and academic arrangements. The unit oversaw participant registration, daily coordination, resource material distribution, and evaluation processes.

The training program was coordinated by Mr. Chandra Mani Rai, the coordinator of the training unit. Session planning, resource allocation, and participant engagement were managed collaboratively by the members of the training unit.

Resource Material Management

To support active engagement and sustained learning throughout the training, participants were provided with a set of resource materials tailored to each session's objectives. Participants received:

- Presentation slides from each session.



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- Lesson plan and academic calendar templates.
- Reading materials including books, journals, e-resources
- Sample curricula for review exercises.
- Bag, Stationery and notepads for notetaking and group work.

Resource Persons / Trainers Management

The selection and mobilization of resource persons for the Faculty Professional Development (FPD) training was conducted through strategic consultation with the University Grants Commission (UGC), Nepal, ensuring alignment with NEHEP's transformative agenda, training contents, and priorities. Sukuna Multiple Campus (SMC) fully utilized its pool of trained Trainers of Trainers (ToTs), reinforcing institutional ownership and capacity-building. The training ensured a balanced representation of national and regional experts to provide diverse perspectives, disciplinary depth, and contextual relevance across sessions.

The trainees benefited from the active involvement of distinguished academics and practitioners whose expertise spanned curriculum reform, pedagogical innovation, assessment literacy, and research integration. The following resource persons contributed substantively to the training:

1. Prof. Dr. HR Bajracharya (University Grants Commission)
2. Associate Prof. Dr. Khagendra Acharya (Kathmandu University)
3. Dr. Bandana Jain (Degree Campus, Biratnagar)
4. Dr. Tolanath Kafle (Janta Multiple Campus)
5. Dr. Dipak Neupane (Mahendra Campus, Dharan)
6. Mr. Romkanta Pandey (Tribhuvan University, Kathmandu)
7. Mr. Ganesh Prasad Dahal (Sukuna Multiple Campus)
8. Mr. Nara Prasad Bhandari (Sukuna Multiple Campus)
9. Mr. Shankar Dewan (Sukuna Multiple Campus)
10. Mr. Guna Raj Nepal (Sukuna Multiple Campus)
11. Mr. Ramesh Khatiwada (Sukuna Multiple Campus)
12. Ms. Maya Dewan (Sukuna Multiple Campus)

Training Hall with Audio Visual Resources

The seminar hall at Sukuna Multiple Campus was thoughtfully equipped to foster an engaging and technology-enhanced learning environment. Key facilities included a multimedia



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projector, Smart board, whiteboard, and a high-quality sound system, all supported by stable internet connectivity to enable seamless digital interaction. The air-conditioned room ensured participants' physical comfort throughout the sessions, while the provision of quick refreshments—chocolates and drinking water—added a pleasant value to the overall experience. Adequate table arrangements further facilitated group work and note-taking, contributing to a conducive setting for collaborative learning and discourse.

Provisions for Participants (Leave, Logistics, Sightseeing)

To ensure full participation and training continuity, no leave was granted to trainees throughout the training period. Trainees were provided with on-site hospitality, including lunch, tea/coffee breaks, and access to drinking water, ensuring a comfortable and focused learning environment. Accommodation support was provided to all the out-of-town participants, making the training program inclusive and logistically easy. As part of the training program's experiential enrichment, a refreshing visit to Betana Wetland was organized, offering participants a moment of natural sightseeing and informal exchange. This was followed by a vibrant cultural evening where participants showcased creative expressions—reciting poems inspired by their training experiences and performing folk songs—fostering a sense of shared community and collaborative growth.

Proceedings: Session Descriptions

Inaugural Session

Faculty Professional Development Training Program of 60 hours with 4 credits was organized on 2-7 July 2025 with the financial support and assistance of the University Grants Commission, Nepal. The program was conducted under the chairmanship of Mr. Keshab Adhikari, Chairperson of the Campus Management Committee.

The ceremony was graced and inaugurated by the Chief Guest, Hon. Prof. Dr. Devraj Adhikari, Chairperson of the University Grants Commission (UGC) Nepal. The inaugural ceremony was also graced by the Special Guests, Hon. Prof. Dr. Hridaya Ratna Bajracharya, Technical Advisor of the Nepal Higher Education Excellence Program (NEHEP) at UGC, Kedar Prasad Guragain, Mayor, Sundarharaincha Municipality,



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Morang, and Dr. Gobinda Prasad Guragain, Deputy Controller, Tribhuvan University, Regional Examination Controller's Office, Biratnagar, and guest Yagyaraj Giri, Campus Chief, Damak Multiple Campus, and central committee member of Public Campus Association. The event witnessed the presence of Campus Chief, Mr. Arjun Raj Adhikari, Assistant Campus Chiefs Mr. Ganesh Prasad Dahal and Balaram Pokharel, resource persons, training coordinator Mr. Chandra Mani Rai, and members of the Training Unit, campus staff, journalists, and 30 participants representing 15 community campuses from across Koshi Province. The program was conducted by the training coordinator, Mr. Chandra Mani Rai. The program highlighted the rationale of the program and offered best wishes for successful accomplishment.



Module 1: Curriculum Planning and Lesson Planning.

Following the completion of the inaugural ceremony, the first day of the training kicked off with Module 1: Curriculum Planning and Lesson Planning. The facilitation of this module, structured into four sessions totaling eight hours, was led by Prof. Dr. H.R. Bajracharya from the University Grants Commission (UGC) Nepal. Following Professor Bajracharya's sessions, Mr. N.P. Bhandari, Mr. Ramesh Khatiwada, Mr. Guna Raj Nepal, and Maya Dewan also facilitated sessions under this module. The module focused on the foundational and practical aspects of curriculum and instructional planning, covering key themes such as curriculum planning, curriculum review processes, structuring the academic calendar, course planning, lesson planning, and implementation strategies. A detailed account of session-wise contents, activities, and pedagogical approaches is presented in the subsequent sections.

Session 1 and 3: Prof. Dr. Hridaya Ratna Bajracharya

Session Contents:

- NEHEP and the basis of Curriculum Planning (Rationale, Objectives, learning outcomes, Contents/Activities (course-based knowledge & skills, soft skills); Assessment & Feedback; Learning Resources)
- Teaching and learning in higher education; connecting curriculum with the world of work and stakeholders' requirements.



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The first session of the Faculty Professional Development training was led by Prof. Dr. Hridaya Ratna Bajracharya, who guided participants through a rich and multilayered exploration of curriculum planning and lesson design. Drawing from the overarching goals of NEHEP—particularly Result Area 1: Linking Education with the World of Work—Prof. Bajracharya explained how the curriculum must evolve to meet labor market demands while nurturing academic excellence. He emphasized that faculty empowerment hinges on developing a balanced integration of Knowledge, Skills, and Attitudes (KSA), rooted in the three learning domains: cognitive, psychomotor, and affective.

Prof. Bajracharya introduced Bloom's Taxonomy as a foundational tool for devising learning objectives, guiding trainees through its six hierarchical levels—remember, understand, apply, analyze, evaluate, and create. He highlighted the importance of using precise action verbs to articulate measurable outcomes and provided vivid examples that linked theoretical constructs to classroom realities. Trainees were encouraged to reflect on how these verbs could be embedded in their lesson plans to foster deeper learning. Prof. Bajracharya also explained the logic behind curriculum and lesson planning, urging faculty to consider not just what students should learn, but how, when, and why.

In the session that followed, Prof. Bajracharya guided the trainees to hands-on activities where participants collaboratively engaged in curriculum planning exercises. He focused on drafting general objectives, identifying relevant learning experiences, and organizing pedagogical approaches. He made the focus of his session explicit through the following questions: What purposes should the program/course/lesson seek to attain (General Objectives/competencies and learning outcomes)? What learning experiences can be provided to attain the purposes (Contents/learning resources)? How can these experiences be effectively organized (Pedagogies/approaches)? How can we determine whether these purposes are being attained (Assessment/evaluation)? Based on this, the trainees worked in groups to put it into practice. Following it, Prof. Bajracharya



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encouraged them to think critically about sequencing, scaffolding, and alignment with pedagogical and institutional goals.

In the reflective segment, Prof. Bajracharya drew on Paul Ramsden's Learning to Teach in Higher Education to highlight seven domains of pedagogy, including curriculum planning, assessment and feedback, diversity of learners, and community linkages. He encouraged a discussion on the nature of good teaching, challenging common myths around good teaching and presenting six key principles of effective higher education pedagogy: 1. Interest and explanation, 2. Concern and respect for students and student learning, 3. Appropriate assessment and feedback, 4. Clear goals and intellectual challenge, 5. Independence, control, and engagement, 6. Learning from students. These key principles ranged from intellectual challenge to learning from students. The trainees were invited to share their own teaching experiences, discuss challenges they had faced, and propose actionable improvements. The session fostered a culture of introspection and peer learning.

To consolidate learning, Prof. Bajracharya assigned two key tasks: (1) preparation of at least three lesson plans for classroom implementation, and (2) writing a proposal for action research aligned with the themes of faculty professional development. These assignments were received not merely as follow-up tasks but as opportunities for faculty to translate insights into practice and contribute to institutional improvement. The session concluded with a reaffirmation of the faculty's role as proactive agents of change in Nepal's evolving higher education landscape.

Session 2: Mr. Nara Prasad (N.P.) Bhandari and Mr. Ramesh Khatiwada

Session Contents: Academic calendar and /semester planning; Course planning and Lesson Planning.




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This joint session, facilitated by Mr. N.P. Bhandari and Mr. Ramesh Khatiwada offered a structured and participatory exploration of academic planning in higher education. The session was organized into three major components: academic calendar design, semester/course planning, and lesson planning. Mr. Bhandari and Mr. Khatiwada delivered this session through a blend of conceptual mapping, hands-on activities, and reflection on trainees' experiences and practices.

The session began with a conceptual unpacking of the academic calendar as a strategic framework for scheduling and managing institutional time. The facilitators led the trainees to explore the components and patterns of the academic calendar. In this process, trainees were engaged in a 10-minute individual



brainstorming activity to identify potential calendar components, followed by two group-based design tasks: (1) semester-based academic calendars (2 groups), and (2) annual program-based calendars (4 groups). These outputs included entrance exam form distribution, registration periods, orientation, class start/end dates, holidays, internal assessments, assignment evaluations, graduation timelines, fee deadlines, and co-curricular activities among others.

A model calendar was presented with semester-wise breakdowns from the 1st to 8th semester, including specific dates such as Saun 3rd 2082 for application form distribution. Defined as a schedule that outlines key dates and deadlines across the academic year or semester, the calendar was recognized as a tool for reducing stress, enhancing productivity, improving academic performance, and maintaining work-life balance. Trainees then reflected on institutional and departmental roles in calendar implementation, identified challenges (e.g., coordination gaps, policy and exam ambiguities), and proposed strategies for resolution. The second segment focused on semester and course planning. Trainees responded to three reflective prompts using meta cards: (1) Should teachers make lesson plans in higher education? (2) Should lesson plans be submitted to departments? (3) Are faculty currently making lesson plans? These questions sparked candid reflection and peer dialogue. The facilitators reinforced the value of planning through curated quotes from Warren Buffett, Pablo Picasso, and Spike Lee, emphasizing that planning is foundational to educational success and institutional coherence. The final segment centered on lesson planning and its pedagogical rationale. The facilitators




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distinguished between expert and non-expert teaching behaviors, noting that expert teachers pre-design educational activities with clear goals and learner-centered strategies, while non-experts begin teaching without strategic foresight. Teaching was framed as a goal-oriented, pre-designed, and interactive process.

To guide lesson planning, the facilitators introduced eight foundational questions drawn from teaching principles (Shaari, 2017), which every teacher should consider before entering the classroom. First, teachers must understand their learners—who they are teaching—by considering students' backgrounds, needs, and learning contexts. Second, they must clarify what content is to be taught, ensuring alignment with curricular goals. Third, they should articulate why the learning activity is necessary, identifying its purpose and relevance. Fourth, teachers must determine how to begin and deliver the lesson, selecting appropriate methods, tools, and sequencing strategies. Fifth, planning requires identifying what activities will be conducted to engage learners meaningfully. Sixth, teachers must decide when each activity should occur, ensuring proper pacing and timing. Seventh, they must consider how interaction will unfold—what parts of the activity involve full-class participation versus individual or group work. Finally, teachers must plan for evaluation, ensuring that learning outcomes are assessed and instructional goals are met.

In the final part of the session, trainees were engaged in discipline-wise group work to formulate general and specific learning objectives, followed by matching activities. Examples included objectives in biology, algebra, reading comprehension, and world history. Facilitators clarified the distinction between general objectives (broad conceptual goals) and specific objectives (measurable outcomes), using Bloom's Taxonomy to illustrate cognitive levels from remembering to evaluating. They presented outputs in two-column formats linking objectives to activities, reinforcing alignment between instructional intent and classroom practice.

Session 4: Mr. Guna Raj Nepal and Ms. Maya Dewan

Session Contents: Critical Analysis and Application of the curriculum: Issues, curriculum review, and HEI Faculties' curriculum feedback

This session, jointly led by Mr. Guna Raj Nepal and Ms. Maya Dewan, focused on the critical analysis, review, and contextual reform of higher education curricula in Nepal, using the trainees' knowledge and experience as baseline information. The facilitators structured the



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session into three progressive segments: identifying curriculum issues, reviewing current practices, and strengthening faculty feedback systems.

The session began with a reflective mapping of curriculum challenges through Workshop Activity I, where trainees responded to prompts such as: “If your students graduated tomorrow, what would they still be unprepared for?” and “Which local or regional issues are missing from your curriculum?” Trainees' reflections sparked by the prompts revealed critical gaps in practical skill development, outdated content, and insufficient integration of local relevance and emerging global themes such as Gen AI, environmental sustainability, and teacher wellbeing and student counselling. Following these critical observations, the concept of curriculum in higher education was unpacked through Workshop Activity II. As an outcome of this activity, trainees explored curriculum beyond syllabi—as a structured blend of content, pedagogy, and intended learning outcomes. Thereafter, drawing on frameworks from Nygaard (2011) and Lunenburg (2011), the facilitators presented six key components: objectives, content, learning experiences, assessment, instructional design, and feedback mechanisms. Trainees then identified responsible agencies for curriculum implementation, highlighting a multi-tiered network including faculty, departments, curriculum centers, university governance bodies, national agencies like UGC Nepal, and external stakeholders such as employers and accreditation bodies.



In Workshop Activity III, participants conducted subject-wise group discussions to identify curriculum issues across four dimensions: context, input, process, and product. The issues raised included theory-heavy content, weak industry-academia alignment, digital inequities, politicized governance, and minimal integration of local knowledge. These findings were then connected to broader reform needs, emphasizing 21st-century skills, entrepreneurship, and modular flexibility. The facilitators critiqued the status quo of curriculum review practices—often top-down, infrequent, and disconnected from faculty realities. They highlighted the limitations of current mechanisms such as departmental reviews, UGC mandates, and academic audits, noting the lack of follow-through and meaningful faculty autonomy.




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The final segment focused on faculty feedback systems. Through Workshop Activity IV, trainees reviewed specific course structures and submitted feedback to their departments and subject committees. The facilitators emphasized best practices for curriculum review, including stakeholder inclusion, modular design, and continuous micro-reviews. They also addressed systemic barriers to authentic and real-time feedback, such as ritualistic collection, lack of transparency, and fear of repercussions in politicized environments. The session concluded with a call to action: recognizing faculty as drivers of change and institutionalizing feedback systems that value lived experience, pedagogical insight, and contextual relevance.

Module 2: Foundations of Teaching and Learning: Pedagogical Skills and Approaches

Module 2 of the Faculty Professional Development Program was dedicated to the foundations of Teaching and Learning: Pedagogical Skills and Approaches. The sessions were facilitated by Dr. Khagendra Acharya, Mr. N. P. Bhandari, Mr. Guna Raj Nepal, and Ms. Maya Dewan. Prof. Dr. Devraj Adhikari, Chairperson of the University Grants Commission, also delivered a brief, enlightening session on critical thinking in higher education. Across the eight-hour module, trainees were engaged with core pedagogical concepts, instructional strategies, and foundational approaches to effective teaching and learning in higher education. The facilitators contributed diverse perspectives and expertise, enriching the module's focus on pedagogical development and academic practice.

Session 1: Dr. Khagendra Acharya

Session Contents: Critical pedagogy for teaching and learning: critical thinking, reflective practice, and case study approach.

The first session under this module was facilitated by Dr. Khagendra Acharya, who introduced trainees to foundational and advanced concepts of thinking, critical thinking, and critical pedagogy within the context of higher education. The session began with a conceptual mapping of various types of thinking—convergent, divergent, perceptual, reflective, creative, and non-directed—emphasizing their relevance to classroom practice. Trainees were prompted to reflect on their own teaching approaches through the lens of these cognitive modes, particularly in relation to fostering indigenous thinking and contextual relevance. The facilitator posed provocative questions such as “Does your approach to teaching encourage thinking?” and “How do you assess their thinking?”, which served as entry points for deeper pedagogical introspection.




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Dr. Acharya embedded hands-on activities throughout the session to translate theory into practice. Trainees were asked to prepare a teaching plan for a sample write-up, assess its delivery strategy, and evaluate whether it encouraged critical engagement. This exercise was complemented by scenario-based prompts that challenged participants to design learning experiences that promote analysis, evaluation, and creation—hallmarks of higher-order thinking. A particularly engaging segment involved reimagining teaching through the lens of critical pedagogy, where participants explored the politics of power dynamics in teaching and learning. This activity underscored the importance of embedding critical thinking and socio-political awareness into academic tasks, aligning with the broader goals of transformative education.



The session also addressed the implications of generative AI in teaching and learning. Dr. Acharya encouraged participants to critically examine the role of AI in shaping student thought, asking whether full adoption or complete rejection was pedagogically sound. Trainees were guided to use AI-generated responses as stimuli for student reflection, promoting metacognition and reflexivity. Strategies such as the Socratic method, ambiguity-based case analysis, and prioritization of lived experience were introduced as tools to deepen student engagement and challenge passive consumption of information. Dr. Acharya emphasized the distinction between “thinking about what happened” and “thinking about how you shaped what happened,” reinforcing the reflective dimension of critical pedagogy.

The session concluded with a structured reflection and feedback segment, where trainees shared insights on how their teaching practices could incorporate critical thinking. Emphasis was placed on the need for intentional design of classroom activities that provoke thought, foster dialogue, and cultivate agency among learners. The facilitator’s approach served as a model for the very principles of critical pedagogy—dialogic, participatory, and politically aware—leaving participants with actionable strategies for promoting critical thinking in their own institutional contexts.




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A brief session by Prof. Dr. Devraj Adhikari.

During the session by Dr. Acharya, Prof. Dr. Devraj Adhikari, the Chairman of UGC, delivered an inspiring session grounded in the TEDx Talk “Ask Three Questions” by Brian Oshiro (<https://www.youtube.com/watch?v=0hoE8mtUS1E>), which emphasized the importance of fostering critical thinking through deliberate questioning strategies. Prof. Adhikari used the TEDx Talk to spark thoughts on the importance of critical thinking in higher education pedagogy. He encouraged the trainees to actively watch and listen to the talk, especially with a focus on the breakdown of the “what, why, and how” of questioning, thereby leading the trainees to



reflect upon their existing pedagogies. This brief sharing led the trainees to realize how crucial it is to challenge students’ minds for meaningful learning. In sum, this short session set the tone for reflective engagement and challenged trainees to re-examine their instructional approaches.

Session 2: Mr. Nara Prasad Bhandari and Mr. Ramesh Khatiwada

Session contents: Activity-based approaches: Problem-Based Learning, Project-based learning, and case-based learning

This session introduced faculty participants to the principles and practices of Activity-Based Learning (ABL), emphasizing a shift from passive reception to active engagement in the classroom. Mr. Bhandari and Mr. Khatiwada began by contrasting traditional teaching methods—where instructors deliver content and students passively consume it—with contemporary models that prioritize learner agency, collaboration, and contextual relevance. They framed ABL as a pedagogical response to the demands of 21st-century education, integrating creativity, critical thinking, communication, and collaboration (the Four Cs) into instructional design.

The session explored three core ABL models: Project-Based Learning (PBL), Problem-Based Learning (PBL), and Case-Based Learning (CBL). Each model was introduced through concept mapping and comparative analysis. Mr. Bhandari and Mr. Khatiwada engaged trainees in individual and group tasks to help them distinguish between the models in terms of structure,



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complexity, duration, and learning outcomes. For example, PBL was presented as a long-term, product-oriented approach rooted in real-world tasks, while PBL emphasized inquiry-driven problem solving with ill-structured challenges. CBL was recognized as a focused variant of PBL, designed to foster deep learning through scenario analysis and critical evaluation. Examples included designing water filtration systems, analyzing heart rate data in PE classes, and addressing educational inequities in Nepal.

Hands-on activities were central to the session. Trainees worked in groups to design curriculum-aligned projects for their own disciplines, incorporating at least two teaching strategies such as direct instruction, cooperative learning, or inquiry-based methods. They were guided through a four-week planning cycle: selecting topics, designing lesson plans, delivering interactive sessions, and reflecting on outcomes. Sample projects included financial literacy workshops, inclusive education modules, and communication gap analyses between parents and teachers. These activities allowed participants to simulate real classroom scenarios and apply ABL principles in context.

The facilitators emphasized the pedagogical value of reflection and feedback throughout the session. Participants were encouraged to evaluate their own lesson designs using Bloom's Taxonomy, aligning general and specific objectives with measurable outcomes. They also explored how ABL fosters both intrapersonal skills—confidence, creativity, and self-awareness—and interpersonal skills such as collaboration, conflict resolution, and leadership. The session concluded with a synthesis of key takeaways: the need for intentional design, contextual relevance, and continuous reflection in activity-based pedagogy.

Session 3: Mr. Guna Raj Nepal and Ms. Maya Dewan

Session Contents: Innovation in Teaching and Learning: flipped learning, differentiated instruction, and Peer feedback

This joint session introduced faculty participants to three transformative pedagogical approaches: flipped learning, differentiated instruction, and peer feedback—within the broader theme of innovation in teaching and learning. The facilitators began by brainstorming around the existing pedagogies in practice, leading them to the mapping of the evolution of pedagogy from “pipe” or transmission models to collaborative and connecting models. This helped trainees distinguish between informative, reformative, and transformative pedagogies, emphasizing the shift from teaching subjects to nurturing critical, creative, and imaginative citizens. This



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conceptual grounding set the stage for exploring how innovative methods can reframe classroom dynamics and learner engagement.

The first major focus was on flipped learning, introduced through video-based exploration and comparative analysis. Participants examined how learning shifts from group to individual space, with pre-class content engagement enabling deeper in-class interaction. The facilitators highlighted the pedagogical advantages of flipped classrooms: increased peer collaboration, personalized pacing, and enhanced student agency. Trainees reflected on the limitations of traditional lecture-based models and discussed how flipped strategies could be adapted to their own disciplines. A video demonstration and guided discussion helped participants visualize implementation pathways and anticipate challenges in their contexts.



The second segment addressed differentiated instruction, emphasizing the need to tailor content, process, product, and learning environments to diverse learner profiles. The facilitators guided participants in groups to explore strategies such as tiered assignments, flexible grouping, choice boards, and scaffolded learning. The trainees conducted a group activity to design differentiated lesson plans for specific subjects and levels, followed by a demo session. This hands-on component allowed trainees to experiment with instructional design that accommodates varied readiness levels, interests, and modalities. The facilitators encouraged participants to reflect on feasibility, resource constraints, and alignment with curricular goals.

The session concluded with a focus on peer feedback and the 5E Inquiry Model (Engage, Explore, Explain, Elaborate, Evaluate). Participants were invited to critically assess teaching delivery styles—face and radio (telling), telephone (collaborative), and Wi-Fi (connecting/transformative)—and provide feedback on peer demonstrations. The culminating task involved designing a lesson or project using the 5E framework, integrating inquiry-based learning principles. Trainees shared reflections on their evolving pedagogical identities and articulated forward-looking strategies for classroom innovation. The facilitators emphasized that



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innovation is not merely about adopting new tools but about reimagining the teacher-learner relationship through intentional, reflective practice.

Session 4: Mr. Nara Prasad Bhandari

Session Content: Action Research for Enhancing Teaching and Learning (class-based identification of 'Plan-act-reflect' cycle)

This session introduced trainees to the concept and practice of *Action Research* as a tool for continuous improvement in teaching and learning in the higher education context. Framed within the context of classroom-based inquiry, the session emphasized the *Plan-Act-Reflect* cycle as a foundational model for practitioner-led research. Mr. Bhandari began by brainstorming and mapping the purpose of action research in higher education. This mapping revealed the key aspects of action research: identifying instructional challenges, implementing targeted interventions, and generating reflective insights that inform future practice. The approach was viewed as both a pedagogical and professional development strategy, empowering faculty to become agents of change within their own classrooms.

The session progressed through a structured exploration of each phase of the cycle. In the Planning phase, participants were guided to identify specific teaching-learning challenges based on their classroom experiences—ranging from student engagement gaps to assessment inconsistencies. They formulated researchable questions and drafted preliminary intervention strategies. During the Acting phase, faculty discussed how to implement these strategies in real-time teaching contexts, using tools such as modified lesson plans, differentiated instruction, or activity-based learning. Emphasis was placed on documentation and data collection, including classroom observations, student feedback, and performance metrics.

The Reflection phase was introduced as the critical moment of synthesis, where faculty analyze outcomes, interpret patterns, and evaluate the effectiveness of their interventions. Participants engaged in peer-sharing activities to present their action research ideas, receive feedback, and refine their inquiry focus. The facilitator highlighted the importance of reflexivity—not just thinking about what happened, but examining how one's own teaching decisions shaped the outcomes. Reflection was framed as both an individual and collaborative process, essential for deep learning and sustainable improvement.

Throughout the session, Mr. Bhandari emphasized that action research is not a one-time activity but a cyclical and iterative process. Faculty were encouraged to view their classrooms as



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dynamic research sites, where small-scale inquiries could lead to meaningful pedagogical shifts. The session concluded with participants drafting initial proposals for classroom-based action research, aligned with NEHEP's goals of quality enhancement and contextual relevance. These proposals are intended for implementation and follow-up presentation in future mentoring sessions.

Module 3: Educational Technology: Emerging educational technology and teaching learning practices

In response to the evolving demands of 21st-century education, this module foregrounds the transformative potential of emerging educational technologies in enhancing teaching-learning practices. As digital tools and online platforms increasingly shape pedagogical landscapes, educators are called to integrate technology not merely as a supplement but as a strategic enabler of learner engagement, instructional efficiency, and academic performance. This module situates educational technology within the broader context of quality enhancement, equity, and innovation, emphasizing its role in fostering interactive, inclusive, and data-informed learning environments. Session details under this module are described below.

Session 1: Mr. Romkanta Pandey

Session Contents: Designing and applying digital survey, using Mentimeter, Napkin AI, etc. in teaching and learning

This session introduced faculty participants to the evolving landscape of digital pedagogy, emphasizing the integration of emerging technologies into higher education teaching and learning. Mr. Pandey began by highlighting the conceptual terrain of digital pedagogy, drawing on frameworks such as TPACK (Technological Pedagogical Content Knowledge), Bloom's Digital Taxonomy, and the SAMR Model. Trainees were guided through the philosophical and practical dimensions of digital transformation in education, including the shift from enhancement to redefinition of learning tasks. The session foregrounded the critical role of technology in fostering creativity, collaboration, and higher-order thinking, while cautioning against uncritical adoption of tools without pedagogical alignment.



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Mr. Pandey presented a rich overview of contemporary technologies such as Artificial Intelligence (AI), Internet of Things (IoT), cloud computing, smartboards, AR/VR/XR, and blockchain. These were contextualized within global and regional trends, including platforms like SWAYAM (India), NUS-EdX (Singapore), and XuetangX (China). Participants explored the implications of MOOCs, self-paced learning, and certification-based digital

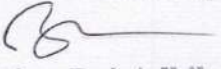


education. Mr. Pandey also introduced UNESCO's AI Competency Framework for Teachers, highlighting progression from acquisition to creation across five domains: human-centered mindset, ethics, AI foundations, AI pedagogy, and professional development. This framework served as a scaffold for understanding how educators can responsibly and effectively integrate AI into their professional practice.

Hands-on activities were designed to immerse faculty in the practical use of digital tools. Participants engaged with platforms such as Padlet, Prezi, Voicethread, and Google Workspace, experimenting with applications for storytelling, assessment, collaboration, and simulation. The Pedagogy Wheel was used as a reference to align digital tools with cognitive processes and action verbs across Bloom's taxonomy. Faculty were encouraged to design sample learning tasks using apps that support creation, evaluation, and analysis, thereby linking theory with practice. Additionally, participants explored virtual labs (e.g., IIT Delhi's DNA analysis), educational automation systems (e.g., HEMIS, IIT-ERP), and chatbot integrations for student support and institutional efficiency.

The reflection segment invited participants to critically evaluate the pedagogical affordances and limitations of digital tools. Using Slido polls and peer-sharing, faculty rated their digital literacy, discussed ethical considerations, and identified areas for professional growth. The session emphasized digital literacy as a multidimensional construct—encompassing functional skills, creativity, e-safety, and critical evaluation. Alvin Toffler's notion of "learning, unlearning, and relearning" was invoked to frame the mindset required for navigating




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technological change. Trainees articulated strategies for contextualizing digital pedagogy within Nepali higher education, including localized content creation, blended learning models, and inclusive access.

In conclusion, the session identified and used digital pedagogy not as a technical add-on but as a transformative approach to teaching and learning. Trainees left with enhanced awareness of global trends, practical tools, and reflective strategies to integrate technology meaningfully into their classrooms. The session contributed directly to NEHEP's goals of digital transformation, quality enhancement, and lifelong learning. Follow-up activities will include classroom implementation, peer mentoring, and documentation of digital pedagogical innovations for institutional reporting and dissemination.

Session 2: Mr. Guna Raj Nepal

Session Contents: Using Generative AI for teaching and research (Engineering prompts, verifying the sources, using the information ethically)

This session introduced faculty participants to the transformative potential of Generative Artificial Intelligence (AI) in higher education, with a dual focus on teaching innovation and ethical research practice. Mr. Nepal began by conceptually mapping the scope of generative AI—tools capable of producing text, images, code, and multimedia content based on user prompts. Platforms such as ChatGPT and Grok were contextualized within educational applications including lesson planning, feedback generation, literature review, and administrative automation. The session emphasized that generative AI is not merely a technical tool but a pedagogical partner that can enhance instructional design, research productivity, and learner engagement when used responsibly.

The concept mapping phase was anchored in prompt engineering, a foundational skill for effective AI interaction. Participants were introduced to the structural components of high-quality prompts: role definition, context setting, task description, format specification, constraints, and quality criteria. Sample templates were provided for both teaching and research contexts, such as designing a Python lesson plan or generating a literature review on renewable energy storage. Faculty practiced crafting prompts iteratively, refining them based on AI output and pedagogical intent. This hands-on activity highlighted the importance of clarity, specificity,




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and audience awareness in prompt design, positioning educators as intentional architects of AI-assisted learning experiences.

A critical segment of the session addressed source verification, equipping faculty with strategies to assess the credibility of AI-generated content. Participants explored academic databases such as Google Scholar, Scopus, and CrossRef to cross-check citations, validate publication details, and detect inconsistencies. Red flags—such as vague references, outdated data, and fabricated statistics—were discussed in depth. Tools like Quillbot were introduced for plagiarism detection and paraphrasing support. This segment reinforced the principle that while AI can accelerate research tasks, scholarly rigor and verification remain non-negotiable responsibilities of the academic community.

The session culminated in a robust discussion on ethical considerations surrounding AI use in education. Faculty examined guidelines for transparency, attribution, privacy, and fairness in both teaching and research contexts. Ethical dilemmas—such as biased outputs, intellectual property concerns, and unequal access—were explored through case scenarios. Participants were encouraged to develop institutional policies for AI usage, attribution protocols, and AI-aware assignment designs. The facilitator emphasized the importance of professional development and continuous policy updates to keep pace with evolving technologies and ethical norms.

In closing, the session conceived generative AI as a strategic enabler of academic excellence, provided its use is grounded in ethical awareness, methodological transparency, and pedagogical intentionality. Trainees felt that they were enabled with practical tools, conceptual clarity, and a reflective framework to integrate AI meaningfully into their teaching and research practices. Follow-up activities will include classroom implementation, peer mentoring, and documentation of AI-assisted innovations for institutional reporting and dissemination.

Session 3: Mr. Romkanta Pandey

Session Contents: Use of Learning Management System (LMS) and online collaboration tools

This session introduced faculty participants to the pedagogical and administrative potential of Learning Management Systems (LMS) in higher education. Mr. Pandey began by conceptually mapping LMS as a digital infrastructure for course delivery, learner tracking, and collaborative engagement. Trainees explored the foundational features of LMS platforms such as Moodle, Google Classroom, and Open edX, with emphasis on their relevance to Nepali institutions. Moodle was highlighted as a customizable, open-source platform already adopted by



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Tribhuvan University, while Google Classroom was presented as a user-friendly, cloud-integrated solution widely used in Kathmandu schools. Open edX was contextualized as a scalable solution for higher education and government-led digital learning initiatives.

The session progressed into hands-on demonstrations where participants navigated LMS interfaces, created sample courses, and experimented with core functionalities such as quizzes, assignments, forums, and progress analytics. Faculty were guided through the process of integrating Google Workspace tools—Docs, Sheets, Slides—into Google Classroom to facilitate real-time collaboration and feedback. The facilitator emphasized the pedagogical value of LMS features such as asynchronous discussion boards, automated grading, and learner dashboards. Participants also explored the Gnomio platform as a sandbox environment for Moodle experimentation, enabling them to simulate course design and learner interaction.

A critical segment of the session addressed the contextual benefits and challenges of LMS adoption in Nepal. Faculty discussed how LMS platforms can democratize access to quality education, support hybrid and blended learning models, and enhance instructional efficiency. The facilitator introduced future trends in digital learning, including AI-driven personalization, gamification, and immersive technologies such as VR/AR classrooms. These trends were framed as opportunities for Nepali institutions to leapfrog traditional constraints and align with global best practices. Trainees reflected on infrastructural limitations, digital literacy gaps, and the need for localized content development. Thereafter, they were engaged in hands-on activities centered on using educational technologies.

Mr. Pandey invited participants to share their experiences with LMS tools, identify barriers to implementation, and propose strategies for institutional integration. Faculty emphasized the importance of professional development, technical support, and policy alignment to sustain LMS usage. The session concluded with participants drafting action plans for LMS adoption in their respective campuses, including pilot course development, peer mentoring, and feedback collection. These plans are intended to feed into NEHEP's digital transformation goals and UGC's quality assurance frameworks.

In summary, the session positioned LMS not merely as a technological solution but as a strategic enabler of pedagogical innovation and institutional modernization. Faculty left with enhanced digital fluency, practical design skills, and a reflective framework to integrate LMS meaningfully into their teaching practice. As Mr. Pandey highlighted, follow-up activities will




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include implementation monitoring, documentation of LMS-based innovations, and collaborative reporting for institutional improvement.

Session 4: Mr. Romkanta Pandey

Session Contents: Using emerging digital technologies, such as virtual reality (VR), augmented reality (AR) interactive-based, Excel, PowerPoint & Audio/visual, and integrating them into lesson plans and classroom pedagogy

This session introduced faculty participants to the evolving role of Artificial Intelligence (AI) in education, with a focus on its pedagogical applications, ethical implications, and policy relevance. Mr. Pandey first guided trainees through the conceptual terrain of AI, distinguishing between Narrow AI, General AI, and Super AI, and contextualizing their relevance to teaching and learning. Participants explored how generative AI and large language models (LLMs) are transforming educational practices—from automated grading and adaptive learning platforms to real-time transcription and special needs support. The session emphasized that AI is not a replacement for teachers but a strategic augmentation tool that can enhance instructional design, learner engagement, and administrative efficiency.

The concept mapping phase included a critical overview of AI tools such as ChatGPT, Gemini, Microsoft Copilot, and NotebookLM. Participants examined their functionalities in content generation, summarization, citation management, and feedback automation. The facilitator introduced prompt engineering as a foundational skill, showcasing how structured prompts—defined by role, context, task, and format—can produce pedagogically aligned and expected outputs. Trainees were encouraged to experiment with prompt refinement and to critically assess AI outputs for accuracy, relevance, and ethical compliance.

Hands-on activities engaged participants in using AI-powered platforms such as QuillBot for paraphrasing, grammar checking, and plagiarism detection. Faculty explored how to integrate AI into lesson planning, assessment design, and research writing while maintaining academic integrity. The session also addressed prevalent myths surrounding AI use in academia—such as assumptions about plagiarism, journal rejection, and detection reliability—and clarified best practices for ethical and transparent AI integration. Participants were introduced to Nepal's draft AI policy (2081), India's AI budget allocations, and global investment trends, situating the discussion within broader policy and infrastructural developments.




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Mr. Pandey guided trainees to evaluate the pedagogical affordances and limitations of AI tools. Using Slido polls and peer-sharing, faculty discussed their digital readiness, ethical concerns, and institutional strategies for AI adoption. He emphasized the importance of developing AI usage policies, attribution guidelines, and verification protocols. Participants articulated action points for integrating AI into their teaching and research workflows, including classroom experimentation, policy drafting, and documentation of AI-assisted innovations. The session concluded with a reaffirmation of AI's potential to support—not substitute—human creativity, judgment, and professional growth.

In summary, the session positioned AI as a transformative force in education, provided its use is grounded in ethical awareness, methodological transparency, and pedagogical intentionality. Trainees had a hands-on experience with enhanced digital fluency and practical tools to integrate AI meaningfully into their academic practice.

Module 4: Assessment, Evaluation and Wellbeing

In response to the growing need for holistic and evidence-based educational practice, this module foregrounds the interconnected domains of assessment, evaluation, and educator well-being as pillars of quality teaching. Designed to build faculty capacity in crafting pedagogically sound rubrics, designing context-sensitive test items, and formulating actionable well-being plans, the module integrates both technical and humanistic dimensions of academic work.

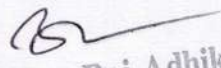
Session 1: Mr. Nara Prasad Bhandari

Session Contents: Formative assessment & feedback: Formative assessment tools, student portfolio, learning progress assessment (Assessment for learning)

This session focused on the principles and practices of formative assessment and feedback in higher education, emphasizing their role in enhancing student learning and instructional effectiveness. Mr. Bhandari began by mapping the conceptual distinctions between formative and summative assessment, highlighting formative assessment as a continuous, diagnostic process that informs teaching decisions and supports learner growth. Trainees explored the pedagogical rationale for formative assessment, including its capacity to foster metacognition, personalize instruction, and build a feedback-rich learning environment.

Mr. Bhandari introduced various formative assessment techniques such as exit tickets, concept maps, peer review, think-pair-share, and low-stakes quizzes. Trainees engaged in hands-on activities to design discipline-specific assessment tools aligned with learning outcomes. A




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rubric-building exercise allowed faculty to define performance criteria, levels of achievement, and feedback language for selected tasks. The session emphasized the importance of clarity, transparency, and alignment in assessment design, drawing on Bloom's Taxonomy to scaffold cognitive complexity across tasks.

A critical segment of the session addressed feedback strategies. Mr. Bhandari guided participants through the principles of effective feedback—timely, specific, actionable, and dialogic. Faculty practiced crafting feedback statements that promote reflection and revision, rather than judgment. Examples included formative comments on student writing, oral feedback during presentations, and digital feedback using LMS platforms. Mr. Bhandari also introduced feedback loops and self-assessment protocols to encourage learner autonomy and continuous improvement.

Towards the close of his session, Mr. Bhandari invited trainees to share their current assessment practices, challenges faced, and aspirations for improvement. Discussions surfaced common barriers such as time constraints, large class sizes, and a lack of institutional support. Thereafter, trainees worked in groups to propose strategies for integrating formative assessment into their teaching routines, including micro-assessment checkpoints, collaborative rubrics, and feedback journals. The session concluded with faculty drafting action plans to implement formative assessment tools in their classrooms and document their impact for follow-up mentoring and institutional reporting.

Session 2: Dr. Tolanath Kafle

Session Contents: Types of assessment: Rubrics and Grading Criteria; ethics in teaching & assessment.

This session, facilitated by Dr. Tolanath Kafle, critically explored the domain of assessment and evaluation within the broader framework of innovative pedagogy, drawing on David Ausubel's Theory of Meaningful Learning. The session began with a conceptual mapping of seven pedagogical domains, emphasizing the shift from traditional, textbook-oriented, teacher-directed classrooms toward learner-centered, reflective, and collaborative environments. Participants were introduced to the challenges of 21st-century education—uncertainty, information overload, and erosion of individual agency—through references to Yuval Noah Harari's work, setting the stage for rethinking assessment practices in higher education.




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The core of the session focused on unpacking the distinctions and interrelations among test, measurement, assessment, and evaluation. Through detailed definitions and examples, participants examined how each component contributes to meaningful learning. The session emphasized the importance of designing assessments that connect new knowledge to prior understanding, moving beyond rote memorization. Trainees were invited to engage in hands-on activities to identify common errors in test scoring—such as posting errors, misapplication of answer keys, and inconsistent marking—and discussed strategies for mitigating these issues. The session also addressed the ethical dimensions of assessment, including transparency, impartiality, and academic integrity, with participants reflecting on dilemmas such as grade inflation and favoritism.

A significant portion of the session was dedicated to rubric development and its role in promoting fairness, clarity, and higher-order thinking. Trainees were guided through the components of effective rubrics—criteria, performance levels, and descriptors—and explored various types, including analytic, holistic, and single-point rubrics. The session demonstrated how rubrics can streamline grading, reduce disputes, and provide targeted feedback. Trainees collaboratively created rubrics for assessing responses to questions on programmed instruction, applying performance descriptors across four levels: exceptional, proficient, developing, and emerging.

The session concluded with reflective dialogue on the real-world application of rubric-based assessment in Nepali higher education contexts. Trainees discussed how rubrics could be adapted to local curricular goals, linguistic diversity, and institutional constraints. Dr. Kafle emphasized the need for continuous refinement of assessment tools and alignment with learning outcomes. Trainees expressed appreciation for the clarity and practicality of the session, noting its relevance to both formative and summative evaluation practices. The integration of theoretical grounding, practical examples, and ethical considerations made this session a cornerstone of the faculty development program.

Session 3: Mr. Shankar Dewan

Session Contents: Test item construction: reliability, validity, test discriminating points

This session, led by Shankar Dewan, critically addressed the foundational and practical dimensions of test item construction in higher education. It began with a provocative warm-up and problematization of the Nepali education system, highlighting systemic misalignments



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among curriculum, teaching, and testing. Drawing on national and international reports—including ILO (2014), CBS (2014), and UNICEF (2030)—the facilitator emphasized the urgent need to reform assessment practices to better prepare graduates for the job market. The session framed test construction not merely as a technical task but as a transformative pedagogical responsibility, challenging the “banking model” of education and advocating for teacher agency in crafting meaningful assessments.

The conceptual core of the session introduced participants to the types of tests (subjective and objective), stages of test construction, and Bloom’s Modified Taxonomy as a scaffold for cognitive alignment. Participants examined the taxonomy’s six levels—remembering, understanding, applying, analyzing, evaluating, and creating—and mapped sample questions to each cognitive domain. Through hands-on activities, faculty members practiced designing test items across disciplines, identifying cognitive levels, and avoiding common pitfalls such as double-barreled questions, vague phrasing, and mismatched difficulty levels. The session emphasized the importance of clarity, validity, reliability, and fairness in test design.

A major highlight was the introduction and application of the test specification grid, which integrates specific objectives, content units, question types, weightage, and Bloom’s levels. Participants reviewed national curriculum grids (CDC, 2078) and analyzed subject-wise distributions of LOTS and HOTS across grades 8 and 12. The session underscored the pedagogical imperative of integrating higher-order thinking skills (HOTS) in test design, citing the National Curriculum Framework (2079) as policy anchors. Mr Dewan engaged trainees in collaborative groups to redesign existing exam questions and construct new items that foster critical thinking, creativity, and problem-solving.

The session concluded with a reflective synthesis of empirical studies on test items in Nepal and beyond. Through guided reflection and peer feedback, faculty members articulated strategies to shift toward HOTS-oriented evaluation, recognizing their role as “transformative intellectuals” in shaping quality education. The session’s blend of conceptual rigor, practical modeling, and critical reflection made it a cornerstone of the faculty development initiative, equipping educators with the tools and mindset to design assessments that truly measure learning.

Session 4: Mr. Guna Raj Nepal and Mr. Ramesh Khatiwada

Session Contents: Critical awareness and reflection: Teacher and student wellbeing and



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student counselling

This session, jointly led by Mr. Nepal and Mr. Khatiwada, opened with a conceptual mapping of well-being, emphasizing its psychological, social, and physical dimensions. Trainees explored how individual factors—such as emotional stability, job satisfaction, and self-efficacy—interact with contextual elements like campus climate, collegial relationships, and administrative support. Through reflective prompts and sharing exercises, trainees articulated their most fulfilling and discouraging experiences in teaching, laying the groundwork for a deeper understanding of professional wellness.

The facilitators then transitioned into the pedagogical implications of well-being, highlighting how emotionally attuned teaching practices directly influence student engagement, motivation, and mental health. Drawing on evidence-based strategies, the session introduced instructional methods such as flipped learning, differentiated instruction, and project-based learning as tools to foster inclusive and emotionally supportive classrooms. Participants discussed the role of positive psychology, empathy, and trauma-informed teaching in cultivating safe learning environments. The integration of Social-Emotional Learning (SEL) competencies—self-awareness, empathy, and responsible decision-making—was modeled through journaling, class discussions, and reflection activities.

Hands-on activities formed the experiential core of the session. Trainees designed actionable approaches to embed well-being into both instructional methods and classroom culture. Using sticky notes and collaborative planning tools, they co-created class norms, developed peer mentoring frameworks, and practiced restorative dialogue techniques. The session emphasized strength-based feedback and mindful transitions, encouraging educators to celebrate small wins and incorporate brain breaks to manage classroom tension. Trainees also explored flexible and differentiated instruction strategies to accommodate diverse learning styles and reduce academic stress.

A significant portion of the session was dedicated to student counselling, positioning teachers as first-line emotional and academic support agents. The facilitators shared some counselling domains, including emotional support, academic guidance, career planning, social interaction, and crisis intervention, and discussed how higher education faculty can identify signs of distress, provide safe spaces, and refer students to specialists when necessary. Trainees reflected on their current counselling practices and brainstormed institutional supports needed to




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strengthen student well-being. The session encouraged them to integrate wellness into curriculum design and promote professional and ethical responsibility.

Module 5: Teacher Professional Development

(Seminar, conference, critical reflection, teacher performance assessment, feedback ECA, CCA through sustainability and climate change issues).

This module explored holistic models for professional growth. The module integrated co-curricular (CCA) and extra-curricular (ECA) dimensions, linking faculty engagement to broader institutional culture. A distinctive feature was the thematic focus on sustainability and climate change, positioning educators not only as transmitters of knowledge but as agents of ecological awareness and social transformation. This convergence of academic rigor, reflective practice, and civic responsibility framed teacher development as an ongoing, context-sensitive journey aligned with both national priorities and global imperatives.

Session 1: Mr. Guna Raj Nepal and Ms. Maya Dewan

Session Contents: Integrating issues of sustainability and climate change in teaching and learning: seminar and conference, teaching and learning activities, ECA and CCA

The session, co-facilitated by Mr. Guna Raj Nepal and Ms. Maya Dewan, was framed by the urgency of the climate crisis. As part of the brainstorming, the session began by including provoking scenarios of rising global temperatures, biodiversity loss, and ecosystem disruption thereby emphasizing the responsibility of higher education to respond through transformative teaching. Trainees explored how sustainability could be embedded not only in academic content but also in institutional culture, seminars, and student-led initiatives. The facilitators grounded the session in real-world relevance, inviting participants to reflect on local environmental challenges and the broader global context.

A diverse set of pedagogical approaches was introduced, with strong emphasis on problem-based learning and experiential Learning. Mr. Nepal and Ms. Dewan guided participants through case studies on local environmental issues, encouraging student-led research and community-based solutions. They led trainees to explore the importance of experiential activities such as field studies, environmental impact assessments, and carbon footprint calculations. This exploration helped participants identify active learning strategies in the context of climate crisis and sustainability issues—including group discussions, role-playing scenarios, and sustainability




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issues. Assessment methods focused on project-based evaluation and green innovation proposals, reinforcing the importance of applied learning and critical thinking. The facilitators also highlighted cross-disciplinary integration, with examples ranging from sustainability ethics in engineering to climate economics and green chemistry.

The session also presented a rationale for why there is a need to go beyond the classroom, emphasizing the role of Co-Curricular (CCA) and Extra-Curricular Activities (ECA) in fostering environmental stewardship. Participants explored how CCA can reinforce academic learning, while ECA supports broader personal and civic development. Following this awareness and exploration, the session guided trainees to collaboratively design mock national conferences and seminar sessions, complete with themes, flyers, and calls for abstracts. The trainees worked in groups and prepared different conference flyers with themes and subthemes and then shared. They said that they would make it a reality in their institutions and invite each other to participate. The session closed with a compelling call to institutionalize sustainability across teaching, learning, and student engagement.

Session 2: Mr. Ganesh Prasad Dahal, Mr. Nara Prasad Bhandari, and Mr. Guna Raj Nepal
Session Contents: Collaborative research for professional development: Problem Identification, Research questions, objectives, research methodology

This session, co-facilitated by Mr Dahal, Mr. Bhandari, and Mr. Nepal, introduced the concept of collaborative research as a strategic and relational approach to academic inquiry, emphasizing its relevance to faculty professional development. The facilitators began by mapping the landscape of collaboration, defining it as research conducted through coordinated efforts among individuals, institutions, communities, and sectors. The presentation highlighted the diverse actors involved—ranging from peers, students, and campuses to NGOs, INGOs, industries, and international agencies—underscoring that collaborative research is not merely a methodological choice but a systemic orientation toward shared knowledge creation. The session also led participants to reflect on cultural tendencies such as blame-shifting and backbiting, urging a shift toward proactive institutional and individual engagement.

Participants were guided through a structured exploration of responsibility in initiating collaborative research. The facilitators emphasized the roles of individual researchers, academia, Research Management Cells (RMCs), and external stakeholders such as government agencies and industries. A dedicated segment invited participants to share their own experiences with




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collaborative research, followed by group work and presentations. This interactive component fostered peer learning and surfaced campus-level practices, challenges, and aspirations. Sukuna Multiple Campus's own initiatives were showcased, including tiered incentives for journal publications, mini-research grants, and structured collaboration models involving faculty and students. Notably, the campus's international partnership with Assam Down Town University in India was cited as a milestone in cross-border academic collaboration.

The session also highlighted the rationale for collaboration in research, listing benefits such as capacity building, resource sharing, multi-perspective problem analysis, and enhanced institutional recognition. Participants examined five types of collaborative research—within institutions, with other institutions, with private sectors, with government agencies, and with international bodies. This typology was reinforced through examples and discussion prompts. Challenges were candidly addressed, including regulatory gaps, funding limitations, communication breakdowns, leadership ambiguities, and uneven workload distribution. The facilitators encouraged them to view these not as deterrents but as design challenges to be addressed through strategic planning and inclusive leadership.

To consolidate key takeaways from this session, participants engaged in a second round of group work focused on identifying present sectors of collaboration and proposing actionable strategies. The session concluded with a forward-looking segment led by N.P. Bhandari and Guna Raj Nepal, who shared insights on future directions for collaborative research. These included proposals for municipal-level partnerships, industry engagement, and planned collaborations with universities both inside and outside Nepal. The facilitators emphasized the importance of institutional planning, proposal development, and sustained dialogue with potential partners. By integrating conceptual clarity, practical modeling, and reflective dialogue, the session equipped the trainees with a practical knowledge and experience of collaborative research and its transformative potential in higher education.

Session 3: Mr. Guna Raj Nepal and Ms. Maya Dewan

Session Contents: Teacher professional development: Critical reflection on professional practices, teacher performance assessment (360-degree appraisals), portfolio, and feedback

This session opened with a conceptual mapping of teacher professional development (TPD), inviting participants to reflect on their own perceptions and experiences. Using interactive tools like Mentimeter and visual prompts, the facilitators encouraged participants to




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explore the multifaceted roles of higher education instructors (HEIFs) and the evolving demands of their professional contexts. The session emphasized that TPD is not a static checklist, but a dynamic, context-sensitive process shaped by institutional realities, classroom environments, student diversity, and individual motivation. Participants were asked to situate themselves within their ecology—considering their mindset, job status, and current interests—as a foundation for meaningful engagement.

The facilitators framed the conversation around a provocative question: “How do teachers learn and grow?” This led to a critical examination of teacher stagnation and the characteristics of ineffective teaching, drawing on Prodromou’s (1999) satirical list of “how to be a boring teacher.” From this, the session transitioned into identifying key resources and focus areas for TPD, including pedagogical innovation, technology integration, assessment strategies, and research literacy. Participants were prompted to assess the adequacy of existing TPD support at their institutions and share personal challenges such as managing large classes, balancing teaching and research, and integrating digital tools. These reflections were captured through structured sharing and worksheet-based activities.

A central component of the session was the exploration of teacher performance assessment and feedback mechanisms. Participants engaged with four major modes: self-assessment, student feedback, peer observation, and administrative review. Each was illustrated with practical examples—journals, rubrics, surveys, structured checklists, and formal evaluations. The facilitators introduced the concept of 360° feedback, advocating for a comprehensive approach that triangulates multiple perspectives to inform teaching improvement. Participants filled out dedicated worksheets and participated in a gallery walk to share insights and strategies. The emphasis was on using feedback not just for accountability but for growth—setting measurable goals, tracking progress, and contributing to departmental development.

The session concluded with a forward-looking reflection on the identity and motivation of developing teachers. Drawing on Day (2006), participants were asked to consider their self-esteem, job motivation, task perception, and future perspective. The facilitators reinforced the idea that teachers are not passive recipients of development but active agents—heroes, systems, and innovators within their classrooms. Final takeaways included the importance of joining professional associations, publishing research, and sharing local innovations. By integrating




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reflective practice and actionable strategies, the session encouraged faculty members to take ownership of their professional growth and institutional contribution.

Module 6: Research and Publication

In the evolving landscape of higher education, research and publication have become essential pillars of faculty professionalism and institutional credibility. This module was designed to strengthen faculty competency in academic inquiry by focusing on the foundational skills of proposal writing and scholarly publishing. Recognizing that many educators face challenges in initiating research and navigating the publication process, the module provided conceptual clarity, practical tools, and peer-supported strategies to bridge this gap. By fostering a culture of inquiry and equipping faculty with the confidence to contribute to academic discourse, the module aimed to elevate both individual scholarship and institutional research output.

Session 1 and 3: Dr. Bandana Jain

Session Contents:

- Writing 'research article' I: Theme selection, focus, problem statement, research, and review articles.
- Writing a research article II: Research and review articles, plagiarism check, peer review, and feedback

The sessions led by Dr. Bandana Jain focused on equipping faculty members with the conceptual and practical tools necessary for writing publishable research articles. The session began by framing research writing as a response to grand challenges, emphasizing the importance of novelty, curiosity, actionability, and scope in selecting a research theme. Participants were encouraged to think beyond conventional topics and to identify research problems that could shift conversations and offer insights for practice. The facilitator stressed that impactful research begins with a compelling question and a clear sense of purpose.

The session then introduced the IMRD structure—Introduction, Methods, Results, and Discussion—as the backbone of scholarly writing. Each component was unpacked with precision. The introduction was presented as a space to contextualize the study, review relevant literature, identify gaps, and justify the research. The literature review was framed not as a summary but as a critical synthesis that establishes the need for the study. Trainees were guided through crafting a statement of the problem that is both contextually grounded and forward-




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looking. Emphasis was placed on articulating clear objectives and aligning them with the research design.

In the methods section, Dr. Jain provided a detailed walkthrough of research design, sampling techniques, data sources, and analytical tools.

Participants were introduced to the importance of reliability and validity, and how to document fieldwork procedures, including training and supervision of data collectors. The facilitator highlighted the need for transparency and replicability in methodological reporting. The results section was discussed as the narrative core of the paper, where findings are presented in alignment with research objectives using tables, charts, and structured commentary. Participants were reminded to avoid overselling results and to maintain analytical integrity.

The discussion section emphasized argumentation and interpretation. Dr. Jain encouraged participants to engage with their findings critically, consider alternative explanations, and situate their results within broader scholarly debates. The session concluded with a segment on review and feedback, stressing the importance of peer critique, revision cycles, and ethical authorship practices. Participants were invited to reflect on their writing habits and to identify areas for improvement. By incorporating conceptual clarity, structural rigor, and reflective practice, the session provided faculty members with a robust framework for producing high-quality research articles suitable for national and international publication.

Session 2 and 4: Dr. Khagendra Acharya

Session Content: Academic Research Proposal for Faculties; Grants Proposal Writing

This session, led by Dr. Khagendra Acharya, introduced trainees to the strategic and technical dimensions of research and grant proposal writing. The session began with a concept-mapping exercise that challenged participants to identify issues worthy of inquiry, using the example of SMEs' borrowing behavior from BFIs in Nepal. Through this case, the facilitator illustrated how a seemingly overlooked issue—low credit demand despite regulatory




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incentives—can be reframed as a research-worthy problem. Participants were guided to critically assess the status of existing literature, identify gaps, and formulate research questions that align with institutional priorities and funding opportunities.

The session then transitioned into a hands-on exploration of grant-seeking ecosystems. Participants were introduced to a wide array of national and international granting agencies, including NSF, MacArthur Foundation, Ncell Foundation, and Friends of Nepal. Emphasis was placed on understanding each



organization's mission, funding priorities, and eligibility criteria. A key activity involved articulating a major need of one's institution and matching it with a potentially funding body. This exercise fostered strategic thinking and encouraged participants to align institutional development goals with external funding landscapes. The facilitator stressed the importance of compatibility between institutional needs and donor expectations, urging participants to study grant policies and tailor proposals accordingly.

A major portion of the session was devoted to structuring research proposals using standardized templates. Participants were introduced to two comprehensive formats: the UGC Nepal template and the Hariyo Ban Small Grants Program narrative structure. Each element—title, abstract, background, problem statement, literature review, research gap, objectives, methodology, expected findings, budget, and ethical considerations—was unpacked with examples and prompts. The facilitator emphasized clarity, precision, and ethical rigor in proposal writing, and guided referencing styles (APA, MLA, Chicago, Vancouver) to ensure scholarly integrity. Participants practiced drafting key components and received peer feedback on their articulation and alignment.

In the final part, Dr. Acharya focused on packaging and presentation. Participants explored the structure of long proposals, including front matter (cover letter, executive summary), body (project description, work plan, budget), and back matter (appendices, credentials). A grant chart and budget template were introduced to help visualize timelines and




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resource allocation. The facilitator encouraged participants to view proposal writing not just as a technical exercise but as a persuasive narrative that communicates institutional vision, feasibility, and impact. Reflection activities prompted participants to assess their readiness for submission, evaluate their proposal's clarity and coherence, and consider how feedback could be used to refine their work.

By integrating conceptual framing, strategic alignment, and technical modeling, the session empowered faculty members to initiate and lead grant-funded research projects. It reinforced the idea that effective proposal writing is both an academic skill and an institutional strategy—one that can unlock resources, foster innovation, and elevate the research culture of higher education institutions.

Session 5: Mr. Ganesh Prasad Dahal and Dr. Dipak Neupane

Session Contents: Review of literature: Review, purpose and focus, extracting relevant substance/paraphrasing, citation and referencing

This session, jointly led by Dr. Dipak Neupane and Ganesh Prasad Dahal, provided trainees with a structured and critical understanding of literature review, citation practices, and referencing systems—core components of scholarly writing and research integrity. The session began with the literature review process, emphasizing its role in situating research within existing knowledge,



identifying gaps, and justifying the need for inquiry. Trainees were introduced to the distinctions between narrative, systematic, and thematic reviews, and were guided through the process of selecting, synthesizing, and critiquing sources. The facilitators stressed that a literature review is not a mere summary but a strategic argument that builds the foundation for research questions and objectives.

The session then shifted to hands-on exploration of citation and referencing practices. Trainees examined the ethical and academic rationale for proper citation, including the prevention of plagiarism, acknowledgment of intellectual contributions, and facilitation of source verification. Multiple referencing styles—APA, MLA, Chicago, and Vancouver—were




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introduced with examples, and participants practiced formatting in-text citations and reference lists using sample texts written in APA style. The facilitators emphasized consistency, clarity, and adherence to journal or institutional guidelines. Special attention was given to citing digital sources, grey literature, and non-English texts, which are often overlooked in Nepali academic contexts.

A key part of the session focused on integrating citations meaningfully into academic writing. Facilitators guided their participants to paraphrase, summarize, and quote sources effectively, ensuring that citations supported rather than disrupted the flow of argumentation. They modeled how to use citation managers and digital tools to streamline referencing, and discussed common errors such as over-citation, misattribution, and inconsistent formatting. Through a brief peer review demo and guided feedback, participants refined their citation practices and evaluated the credibility of sources using criteria such as author expertise, publication venue, and methodological rigor.

In the last part, the trainees shared their challenges in accessing quality literature, managing citation tools, and aligning with publication standards. The facilitators addressed them by showing some relevant examples and sites as support and encouraged them to cultivate research literacy, engage with global scholarship, and mentor students in ethical writing practices. Overall, the session developed the knowledge and practice of the trainees to elevate the quality and integrity of their academic writing and publishing.

Closing Session

The closing ceremony of the six-day face-to-face sessions was marked by heartfelt appreciation and a strong sense of collective commitment. It was chaired by the CMC Chair, Mr Keshab Adhikari, and graced by Dr Gobinda Prasad Guragain as the chief guest. Dr. Guragain delivered a brief but impactful speech, commending the efforts of the University Grants Commission (UGC) and Sukuna Multiple Campus for their strategic initiative in enhancing the professional capacity of higher education faculty across Nepal. His remarks underscored the importance of such programs in fostering academic excellence and institutional resilience. He offered his best wishes for the real applications of learning in the classroom.

The session invited 4 trainees as representatives to share their training experiences from the six-day journey. They described it as an eye-opening and rigorous period that they had never experienced before. According to them, unlike other trainings, this training reshaped their




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perspectives on pedagogy, research, professional development, and institutional responsibility. They articulated key learning points and expressed a firm commitment to translate these insights into classroom practice. Their testimonies reflected not only personal growth but also a shared aspiration to lead transformative changes within their institutions.

In the session, Campus Chief Mr. Arjun Raj Adhikari extended sincere thanks to the UGC, the dedicated training unit, and every participant whose engagement made the program a success. The Chairperson of the Campus Management Committee also expressed admiration for the initiative, highlighting the exchange of knowledge and experience between facilitators and trainees throughout the training.

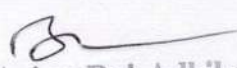
As the session drew to a close, participation certificates were formally distributed to all trainees, accompanied by a commemorative photo moment that captured the spirit of achievement and camaraderie. The closing atmosphere was one of gratitude, renewed purpose, and a collective promise to carry the momentum forward for quality higher education.

Online Session

Following the completion of six intensive in-person modules—spanning 48 contact hours—the training program was strategically extended through two days of online sessions, totaling an additional 12 hours. The trainees were given ten minutes each for their presentation. Resource persons provided feedback for further improvement. Prof. Dr. HR Bajracharya provided valuable feedback to the participants. He admired the inclusion of a reflection segment in each lesson plan presentation. He highlighted the importance of combining pedagogy, research, and innovation for transformation in higher education. He wished that trainees would continue learning from each other. On behalf of UGC, he thanked Sukuna Multiple Campus, the training unit, resource persons, and trainees.

These virtual follow-up sessions served as a critical platform for participants to present their post-training assignments, including lesson plan implementations and preliminary research proposals. The online format enabled continued academic engagement and reflection, reinforcing the learning outcomes of the physical sessions while fostering accountability and peer exchange. These sessions proved instrumental in consolidating participant understanding, showcasing applied competencies, and sustaining momentum toward professional growth in higher education pedagogy.




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Feedback Analysis

Following the completion of sessions each day, a structured feedback collection process was undertaken to assess the program's effectiveness, facilitators' presentations, and identify areas for improvement. Inputs were gathered from multiple stakeholder groups, including trainees, trainers/resource persons, and institutional authorities such as the training coordinator, administrative officer, campus chief, and assistant campus chief. This multi-stakeholder feedback provided a comprehensive understanding of the training's relevance, delivery quality, logistical arrangements, and participant engagement. The insights drawn from these reflections are systematically analyzed to inform future faculty development initiatives and strengthen institutional practices.

Feedback from the Trainers

1. Dr. Khagendra Acharya

Despite this inherent challenge, participants demonstrated sustained attentiveness and active engagement throughout the program. A primary factor contributing to this engagement was the relevance and intellectual rigor of the course content. The training, centered on research and pedagogical strategies, was both timely and well structured. The sessions must have aligned with the participants' professional goals.

Equally important was the carefully curated learning environment. A well thought planning and professional organization merit particular acknowledgment. From the outset, the venue had thoughtfully arranged seating, a sound support system, and readily available materials. These elements, I believe, must have produced a significant influence. The venue itself was conducive to learning, minimizing distractions and providing adequate facilities.

I facilitated a couple of sessions on pedagogy and research linking theoretical concepts to practical applications. Time constraints, of course, were a major issue in covering the course content.

Briefly, the participants' high level of attentiveness and commitment was commendable. The focus on relevant pedagogical and research-oriented content, coupled with a conducive learning environment, made the training both impactful and engaging.

2. Dr. Bandana Jain

Here are my comments on the workshop:




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Structural design: This workshop was a complete package of teaching and publishing for the university professors to enhance their academic careers and performance. Some parts of the workshop were related to enriching teaching skills, and the other half second to uplift their knowledge to serve the society. The planner/s put effort into making the workshop inclusive, having female participants and resource persons as well, and focused on diversity.

Facilitation: It was well organized and facilitated, which certainly ensured participants' focus. Good hospitality eases resources.

Participant engagement: During my time frame, I found participants were absolutely engaged and eager to learn more. Though my sessions were on the last day of the workshop, participants were minded to learn, discuss, share, and explore.

Overall impression: The workshop was well crafted, finely facilitated, and amazingly managed.

I believe that such timely workshops are crucial for developing university professors, which in turn leads to the upliftment of the entire university and the nation.

3. Dr. Tolanath Kafle

The Faculty Development Training held at Sukuna Multiple Campus from July 2 to 7, 2025, was highly successful. The training was thoughtfully designed using a hybrid format (combining physical and online sessions), which effectively allowed 30 faculty members from 15 campuses across Province One to participate and engage. As a facilitator, I found the organizing team's support excellent, with clear communication and good coordination, and the collaborative approach among facilitators led to cohesive sessions. Participants showed commendable engagement in interactive elements like teaching simulations and Q&A sessions.

However, there were occasional technical challenges for online participants, and some sessions needed more time for interactive components and practical workshops. For future programs, it's recommended to allocate more time for technical troubleshooting, extend practical sessions, use digital tools for better online engagement, and consider post-training follow-up mechanisms. This training has established a strong foundation for faculty development in the region.

4. Mr. Nara Prasad Bhandari

As a facilitator and as a member of the training unit at Sukuna, I have made the following observations:




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- The first higher level of facilitating in the training was really enthusiastic and even energizing to me.
- For me, the younger the better participants for the training, as they are found to be smart and active during the ongoing session.
- Teachers who are from Humanities, Science, and Management backgrounds require additional training; the 6-day training provided a path of pedagogical skills for teaching.
- We also felt of a communication unit at the centre (UGC level) which can technically assist with the training to run on campus.
- I have, in person, felt that the basic framework for teacher training is uniform to a great extent, at least among the community college teachers.
- Climate change issues and addressing natural disasters are left to be included in the curriculum.
- I expect further refreshment trainings and discussion among the trainers of all seven centres for solidification and actionable steps to the current (e.g. M.TOT) for strengthening the trainer capacity
- The need for pre-submission of the session design and specific guidelines for the trainers has been realized.
- As a funding center, UGC should develop and provide comprehensive guidelines for the establishment and nature of the training unit at the respective training centres.

5. Mr. Guna Raj Nepal

For me as a resource person and the member of a training Unit, the training sessions were engaging and productive, offering a dynamic platform for professional exchange and reflective practice. I observed a high level of motivation among participants, particularly in their commitment to transformative approaches in Teacher Professional Development (TPD). Their active participation and openness to pedagogical innovation were commendable.

However, to sustain and scale such initiative, I strongly recommend the integration of both monitoring and mentoring mechanisms within the institutional framework. These should not be treated as peripheral functions but as core responsibilities of the campus administration. Strategic oversight and continuous support will be essential to ensure that the training outcomes translate into long-term professional growth and institutional improvement.



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6. Ms. Maya Dewan

As a first-time facilitator in the higher education ToT program, I had the privilege of co-leading sessions alongside senior trainers, which provided a rich learning environment and professional support. The experience was both empowering and enlightening, allowing me to translate theoretical knowledge into practical facilitation.

As a female facilitator, I was particularly encouraged by the high level of engagement and commitment demonstrated by the participants, who showed genuine interest in advancing their professional competencies. This positive interaction significantly boosted my confidence and affirmed my readiness to lead future training sessions with greater assurance and productivity. Minor technical issues were encountered, but did



not hinder the overall flow or impact of the sessions. The collaborative atmosphere and constructive feedback from peers and mentors have laid a strong foundation for my continued growth as a trainer.

7. Mr. Ramesh Khatiwada

Delivering my first training sessions as a newly graduated ToT facilitator was a transformative experience. Sharing sessions with experienced trainers provided valuable mentorship and helped me explore the dynamics of adult learning with confidence. The participants were highly responsive, inquisitive, and deeply invested in their professional development, which made the sessions both interactive and rewarding.

This initial exposure has significantly enhanced my facilitation skills and prepared me to contribute more effectively in future training programs. While a few minor technical challenges arose, they were swiftly managed and did not detract from the overall quality of the training. I now feel equipped and motivated to design and deliver sessions that are both impactful and learner-centered.

Feedback from the Trainees

The faculty professional development training sessions conducted across multiple cohorts under UGC and Sukuna Multiple Campus aimed to enhance pedagogical innovation,




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research writing skills, and the integration of emerging education technologies such as AI. Trainees from diverse disciplines engaged in interactive sessions facilitated by experienced trainers. Feedback was collected systematically to evaluate the effectiveness of the sessions and identify areas for improvement. The details below synthesize participant reflections, highlighting strengths and areas for refinement across facilitation, content, logistics, and delivery. The feedback analysis below is based solely on participant responses collected through three surveys conducted at two-day intervals. The feedback report has been organized into two broad aspects: what was done well and what needs to improve or change.

What Was Done Well

1. Facilitation & Delivery

- Facilitators/Resource persons were consistently described as “excellent,” “encouraging,” “helpful,” and “supportive.”
- They simplified complex topics and made them accessible through clear, structured explanations.
- They maintained a motivational tone and used dynamic presentation styles.
- Sessions were well-organized and delivered with professionalism and empathy.

2. Engagement & Methodology

- Sessions were described as “engaging,” “interactive,” “fruitful,” “reflective,” and “motivational.”
- Group work, demonstrations, and participatory formats were highly valued.
- Faculty-centered teaching strategies promoted active involvement and peer collaboration.
- Trainees appreciated opportunities for discussion, sharing, and practical application.
- Workshop-style formats and hands-on activities were seen as particularly effective.

3. Content Relevance & Practicality

- Training contents/syllabi were aligned with real-life teaching contexts and professional needs.
- Integration of IT and AI in pedagogy was seen as timely, relevant, and forward-looking.
- Sessions on evaluation tools, research methodology, and article writing were especially appreciated.
- Examples used during sessions were practical, relatable, and easy to understand.
- Participants gained confidence in research writing and academic documentation.




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4. Logistical Arrangements

- Fooding, lodging, and stationery were described as excellent and well-managed.
- Timely distribution of materials and smooth coordination were acknowledged.
- The training unit was noted for being cooperative, responsive, and well-prepared.
- Seating arrangements and hospitality were generally satisfactory across venues.

5. Overall Impact

- The training was described as “highly useful,” “worthy,” “satisfactory,” and “refreshing.”
- Several participants expressed interest in future cohorts and regular workshops.
- Reflections included phrases like “great job,” “keep it up,” “we hope to take the chance again,” and “4 stars out of 5.”
- Participants felt the training contributed meaningfully to their professional development.

What Needs to Improve or Change

1. Time Management

- Sessions felt rushed, especially those on proposal writing, AI integration, and practical tasks.
- Participants requested more time for practice, discussion, and reflection.
- Overloaded content in short timeframes made retention and practice difficult.

2. Session Design

- A few sessions leaned too heavily on theory, limiting participant engagement.
- Lecture-based formats were perceived as less effective than interactive approaches.
- Participants preferred more workshop-style formats and structured lesson plan templates.
- Some sessions lacked time-bound structure, leading to uneven delivery.

3. Physical Environment

- The training hall was described as congested, especially for back-row participants.

4. Technical Disruptions

- Minor issues with electricity and internet connectivity were reported.
- Power cuts and unstable connections occasionally delayed sessions.

5. Participant Readiness

- Varied levels of prior knowledge among participants affected session flow, comprehension, and practice.
- Some participants struggled to keep pace with advanced content.




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6. Amenities & Energy Management

- Participants requested mid-morning tea/coffee breaks to maintain energy and focus.
- Breaks were seen as essential for sustaining engagement and reducing fatigue.

7. Continuity & Follow-up

- Strong interest in ongoing training and follow-up sessions was expressed.
- Participants recommended regular opportunities for professional development across campuses.

Feedback from Authorities

Feedback from Campus Chief and Assistant Campus Chief

(Mr. Arjun Raj Adhikari and Ganesh Prasad Dahal)

Gratitude

We are happy to share our thoughts on the recently completed Faculty Professional Development Training organized by Sukuna Multiple Campus, with support and constant monitoring from the University Grants Commission, Nepal. The training took place in person from 2082/03/18 to 2082/03/23 and included faculty members from several public higher education institutions across Koshi Province. Later, online assignment submission from the participants, followed by constructive feedback from the experts was also done.

We extend sincere appreciation to Participating Campuses for their participation and to the University Grants Commission, Nepal, for its unwavering support and monitoring throughout the program. which helped make the Training successful. Their effort in improving faculty skills across the country is highly appreciated and played a big part in the smooth running of this training.

Observation

- The training served as a vital platform for enhancing pedagogical skills, fostering academic collaboration, and promoting innovative teaching practices and research among faculty members.
- The active participation of faculty from diverse institutions across Koshi Province created a rich environment for shared learning and mutual growth.
- The sessions were thoughtfully designed to address contemporary challenges in higher education, equipping participants with practical tools and strategies for effective teaching and research.




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- This initiative reflects a strong commitment to academic excellence and professional development, setting a benchmark for future capacity-building programs. The management team displayed exceptional organizational skills, ensuring that every aspect of the training—from inviting participant to session scheduling—was seamlessly executed. Their meticulous planning minimized disruptions and maximized the use of available resources, contributing to a smooth and productive training experience.
- The experts brought a wealth of knowledge and experience, delivering content that was both insightful and practical. Their ability to engage participants through clear explanations, relevant examples, and interactive discussions greatly enhanced the learning environment.
- The trainers skillfully incorporated modern multimedia tools and interactive techniques, which facilitated better comprehension and retention.

Constructive Feedback

- Including more practical and contextual workshops, simulations, or case studies would enhance the applicability of theoretical concepts and allow faculty to engage in experiential learning.
- Establishing a structured post-training follow-up—such as mentorship programs, peer review sessions, or progress tracking—would help participants implement new strategies and maintain momentum.
- Greater emphasis on digital tools, learning management systems, and blended teaching methods would better prepare faculty for evolving academic environments and remote learning scenarios.
- The institutional leaders (e.g., campus heads) in some sessions could have amplified the training's impact by aligning institutional goals with faculty development and fostering a culture of continuous improvement. To ensure long-term effectiveness, training outcomes should be integrated into institutional policies—such as performance evaluations, curriculum reforms, and resource allocation—through leadership endorsement and support.
- If the University Grants Commission issues a mandatory participation notice to the campuses in advance, it would make it much easier to ensure full attendance of participants in the upcoming cohorts.

Finally, we send our best wishes to the remaining groups taking part in this valuable training. We believe that with continued support from the University Grants Commission and everyone involved, this training will help improve teaching quality and academic growth in the campuses.



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Feedback from the Administrative Officer

(Mr. Navaraj Koirala, Sukuna Multiple Campus)

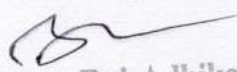
The Faculty Professional Development Training was conducted by Sukuna Multiple Campus with the support of the University Grants Commission, Nepal, held in person from 2082/03/18 to 2082/03/23. The participants comprised faculty members from various higher education institutions (public campuses) across Koshi Province. In my capacity as the administrative officer of the host campus, I hereby present my observations.

The training program was meticulously organized, demonstrating a clear commitment from the campus to enhance the teaching quality of the participating faculty members. The selection of topics was highly relevant and aligned with current educational needs, ensuring practical value for all attendees. Trainers demonstrated exceptional expertise and effectively engaged faculties throughout the sessions. Interactive activities fostered confidence and encouraged active participation, while the use of modern multimedia tools significantly enhanced both understanding and retention. Additionally, the balanced focus on theoretical knowledge and practical application enabled participants to immediately relate the content to their teaching practice. Overall, the enthusiasm and dedication of the organizing team and the participants were commendable and reflected positively on the campus' professional standards.

Despite the comprehensive nature of the training content, incorporating more real-life case studies specific to the public campus context could further enrich the learning experience. Extending certain modules that generated substantial discussion would allow for deeper exploration of critical topics. Implementing a follow-up mentoring system could help sustain the skills acquired and encourage practical implementation. Moreover, enhanced documentation or takeaway resource packs would benefit faculties by enabling independent review of training concepts. Encouraging senior management participation in some sessions could strengthen alignment between administrative objectives and teaching staff development goals. Finally, providing opportunities for faculties to present or lead parts of the training may boost their confidence and foster leadership skills within the faculty.

Feedback from the Training Coordinator

(Mr. Chandra Mani Rai)


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I took this training as both necessary and timely, as it addressed pressing institutional needs and was conducted at an appropriate moment. I realized its relevance and impact. UGC's financial support was a critical enabler and its role in facilitating this process was commendable.

The subject matter covered during the training was relevant and practically useful. The content aligned well with the professional development needs of faculty and contributed meaningfully to institutional goals.



Activities during the training were indicative of its practical nature. All the activities served as model practices, showcasing how institutions can effectively engage with training content and processes. The successful completion of the training was a significant institutional milestone. Our campus tried hard to ensure an open and participatory environment for training. We were aware of transparency, collaboration, and inclusivity in creating a productive learning atmosphere.

The training content was designed to be delivered within a 60-hour framework. However, this duration was considered insufficient to cover the intended subject matter comprehensively, ensuring depth without overextension. Besides, many public campuses seemed to be reluctant to send the participants. UGC should make a concrete strategy to ensure participation from all the public campuses in the region.

Overall, the training initiative was described as valuable and commendable. It demonstrated institutional commitment, relevance of content, and effective execution—setting a strong precedent for future faculty development efforts.

Reflections

It was a great honor and responsibility for Sukuna Multiple Campus to organize a six-day faculty development training under the supervision and support from University Grants commission (UGC), Nepal. The training program was designed to strengthen academic capacity and pedagogical innovation across higher education institutions in Nepal. Bringing together faculty members from diverse disciplines and campuses, the program aimed to foster reflective teaching practices, enhance research competencies, and promote collaborative




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Campus Chief

learning cultures. Structured around concept mapping, hands-on activities, and critical reflection and feedback, each session was facilitated by expert resource persons and tailored to address both national education priorities and local institutional needs. The program's hybrid delivery model enabled broad participation, while feedback from trainers, trainees, and campus leadership provided valuable insights into its impact, challenges, and future directions. Our reflection can be illustrated in the following key points:

Key Learning

Based on our collective experience, this training served as a transformative platform for enhancing pedagogical innovation, academic writing, and collaborative research practices. Trainees got adequate opportunities to devise effective lesson plans, integrate AI tools in teaching, refine research proposals, and apply evaluation frameworks in classroom settings. The hybrid format enabled cross-campus participation, fostering a culture of shared learning across Province One. A recurring theme in feedback was the realization that faculty development must be continuous, context-sensitive, and institutionally embedded. Trainers emphasized the importance of aligning teaching practices with national education priorities, and participants internalized the value of reflective teaching, peer collaboration, and scholarly engagement.

What We Did Well

The whole program and its execution were appreciated for their inclusive design, professional facilitation, and logistical precision. Facilitators were praised for their conceptual clarity, motivation, trainee-friendliness, and ability to simplify complex concepts. Sessions were interactive, with group work and real-time feedback that kept participants engaged. The use of multimedia tools and participatory formats—such as lesson planning exercises and citation workshops—was particularly effective. Participants appreciated the balanced focus on theory and practice, and they also admired the hospitality arrangements (lodging, food, materials), describing them as “excellent” and “well-managed.” The response and coordination of organizing team were repeatedly highlighted as exemplary compared to many other such trainings that they had participated in the past.

What We Could Do Even Better

Despite the training program's success, several areas for enhancement were identified. Time constraints limited deeper exploration of critical topics such as AI integration, proposal writing, and lesson planning. Some sessions leaned heavily on lecture formats, reducing opportunities for



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Campus Chief

experiential learning. Participants requested more structured templates, extended hands-on activities, and differentiated instruction strategies to accommodate varied levels of readiness. The physical environment in some venues—marked by congestion and limited space—affected comfort and focus. Additionally, while online sessions expanded reach, technical disruptions occasionally hindered engagement. Addressing these gaps will elevate future cohorts and ensure more equitable learning experiences.

What Were the Common Issues?

Technical challenges—such as power cuts and unstable internet—were reported across cohorts, particularly during online sessions. These disruptions delayed activities and affected continuity. Participant fatigue was noted only occasionally due to the absence of mid-session breaks, and some sessions lacked pacing, leading to cognitive overload. Varied levels of prior knowledge among trainees created uneven comprehension, especially during advanced sessions. A few participants struggled with digital tools and citation software, indicating the need for pre-training orientation or tiered content delivery. Moreover, the lack of a structured post-training follow-up system was seen as a missed opportunity to sustain learning and track implementation.

Way Forward

To institutionalize the gains from this training, several strategic actions are recommended. First, future training programs should allocate more time for practical engagement, simulations, and reflection. Incorporating real-life case studies from public campuses will enhance contextual relevance. Establishing mentorship networks, peer review platforms, and periodic follow-up workshops will help sustain momentum. Greater involvement of campus leadership in select sessions can align faculty development with institutional goals. Training outcomes should be integrated into performance evaluations, curriculum reforms, and resource planning. Finally, issuing advance participation notices and creating takeaway resource packs will improve preparedness and post-training application.




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Campus Chief

Annexes

Annex 1: Letter of Invitation for Participation

Annex 2: Schedule

Annex 3: Participant list with attendance

Annex 4: Workshop Outcomes (Activities/Materials prepared by the participants)

Annex 5: Photographs

Annex 6: Daily session minutes

Annex 7: CMC decision of Training Unit formation

Annex 8: Sample Training participation Certificate




Arjun Raj Adhikari
Campus Chief



त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY

सुकुना बहुमुखी क्याम्पस SUKUNA MULTIPLE CAMPUS

सुन्दरहरैचा नगरपालिका, मोरङ, कोशी प्रदेश, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, KOSHI PROVINCE, NEPAL
स्था: २०४८ (ESTD. १९९२)

Annex 1: Sample letter of
invitation for participation

प.सं./च.नं.:
(Ref No.):

१३५३/२०८१/२०८२
विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०८१)
Accredited by University Grants Commission (UGC) Nepal (2024)



मिति: २०८२/०३/०२

श्रीमान् क्याम्पस प्रमुखज्यू

त्रियुगा जनता बहुमुखी क्याम्पस, गाइघाट

विषय: तालिममा सहभागी पठाइदिने बारे ।

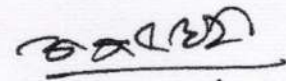
उपर्युक्त सम्बन्धमा विश्वविद्यालय अनुदान आयोग, नेपालको Nurturing Excellence in Higher Education Program (NEHEP) परियोजना अन्तर्गत विश्वविद्यालय अनुदान आयोग नेपालको वित्तिय सहयोग र यस क्याम्पसको आयोजनामा Faculty Professional Development – FPD सम्बन्धी First Cohort को ६ दिने आवासीय तालिममा यहाँको क्याम्पस छनोटमा परेको बेहोरा सहर्ष जानकारी गराउदछौं । उक्त तालिम यस सुकुना बहुमुखी क्याम्पसमा यही मिति २०८२ असार १८ गते देखि आयोजना गरिने भएकाले तपसीलको सर्त अनुसार त्यस क्याम्पसबाट ३ जना सहभागी पठाइदिन हुन अनुरोध छ ।

तपसील

१. तालिम सञ्चालन मिति: २०८२/०३/१८ गते विहान ७:०० बजे देखि ।
२. तालिममा सहभागी गराइने शिक्षक पूर्णकालीन र उमेर ५८ वर्ष नकटेको हुनुपर्ने छ ।
३. सम्बन्धित क्याम्पसहरूले मिति २०८२ असार १२ गते अपरान्ह ५:०० बजे भित्रमा सहभागिहरूको विवरण अनिवार्य रुपमा आयोजक क्याम्पसलाई trainingunitsmc@gmail.com मा पठाइसक्नु पर्नेछ । उक्त मितिभित्र सहभागीको नाम प्राप्त हुन नसकेमा बैकल्पिक क्याम्पसलाई सहभागि गराइने छ ।
४. तालिममा सहभागीको सङ्ख्या वा कोटा २ जना परेमा सम्भव भएसम्म १ जना महिला र ३ जना कोटा परेमा १ जना अनिवार्य महिला सहभागि पठाउनु पर्ने छ ।
५. तालिम ४ क्रेडिट आवर र जम्मा ६० घण्टाको हुने छ ।
६. तालिम अनिवार्य प्रकृतिको हुनेछ र तालिम अवधिभर कुनै किसिमको विदा लिन पाइने छैन ।
७. तालिममा सहभागी शिक्षकहरूले अनिवार्य Laptop Computer साथमा लिएर आउनुपर्ने छ ।
८. तालिममा सहभागीहरूका लागि आवश्यक स्टेसनरी, चिया/नास्ता, खाना, होटलबास र यातायात खर्चको व्यवस्था तालिम आयोजक क्याम्पसले गर्ने छ ।
९. तालिममा सहभागी शिक्षकको विवरण निम्नानुसार खुलाएर पठाउनु पर्ने छ ।

क्र.सं.	नाम	पद	स्थायी/अस्थायी	नियुक्ति मिति	जन्म मिति	फोन नं.	इमेल	स्थायी ठेगाना
१								
२								
३								




क्याम्पस प्रमुख

Arjun Raj Adhikari
Campus Chief

Faculty Professional Development Training Framework-2025

Sukuna Multiple Campus

The total training hours: 60

Faculty Professional Development in Higher Education

Modules and Schedule

Organized by Sukuna Multiple Campus

Background

Faculty empowerment is an important part of higher education. The modules have been prepared to empower the faculty members of Higher Education Institutions (HEIs) under the Nurturing Excellence in Higher Education Program (NEHEP). The main purpose behind this empowerment is the enrichment of higher education quality and its relevance to the world of work. It has been widely accepted that the teacher (faculty member) is the key person for educational quality and successful production of graduates with knowledge, skill and attitudes relevant to the world of work. It has also been realized that training is a must to prepare faculty with professional competence which ensures the expected quality and relevance of higher education. All the modules and schedule have been prepared following the agreement to work as a part of University Grants Commission (UGC) through NEHEP.

Objectives

The general objective of this Faculty Professional Development training is to refresh the faculty members with the current trends and scopes of professional capacity enhancement with critical reflections and proactive spirit of connecting teaching, learning, research, innovation and other academic activities with the world of work. The focus is on enhancing the core competences relating to curriculum planning and implementation, pedagogic approaches, and assessment and examination strategies for better achievements, connecting with the world of work.

FPD training outcomes

The learning outcomes from the faculty professional development program include demonstrable understanding of, and practical abilities to address

1. the issues relating to the relevance of higher education in the context of the world of work (Labor market)
2. the 21st century contexts of pedagogical approaches, learning resources and educational technology
3. different forms of examinations and assessment methods
4. curriculum planning and implementation (Including course planning in reference to academic calendar, lesson planning/preparation of micro-curriculum)
5. curriculum review and feedback
6. integrating research, innovation and publication in teaching and learning practices
7. stakeholder mobilization, networking and feedback


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The FPD training will be undertaken in modular form with the following core modules:

Module 1: Curriculum and Lesson Planning: This module includes curriculum framing in reference to academic calendar, course planning, lesson planning; curriculum issues, reviews and faulty feedback.

Module 2: Foundation of teaching and learning: This module includes the teaching learning activities, innovative pedagogy, action research for improving teaching and learning; case-based approach for identification, adaptation and sharing of best practices or identification and avoidance of problems/issues; linking teaching and learning with the world of work; incorporating important themes in teaching learning activities

Module 3: Educational technology: This module includes the use of digital tools, AI and LMS for teaching, learning and research

Module 4: Assessment, evaluation and feedback: This module includes formative assessment/systems of continuous assessment and student feedback; result analysis and feedback; test construction and rubrics

Module 5: Teacher Professional Development: This module includes the approach and application of seminar, conference, critical reflection, teacher performance assessment, feedback ECA, CCA through sustainability and climate change issues.

Module 6: Research and publication: This module includes process, components, organization of: research article writing, academic research and grant grants proposal writing




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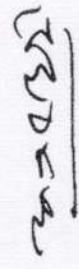
Training Framework-2025

Section A

Modules/Thematic areas	Session Topics and contents	Activities	Outcomes
Module 1: Curriculum Planning and Lesson Planning: Curriculum planning, curriculum review, academic calendar, course planning, lesson planning, and Implementation strategies (8 hours) Objective: To review the curriculum, prepare academic calendar, course plan and lesson plan linking with the world of work.	1. NEHEP and basis of Curriculum Planning (Rationale, Objectives, learning outcomes, Contents/Activities (course-based knowledge & skills, soft skills); Assessment &Feedback; Learning Resources) Prof. Dr. HR Bajracharya	Group work, Discussion and Presentation	Understand NEHEP, Review the curriculum with basic elements),
	2. Academic calendar and /semester planning; Course planning and Lesson Planning. Nara Prasad Bhandari + Ramesh Khatiwada	Individual work, group work	Prepare academic calendar framework, prepare course plan and lesson plan
	3. Teaching and learning in higher education; connecting curriculum with the world of work and stakeholders' requirements. Prof. Dr. HR Bajracharya	Group work and presentation	Develop LMDP integrated lesson plans
	4. Critical Analysis and Application of the curriculum: Issues, curriculum review, and HEI Faculties' curriculum feedback Mr. Guna Raj Nepal+ Ms. Maya Dewan	Discussion, individual work, group discussion and demonstration	Critically review the existing curriculum of the respective subject (strengths and weaknesses) and provide feedback to the TU curriculum
Module 2: Foundations of Teaching and Learning: Pedagogical Skills and Approaches (8 Hrs.) Objective: To enable faculty members for using knowledge in the problem-based skills focusing on specific problems ensuring achievements of intended learning outcome	1. Critical pedagogy for teaching and learning: critical thinking, reflective practice and case study approach. Dr. Khagendra Acharya	Critical reading and reflection of the courses, group work, and presentation	Apply critical skills in teaching and learning
	2. Activity-based approaches: Problem-Based Learning, Project-based learning and case-based learning Mr. Nara Prasad Bhandari + Ramesh Khatiwada	Group work, group discussion, presentation and problem solving	Explore and applying different approaches for solving class- based learning
	3. Innovation in Teaching and Learning : flipped learning, differentiated instruction and Peer feedback Mr. Guna Raj Nepal +Ms. Maya Dewan	Individual work, pair work, demonstration	Devise and apply innovative pedagogies in the classroom



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	4. Action Research for Enhancing Teaching and Learning (class-based identification of, 'Plan-act-reflect' cycle) Mr. Nara Prasad Bhandari	Individual work, group discussion, and presentation	Identifying the classroom problem, reflecting, and planning for action
Module 3: Educational Technology Emerging educational technology and teaching learning practices (8 Hrs) Objective: To enable the use of digital tools and online platforms in teaching and learning and to enable the use of educational technology for enhanced educational performance.	1. Designing and applying digital survey, using Mentimeter, Napkin AI, etc. in teaching and learning Mr. Romkanta Pandey	Group Work, Discussion	Applying educational tools for teaching and research
	2. Using Generative AI for teaching and research (Engineering prompts, verifying the sources, using the information ethically) Mr. Guna Raj Nepal	Individual/Group Work, demonstration	Using AI ethically and effectively
	3. Use of Learning Management System (LMS) and online collaboration tools Mr. Romkanta Pandey	Individual work, discussion, and demonstration	Use LMS platform
	4. Using emerging digital technologies, such as virtual reality (VR), augmented reality (AR) interactive-based, Excel, PowerPoint & Audio/visual, and integrating them into lesson plans and classroom pedagogy Mr. Romkanta Pandey	Group work, discussion, demonstration	Apply digital educational technologies: presentation and di
Module 4: Assessment, Evaluation and Wellbeing (8 hrs.) Objective: to enable participants to make rubrics for teaching, test items and well-being plan  Arjun Raj Adhikari Campus Chief	1. Formative assessment & feedback: Formative assessment tools, student portfolio, learning progress assessment (Assessment for learning) Mr. Nara Prasad Bhandari	Group and Individual Works, Presentation	Apply diverse assessment strategies and feedback
	2. Types of assessment: Rubrics and Grading Criteria; ethics in teaching & assessment. Dr. Tolanath Kafle	Individual and group Demonstration	Develop rubrics
	3. Test item construction: reliability, validity, test discriminating points Mr. Shankar Dewan	Sharing, Group work, and discussion	Construct a set of model questions for the respective subject and analyze them
	4. Critical awareness and reflection: Teacher and student wellbeing and student counselling Mr. Ramesh Khatiwada & Mr. Guna Raj Nepal	Reflection of experiences, presentation	Assess their experiences and develop well-being plan.
Module 5: Teacher Professional Development:	1. Integrating issues of sustainability and climate change in teaching and learning: seminar and	Group discussion and presentation	Propose themes and subthemes, schedule a seminar/conference on

Seminar, conference, critical reflection, teacher performance assessment, feedback ECA, CCA through sustainability and climate change issues. (6 hrs.) Objective: To enable the faculty participants to organize and conduct seminars, conferences in the issues of sustainability, climate change and professional relevance.	conference, teaching learning activities, ECA and CCA Mr. Guna Raj Nepal+ Ms. Maya Dewan 2. Collaborative research for professional development: Problem Identification, Research questions, objectives, research methodology Mr. Ganesh Prasad Dahal+ Nara Prasad Bhandari+ Guna Raj Nepal 3. Teacher professional development: Critical reflection on professional practices, teacher performance assessment (360-degree appraisals), portfolio, and feedback Mr. Guna Raj Nepal + Ms. Maya Dewan 1. Writing 'research article' I: Theme selection, focus, problem statement, research and review articles Dr. Bandana Jain 2. Academic Research Proposal for faculties: Dr. Khagendra Acharya 3. Writing a research article II: Research and review articles, plagiarism check, peer review and feedback Dr. Bandana Jain 4. Grants Proposal Writing Dr. Khagendra Acharya 5. Review of literature: Review, purpose and focus, extracting relevant substance/paraphrasing, citation and referencing Dr. Dipak Neupane	Group work and demonstration Presentation, discussion and individual work, and feedback Sharing and demonstration in a group, project work Discussion, group work and presentation Individual/group work and presentation Individual/group work and presentation Practical Work and Presentation	climate change and sustainability Design a collaborative research framework Teacher performance evaluation through appraisals, reflection State problem based on the thematic areas Draft an academic research proposal Peer review and feedback Preparation of a grant proposal Review articles and paraphrase
Module 6: Research and publication (10) Objective: To enhance faculty competency for research and publication, focusing on writing proposal, and for publication <i>Arjun Raj Adhikari</i> Arjun Raj Adhikari Campus Chief			

Section B

Task 1: Preparation of a comprehensive lesson plan and apply in the classroom-observing their (a) highlights (good points, problems/issues), (b) experiential reflection on the use of the lesson plans-scope, environment, feasibility, etc. c) way forward regarding lesson plans (6hrs)

Task 2: Preparation of proposal for (a) academic research (b) research-based article writing c) proposal for grants, etc. (6 hrs.)

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Intensive sessions: Day 1 – Day 6 with 4 sessions per day x 6 days (48 Hrs.) of course work.

Date:

Breakfast	Session I 2hrs	Theory/ Concepts/ Question and answers	Group Activities	Presentations (5min x5 =25min) + 10 min summing up (total 30min)	Session II 2hrs	Theory/ Concepts/ Question and answers	Group Activities	Presentations (5min x5 =25min) + 10 min summing up (total 30min)	Lunch Break
7:30- 8:00 Breakfast	8:00 – 10:00	8:00- 8:40	8:40 -9:30	9:30-10:00 30min)	10:00- 12:00	10:00 - 10:40	10:40-11:30	11:30 – 12:00 30min)	12:00-1:00
After Lunch									
Session III 2hrs	Theory/ Concepts/ Question and answers	Group Activities	Presentations (25)/10 min summing up (total 40min)	Break	Session IV 2hrs	Theory/ Concepts/ Question and answers	Group Activities	Presentations Summing up	Reflection Session
1:00- 3:00	1:00-1:40	1:00-2:20	2:20-3:00	3:00-3:15	3:15 – 5:15	3:15- 3:45	3:45-4:35	4:35-5:50	5:00 – 5:15
Total sessions time: 48 Hrs.									
Dinner and Dinner Talk									
5:15 -6:00									

Follow up sessions: Physical or Online sessions with at least 3hrs x 2 on lesson planning and 3hrs x2 on Research and publications total (12 Hrs.) – best utilized for sharing, reflecting, and providing feedback based on the task assignments of lesson planning and implementation and the short-term research.

Arjun Raj Adhikari

Arjun Raj Adhikari
Campus Chief

Arjun Raj Adhikari
Campus Chief



Session Schedule

Training Framework-2025

Modules/Thematic areas	Session Topics and contents	Day and Time	Outcomes
Module 1: Curriculum Planning and Lesson Planning: Curriculum planning, curriculum review, academic calendar, course planning, lesson planning, and Implementation strategies (8 hours) Objective: To review the curriculum, prepare academic calendar, course plan and lesson plan linking with the world of work.	1. NEHEP and basis of Curriculum Planning (Rationale, Objectives, learning outcomes, Contents/Activities (course-based knowledge & skills, soft skills); Assessment & Feedback; Learning Resources) Prof. Dr. HR Bajracharya	Day 1 [8:45-10:45]	Understand NEHEP, Review the curriculum with basic elements),
	2. Academic calendar and /semester planning; Course planning and Lesson Planning. Nara Prasad Bhandari + Ramesh Khatiwada	Day 1 [10:45-12:45]	Prepare academic calendar framework, prepare course plan and lesson plan
	3. Teaching and learning in higher education; connecting curriculum with the world of work and stakeholders' requirements. Prof. Dr. HR Bajracharya	Day 1 [1:30-3:30]	Develop LMDP integrated lesson plans
	4. Critical Analysis and Application of the curriculum: Issues, curriculum review, and HEI Faculties' curriculum feedback Mr. Guna Raj Nepal+ Ms. Maya Dewan	Day 1 [3:40-5:40]	Critically review the existing curriculum of the respective subject (strengths and weaknesses) and provide feedback to the TU curriculum
Module 2: Foundations of Teaching and Learning: Pedagogical Skills and Approaches (8 Hrs.) Objective: To enable faculty members for using knowledge in the problem-based skills focusing on specific problems ensuring achievements of intended learning outcome	1. Critical pedagogy for teaching and learning: critical thinking, reflective practice and case study approach. Dr. Khagendra Acharya	Day 2 [8:00-10:00]	Apply critical skills in teaching and learning
	2. Activity-based approaches: Problem-Based Learning, Project-based learning and case-based learning Mr. Nara Prasad Bhandari + Ramesh Khatiwada	Day 5 [1:00-3:00]	Explore and applying different approaches for solving class- based learning
	3. Innovation in Teaching and Learning : flipped learning, differentiated instruction and Peer feedback Mr. Guna Raj Nepal +Ms. Maya Dewan	Day 6 [1:00-3:00]	Devise and apply innovative pedagogies in the classroom


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Module 3: Educational Technology Emerging educational technology and teaching learning practices (8 Hrs.) Objective: To enable the use of digital tools and online platforms in teaching and learning and to enable the use of educational technology for enhanced educational performance. <i>Arjun Raj Achikari</i> Arjun Raj Achikari Campus Chief	4. Action Research for Enhancing Teaching and Learning (class-based identification of, 'Plan-act-reflect' cycle) Mr. Nara Prasad Bhandari 1. Designing and applying digital survey, using Mentimeter, Napkin AI, etc. in teaching and learning Mr. Romkanta Pandey 2. Using Generative AI for teaching and research (Engineering prompts, verifying the sources, using the information ethically) Mr. Guna Raj Nepal 3. Use of Learning Management System (LMS) and online collaboration tools Mr. Romkanta Pandey 4. Using emerging digital technologies, such as virtual reality (VR), augmented reality (AR) interactive-based, Excel, PowerPoint & Audio/visual, and integrating them into lesson plans and classroom pedagogy Mr. Romkanta Pandey	Day 4 [3:15 – 5:15] Day 2 [10:00-12:00] Day 5 [8:00-10:00 AM] Day 3 [10:00AM-12:00 AM] Day 2 [3:15-5:15] 	Identifying the classroom problem, reflecting, and planning for action Applying educational tools for teaching and research Using AI ethically and effectively Use LMS platform Apply digital educational technologies: presentation and di Apply diverse assessment strategies and feedback Develop rubrics Construct a set of model questions for the respective subject and analyze them Assess their experiences and develop well-being plan.
Module 4: Assessment, Evaluation and Wellbeing (8 hrs.) Objective: to enable participants to make rubrics for teaching, test items and well-being plan	1. Formative assessment & feedback: Formative assessment tools, student portfolio, learning progress assessment (Assessment for learning) Mr. Nara Prasad Bhandari 2. Types of assessment: Rubrics and Grading Criteria; ethics in teaching & assessment. Dr. Tolanath Kafle 3. Test item construction: reliability, validity, test discriminating points Mr. Shankar Dewan 4. Critical awareness and reflection: Teacher and student wellbeing and student counselling Mr. Ramesh Khatriwada & Mr. Guna Raj Nepal	Day 3 [3:15-5:15 PM] Day 4 [10:00AM-12:00 Noon] Day 4 [1:00-3:00PM] Day 5 [5:15-7:15 PM]	

Module 5: Teacher Professional Development: Seminar, conference, critical reflection, teacher performance assessment, feedback ECA, CCA through sustainability and climate change issues. (6 hrs.) Objective: To enable the faculty participants to organize and conduct seminars, conferences in the issues of sustainability, climate change and professional relevance.	1. Integrating issues of sustainability and climate change in teaching and learning: seminar and conference, teaching learning activities, ECA and CCA Mr. Guna Raj Nepal+ Ms. Maya Dewan	Day 6 [3:15-5:15 PM]	Propose themes and subthemes, schedule a seminar/conference on climate change and sustainability
	2. Collaborative research for professional development: Problem Identification, Research questions, objectives, research methodology. Mr. Ganesh Prasad Dahal+ Nara Prasad Bhandari+ Guna Raj Nepal	Day 5: [3:15-5:15]	Design a collaborative research framework
	3. Teacher professional development: Critical reflection on professional practices, teacher performance assessment (360-degree appraisals), portfolio, and feedback Mr. Guna Raj Nepal + Ms. Maya Dewan	Day 4 [8:00-10:00 AM]	Teacher performance evaluation through appraisals, reflection
Module 6: Research and publication (10) Objective: To enhance faculty competency for research and publication, focusing on writing proposal, and for publication  Arjun Raj Adhikari Campus Chief	1. Writing 'research article' I: Theme selection, focus, problem statement, research and review articles Dr. Bandana Jain	Day 6 [8:00-10:00 AM]	State problem based on the thematic areas
	2. Academic Research Proposal for faculties: Dr. Khagendra Acharya	Day 3 [8:00-10:00 AM]	Draft an academic research proposal
	3. Writing a research article II: Research and review articles, plagiarism check, peer review and feedback Dr. Bandana Jain	Day 6 [10:00 -12:00 PM]	Peer review and feedback
	4. Grants Proposal Writing Dr. Khagendra Acharya	Day 2 [8:00 AM-10:00]	Preparation of a grant proposal
	5. Review of literature: Review, purpose and focus, extracting relevant substance/paraphrasing, citation and referencing Ganesh Prasad Dahal+ Dr. Dipak Neupane	Day 3 [1:00 - 3:00 PM]	Review articles and paraphrase



Annex 3 : Participant list with attendance

सुकुना बहुमुखी क्याम्पस, सुन्दरहरौचा, मोरङ

Faculty Professional Development Training - 2082

Supported by University Grants Commission, Nepal, Organized by Sukuna Multiple Campus, Sundarharoucha, Morang

(१) तालिम सञ्चालन मिति: २०८२ बसार १८ गते सम्म (०२ - ०७ July 2025)
(२) तालिम समय: पहिलो दिन बिहान ५:०० देखि अपरान्ह ५:४० बजेसम्म, दोस्रो दिन देखि बिहान ७:३० देखि कार्यक्रम तालिका अनुसार ।

(३) तालिममा सहभागीहरूको उपस्थिति

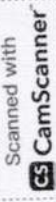
SN	Name of the Participant	Name of the Institution	Designation	Phone Number	Email	2082 Asar 18	2082 Asar 19	2082 Asar 20	2082 Asar 21	2082 Asar 22	2082 Asar 23
1	Rajendra Sarbaha	Barun Multiple Campus	Lecturer	9852099700	rsarbaha@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
2	Niroula	Barun Multiple Campus	Lecturer	9860461979	gnakavulal@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
3	Gita Kattwal	Barun Multiple Campus	Lecturer	9842309109	ip.khamal24@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
4	Laxmi Prasad Kharal	Diktel Multiple Campus	Lecturer	9843287652	pbbsista377@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
5	Padam Bahadur Bista	Diktel Multiple Campus	Lecturer	9842849306	lilak.bhatta196@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
6	Lila Bahadur Khatri	Diktel Multiple Campus	Asst. Lecturer	9842314370	mukundasharma2039@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
7	Mukunda Prasad Sharma	Hile Campus	Lecturer	9842314370	rambaraj4000@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
8	Ram Prasad Baral	Letang Campus	Lecturer	9852066250	dipak.kattel9@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
9	Dipak Kattel	Myanglung Campus	Asst. Lecturer	9852050209	tm.tigela@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
10	Tanka Maya Limbu	Myanglung Campus	Teaching Assistant	9842191975	satishbhattarai79@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
11	Sarita Devi Bhattarai	Padhari Multiple Campus	Teaching Assistant	9802773903	c.m.dahal25@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
12	Chandra Mani Dahal	Sankhuwasabha Multiple Campus	Lecturer	9842193686	bs2777@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
13	Radhika Sharma	Sankhuwasabha Multiple Campus	Lecturer	9842103876	libhus.koirala@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
14	Sushil Koirala	Saptakoshi Multiple Campus	Lecturer	9852078887	punakeshah10@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
15	Keshab Puri	Saptakoshi Multiple Campus	Lecturer	9849118844	laxmi.gadula83@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
16	Laxmi Prasad Gadula	Saptakoshi Multiple Campus	Lecturer	9842175979	laxmijadula@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर
17	Niranjana Kattel	Solukhumbu Multiple Campus	Lecturer	9841635337	laxmijadula@gmail.com	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर	सुन्दर

Kattel



Arjun Raj Adhikari
Campus Chief

अर्जुनराज अधिकारी
क्याम्पस प्रमुख



Annex 4: Workshop Outcomes : Activities and Materials Prepared by the participants



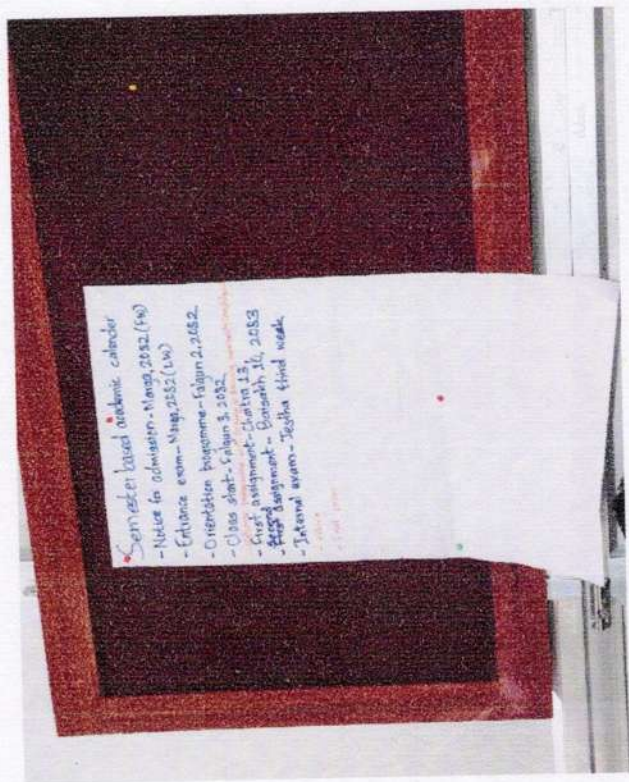


Arjun Raj Adhikari
Campus Chief





Arjun Raj Adhikari
Campus Chief



Arjun Raj Adhikari
Campus Chief



Annex 5 : Photos



Arjun Raj Adhikari
Campus Chief





Arjun Kaj Adhikari
Campus Chief

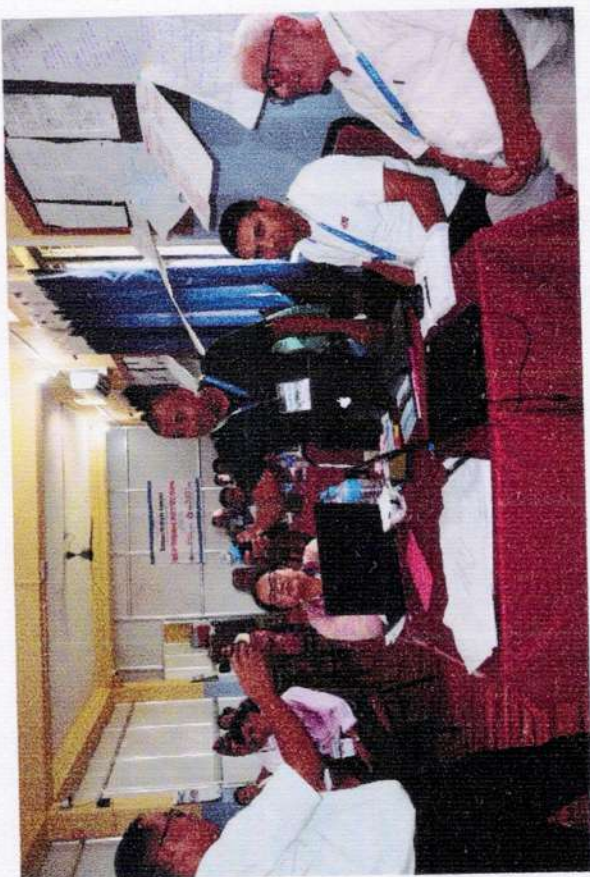
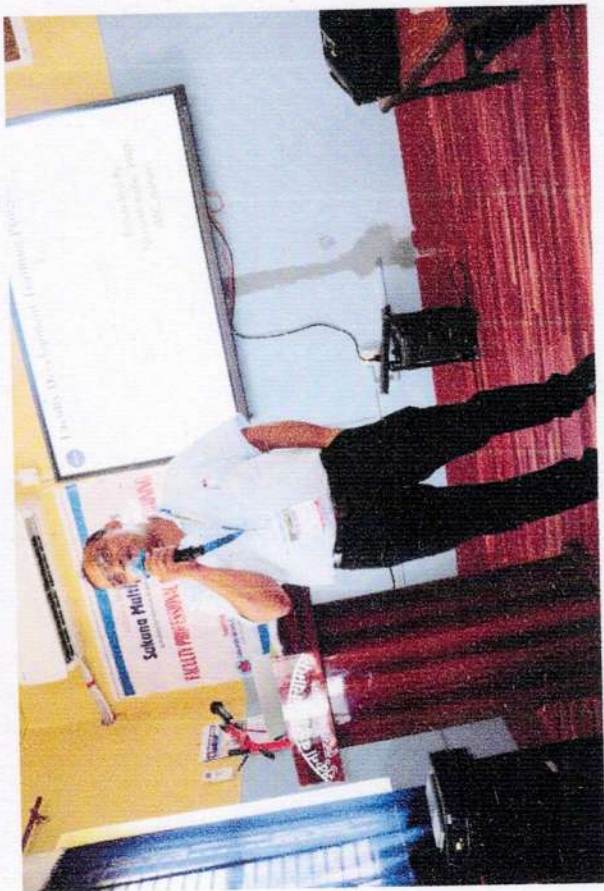




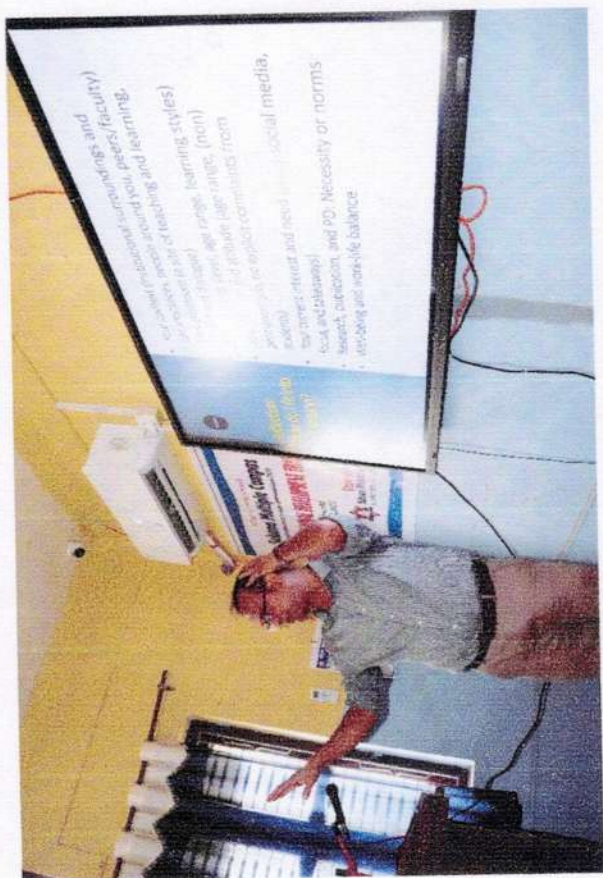


Arjun Cj Adhikari
Campus Chief





Arjun Raj Adhikari
Campus Chief





Arjun Raj Adhikari
Campus Chief

सुकुना बहुमुखी क्याम्पस
सुन्दरहरैचा, मोरङ
Faculty Professional Development Training
First Cohort
Sixth Day



आज मिति २०८२ असार २३ गते सोमवारका दिन विश्वविद्यालय अनुदान आयोगको वित्तीय अनुदान सहयोग र सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको आयोजनामा सञ्चालित ६० घण्टे एवम् ४ क्रेडिट आवरको Faculty Professional Development Training कार्यक्रमको First Cohort अन्तर्गत छैटौँ दिनको तालिम तपसिलअनुसार सञ्चालन गरियो।
मिति : २०८२ असार २३ गते।

समय : विहान ८:०० बजेदेखि दिनको ५:१५ बजेसम्म।

स्थान : सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको तालिम कक्ष।

उपस्थिति

१. डा. वन्दना जैन *[Signature]*
२. श्री चन्द्रमणि राई *[Signature]*
२. श्री नरप्रसाद भण्डारी *[Signature]*
३. श्री गुणराज नेपाल *[Signature]*
४. श्री माया देवान *[Signature]*
५. श्री रमेश खतिवडा *[Signature]*

Faculty Professional Development Training
First Cohort

Day 6

Time	Session title	Facilitator	Signature
8:00 –10:00 AM	1. Writing 'research article' I: Theme selection, focus, problem statement, research and review articles	Dr. Bandana Jain	<i>[Signature]</i>
10:00-12:00 Noon	2. Writing a research article II: Research and review articles, plagiarism check, peer review and feedback	Dr. Bandana Jain	<i>[Signature]</i>
1:00 -3:00 PM	3. Innovation in Teaching and Learning: flipped learning, differentiated instruction and Peer feedback	Mr. Guna Raj Nepal +Ms. Maya Dewan	<i>[Signature]</i>
3:15 - 5:15 PM	4. Integrating issues of sustainability and climate change in teaching and learning: seminar and conference, teaching learning activities, ECA and CCA	Mr. Guna Raj Nepal+ Ms. Maya Dewan	<i>[Signature]</i>

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[Signature]
Arjun Raj Adhikari
Campus Chief

[Signature]
अर्जुनराज अधिकारी
क्याम्पस प्रमुख



सुकुना बहुमुखी क्याम्पस
सुन्दरहरैचा, मोरङ
Faculty Professional Development Training
First Cohort
Fifth Day



आज मिति २०८२ असार २२ गते आइतवारका दिन विश्वविद्यालय अनुदान आयोगको वित्तीय अनुदान सहयोग र सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको आयोजनामा सञ्चालित ६० घण्टे एवम् ४ क्रेडिट आवरको Faculty Professional Development Training कार्यक्रमको First Cohort अन्तर्गत पाचौं दिनको तालिम तपसिलअनुसार सञ्चालन गरियो।
मिति : २०८२ असार २२ गते।

समय : विहान ८:०० बजेदेखि दिनको ५:१५ बजेसम्म।

स्थान : सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको तालिम कक्ष।

उपस्थिति

१. श्री चन्द्रमणि राई

२. श्री नरप्रसाद भण्डारी

३. श्री गुणराज नेपाल

४. श्री माया देवान

५. श्री रमेश खतिवडा

Faculty Professional Development Training
First Cohort

Day 5

Time	Session title	Facilitator	Signature
8:00 -10:00 AM	1. Using Generative AI for teaching and research (Engineering prompts, verifying the sources, using the information ethically)	Mr. Guna Raj Nepal	
10:00-12:00 Noon	2. Activity-based approaches: Problem-Based Learning, Project-based learning and case-based learning	Mr. Nara Prasad Bhandari + Ramesh Khatiwada	
1:00 -3:00 PM	3. Collaborative research for professional development: Problem Identification, Research questions, objectives, research methodology	Mr. Ganesh Prasad Dahal + Nara Prasad Bhandari+ Guna Raj Nepal	
3:15 - 5:15 PM	4. Critical awareness and reflection: Teacher and student wellbeing and student counselling	Mr. Ramesh Khatiwada & Mr. Guna Raj Nepal	

Arjun Raj Adhikari
Campus Chief

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अर्जुनराज अधिकारी
क्याम्पस प्रमुख



सुकुना बहुमुखी क्याम्पस
सुन्दरहरैचा, मोरङ
Faculty Professional Development Training
First Cohort
Fourth Day



आज मिति २०८२ असार २१ गते शनिवारका दिन विश्वविद्यालय अनुदान आयोगको वित्तीय अनुदान सहयोग र सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको आयोजनामा सञ्चालित ६० घण्टे एवम् ४ क्रेडिट आवरको Faculty Professional Development Training कार्यक्रमको First Cohort अन्तर्गत चौथो दिनको तालिम तपसिलअनुसार सञ्चालन गरियो ।

मिति : २०८२ असार २१ गते ।

समय : विहान ८:०० बजेदेखि दिनको ५:१५ बजेसम्म ।

स्थान : सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको तालिम कक्ष ।

उपस्थिति

१. डा.टोलनाथ काफ्ले
२. श्री शङ्कर देवान
३. श्री चन्द्रमणि राई
४. श्री नरप्रसाद भण्डारी
५. श्री गुणराज नेपाल
६. श्री माया देवान
७. श्री रमेश खतिवडा

Faculty Professional Development Training
First Cohort

Day 4

Time	Session title	Facilitator	Signature
8:00 –10:00 AM	1. Teacher professional development: Critical reflection on professional practices, teacher performance assessment (360-degree appraisals), portfolio, and feedback	Mr. Guna Raj Nepal + Ms. Maya Dewan	
10:00-12:00 Noon	2. Types of assessment: Rubrics and Grading Criteria; ethics in teaching & assessment.	Dr. Tolanath Kafle	
1:00 -3:00 PM	3. Test item construction: reliability, validity, test discriminating points	Mr. Shankar Dewan	
3:15 - 5:15 PM	4. Action Research for Enhancing Teaching and Learning (class-based identification of, 'Plan-act-reflect' cycle)	Mr. Nara Prasad Bhandari	

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अञ्जनराज अधिकारी
क्याम्पस प्रमुख



सुकुना बहुमुखी क्याम्पस
सुन्दरहरैचा, मोरङ



Faculty Professional Development Training First Cohort

Third Day

आज मिति २०८२ असार २० गते शुक्रबारका दिन विश्वविद्यालय अनुदान आयोगको वित्तीय अनुदान सहयोग र सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको आयोजनामा सञ्चालित ६० घण्टे एवम् ४ क्रेडिट आवरको Faculty Professional Development Training कार्यक्रमको First Cohort अन्तर्गत तेस्रो दिनको तालिम तपसिलअनुसार सञ्चालन गरियो ।

मिति : २०८२ असार २० गते ।

समय : विहान ८:०० बजेदेखि दिनको ५:१५ बजेसम्म ।

स्थान : सुकुना बहुमुखी क्याम्पस, सुन्दरहरैचा, मोरङको तालिम कक्ष ।

उपस्थिति

१. डा. खगेन्द्र आचार्य
२. श्री रोमकान्त पाण्डे
३. श्री चन्द्रमणि राई
४. श्री नरप्रसाद भण्डारी
५. श्री गुणराज नेपाल
६. श्री माया देवान
७. श्री रमेश खतिवडा

Faculty Professional Development Training First Cohort

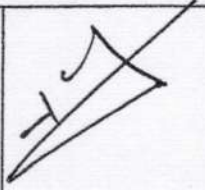
Day 3

Time	Session title	Facilitator	Signature
8:00 -10:00 AM	1. Academic Research Proposal for faculties:	Dr. Khagendra Acharya	
10:00-12:00 Noon	2. Use of Learning Management System (LMS) and online collaboration tools	Mr. Romkanta Pandey	
1:00 -3:00 PM	3. Review of literature: Review, purpose and focus, extracting relevant substance/paraphrasing, citation and referencing Ganesh Prasad Dahal+ Dr. Dipak Neupane	Ganesh Prasad Dahal+ Dr. Dipak Neupane	

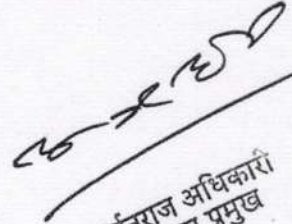
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अञ्जनराज अधिकारी
क्याम्पस प्रमुख



3:15 - 5:15 PM	4. Formative assessment & feedback: Formative assessment tools, student portfolio, learning progress assessment (Assessment for learning)	Mr. Nara Prasad Bhandari	
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 अर्जुनराज अधिकारी
 क्याम्पस प्रमुख

सुकुना बहुमुखी क्याम्पस
सुन्दरहरैँचा, मोरङ
Faculty Professional Development Training
First Cohort
Second Day



आज मिति २०८२ असार १९ गते विहिवारका दिन विश्वविद्यालय अनुदान आयोगको वित्तीय अनुदान सहयोग र सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङको आयोजनामा सञ्चालित ६० घण्टे एवम् ४ क्रेडिट आवरको Faculty Professional Development Training कार्यक्रमको First Cohort अन्तर्गत दोस्रो दिनको तालिम तपसिलअनुसार सञ्चालन गरियो ।

मिति : २०८२ असार १९ गते ।

समय : विहान ८:०० बजेदेखि दिनको ५:१५ बजेसम्म ।

स्थान : सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङको तालिम कक्ष ।

उपस्थिति

१. डा. खगेन्द्र आचार्य
२. श्री रोमकान्त पाण्डे
३. श्री चन्द्रमणि राई
४. श्री नरप्रसाद भण्डारी
५. श्री गुणराज नेपाल
६. श्री माया देवान
७. श्री रमेश खतिवडा

Faculty Professional Development Training
First Cohort

Day 2

Time	Session title	Facilitator	Signature
8:00 –10:00 AM	1. Grants proposal writing	Dr. Khagendra Acharya	
10:00-12:00	2. Designing and applying digital survey using mentimeter, Napkin AI etc. in teaching and learning	Mr. Romkanta Pandey	
1:00 -3:00	3. Academic research proposal for faculties.	Dr. Khagendra Acharya	
3:00 - 5:00	4. Use of LMS and online collaboration tools.	Mr. Romkanta Pandey	

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अर्जुनराज अधिकारी
क्याम्पस प्रमुख



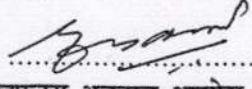
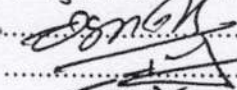
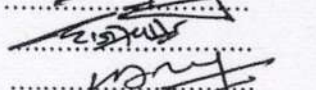
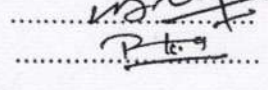
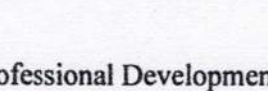
 सुकुना बहुमुखी क्याम्पस
 सुन्दरहरैँचा, मोरङ
Faculty Professional Development Training
First Cohort
First Day

आज मिति २०८२ असार १८ गते बुधवारका दिन विश्वविद्यालय अनुदान आयोगको वित्तीय अनुदान सहयोग र सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा, मोरङको आयोजनामा सञ्चालित ६० घण्टे एवम् ४ क्रेडिट आवरको Faculty Professional Development Training कार्यक्रमको First Cohort अन्तर्गत पहिलो दिनको तालिम तपसिलअनुसार सञ्चालन गरियो ।
 मिति : २०८२ असार १८ गते ।

समय : विहान ८:४५ बजेदेखि दिनको ५:४० बजेसम्म ।

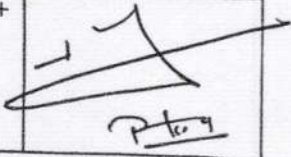
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उपस्थिति

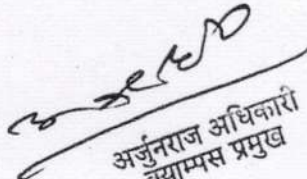
१. प्रा. डा. हृदयरत्न बज्रचार्य 
- प्राविधिक सल्लाहकार, विश्वविद्यालय अनुदान आयोग नेपाल
२. श्री चन्द्रमणि राई 
३. श्री नरप्रसाद भण्डारी 
४. श्री गुणराज नेपाल 
५. श्री माया देवान 
६. श्री रमेश खतिवडा 

Faculty Professional Development Training
First Cohort

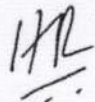
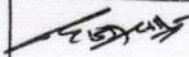
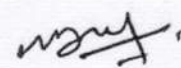
Day 1

Time	Session title	Facilitator	Signature
8:45 -10:45 AM	1. Basis of Curriculum Planning (Rationale, Objectives, learning outcomes, Contents/Activities (course-based knowledge & skills, soft skills); Assessment &Feedback; Learning Resources)	Pro. Dr. Hridaya Ratna Bajracharya	
10:45-12:45	2. Academic calendar and /semester planning; Course planning and Lesson Planning.	Nara Prasad Bhandari + Ramesh Khatiwada	

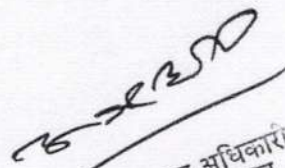
५


 अर्जुनराज अधिकारी
 क्याम्पस प्रमुख



1:30-3:30	3. Connecting curriculum with labor market needs and stakeholders' requirements.	Prof. Dr. HR Bajracharya	
3:40-5:40	4. Critical Analysis and Application of the curriculum (Issues, curriculum review, and HEI Faculties' curriculum feedback)	Mr. Guna Raj Nepal+ Ms. Maya Dewan	 




अर्जुनराज अधिकारी
क्याम्पस प्रमुख

बैठक सङ्ख्या :

आज मिति २०८२ साल वैशाख ०५ गतेका दिन यस सुकुना बहुमुखी क्याम्पस, सुन्दरहरैँचा मोरङको सञ्चालक समितिको बैठक क्याम्पस सञ्चालक समितिका अध्यक्ष श्री केशव अधिकारीको अध्यक्षतामा निम्नानुसारको उपस्थितिमा बसी देहाय अनुसारका प्रस्तावहरू उपर छलफल गरी निर्णय गरियो ।

मिति : २०८२ साल वैशाख ०५

स्थान : सञ्चालक समितिको बैठक कक्ष ।

समय : बिहान ०७:३० वजे ।

उपस्थिति:

१. अध्यक्ष : श्री केशव अधिकारी
२. उपाध्यक्ष : श्री ललितवहादुर श्रेष्ठ
३. सदस्य : श्री देवेन्द्रकुमार मास्के
४. सदस्य : श्री सुरेन्द्रवहादुर थापा
५. सदस्य : श्री नेत्रप्रसाद ढकाल
६. सदस्य : श्री नागेश पोखरेल
७. सदस्य : श्री लक्ष्मीप्रसाद फुयल
८. सदस्य : श्री रामप्रसाद गजुरेल
९. सदस्य : श्री तिलकप्रसाद ढकाल
१०. सदस्य : श्री विश्वेश्वर ढकाल
११. सदस्य : श्री योगराज काफ्ले
१२. सदस्य : श्री नवराज चापागाईं
१३. सदस्य : श्री मकरनन्द पराजुली
१४. सदस्य : श्री हेमचन्द्र घिमिरे
१५. सदस्य : श्री कमलादेवी राजमास्के
१६. सदस्य : श्री केदारप्रसाद गुरागाईं
१७. सदस्य : श्री अकली चौधरी
१८. सदस्य : श्री रोशनप्रसाद ढकाल
१९. सदस्य : श्री जनार्दन गुरागाईं
२०. सदस्य : श्री हिक्मतवहादुर बस्नेत
२१. सदस्य : श्री भूषण काफ्ले
२२. सदस्य : श्री टीकाप्रसाद कट्टेल
२३. सदस्य : श्री भोलानाथ वजगाईं
२४. सदस्य : श्री विन्दा दाहाल थापा
२५. सदस्य : श्री चन्द्रमणि राई
२६. सदस्य सचिव : श्री अर्जुनराज अधिकारी

अन्तर्राष्ट्रिय सम्मेलन आयोजक समितिबाट उपस्थिति

१. सहायक क्याम्पस प्रमुख तथा सम्मेलन संयोजक : श्री गणेशप्रसाद दहाल
२. उपप्राध्यापक/सम्मेलन कन्भेनर : श्री गुणराज नेपाल
३. प्रशासकीय अधिकृत/सम्मेलन को-कन्भेनर : श्री नवराज कोइराला



Arjun Raj Adhikari
Campus Chief

प्रस्ताव तथा निर्णयहरू :

१. प्रथम अन्तर्राष्ट्रिय सम्मेलन सम्बन्धमा : उक्त विषयमा छलफल गर्दा यस क्याम्पसद्वारा मिति २०८२/०१/०६ र ०७ गतेका दिन आयोजना गरिने प्रथम अन्तर्राष्ट्रिय सम्मेलनको तयारी अन्तिम अवस्थामा पुगेकाले सो को जानकारी लिने तथा आवश्यक सुझाव आयोजक समितिलाई प्रदान गर्ने कार्य गरियो ।

२. तालिम एकाई सम्बन्धमा : उक्त विषयमा छलफल गर्दा सुकुना बहुमुखी क्याम्पस विश्वविद्यालय अनुदान आयोग नेपालद्वारा LEAD क्याम्पसका रूपमा छनौट भएकाले क्याम्पसले देशभरका क्याम्पसहरूमा तालिम सञ्चालन गर्न सक्ने जिम्मेवारी प्राप्त गरेको छ अतः क्याम्पसले आफ्नो क्याम्पसबाहेक तथा क्याम्पस भित्र सञ्चालन गर्ने विभिन्न प्रकारका तालिमहरू सञ्चालन तथा व्यवस्थापन गर्न क्याम्पस पदाधिकारी बैठकको सिफारिसमा तपसिल बमोजिमको तालिम एकाई (Training Unit) गठन गर्ने निर्णय गरियो।

तालिम एकाई (Training Unit)

१. संयोजक : श्री चन्द्रमणि राई
२. सदस्य : श्री नरप्रसाद भण्डारी
३. सदस्य: श्री गुणराज नेपाल
४. सदस्य : श्री माया देवान
५. सदस्य : श्री रमेश खतिवडा (क)

३. शैक्षिक क्यालेण्डर सम्बन्धमा : उक्त विषयमा छलफल गर्दा शै. व. २०८२ मा क्याम्पसले गर्ने सम्पूर्ण शैक्षिक, प्रशासनिक तथा अतिरिक्त क्रियाकलाप समावेश भएको शैक्षिक क्यालेण्डर पारित गर्ने निर्णय गरियो । साथै, उक्त क्यालेण्डरमा छुटेका तथा नयाँ क्रियाकलाप र कार्यक्रमहरू आवश्यकता अनुसार विभिन्न समितिहरूको निर्णयबाट सञ्चालन गर्ने निर्णय गरियो ।

४. मुद्यती खाता सञ्चालन सम्बन्धमा : उक्त विषयमा छलफल गर्दा राष्ट्रिय वाणिज्य बैङ्क बेलबारी शाखामा सुकुना बहुमुखी क्याम्पसको रु १०००००००।-(एक करोड) बराबरको मुद्यती खाता सञ्चालन गर्ने निर्णय गरियो ।


Arjun Raj Adhikari
Campus Chief

आज मिति २०८२ साल भाद्र पद जेठ शुक्रवार १६ गते
सुकुना बहुमुखी क्याम्पसको ट्रेनिङ अफिस बैठक, भूमिका
संयोजक श्री चन्द्रमणी राईको अध्यक्षतामा वसी निम्न-
अङ्गसको निर्णयहरू गरियो।

व्यक्ति

१. संयोजक : श्री चन्द्रमणी राई
२. सदस्य : श्री हरप्रसाद बज्रा
३. सदस्य : श्री गणेश नेपाल
४. सदस्य : श्री माया देवान
५. सदस्य : श्री रमेश खतिवडा

प्रस्ताव

आमन्त्रित

१. क्याम्पस प्रमुख : अर्जुनराज अधिकारी
२. सहायक क्या. प्रमुख : बलराम चौखेल
३. " " प्रमुख : गणेशप्रसाद पहाल
४. प्रशासन अधिकृत : नवराम चौधुरी

प्रस्ताव

१. first cohort को तालिम प्रतिवेदन सम्बन्धमा ।

निर्णय

१. first cohort को तालिम प्रतिवेदन सम्बन्धमा
दृष्टान्त गरी तालिम भूमिगत तथा जेठको प्रतिवेदनमा
आवश्यक दस्तावेज र सूचना गरी क्याम्पस समिति र
विभिन्न विद्यालय अनुदान आयोगलाई पेश गर्ने निर्णय गरियो।

(Signature)



Arjun Raj Adhikari
Campus Chief



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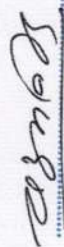
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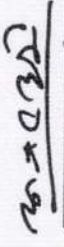
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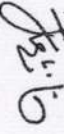
to

Mr. Ramesh Khatiwada

in recognition of his esteemed contribution as a facilitator
in delivering insightful sessions in the **Faculty Professional Development Training**
organized by Sukuna Multiple Campus, Morang and
supported by the University Grants Commission, Nepal
under the Nurturing Excellence in Higher Education Program (NEHEP)
on 18-23 Asar 2082 (2-7 July 2025).


Mr. Chandra Mani Rai
Co-ordinator
Training Unit


Mr. Arjun Raj Adhikari
Campus Chief


Mr. Keshav Adhikari
Chairman
Campus Management Committee


Prof. Dr. Dev Raj Adhikari
Chairman
University Grants Commission, Nepal



Arjun Raj Adhikari
Campus Chief



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University Grants Commission, Nepal

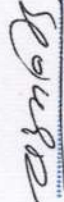
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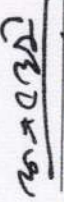
to

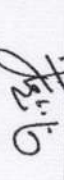
Mr. Balkrishna Gautam

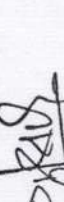
of Sukuna Multiple Campus, Morang

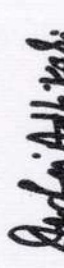
in recognition of his active participation in the Faculty Professional Development Training organized by Sukuna Multiple Campus, Morang and supported by the University Grants Commission, Nepal under the Nurturing Excellence in Higher Education Program (NEHEP) on 18-23 Asar 2082 (2-7 July 2025).


Mr. Chandra Mani Rai
Co-ordinator
Training Unit


Mr. Arjun Raj Adhikari
Campus Chief


Mr. Keshav Adhikari
Chairman
Campus Management Committee


Dr. Govinda Prasad Guragain
Deputy Controller
TU Regional Office of the Controller
of Examination, Biratnagar


Prof. Dr. Dev Raj Adhikari
Chairman
University Grants Commission, Nepal


Arjun Raj Adhikari
Campus Chief



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Sundarharaincha Municipality, Morang, Nepal

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University Grants Commission, Nepal

This Certificate of Participation is presented

to

Mr. Santosh Dahal

of Sukuna Multiple Campus, Morang

in recognition of his active participation in the Faculty Professional Development Training

organized by Sukuna Multiple Campus, Morang and

supported by the University Grants Commission, Nepal

under the Nurturing Excellence in Higher Education Program (NEHEP)

on 18-23 Asar 2082 (2-7 July 2025).

Chandra Mani Rai

Mr. Chandra Mani Rai
Co-ordinator
Training Unit

Arjun Raj Adhikari

Mr. Arjun Raj Adhikari
Campus Chief

Keshav Adhikari

Mr. Keshav Adhikari
Chairman
Campus Management Committee

Govinda Prasad Guragain

Dr. Govinda Prasad Guragain
Deputy Controller
TU Regional Office of the Controller
of Examination, Biratnagar

Dev Raj Adhikari

Prof. Dr. Dev Raj Adhikari
Chairman
University Grants Commission, Nepal

Arjun Raj Adhikari
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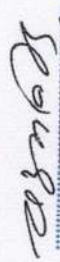
University Grants Commission, Nepal

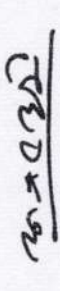
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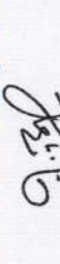
to

Assoc. Prof. Dr. Khagendra Acharya

in recognition of his esteemed contribution as a facilitator
in delivering insightful sessions in the **Faculty Professional Development Training**
organized by **Sukuna Multiple Campus, Morang** and
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Campus Chief


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Prof. Dr. Dev Raj Adhikari
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University Grants Commission, Nepal


Arjun Raj Adhikari
Campus Chief