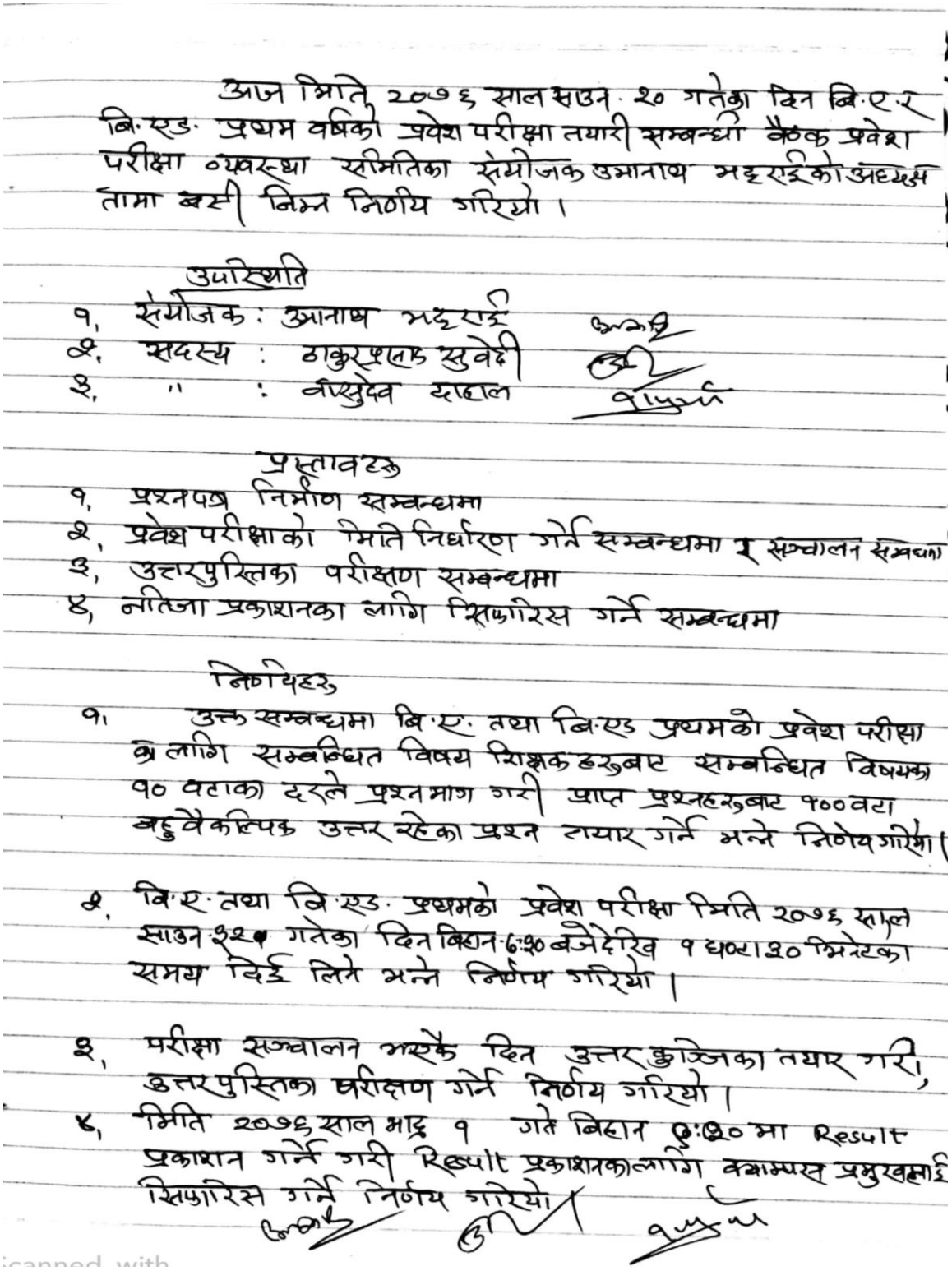
Annex 71: Decision for Entrance Exam.



आज मिति २०७६ साल साउन २० गतेका दिन बि.ए.र बि.एड. प्रथम वर्षको प्रवेश परीक्षा तयारी सम्बन्धी बैठक प्रवेश परीक्षा व्यवस्था समितिका संयोजक उमानाथ भट्टराईको अध्यक्षतामा बसी निम्न निर्णय गरियो।

उपस्थिति

१. संयोजक : आनाथ भट्टराई
२. सदस्य : ठाकुरप्रसाद सुवेदी
३. " : वासुदेव दाहाल

प्रस्तावहरु

१. प्रश्नपत्र निर्माण सम्बन्धमा
२. प्रवेश परीक्षाको मिति निर्धारण गर्ने सम्बन्धमा र सञ्चालन सम्बन्धमा
३. उत्तरपुस्तिका परीक्षण सम्बन्धमा
४. नतिजा प्रकाशनका लागि सिफारिस गर्ने सम्बन्धमा

निर्णयहरु

१. उक्त सम्बन्धमा बि.ए. तथा बि.एड प्रथमको प्रवेश परीक्षा को लागि सम्बन्धित विषय शिक्षक हरुबाट सम्बन्धित विषयका ५० वटाका दरले प्रश्न माग गरी प्राप्त प्रश्नहरुबाट १०० वटा बहुवैकल्पिक उत्तर रहेका प्रश्न तयार गर्ने भन्ने निर्णय गरियो।

२. बि.ए. तथा बि.एड. प्रथमको प्रवेश परीक्षा मिति २०७६ साल साउन २२ गतेका दिन बिहान ६:३० बजेदेखि १ घण्टा ३० मिनेटका समय दिई लिने भन्ने निर्णय गरियो।

३. परीक्षा सञ्चालन भएके दिन उत्तर कुञ्जिका तयार गरी, उत्तरपुस्तिका परीक्षण गर्ने निर्णय गरियो।

४. मिति २०७६ साल भाद्र १ गते बिहान ९:३० मा Result प्रकाशन गर्ने गरी Result प्रकाशनका लागि क्याम्पस प्रमुखलाई सिफारिस गर्ने निर्णय गरियो।

Scanned with

पाना नं. १८

आज मिति २०७६ साल पुस ९० गते विश्वविद्यालय दिन अवसर मुकुन्द क्याम्पसका क्याम्पस प्रमुख चन्द्रमणि राईको अध्यक्षतामा Internal Quality Monitoring Committee (IQMC) को बैठक निम्नानुसारको उपस्थितिमा बसी तपशीलका विषयहरूमा छलफल गरी निर्णय गरियो।

उपस्थिति

१. श्री चन्द्रमणि राई (क्याम्पस प्रमुख) संयोजक
२. श्री केशवराज न्यौपाने (सहायक प्राध्यापक) सदस्य
३. श्री अर्जुनराज अधिकारी (" ") सदस्य
४. श्री मेघनाथ शर्मा (" ") सदस्य

प्रस्तावहरू

१. स्नातकोत्तर तह प्रथम सेमेस्टर प्रवेश प्रक्रिया सम्बन्धमा
२. विश्वविद्यालय अनुदान आयोगद्वारा आयोजना गरिने कार्यशाला गोष्ठी सम्बन्धमा
३. निर्देशिका तयारी सम्बन्धी कार्यशाला गोष्ठी आयोजना गर्ने सम्बन्धमा
४. विद्यार्थी अनुभव सङ्कलन सम्बन्धमा
५. विद्युत सम्बन्धी मर्मत संभार लगायत बार्षिक सम्झौता सम्बन्धमा
६. विभागहरूको कार्ययोजना तथा क्रियाकलाप सम्बन्धमा

निर्णयहरू

१. प्रस्ताव नं १ मा छलफल गर्दा त्रिभुवन विश्वविद्यालय केन्द्रीय कार्यालय परीक्षा शाखा मुकुन्द क्याम्पसबाट मिति २०७६।०९।०३ मा प्रकाशित सूचना अनुसार स्नातकोत्तर प्रथम सेमेस्टर प्रवेश परीक्षा २०७६ (२०२०) का लागि निम्नानुसार गर्ने निर्णय गरियो।
   क. फाराम भर्ने अवधि त्रि.वि.को सूचना अनुसार नै गर्ने साथै प्रवेश परीक्षा पनि सोही अनुसार गर्ने।
   ख. प्रवेश परीक्षा शुल्क रु ३,०००/- लिने र वितरण

शुल्क सहित नको प्रवेश पत्रहरु शुल्क रु ३५००।- लिने।

ग. सर्वसाधारण सम्बन्धी प्रचार प्रसार सामग्री बनाई Facebook Page, ईमेल लगायत पत्रपत्रिकालाई दिने निर्णय गरियो।

घ. प्रवेश परीक्षाको नतिजा प्रकाशन पछि प्रवेश परीक्षाको नतिजाको योगमार्कमा आधारमा प्राथमिकता दिई विद्यार्थीसँग सौमिक अन्तरवार्ता, सामुहिक छलफल गरी अन्तिमाकको लगत सम्मतिका लागी गर्ने।

ङ. कक्षा सञ्चालन फागुन पहिलो हप्ता देखि गर्ने।

४. प्रस्ताव नं. ४ मा थपे छलफल गर्दा विश्वविद्यालय अनुदान आयोगको मिति २०७६।०६।१० को पत्र नं. ६०६ को पत्रानुसार विश्वविद्यालय अनुदान आयोग, गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रज्ञाप्रतिष्ठानको आयोजनामा यस प्रज्ञुक्तानका व्यायम्सको सफाइलगा उच्च शिक्षाको गुणस्तर सुनिश्चितता तथा प्रत्यायनका लागी अवलम्बन आर्कु पर्ने कार्यपद्धति र त्यस अध्ययन प्रतिवेदन तयारी सम्बन्धमा प्रवेश नं. १ हरुमा कार्यशाला गोष्ठी मिति २०७६।०६।१६ देखि १६ सम्म संयुक्त रुपमा आयोजना गरिने भरकोले व्यायम्स प्रमुख, सहायक व्यायम्स प्रमुखहरु, विभागीय प्रमुखहरु, SAT पदाधिकारीहरु र संचालक समितिका पदाधिकारीहरुलाई सक्रिय रुपमा सहभागी गराउने र आवश्यक व्यवस्थापन गर्ने निर्णय गरियो।

५. प्रस्ताव नं. ५ मा छलफल गर्दा अब प्रज्ञुक्त बहुमुखी व्यायम्सका रहेका विभिन्न समिति, विभागहरुको कार्य विवेचना तथा गरेका लागि मिति २०७६।१०।१ गते बुधबारका दिन Self Assessment Team - SAT ले सहजीकरण गर्ने गरी व्यायम्स प्रमुख, सहायक व्यायम्स प्रमुखहरु विभागीय प्रमुखहरु, कार्यक्रम संयोजकहरु लगायत अन्य प्राध्यापकहरुलाई पनि आवश्यकी सहभागी गराई विहान ८ बजे देखि बेलुकी ४ बजे सम्म १ दिने कार्यशाला गोष्ठी आयोजना गर्ने निर्णय गरियो।

६. प्रस्ताव नं. ६ मा छलफल गर्दा अब व्यायम्सको समग्र

Scanned with CamScanner

Annex 72: Notice for Admission Open

त्रिभुवनविश्वविद्यालयद्वारा सम्बन्धनप्राप्त र
(विश्वविद्यालय अनुदान आयोग, नेपालबाट QAA प्राप्त)

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा, मोरङ
SUNDARHARAINCHA, MORANG
स्थापित : २०४८

☎ ०२१-५४५६१७
☎ ०२१-५४५७१७
सूचनाबोर्ड सेवा १६१८०२१५४५७१७
E-Mail: sukunac@yahoo.com
Web Site: www.sukuna.edu.np

पत्रसङ्ख्या
चलानीनम्बर

मिति : २०७४/०५/२२

विषय : स्नातक प्रथम वर्षमा भर्ना खुलेको सूचना ।

उपर्युक्त सम्बन्धमा शै. स.२०७४ का लागि यस क्याम्पसमा स्नातक तहतर्फ बी. एड (B. Ed.),बी. बी. एस.(BBS), बी. ए.(B. A.) र बी. एस्सी. (B.Sc.) प्रथम वर्षमा भर्ना खुलेको बेहोरा सम्बन्धित सबैलाई जानकारीका लागि यो सूचना प्रकाशन गरिएको छ । यसका लागि क्याम्पस काउन्टरबाट प्रवेश फाराम लिई भर्नाको आवेदन गर्न सक्ने व्यवस्था गरिएको छ ।

१. बी. बी. एस. को प्रवेश परीक्षा मिति २०७४ साल भदौ ३१ गते बिहान ८ :०० बजे हुनेछ र सोही दिनको अपराह्न ३ : ०० बजेभित्र प्रवेश परीक्षाको नतिजा प्रकाशन गरिनेछ ।

२. बी. एड. र बी. ए. को प्रवेश परीक्षा मिति २०७४ साल असोज २ गते बिहान ७ : ३० बजेदेखि हुनेछ र दिउँसो ३ : ०० बजेभित्र नतिजा प्रकाशन हुनेछ ।

३. बी. बी. एस., बी. एड. र बी. ए. को भर्ना : २०७४ असोज ४ गतेदेखि हुनेछ ।

४. कक्षा सञ्चालन : २०७४ कात्तिक १२ गते बिहान ६:०० बजेदेखि हुनेछ ।

५. बी. एस्सी. को फाराम भर्ने अन्तिम मिति : २०७४ कात्तिक १७ गतेसम्म हुनेछ ।
बी. एस्सी. को प्रवेश परीक्षा : Biological Group को मिति २०७४ मङ्सिर २ गते शनिवार बिहान ११ :०० देखि १ :०० बजेसम्म र Physical Group को सोही दिन २ : ०० देखि ४ : ०० बजेसम्म हुनेछ ।

६. बी. बी. एस. का कक्षाहरू अङ्ग्रेजी तथा नेपाली दुवै माध्यमबाट सञ्चालन हुनेछन् ।

७. ICT Ed. प्रथम सेमेस्टरको समेत फाराम खुलेको छ र सो कक्षाको प्रवेश परीक्षा मिति केन्द्रबाट तोकिएपछि पुनः सूचित गरिने छ ।

- थप जानकारीका लागि सम्पर्क फोन ०२१-५४५६१७, ०२१-५४५७१७

प्रेमप्रसाद भट्टराई
क्याम्पसप्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
(विश्वविद्यालय अनुदान आयोग, नेपालबाट QAA प्राप्त)

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा, मोरङ
SUNDARHARAINCHA, MORANG
स्थापित : २०४८

फोन ०२१-५४५६१७
फोन ०२१-५४५७१७
सूचनाबोर्ड सेवा १६१८०२१५४५७१७
E-Mail: sukunac@yahoo.com
Web Site:

पत्र सङ्ख्या
www.sukuna.edu.np
चलानी नम्बर

मिति : २०७४/०६/२९

विद्यार्थी भर्नासम्बन्धी जरुरी सूचना ।

सुकुना बहुमुखी क्याम्पस मोरङमा स्नातक प्रथम वर्षमा भर्ना खुल्यो

पूर्वाञ्चल क्षेत्रका सामुदायिक क्याम्पसहरूमध्ये उत्कृष्ट तथा विश्वविद्यालय अनुदान आयोग नेपालबाट QAA प्रमाणपत्र प्राप्त यस सुकुना बहुमुखी क्याम्पस सुन्दरहरैंचा, मोरङमा स्नातक तहतर्फ बी. एड, बी. बी. एस., बी. ए. र बी. एस्सी, प्रथम वर्षमा भर्ना खुलेकोछ । फाराम धमाधम वितरण भइरहेको छ ।

- बी. बी. एस. बी. एड. र बी. ए. को (**दोस्रो पटकको**) प्रवेश परीक्षा मिति २०७४ साल कात्तिक १५ गते बिहान ८ :०० बजे हुनेछ र नतिजा प्रकाशन सोही दिनको अपराह्न ३ : ०० बजेभित्र हुनेछ ।
- कक्षा सञ्चालन : २०७४ कात्तिक १२ गते बिहान ६:०० बजेदेखि हुनेछ ।
- बी. एस्सी. को फाराम भर्ने अन्तिम मिति : २०७४ कात्तिक १७ गतेसम्म हुनेछ :
  प्रवेश परीक्षा : Biological Group को मिति २०७४ मङ्सिर २ गते शनिवार बिहान ११ :०० देखि १ :०० बजेसम्म र Physical Group को सोही दिन २ : ०० देखि ४ : ०० बजेसम्म हुनेछ ।
- ICT Ed. (Semester System) को फाराम भर्ने अन्तिम मिति २०७४ साल कात्तिक १५ गतेसम्म र प्रवेश परीक्षा मिति २०७४ साल कात्तिक २४ गते शुक्रबार बिहान ११ :०० बजेदेखि १२ : ०० बजेसम्म ।
- थप जानकारीका लागि सम्पर्क फोन नं. ०२१-५४५६१७, ०२१-५४५७१७

प्रेमप्रसाद भट्टराई
क्याम्पसप्रमुख
०८४।६।२९

क्याम्पस प्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं. १, नेपाल
Province No. 1, Nepal
स्थापित : २०४८ (1992)
QAA Certified by UGC, Nepal

पत्र संख्या :
चलानी नम्बर :

मिति: २०७४/०९/२०

विषय : MBS 1st Semester को प्रवेश आवेदन फाराम भर्ने सम्बन्धी सूचना ।

त्रि. वि.व्यवस्थापन सङ्काय, डीनको कार्यालयद्वारा प्रकाशित सूचनाअनुसार यस वर्ष २०७४ का लागि स्नातकोत्तर तह एम. बि. एस. कार्यक्रमअन्तर्गत प्रथम सेमेष्टरमा निम्नानुसार प्रवेश आवेदन भराइने बेहोरा सम्बन्धित सबैमा सूचित गरिन्छ ।

- फाराम भर्ने अन्तिम मिति : २०७४ माघ १९ गतेसम्म ।
- प्रवेश परीक्षा : २०७४ फागुन ०५ गते शनिवार बिहान ८.३० बजे हुनेछ ।
- परीक्षाकेन्द्र र नतिजा प्रकाशन : त्रि. वि.व्यवस्थापन सङ्काय, डीनको कार्यालयले प्रकाशन गरेअनुसार हुनेछ ।
- भर्ना सुरु : नतिजा प्रकाशन भएपछि ।
- कक्षा सञ्चालन : २०७४ फागुन २५ गतेदेखि ।
- परीक्षा दस्तुर : रु.१२००।- (एक हजार दुई सय मात्र)
- पासपोर्ट साइजको फोटो २ प्रति चाहिनेछ ।

नोट : एसएलसीदेखि स्नातक तहसम्मका सबै प्रमाणपत्रका प्रतिलिपि पेस गर्नुपर्नेछ ।
सीट सीमित छ, चाडै सम्पर्क राख्नुहोला । सम्पर्क फोन नं. ०२१-५४५६१७,
५४५७१७

.....
०४/९/२०
क्याम्पस प्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल

SUNDARHARAINCHA MUNICIPALITY, MORANG, NEPAL

स्था.: २०४८ (1992)

QAA Certified by UGC, Nepal

पत्र सङ्ख्या :

चलानी नम्बर :

मिति : २०७६/०५/११

बि.एस्सी. प्रथम वर्षमा नयाँ भर्ना खुल्यो ।

विश्वविद्यालय अनुदान आयोगद्वारा QAA प्राप्त श्री सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा, मोरङमा शैक्षिक वर्ष २०७६/०७७ का लागि स्नातक तह प्रथम वर्ष **B.Sc. (भौतिक तथा जीव विज्ञान)** समूहमा नयाँ भर्ना खुल्यो । प्रवेश परीक्षा निम्नबमोजिम हुने हुँदा इच्छुक विद्यार्थीहरूले आफ्ना वैयक्तिक विवरण, शैक्षिक योग्यताका प्रमाणपत्र र पासपोर्ट साइजको २ ओटा फोटासहित आवेदन फाराम भरी क्याम्पसमा बुझाउन सम्बन्धित सबैमा सूचित गरिन्छ । सीट सीमित छ चाँडै सम्पर्क राख्नुहोला ।

कार्यक्रम

१. फाराम बुझाउने अन्तिम मिति : २०७६ साल असोज १० गतेसम्म ।

२. प्रवेश परीक्षा : २०७६ साल कार्तिक ३० गते शनिवार

Biological Group : बिहान ११ : ०० बजेदेखि १ : ०० बजेसम्म ।

Physical Group : दिउँसो २ : ०० बजेदेखि ४ : ०० बजेसम्म ।

३. हालसालै खिचिएको पासपोर्ट साइजको २ प्रति फोटो ।

४. न्यूनतम योग्यता : आई. एस्सी., +२ विज्ञान वा A Level वा सो सरहको परीक्षा उत्तीर्ण गरेको हुनुपर्नेछ ।

❖ Physical Group मा पढ्न चाहनेले Biology, Physics, Chemistry, Mathematics & English 200/200 पूर्णाङ्कको अध्ययन गरी सबै विषयमा (Final Grade C) र (Grade Point 2) ल्याएको हुनु पर्नेछ ।

❖ Biological Group मा पढ्न चाहनेले Biology, Physics, Chemistry & English 200/200 पूर्णाङ्कको अध्ययन गरी सबै विषयमा (Final Grade C) र (Grade Point 2) ल्याएको हुनु पर्नेछ ।

❖ A Level को परीक्षा उत्तीर्ण गर्नेको हकमा (Final Grade E) ल्याएको हुनु पर्नेछ ।

५. फारामसाथ आफ्ना शैक्षिक योग्यताका (आई. एस्सी. , +२ परीक्षा उत्तीर्ण) ग्रेडसिट, मार्कसिट तथा ट्रान्सक्रिप्ट र चारित्रिक प्रमाणपत्र १ १ प्रति पेस गर्नुपर्नेछ ।

अन्य विस्तृत जानकारीका लागि क्याम्पसमा सम्पर्क राख्नु गर्नुहोला ।

सम्पर्क फोन : ०२१५४५६१७, ९८५२०४५६१७

२०७६।०५।१२

क्याम्पस प्रमुख

क्याम्पस प्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं. १, नेपाल
Province No. 1, Nepal
स्थापित : २०४८ (1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

मितिः २०७६/०४/२३

स्नातक तह प्रथम वर्षको नयाँ भर्ना खुल्यो ।

विश्वविद्यालय अनुदान आयोग, नेपालद्वारा QAA प्राप्त श्री सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा, मोरङमा शैक्षिक वर्ष २०७६/०७७ का लागि स्नातक तह प्रथम वर्षका निम्न कार्यक्रमहरूमा भर्ना खुल्यो । भर्ना लिन इच्छुक विद्यार्थीहरूले चाँडै सम्पर्क राख्नुहोला ।

कार्यक्रमहरू

B.A., B. Ed., BBS तर्फ

- फाराम भर्ने अन्तिम मिति : २०७६ साल साउन ३१ गतेसम्म ।
- प्रवेश परीक्षा : २०७६ साल साउन ३२ गते शनिवार बिहान ७ : ३० बजे ।

B. Ed.(ICTE) तर्फ

- फाराम भर्ने अन्तिम मिति : २०७६ साल भदौ २५ गतेसम्म ।
- प्रवेश परीक्षा : २०७६ साल भदौ ३० गते सोमवार बिहान ११ : ०० बजेदेखि ।

BBA तर्फ

- फाराम भर्ने अन्तिम मिति : २०७६ साल भाद्र ११ गतेसम्म ।
- प्रवेश परीक्षा (CMAT) : २०७६ साल भाद्र २१ गते शनिवार बिहान ८ बजे ।

नोट : **B.Sc.** तर्फको फाराम वितरण भइरहेको छ । प्रवेश परीक्षा कार्यक्रम पछि प्रकाशन गरिनेछ ।

अन्य विस्तृत जानकारीका लागि क्याम्पसमा सम्पर्क राख्नु गर्नुहोला ।

सम्पर्क फोन : ०२१५४५६१७, ९८५२०४५६१७

२०७६.४.२३

क्याम्पस प्रमुख

क्याम्पस प्रमुख

(०२१- ५४५६१७) 021-545617 (०२१- ५४५७१७) 021-545717, फ्याक्स: (०२१-५४५७१७) 021-545717
E-Mail: sukunac@yahoo.com Website: www. sukuna.edu.np Noticeboard: 1618021545717

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.१ नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

मिति: २०७६/०४/१३

BBA कार्यक्रमको नयाँ भर्नासम्बन्धी सूचना ।

विश्वविद्यालय अनुदान आयोगद्वारा QAA प्राप्त श्री सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा, मोरङमा शैक्षिक वर्ष २०७६ का लागि स्नातक तह सेमेष्टर प्रणालीअन्तर्गत **BBA कार्यक्रम** प्रथम सेमेष्टरको प्रवेश परीक्षा (CMAT) मा सहभागी हुन इच्छुक विद्यार्थीहरूलाई सम्पर्क गर्न सूचित गरिन्छ । सीट सीमित छ चाँडै सम्पर्क राख्नुहोला ।

- फाराम भर्ने अन्तिम मिति : २०७६ साल भाद्र ११ गतेसम्म ।
- प्रवेश परीक्षा (CMAT) : २०७६ साल भाद्र २१ गते शनिवार बिहान ८ बजे ।
- हालसालै खिचिएको पासपोर्ट साइजको २ प्रति फोटो ।
- कक्षा ११ र १२ को प्रत्येक विषयमा न्यूनतम् (D+ & CGPA- 1.8) अनिवार्य हुनुपर्नेछ ।
- फाराम भर्न आउँदा आफ्ना शैक्षिक योग्यताका (एसइइ, +२ परीक्षा) ग्रेडसिट, मार्कसिट तथा ट्रान्सकिप्ट र चारित्रिक प्रमाणपत्र १/१ प्रति पेस गर्नुपर्नेछ ।

पुनश्च : प्रवेश परीक्षा CMAT- 2076 दिई उत्तीर्ण गर्ने सबै छनोट प्रक्रियामा सरिक भएका विद्यार्थीहरू मात्र भर्नाका लागि योग्य हुनेछन् ।

अन्य विस्तृत जानकारीका लागि क्याम्पसमा सम्पर्क राख्नु गर्नुहोला ।
सम्पर्क फोन : ०२१५४५६१७, ९८५२०४५६१७

२०७६।०४।१३
क्याम्पस प्रमुख

(०२१- ५४५६१७) 021-545617
E-Mail: sukunac@yahoo.com
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717
Noticeboard: 1618021545717

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं. १ नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

मिति: २०७६/०४/१९

स्नातक तह प्रथम वर्षको नयाँ भर्नासम्बन्धी सूचना ।

विश्वविद्यालय अनुदान आयोगद्वारा QAA प्राप्त श्री सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा, मोरङमा शैक्षिक वर्ष २०७६/०७७ का लागि स्नातक तह प्रथम वर्ष **B.A., B. Ed., BBS** (नेपाली र अङ्ग्रेजी माध्यम) र **B.Sc.** (भौतिक तथा जीव विज्ञान) साथै सेमेष्टर प्रणालीअन्तर्गत **B. Ed. (ICTE)** प्रथम सेमेष्टरमा भर्ना लिन इच्छुक विद्यार्थीहरूको प्रवेश परीक्षा निम्नानुसार हुने बेहोरा सम्बन्धित सबैमा सूचित गरिन्छ । सीट सीमित छ चाँडै सम्पर्क राख्नुहोला ।

B.A., B. Ed., BBS कार्यक्रम तर्फ

- फाराम भर्ने अन्तिम मिति : २०७६ साल साउन ३१ गतेसम्म ।
- प्रवेश परीक्षा : २०७६ साल साउन ३२ गते शनिवार बिहान ७ : ३० बजे ।
- प्रवेश परीक्षाको नतिजा प्रकाशन : २०७६ साल भदौ १ गते बिहान ९ : ०० बजे ।
- पठनपाठन सुरु हुने : २०७६ साल भदौ ८ गते बिहान ६ : ०० बजे ।
- हालसालै खिचिएको पासपोर्ट साइजको २ प्रति फोटो ।
- कक्षा ११ र १२ को प्रत्येक विषयमा न्यूनतम् (D+ & CGPA- 1.6) अनिवार्य हुनुपर्नेछ ।
- फाराम भर्न आउँदा आफ्ना शैक्षिक योग्यताका (एसइइ, +२ परीक्षा) ग्रेडसिट, मार्कसिट तथा ट्रान्सक्रिप्ट र चारित्रिक प्रमाणपत्र १/१ प्रति पेस गर्नुपर्नेछ ।

२०७६।०४।१९
क्याम्पस प्रमुख

क्याम्पस प्रमुख

(०२१- ५४५६१७) 021-545617 (०२१- ५४५७१७) 021-545717, फ्याक्स (०२१-५४५७१७) 021-545717
E-Mail: sukunac@yahoo.com Website: www. sukuna.edu.np Noticeboard: 1618021545717

सुकुना बहुमुखी क्याम्पस

विश्वविद्यालय अनुदान आयोग, नेपालद्वारा गुणस्तर विश्वसनीयता तथा प्रत्यायन (QAA) प्राप्त

सुन्दरहरैंचा-१२, मोरङ ।

भर्ना खुल्यो ! भर्ना खुल्यो !! भर्ना खुल्यो !!!

कक्षा ११ मा भर्ना खुल्यो !

विषयहरू : विज्ञान, व्यवस्थापन (कम्प्युटरसहित अङ्ग्रेजी र नेपाली माध्यम), शिक्षा र मानविकी

फारम वितरण : क्याम्पस काउन्टरबाट धमाधम वितरण भइरहेको छ ।

प्रवेश परीक्षा: क) विज्ञानतर्फ : २०७६/०३/२३ गते सोमबार (बिहान ८:00 बजेदेखि)

ख) व्यवस्थापनतर्फ : २०७६/०३/२३ गते सोमबार (बिहान ११:00 बजेदेखि)

सम्पर्क : ०२१५४५६१७, ०२१५४५७१७

विशेषताहरू :

- जनस्तरबाट सञ्चालित पब्लिक क्याम्पस
- UGC बाट QAA प्रमाणपत्र प्राप्त
- सुविधा सम्पन्न भौतिक पूर्वाधार, स्वच्छ एवम् शान्त वातावरण
- कुल विद्यार्थीहरूको २४% विद्यार्थीलाई ११ महिनाको शुल्कको २५% शुल्क मिनाहा ।
- अनुभवी एवम् दक्ष प्राध्यापकहरूबाट प्राध्यापन
- प्रयोगात्मक सामग्रीसहित छुट्टाछुट्टै विषयगत प्रयोगशाला
- व्यवस्थित पुस्तकालय तथा वाचनालयको व्यवस्था
- स्वच्छ खानेपानी, चमेनागृह तथा शौचालयको व्यवस्था
- विज्ञानमा ६ वटा र अन्यमा ३ वटा आन्तरिक परीक्षाको व्यवस्था
- विभिन्न आकर्षक छात्रवृत्तिहरूको व्यवस्था
- सरल र सहज शुल्कको व्यवस्था
- अतिरिक्त क्रियाकलापको व्यवस्था
- फुटबल, भलिबल, बास्केटबल तथा टी.टी. खेलका लागि मैदान तथा हलको व्यवस्था
- बोटानिकल गार्डेनको व्यवस्था
- बिहानी सत्रका लागि बसको व्यवस्था
- शिक्षणका लागि मल्टिमिडियाको व्यवस्था
- इन्टरनेटको व्यवस्था ।

Campus Chief

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

Campus Chief

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

Tribhuvan University

Faculty of Management

Sukuna Multiple Campus

Sundarharaincha-12, Morang

QAA Certified by UGC, Nepal

Commencement of CMAT form distribution for

Admission in BBA

Eligibility:- Minimum D+ grade in each subject of grade 11 and 12 with CGPA 1.8 or more

OR

Minimum score of second division marks in 10+2, PCL or Equivalent in any discipline.

OR

Students who have passed grade 11 and are waiting for grade 12 results can also apply. However, they have to submit passed certificate of grade 12 at the time of admission.

ADMISSION SCHEDULE

CMAT Application Form : July 25 - August 28, 2019 (Shrawan 09 - Bhadra 11, 2076) Date of Admission Test : September 07, 2019 (Bhadra 21, 2076) - Saturday

021-545616 | 021-545717 | 9852045617

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY MORANG ★ Estd. 2040

Campus Chief

Tribhuvan University
Faculty of Management

Sukuna Multiple Campus

Sundarharaicha-12, Morang
QAA certified by UGC, Nepal

Proudly announces the Central Management Admission Test (CMAT) Form distribution for the admission to BBA Program.

Eligibility

Minimum D+ grade in each subject of grade 11 and 12 with CGPA 1.8 or more

Or

Minimum score of second division marks in 10+2 or Equivalent in any discipline

Or

Students who have passed grade 11 and are waiting for grade 12 results can also apply. However, they have to submit passed certificate of grade 12 at the time of admission.

Our Salient Features

- QAA certified by UGC, Nepal
- A leading academic resource center in Province No. 1
- Highly qualified, experienced and resourceful faculty
- Advanced & attractive physical infrastructure
- Air-conditioned & well-equipped classrooms
- Air-conditioned & advanced computer lab
- Guest lecture, seminar/workshop model of teaching, report writing, case studies, project work and student presentations as key components of classroom pedagogy
- Congenial environment for learning
- Exposures to uncover every individual's potential
- Expert career counseling
- Reasonable fee structure
- Regular supply of pure drinking water
- Regular supply of electricity
- Easy access to high-speed internet facilities
- Student- friendly teaching learning environment

Admission Schedule

CMAT Application Form Distribution: From 9th Shrawan to 11th Bhadra 2076
Date of Admission Test: 21st Bhadra 2076 (at 08:00 am on Saturday)

☎ 021-545617, 021-545717 & 9852045617

SUKUNA MULTIPLE CAMPUS
SUNDARHARAICHA MUNICIPALITY, MORANG
Estd. 2040

Campus Chief

Tribhuwan Univeristy
Faculty of Education

Sukuna Multiple Campus

Sundarharaincha-12, Morang

QAA Certified by UGC, Nepal

Admission Open for

B.Ed. ICT

Eligibility : ***Minimum D+ grade in each subject of grade 11 & 12.***

Admission Schedule :

Last Date of Entrance Exam Form : 2076 Bhadra 25

Entrance Date : 2076 Bhadra 30, Monday

Time : 11:00 AM

021-545616 | 021-545717 | 9852045617

sukunac@yahoo.com www.sukuna.edu.np

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY MORANG ★ Estd. 2048

Campus Chief

Tribhuwan Univeristy

Sukuna Multiple Campus

Sundarhariancha-12, Morang

QAA Certified by UGC, Nepal

Admission Open For

B.B.S. B.Ed. B.A.

Form Submission Date : 2076 Shrawan 31

Entrance Date : 2076 Shrawan 32

07:30 AM onward

Result : 2076 Bhadra 1

Class : 2076 Bhadra 8

021-545616 | 021-545717 | 9852045617

sukunac@yahoo.com www.sukuna.edu.np

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

Tribhuvan University

Sukuna Multiple Campus

Sundarharaincha-12, Morang

QAA Certified by UGC, Nepal

Admission Open in B.Sc.

With limited number of seats.
40 for Physical Group
40 for Biological Group

OUR SALIENT FEATURES

- QAA certified by UGC, Nepal.
- Separate well equipped laboratories.
- Student friendly teaching learning environment.
- Advanced and attractive physical infrastructure with spacious campus premises.
- Regular supply of pure and chilled drinking water.
- Reasonable fee structure.
- Highly qualified, experienced and resourceful faculty.
- Co-curricular and extra curricular activites.
- Exposure to uncover individual potential.
- Use of multimedia in teaching as per the need and access to high speed internet.

Deadline of submission of form: 2076/06/10

Entrance Exam Date: 2076/07/30

021-545616 021-545717 9852045617

sukunac@yahoo.com

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY-MORANG ★ Estd. 2048

Campus Chief

त्रिभुवन विश्वविद्यालय

व्यवस्थापन संकाय, डीनको कार्यालय, कीर्तिपुर ।

एम.वि.एस. (MBS) कार्यक्रम (सेमेष्टर प्रणाली) को प्रवेश परीक्षा-२०७४ (2018) सम्बन्धी अत्यन्त जरूरी सूचना

त्रि.वि. कार्यकारी परिषद्को निर्णयानुसार यस शैक्षिकसत्र (२०७४/०७५) देखि देशभरका क्याम्पस/कलेजहरुमा स्नातकोत्तर तह (MBS) कार्यक्रम सेमेष्टर प्रणाली अर्न्तगत सञ्चालन गरिने भएको हुँदा सोही अनुसार देहाय बमोजिमको भर्ना तथा कक्षा सञ्चालन सम्बन्धी कार्यक्रम निर्धारण गरिएकाले सम्बन्धित सबैलाई सूचित गरिन्छ ।

आवेदन फाराम बुझाउने मिति – २०७४, पौष १९ गते देखि २०७४, माघ १९ सम्म
प्रवेश परीक्षा – २०७४, फाल्गुन ५ गते
समय – विहान ८:३० बजे
कक्षा सञ्चालन – २०७४ फाल्गुन २५ देखि

- आवेदकले आवेदन फाराम आफुले भर्ना हुन चाहेको क्याम्पस/कलेजमा बुझाउनु पर्नेछ । म्याद नाघी आएका आवेदन फारम माथि कुनै कारवाही हुने छैन ।
- आवेदन फाराम यस संकायको Website **www.fomecd.edu.np** बाट प्राप्त गर्न सकिनेछ ।
- प्रवेश परीक्षामा सहभागी हुने विद्यार्थीहरुको नामावली र प्रति विद्यार्थी रु १०००।- का दरले प्रवेश परीक्षा शुल्क सम्बन्धित क्याम्पस/कलेजले यस डीन कार्यालयमा २०७४ माघ २६ गते भित्र अनिवार्य रुपमा बुझाई सक्नु पर्नेछ । (खाता नं. ०४५००१०००९९००६६००००१)
- परीक्षा केन्द्र सम्बन्धी सूचना यस संकायको **Website: www.fomecd.edu.np** मा पछि प्रकाशन गरिनेछ ।

डीन

त्रिभुवन विश्वविद्यालय

शिक्षाशास्त्र संकाय

डीनको कार्यालय, कीर्तिपुर, काठमाडौं, नेपाल

स्नातकोत्तर तह (M.Ed) कार्यक्रम (सेमेस्टर प्रणाली) को भर्ना - २०७४ सम्बन्धी जरुरी सूचना

त्रि.वि. कार्यकारी परिषद्को निर्णयअनुसार यस शैक्षिक सत्र २०७४।०७५ देखि देशभरका क्याम्पस/ कलेजहरूमा स्नातकोत्तर तह (एम.एड.) कार्यक्रम सेमेष्टर प्रणाली अन्तर्गत सञ्चालन गरिने भएको हुँदा सोहीअनुसार देहायबमोजिमको भर्ना तथा कक्षा सञ्चालनसम्बन्धी कार्यक्रम निर्धारण गरिएको व्यहोरा सम्बन्धित सबैलाई सूचित गरिन्छ।

भर्ना कार्यक्रम

- आवेदन फाराम बुझाउने मितिः २०७४ पौष १९ देखि २०७४ माघ १९ सम्म
- प्रवेश परीक्षाः २०७४ फागुन ५ गते, शनिवार
- समयः दिउँसो १:०० बजे
- कक्षा सञ्चालनः २०७४ फागुन २५ गतेबाट
- आवेदन फाराम विद्यार्थीले भर्ना हुन चाहेको क्याम्पस/ कलेजमा बुझाउनु पर्नेछ। म्याद नाघी आएका आवेदन फारम उपर कुनै कारवाही हुने छैन।
- आवेदन फाराम यस सङ्कायको website–www.tufoe.edu.np बाट प्राप्त गर्न सकिनेछ।
- परीक्षा केन्द्रसम्बन्धी सूचना यस सङ्कायको website–www.tufoe.edu.np मा पछि प्रकाशित गरिनेछ ।
- प्रवेश परीक्षामा सहभागी हुने विद्यार्थीहरूको नामावली र प्रति विद्यार्थी रु १०००।- का दरले प्रवेश परीक्षा शुल्क सम्बन्धित क्याम्पस/कलेजले यस डीनको कार्यालयमा मिति २०७४ माघ २६ गतेभित्र अनिवार्य रूपमा जम्मा गरेको हुनु पर्नेछ।

(खाता नं. ने. बै. लि. कीर्तिपुर- ०४५००१०००९९०४३०००००१)

डीन

Tribhuvan University
Faculty of Management

Sukuna Multiple Campus

Sundarharaicha-12, Morang

QAA certified by UGC, Nepal

Proudly announces the Central Management Admission Test (CMAT) Form distribution for the admission to BBA Program.

Eligibility

Minimum D+ grade in each subject of grade 11 and 12 with CGPA 1.8 or more

Or

Minimum score of second division marks in 10+2 or Equivalent in any discipline

Or

Students who have passed grade 11 and are waiting for grade 12 results can also apply. However, they have to submit passed certificate of grade 12 at the time of admission.

Our Salient Features

- **QAA certified by UGC, Nepal**
- **A leading academic resource center in Province No. 1**
- **Highly qualified, experienced and resourceful faculty**
- **Advanced & attractive physical infrastructure**
- **Air-conditioned & well-equipped classrooms**
- **Air-conditioned & advanced computer lab**
- **Guest lecture, seminar/workshop model of teaching, report writing, case studies, project work and student presentations as key components of classroom pedagogy**
- **Congenial environment for learning**
- **Exposures to uncover every individual's potential**
- **Expert career counseling**
- **Reasonable fee structure**
- **Regular supply of pure drinking water**
- **Regular supply of electricity**
- **Easy access to high-speed internet facilities**
- **Student- friendly teaching learning environment**

Campus Chief

Admission Schedule

CMAT Application Form Distribution: From 9th Shrawan to 11th Bhadra 2076
Date of Admission Test: 21st Bhadra 2076 (at 08:00 am on Saturday)

Contact @ 021-545617, 021-545717 & 9852045617

1601

Sukuna Multiple Campus
(QAA Certified by UGC Nepal)
Sundarharaincha, Morang
Entrance Examination
Model Question
For B. Ed. and B. A. 2076/077

Time: 1.5 hrs. F. M. 100

Name: ..... Roll No. .....

Tick (√) the best answer.

१. 'क' कस्तो वर्ण हो ?
क. अघोष, अल्पप्राण, स्पर्शी, ख. घोष, अल्पप्राण, स्पर्शी,
ग. अघोष, महाप्राण, स्पर्शी, घ. घोष, महाप्राण, स्पर्शी,

२. नेपाली भाषामा कतिवटा स्वर वर्णहरू निर्धारित भएका छन् ?
क. ५ वटा ख. ६ वटा ग. १२ वटा घ. १३ वटा

३. सामाजिकीकरण शब्दमा कति अक्षर छन् ?
क. पाँच ख. छ ग. सात घ. आठ

४. कौटिल्य शब्दको अक्षर संरचना कस्तो हुन्छ ?
क. कौ.टिल्.य ख. क्अउ.ट्इल्.य्अ ग. कौ.टिल्.ल्य घ. कउ.टिल्.ल्य

५. अज्ञात भूतकालको प्रयोग भएको क्रियापद कुन हो ?
क. बस्तछ ख. बस्थ्यो ग. बसेछ घ. बस्यो

६. प्रथम पुरुष, बहुवचन, इच्छार्थको प्रयोग भएको उदाहरण कुन हो ?
क. घर जाऊँ । ख. घर जाऔं । ग. घर जान्छौं । घ. घर गयौं ।

७. 'पानी परोइन' को करणार्थमा कस्तो संरचना बन्दछ ?
क. पानी पर्छ । ख. पानी परोस् । ग. पानी पर्यो । घ. पानी पर्ला

८. कुन वाक्यको वाच्य परिवर्तन हुँदैन ?
क. डोरी चुडियो ख. गाडी पल्टियो ग. फूल उखेलियो घ. बाटो काटियो ।

९. 'तिमी पास हुन्छौ ।' को इच्छार्थ संरचना कस्तो हुन्छ ?
क. तिमी पास भएस् ख. तिमी पास भए ग. तिमी पास हुनू घ. तिमी पास भयौ ।

१०. 'कन्धनी' कुन प्रक्रियाद्वारा निर्मित शब्द हो ?
क. समास ख. द्वित्व ग. मिश्रण घ. कर्तन

११. व्यावहारिक लेखनभित्र नपर्ने लेखन कुन हो ?
क. चिठी ख. विज्ञापन ग. तमसुक घ. कविता

१२. उपभोक्ताको ध्यान आकर्षण गर्न तयार पारिने रचना कुन हो ?
क. सूचना ख. विज्ञापन ग. चिठी घ. प्रतिवेदन

१३ आफूलाई समेत सहभागी बनाई लेखिने निबन्ध कुन प्रकारभित्र पर्दछ ?
क. निजात्मक ख. परात्मक ग. विवरणात्मक घ. वर्णनात्मक

१४. अनिवार्य नेपाली विषयमा साहित्यिक विधालाई कुन उद्देश्यले समावेश गरिएको हुन्छ ?
क. विविध प्रकृतिका विषयवस्तुको ज्ञान गर्न ख. सिर्जनात्मक क्षमताको विकास गर्न
ग. विधाहरूका बीचको भिन्नता पहिचान गर्न घ. साहित्यिक आस्वादन लिन

१५. एक चिहान उपन्यासको कथ्य के हो ?
क. निम्न वर्गीय समस्याको उद्घाटन ख. समावेशी नेपालको परिकल्पना
ग. अन्धविश्वास प्रथाको विरोध घ. नियति वा भाग्यप्रतिको विश्वास

१६. कवितालाई अन्य विधाबाट भिन्न बनाउने तत्व कुन हो ?
क. विषयवस्तु ख. भाषा ग. लय घ. भावविचार

१७. आत्मकथात्मक भाषिक प्रस्तुति रहने रचना कुन हो ?
क. प्रतिवेदन ख. सम्पादकलाई चिठी ग. प्रबन्ध घ. दैनिकी

१८. नाटक र कथालाई अलग बनाउने तत्व कुन हो ?
क कथावस्तु ख. चरित्र ग. परिवेश घ. अभिनय

१९. सद्गतियुक्त वाक्य कुन हो ?
क. केटाहरू आयो ख. केटाहरू आए ग. केटोहरू आए घ. केटोहरू आयो

२०. व्युत्पादन प्रक्रियाबाट निर्मित शब्द कुन हो ?
क. घरहरू ख. घरले ग. घरेलु घ. घरमा

21. Who is the father of educational sociology?
a. George Payne b. August comte c. Dewey d. Plato

22. School is an agency of socialization……
a. non-formal agency b. formal agency
c. commercial agency d. business agency

23. With which of the following groups is the family associated?
a. political b. economic c. kinship d. expressive

24. Which of the followoning is the formal agency of socialization?
a. family b. peer c.society d. school.

25. when was UNO founded?
a. 24 October 1945 b. 24 June 1943
c. 24 October 1943 d. 25 June 1945

26. In NESP 2028, which of the following grades were termed as

primary level?
a. 1-5 b. 1-3 c. 1-7 d. 1-8

27. The Rana period is associated with…
a. Indigenous education b. negligence to education
c. opposition to education d. development of education

28. When was the college of education established?
a. 2010BS b. 2011 BS c. 2012BS d. 2013BS

29. Who established Durbar School?
a. Junga Bahadur Rana b. Chandra Shumsher
c. Bhimsen Thapa d. Surya Bahadur Thapa

30. Where was the first Sanskrit school in Nepal established?
a. Morang b. Bhojpur c. Lalitpur d. Kathmandu

31. SLC Board was established in…
a. 1988 BS b.1989 BS c.1990 BS d. 1991 BS

32. What was the literacy rate of Nepal in 2007BS?
a.1% b. 1.5% c. 1.9% d. 2.0%

33. In which year was the first five-year plan of Nepal issued?
a. 2013 BS b. 2014 BS c. 2015 BS d. 2016BS

34. Which of the following is affected by heredity?
a. learning b. growth
c. maturation d. development

35. Which of the following is the foundation period?
a. infancy b. puberty c. babyhood d. childhood

36. Which of the following shows learning?
a. change in knowledge b. change in skill
c. change in attitude d. change in behavior

37. Learning by imitation is the principle of …
a. Bandura b. Gagne c. Skinner d. Pavlov

38. Token economy belongs to the system of learning of …
a. Pavlov b. Skinner c. Tolman d. Kant

39. Who first proposed life skill education?
a. UNDP b. UNICEF c. WHO d. UNESCO

40. Who is known as the father of sociology?
a. Plato b. Dewey c. Skinner d. August Comte

41. How many bones are there in human face?
a.10 b. 14 c. 16 d. 18

42. Which of the following is the causative agent of shiplish disease ?
a. Vibrio colera b. gonococas goneli
c. amioba d. treponema palidom

43. Which of the following is the largest organ of human body?
a. Skin b. heart c. liver d. lungs

44. How many parts are there in human heart?
a. five b. six c. four d. three

45. Which of the following is vactor of malaria disease?
a. anophilis female mosquito b. sand c. bee d. ant

46. How many bones are there in human skull?
a. 10 b. 12 c. 8 d. 6

47. The credit for initiating a new field of empirical research on population studies goes to
a) Edmund Helly b) William Petty
b) John Graunt d) Shryock & Siegal

48. What is demography?
a) Statistical and mathematical study of population.
b) Scientific study about human population.
c) Management of population change.
d) Development of population.

49. Which type of census method is used in Nepal?
a) De-facto b) De-jure
c) Sami De-facto d) Modified De-jure

50. The opposite term of fertility is:
a. Fertility b. Fecundity c. Sterility d. Nuptiality

51. The sum between in-migration, out-migration as well as immigration and emigration is termed as:
a. Gross migration b. Gross migration rate
c.Net migration d. Net migration rate

52. A couple who are engaged in marriage but they are not living as a joint partner is called.
a. Currently married c) Never married
c. Divorced d) Separated

53. Anti-natalist population policy adopts the following measures:
a) Fertility controlling measures
b) Mortality controlling measure
c) Immigration controlling measure
d) Emigration controlling measure

54. Who explained the hypothesis about the volume of migration stream and counter of migration and characteristics of migration in migration theory:
a) Todaro b) Everett Lee
c) Revenstein d) Davis and Black

55. C.P. Blacker classified demographic transition into:
a) Five stage b) Four stage c)Three stage d) Six stage

56. According to local government Act 1999, how many urban centers were identified in 2001 census?
a) 103 b) 58 c) 33 d) 53

57. He had an ---- this afternoon.
a. abortion b. accident c. apology d. account

58. These ---- are wrong.
a. dot b. debt. c. date d. data

59.He speaks --- English.
a. Fluency b. fluently c. fluent d. influential

60. My mother --- me a story.
a. said b. spoke c. told d. heard

61.Can you --- a car?
a. rid b. ride c. rode d. raid

62.Which of the following words begins with the vowel sound?
a. One b. University c. Union d. Hour

63. 'She is an Indian' here the word "Indian" refers to her ---
a. Citizenship b. Nationality
c. Religion. d. Language

64.May I ---- some money from you?
a. take b. lend c. borrow d. give

65.Every ----- a good note-book.
a. student has b. student have
c. students has d. students have

66. She's been to Nepal, -----?
a. is she b. isn't she c. has she d. hasn't she

67. We --- no class on last Monday.
a. had b. had not c. didn't have d. don't have

68. They are going to the game on Sunday, and ------.
a. so go I b. so do I c. so am I d. so are I

69.She went on ----- without any break.
a. study b. to study c. to studying d. studying

70. Which of the following has a vowel sound different from the rest?
a. cat that c. fate d. fat

71. The expression, "Shall we buy the recharge card?" indicates the language function-
a. asking b. proposing c. advising d. requesting

72. 'If you help the poor people, they ----- you.
a. would respect b. would have respected
c. respect d. will respect

73. The reported form of the direct speech 'She said to me, "Can you help me?" is
   a. She said to me that you could help me.
   b. She told me if you can help me?
   c. She asked me if you could help me.
   d. She ask me if I could help her.
74. The passive form of the statement 'The silly crow was singing a song.' is
   a. The silly crow was being sang a sung.
   b. A song was being sung by the silly crow.
   c. A sung had been song by the silly crow.
   d. A song is singing by the silly crow.
75. The antonym (opposite meaning) of the word 'love' is
   a. adore b. beloved c. hate d. abuse
76. The synonym (similar meaning) of the word 'abandon' is
   a. give up b. surrender c. yield d. follow
77. When the price of substitutes of commodity 'X' falls, the demand for 'X'…
   a. Rises b. remains constant
   c. falls d. all of the above
78. When total production is maximum…
   a. MP is increasing b. MP is zero
   c. MP is decreasing d. all of the above
79. Which of the following is the total cost?
   a. TC =TVC+ TFC b. TC = AFC+AVC
   c. TC = MC+AC d. TC= TFC +MC

80. Who determines the price of product in monopoly market?
   a. seller b. consumer
   c. industry d. none of the above
81. According to Robins economics is …
   a. a normative science b. a positive science
   c. science and art d. a social science
82. What is the situation of balance of payment if there more import than export?
   a. Adverse b. balanced
   c. favorable d. all of the above
83. If 10% increase in price of a commodity leads the 20% decrease in the price elasticity will be…
   a. 1.5 b. 2 c. 2.5 d. 3
84. Which of the following is not the feature of land?
   a. free gift b. passive c. active d. limited
85. Which one is the molecular formula of sulphuric acid?
   a. H_2So_4 b. HNo_3 c. Hcl d. H_2Co_3
86. Octopus belongs to which phylum?
   a. Echinodermata b. Arthopoda
   c. Mollusca d. Porifera

87. Paleontology is the study of :
   a. Birds b. Bones c. Beasts d. Fossil
88. A measured temperature on Fahrenheit scale is 200^0 F. What will this reading be on Celsius scale?
   a. 40^0c b. 94^0c c. 93.3^0c d. 30^0c
89. Which of the following ratios expresses pressure?
   a. Energy/volume b. Force/area
   c. Energy/area d. Force/volume
90. Which of the following is not a unit of time?
   a. Second b. Parsec c. Year d. Light year
91. Gastric glands are present in the wall of …
   a. Oesophagus b. Stomach
   c. Small intestine d. Large intestine
92. Which of the following is warm blooded animal?
   a. Tuttle b. Frog c. Fish d. Rabbit

93. The sum of first n natural numbers is

a. $\frac{n(n+1)}{2}$ b. $\frac{n(n^2+1)}{2}$

c. n^2 d. none of the above

94 .If a.b= b.a for a,b are elements of group G, then

a. G is called empty group

b. G is called abelian group

c. G is called finite group

d. G is called proper group

95. The sum ; 11101+ 10100 in binary system is

a. 110001 b. 11110 c. 11111 d. 10101

96. The equation of parabola is

a. x+y =c, b. y^2= 4ax c. x^2=4by d. both b and c

97. The quadratic equation has

a. has one roots b. two roots

c. three roots d. no roots

98. The series 25, 30, 35, 40, 45, 50, 55 has mean

a. 35 b. 55 c. 45 d. 40

99. In hexadecimal system there are

a. 10 digits b. 2 digits c. 16 digits d. 8 digits

100.The number 5+3i is

a. real number b .imaginary number

c. complex number d. whole number

उमानाथ अर्याल
प्रमोजाङ
प्रदेश परिषद् सचिवालय
२०६६

कपिल प्रसाद

1606

1607

Name..... Roll no.....

Biological Group

Tribhuvan University
Institute of science and Technology
B.Sc. Entrance Examination
2076

Full marks: 100
Time: 2 hrs.

Answer all questions:

Group A (Zoology)

1. The main function of mammalian skin is:
   a. Provide protection
   b. Prevent bacterial infection
   c. Thermoregulation
   d. None of these
2. Which is not applicable to coelenterates?
   a. Coelenterons
   b. Nematoblasts
   c. Radial symmetry
   d. Choanocytes
3. Filter-feeding is found in:
   a. *Pila*
   b. *Unio*
   c. *Dentallium*
   d. *Paramecia*
4. Vegetal hemisphere in frog's egg in water remains:
   a. Downwards
   b. Upwards
   c. Directed towards left
   d. Directed towards right
5. Which of the following enzymes show the phenomenon of autocatalysis?
   a. Enterokinase
   b. Trypsin
   c. Amylase
   d. Lipase
6. Evolution, according to concept of Neo-Darwinism is due to:
   a. Gene flow
   b. Change in gene structure
   c. Change in the size of the gene pool
   d. Change in the gene frequency
7. Hypapophysis is present in:
   a. Sacral vertebral of rabbit
   b. Atlas of rabbit
   c. Axis of rabbit
   d. Lumbar vertebrae of rabbit
8. Ceruminous glands are situated:
   a. Around anus
   b. In external auditory metaus
   c. In eye-lids
   d. In arm-pits

9. Classical ... of phylum porifera is primarily based on ...
   a. Spicules
   b. Shape of choanocytes
   c. Canal system
   d. Ascocytes
10. The enzyme having a non-protein prosthetic group attached is called:
    a. Apoenzyme
    b. Holoenzyme
    c. Co-enzyme
    d. Pro-enzyme
11. One of the following is the vestigial organ in man:
    a. Vermiform appendix
    b. Sebaceous gland
    c. Adrenals
    d. Semicircular canal
12. Orientation of animals towards water current is:
    a. Klinotaxis
    b. Rheotaxis
    c. Geotaxis
    d. Chemotaxis
13. The Vector of Dengue fever is
    a. Aedes mosquito
    b. female Anopheles
    c. Culex mosquito
    d. Mansonia
14. Inner layer of heart and blood vessels is composed of:
    a. Cuboidal epithelium
    b. Ciliated epithelium
    c. Squamous epithelium
    d. Columnar epithelium
15. The substrate that causes malarial fever and is accumulated in developing trophozoites of Plasmodium by degradation of haemoglobin in RBCs of human host is:
    a. Haematin
    b. Heme
    c. Haemozoin
    d. Globin
16. Teeth in frog are:
    a. Heterodont
    b. Acrodont
    c. Thecodont
    d. Pleurodont
17. True coelom usually develops by splitting in:
    a. Endoderm
    b. Ectoderm
    c. Mesoderm
    d. all of these
18. Hormone involved in discharge of panereatic juice and contraction of gall bladder in mammal is:
    a. Secretin
    b. Secretin and cholecystokinin
    c. Gastrin
    d. Enterogastrone
19. Wings of bats and insects are:
    a. Analogous organs
    b. Homologous organs
    c. Vestigial organs
    d. Atavistic organs

Campus Chief

1608

20. Which is matching set of a phylum, its class and its one example?
    a. Coelenterate - Hydrozoa - Cuttle fish
    b. Annelida - oligochaeta - Leech
    c. Arthropoda - Arachnida – spider
    d. Chordata - Reptilia - Salamander
21. Ear ossicles of a mammal are arranged in the following order from the eardrum inwards:
    a. Malleus, stapes, incus
    b. Malleus, incus, stapes
    c. Incus, malleus, stapes
    d. Stapes, malleus, incus
22. Vitamin C is chemically:
    a. Ascorbic acid
    b. Glutamic acid
    c. Aspartic acid
    d. Enolic acid
23. The time period in between fertilization and parturition is:
    a. Gestational period
    b. Menstrual period
    c. Labour period
    d. None of above
24. Herbivorous animals can digest cellulose because:
    a. Their molar and premolar teeth can crush and grind food
    b. Bacteria present in their ceacum help in digestion of cellulose
    c. Gastric juice has a digestive enzyme for cellulose digestion
    d. Alimentary canal is very long
25. A spiral valve is found in:
    a. Pylangium of the conusarteriosus of a frog's heart
    b. Synangium of the consusarteriosus of a frog's heart
    c. Right auricle of rabbits' heat
    d. Sinus venosus of frog's heart
26. Presence of HCG in urine of a woman indicates
    a. Good health
    b. Weakness
    c. Pregnency
    d. All of these
27. The gland whose secretion facilitates the attachment of two earthworms during copulation is located in the segments
    a. 14 and 15
    b. 18 and 19
    c. 17 and 19
    d. 21 and 22
28. When a frog is in hibernation or completely submerged in water it can respire only through
    a. Lungs
    b. Skin
    c. Branchial chamber
    d. Buccopharyngeal cavity

29. Presence of gills in tadpole of frog indicates that
    a. Frog will have gills in future
    b. Frog evolved from gilled ancestors
    c. Fishes were amphibians in the past
    d. Fish evolved from frog-like ancestors
30. Air bladder is
    a. Respiratory organ of insects
    b. Excretory organ of mammals
    c. A cnidarian
    d. Hydrostatic organ of bony fishes
31. Aristotle lantern is
    a. A fresh water echinoderm
    b. A masticatory apparatus connected with digestive system in sea urchin
    c. A sieve plate connected with ambulacral system in sea star
    d. An ancient Greak ship lantern shaped structure connected with balancing system of sea lily.
32. During diastole
    a. Blood enters the heart
    b. Blood leaves the heart
    c. Blood leaves the ventricle
    d. Blood enters lungs
33. Sprain is caused due to excessive pulling of
    a. Nerves
    b. Muscles
    c. Tendons
    d. Ligaments

Group B (Chemistry)

34. Which of the following is a chemical change?
    a. Dissolution of sugar in water
    b. Dissolution of zinc in HCl
    c. Dissolution of O_2 in water
    d. Dissolution of ethanol in water
35. A mixture of NH_4Cl and I_2 can be separated by
    a. fractional crystallization
    b. extraction with water
    c. sublimation
    d. chromatography
36. Enzymes are
    a. proteins
    b. minerals
    c. oils
    d. fatty acids
37. 4.4 g of CO_2 contains how many litres of CO_2 at S.T.P.?
    a. 2.4 L
    b. 2.24 L
    c. 44 L
    d. 22.4 L

1609

38. The maximum number of electrons in s, p and d subshells are
    a. 2 in each
    c. 2, 6 and 10
    b. 2, 4 and 6
    d. 2, 6 and 12
39. Which among the following species has the highest ionization energy?
    a. Ne
    c. Li
    b. F
    d. B
40. Which of the molecule has highest dipole moment?
    a. H_2S
    c. CCl_4
    b. CO_2
    d. BF_3
41. Which law of thermodynamics introduces the concept of entropy?
    a. First law
    c. Third law
    b. Zeroth law
    d. Second law
42. An aqueous solution of acid is characterized by the presence of
    a. H^+ ions
    c. H_3O^+ ions
    b. H_2^+ ions
    d. H_4O^+ ions
43. Which of the following solution will turn blue when placed in copper vessel?
    a. $AgNO_3$
    c. $ZnSO_4$
    b. $NaCl$
    d. KNO_3
44. In electrolysis of dilute H_2SO_4, what is liberated at anode?
    a. H_2
    c. SO_2
    b. SO_4^{--}
    d. O_2
45. Which is not emitted by radioactive substance?
    a. $\alpha - rays$
    c. Positron
    b. $\beta - rays$
    d. Proton
46. Which of the following metals do not liberate hydrogen from dilute hydrochloric acid?
    a. Zn
    c. Fe
    b. Mg
    d. Au
47. The strongest base among the following will be
    a. $LiOH$
    c. KOH
    b. $NaOH$
    d. $RbOH$
48. Sodium metal cannot be stored in
    a. CCl_4
    c. Xylene
    b. Kerosene
    d. Alcohol

49. Hypo is the aqueous solution of
    a. sodium chloride
    c. sodium thiosulphate
    b. silver bromide
    d. sodium sulphate
50. $FeSO_4$ form brown ring with
    a. NO_2
    c. NO
    b. N_2O_3
    d. N_2O_5
51. Carbon monoxide reacts with Cl_2 in the presence of sunlight to give
    a. phosgene
    c. Phosphine
    b. $COCl$
    d. CCl_4
52. Phosphine gas is
    a. acidic
    c. neutral
    b. basic
    d. an oxidizing agent
53. Chlorine acts as a bleaching agent only in the presence of
    a. dry air
    c. sunlight
    b. moisture
    d. pure oxygen
54. Which is the chief ore of copper?
    a. Galene
    c. Sphalerite
    b. Copper pyrites
    d. Siderite
55. Steell is heated to below red heat and then cooled slowly. The process refers to
    a. Hardening
    c. Tempering
    b. Annealing
    d. Nitriding
56. Which of the following is used as purgative in medicine?
    a. $ZnCl_2$
    c. Hg_2Cl_2
    b. $HgCl_2$
    d. $ZnSO_4.7H_2O$
57. Sodium extract of an organic compound gives blood red color with $FeCl_3$. It contains
    a. N
    c. N & S
    b. S
    d. S & Cl
58. The systematic name of $(CH_3)_2CH-COOH$ is
    a. 2- propanoic acid
    c. 2- methylpropanoic acid
    b. Isobutanoic acid
    d. 2- methylbutanoic acid
59. An isomer of ethanol is
    a. methanol
    c. acetone
    b. diethyl ether
    d. dimethyl ether

Campus Chief

60. Benzene on ozonolysis yields
a. glyoxal c. ethanol
b. acetone d. methanol

61. Which of the following cannot be used for the preparation of iodoform?
a. acetone c. ethanol
b. methanol d. acetaldehyde

62. Glycerol is a
a. primary alcohol c. secondary alcohol
b. monohydric alcohol d. trihydric alcohol

63. Silver mirror is a test for
a. aldehydes c. acids
b. thioalcohols d. ethers

64. The reaction of nitrobenzene with zinc and alkali results in the formation of
a. Aniline c. nitrobenzene
b. hyrazobenzene d. phenylhydroxylamine

65. Result of ozone hole is
a. greenhouse effect c. acid rain
b. global warming d. uv rays reach the earth

66. Which of the following is a disaccharide?
a. Lactose c. Cellulose
b. Starch d. Fructose

67. The base unit that is absent in DNA is
a. adenine c. uracil
b. guanine d. cytosine

Group C (Botany)

68. Which is commonly known as "living fossil"?
a. *Ginkgo biloba* c. *Cedrus deodara*
b. *Cycas pectinata* d. *Pinus roxburghii*

69. What are the sources of genetic variation?
a. Mutation c. All of the above
b. Speciation

70. Lottie sala is common name for
a. *Pinus wallichiana* c. *Pinus kesiya*
b. *Pinus roxburghii* d. *Pinus gerardiana*

71. The exudation of water from plants in liquid form is known as
a. Transpiration c. Both a and b
b. Guttation d. None of the above

72. Vascular bundles are wedge shaped in
a. Dicot root c. Dicot stem
b. Monocot root d. Monocot stem

73. The first established National parks of Nepal is
a. Sagarmatha National Park c. Langtang National park
b. Chitawan National park d. Shey-Phoksundo National park

74. Liverworts were popularly called as
a. Hepaticosida c. Anothcerotopsida
b. Bryopsida d. None of the above

75. Which of the following is dominant tree species of Tropical forest?
a. *Rhododendron arboreum* c. *Juniperus indica*
b. *Alnus nepalensis* d. *Shorea robusta*

76. The cryopreservation temperature using liquid nitrogen is
a. -190°c c. -196°c
b. -199 °c d. -192°c

77. The device used to measure concentration and density of solution is
a. Photometer c. Spectrophotometer
b. Spectrometer d. Both a and c

78. The full form of IUCN is
a. International Union for Nature conservation
b. International Union for conservation of nature
c. International United Nature Conservation
d. International Unit for Nature Conservation

79. The goal of convention on Biological diversity is
a. Conservation of biodiversity
b. Sustainable use of component of biodiversity
c. Fair and equitable sharing of benefits arising from genetic resources
d. All of above

80. The study of pollen is called
a. Pollenology c. Palynology
b. Paleology d. Bith a and c

1611

81. Transpiration is least in
a. Good soil moisture
b. High wind velocity
c. Dry environment
d. High atmospheric humidity

82. The quickest method of plant breeding is
a. Mutation breeding
b. Hybridization
c. Selection
d. Introduction

83. The edible portion of mango is
a. Endocarp
b. Mesocarp
c. Epicarp
d. Pericarp

84. The arrangement of leaves on branches
a. Phytotaxy
b. Venation
c. Vernation
d. Phyllotaxy

85. Alternation of generation is exhibited by
a. Bryophytes
b. Pteridophytes
c. Gymnosperms
d. All of the above

86. The study of fossil plants is called
a. Paleology
b. Pedabotany
c. Palaeobotany
d. Pentalog

87. The Convention on Biological Diversity (CBD) was signed in
a. 1990
b. 1991
c. 1995
d. 1992

88. Who discovered the path of carbon in photosynthesis?
a. Martin Calvin
b. Arnon
c. Melvin Calvin
d. Robert Emerson

89. Soil erosion in the hills can be checked by
a. Contour plantation
b. Stripe cropping
c. Terracing
d. All these

90. When 2 or more characters do not assort independently in F2 generation. It indicates that characters are
a. Linked
b. Lethal
c. Recessive
d. Dominant

91. Oxidation and phosphorylations takes place with
a. Chloroplast
b. Mitochondria
c. Endoplasmic reticulum
d. Golgi bodies

92. The botanical name of any plant is in two parts, the first is the name of genus or generic name and second is the
a. species
b. specific epithet
c. subspecies
d. none of the above

93. *Schima-Castanopsis*, Pine and Alder forest are the dominant forest types of
a. Tropical
b. Subtropical
c. Temperate
d. All of above

94. The classification system of Carlous Linnaeus is known as .....
a. Natural system
b. Artificial system
c. Phylogenetic system
d. None of the above

95. Red Data Book provides information on
a. Red Eyed Drosophila
b. Red Coloured Birds
c. Red Flowered Plants
d. Endangered Plants and Animals

96. Bacteria that have a tuft of flagella at both the ends are called
a. monotrichous
b. ditrichous
c. amphitrichous
d. lophotrichous

97. Which one of the following is known as hornwort?
a. *Riccia*
b. *Funaria*
c. *Anthoceros*
d. *Pteris*

98. Number of Terrestrial Hotspots in the world is
a. 32
b. 33
c. 34
d. 35

99. Low BOD is an indicator of
a. air pollution
b. pollution free air
c. water pollution
d. pollution free water

100. Which is the major light harvesting pigments in plants?
a. Chlorophyll b
b. Chlorophyll a
c. Chlorophyll c
d. Chlorophyll d

THE END

Campus Chief

Symbol no .....

Tribhuvan University

Institute of Science and Technology

B.Sc. Entrance Examination 207.... Answer Sheet ..... Group

Mark the answer blackening appropriate bubble against each question.

1	○	○	○	○	26	○	○	○	○	51	○	○	○	○	76	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
2	○	○	○	○	27	○	○	○	○	52	○	○	○	○	77	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
3	○	○	○	○	28	○	○	○	○	53	○	○	○	○	78	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
4	○	○	○	○	29	○	○	○	○	54	○	○	○	○	79	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
5	○	○	○	○	30	○	○	○	○	55	○	○	○	○	80	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
6	○	○	○	○	31	○	○	○	○	56	○	○	○	○	81	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
7	○	○	○	○	32	○	○	○	○	57	○	○	○	○	82	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
8	○	○	○	○	33	○	○	○	○	58	○	○	○	○	83	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
9	○	○	○	○	34	○	○	○	○	59	○	○	○	○	84	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
10	○	○	○	○	35	○	○	○	○	60	○	○	○	○	85	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
11	○	○	○	○	36	○	○	○	○	61	○	○	○	○	86	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
12	○	○	○	○	37	○	○	○	○	62	○	○	○	○	87	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
13	○	○	○	○	38	○	○	○	○	63	○	○	○	○	88	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
14	○	○	○	○	39	○	○	○	○	64	○	○	○	○	89	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
15	○	○	○	○	40	○	○	○	○	65	○	○	○	○	90	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
16	○	○	○	○	41	○	○	○	○	66	○	○	○	○	91	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
17	○	○	○	○	42	○	○	○	○	67	○	○	○	○	92	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
18	○	○	○	○	43	○	○	○	○	68	○	○	○	○	93	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
19	○	○	○	○	44	○	○	○	○	69	○	○	○	○	94	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
20	○	○	○	○	45	○	○	○	○	70	○	○	○	○	95	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
21	○	○	○	○	46	○	○	○	○	71	○	○	○	○	96	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
22	○	○	○	○	47	○	○	○	○	72	○	○	○	○	97	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
23	○	○	○	○	48	○	○	○	○	73	○	○	○	○	98	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
24	○	○	○	○	49	○	○	○	○	74	○	○	○	○	99	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
25	○	○	○	○	50	○	○	○	○	75	○	○	○	○	100	○	○	○	○
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D

Marks Obtained

.....
Superintendent Signature

.....
Invigilator Signature

Marks in words .....

Name..... Roll no.....

Physical Group

Tribhuvan University
Institute of science and Technology
B.Sc. Entrance Examination
2076

Full marks: 100
Time: 2 hrs.

Answer all questions:

Group A (Mathematics)

1. If $A = \{0\}, B = \{\emptyset\}$ then $A \cap B$ is
   a. $\{0\}$ c. 1
   b. 0 d. none of these
2. If $x < 0$ then $|x|$ is equal to
   a. x c. $\pm x$
   b. $-x$ d. *none of these*
3. The period of $f(x) = \sin 2x$ is
   a. 2π c. $\frac{\pi}{2}$
   b. π d. 3π
4. The value of $\log_3 4 \log_4 5 \log_5 6 \log_6 7 \log_7 8 \log_8 9$ is equal to
   a. 4 c. 2
   b. 3 d. 1
5. If $R \to R$ be defined by $f(x) = x^3 + 5$, Then $f^{-1}(x)$ is given by
   a. $(x-5)^{1/3}$ c. $\frac{1}{3(x-5)}$
   b. $\frac{1}{x^3} + 5$ d. $(x+5)^{1/3}$
6. If the equation $x^2 + (k+2) + 2k = 0$ has equal roots, then the value of $k =$
   a. 2 c. 6
   b. 4 d. 8
7. The minimum and maximum values of $3\cos x + 4\sin x + 8$ are
   a. 5,12 c. 5,13
   b. 3,13 d. 3,12
8. The general solution of $3\,\text{cosec}^2 x - 4 = 0$ is
   a. $n\pi + (-1)^n \frac{\pi}{3}$ c. $n\pi \pm \frac{\pi}{3}$
   b. $n\pi + \frac{\pi}{3}$ d. $2n\pi \pm \frac{\pi}{3}$
9. $\cos^{-1}(-x) =$
   a. $-\cos^{-1}(x)$ c. $\pi - \sin^{-1}(x)$
   b. $\cos^{-1}(x)$ d. $\pi - \cos^{-1}(x)$

1613

10. If $\frac{\cos A}{a} = \frac{\cos B}{b} = \frac{\cos C}{c}$ and $a = 2$, then area of $\Delta ABC =$
    a. 4 sq. unit c. $\sqrt{2}$ sq. unit
    b. 6 sq. unit d. $\sqrt{3}$ sq. unit
11. The value of $i^n + i^{n+1} + i^{n+2} + i^{n+3}$ is equal to: where $i = \sqrt{-1}$
    a. 0 c. $-i$
    b. i d. 1
12. $\sqrt{-1 - \sqrt{-1 - \sqrt{-1 - \sqrt{-1 \ldots \infty}}}}$ is equal to
    a. w c. w, w^2
    b. w^2 d. $1, w, w^2$
13. The sum of multiples of 5 from 5 to 100 including is
    a. 1050 c. 995
    b. 1005 d. 1000
14. The sum of infinitive terms of series $1 + \frac{4}{5} + \frac{7}{5^2} + \frac{20}{5^3} + \cdots \ldots \infty$ is equal to:
    a. $\frac{15}{4}$ c. $\frac{7}{4}$
    b. $\frac{28}{5}$ d. $\frac{35}{16}$
15. The number of arrangements of the letters of the word "Banana" is
    a. 40 c. 80
    b. 60 d. 100
16. The number of triangles can be formed by 5 points in a line and 3 points in a parallel line is:
    a. 8_{C_3} c. $8_{C_3} - 5_{C_3} - 1$
    b. $8_{C_3} - 5_{C_3}$ d. $8_{C_3} - 5_{C_3} - 3_{C_3}$
17. The sum of the binomial coefficient in the expansion of $(1+x)^n$ is
    a. 2^n c. $2^n - 1$
    b. $2n$ d. 2^{n-1}
18. The value of the series $\frac{2}{1i} + \frac{4}{3i} + \frac{6}{5i} + \cdots \ldots$ is equal to
    a. $\frac{e}{2}$ c. e
    b. $\frac{e}{3}$ d. $2e$
19. The matrix A is of order 3×4. If both $A^T B$ and BA^T are defined, then the order of B is:
    a. 3×3 c. 4×4
    b. 3×4 d. 4×3

1614

20. $\begin{vmatrix} 0 & p-q & p-r \\ q-p & 0 & q-r \\ r-p & r-q & 0 \end{vmatrix}$ equals

a. $p+q+r$ c. -p+q+r

b. $p-q-r$ d. 0

21. For what value of $k, x^2+y^2-6x-4y+k=0$ represents the real circle?

a. $k=13$ c. $k \leq 13$

b. $k<13$ d. $k \geq 13$

22. The parametric equation $x = 2t$ & $y = (1+2t)^2$ represents:

a. circle c. hyperbola

b. parabola d. ellipse

23. If e_1 and e_2 are the eccentricities of the hyperbola $xy = c^2$ and $x^2 - y^2 = c^2$ respectively then $e_1^2 + e_2^2 =$

a. 16 c. 8

b. 2 d. 4

24. The ratio in which the line segment joining the points (1, 3) and (4, -2) is divided by $X-axis$ is:

a. 3:2 c. 2:3

b. $-3:2$ d. $-1:4$

25. The lines represented by $x^2+2hxy+b^2=0$ are perpendicular to each other if

a. $a+b=0$ c. $ab=0$

b. $a-b=0$ d. $h^2-ab=0$

26. The angle between the pair of planes $x+2y+z=-7$ and $2x+y-z+13=0$ is

a. $\frac{\pi}{6}$ c. $\frac{\pi}{4}$

b. $\frac{\pi}{3}$ d. $\frac{\pi}{2}$

27. If $\vec{a} = 2\vec{\imath} + \vec{\imath} + 2\vec{k}$ and $\vec{b} = 5\vec{\imath} - 3\vec{\imath} + \vec{k}$ then the projection of $\vec{b}$ upon $\vec{a}$ is

a. 3 c. 5

b. 4 d. 6

28. $\lim_{x \to 4} \frac{x^5-4^5}{x-4}$ is equal to

a. 1200 c. 20

b. 1280 d. 80

29. For which value of a, the function $f(x)$debined as $f(x) = \begin{cases} \frac{\sin^{-2} ax}{x^2}, & x \neq 0 \\ 1, & x = 0 \end{cases}$ is continuous at $x = 0$ is

a. 0 c. ± 2

b. ± 1 d. ± 3

30. If $\sqrt{x} + \sqrt{y} = 4$ then $\frac{dx}{dy}$ at $y = 1$ is:

a. -3 c. 3

b. -1/3 d. 1

31. $\int \frac{dx}{\sqrt{e^{2x}-1}} =$

a. $\sin^{-1}(e^x) + c$ c. $\tan^{-1}(e^x) + c$

b. $\cos^{-1}(e^x) + c$ d. $\sec^{-1}(e^x) + c$

32. The area between the curves $y = \sqrt{x}$ and $x = \sqrt{y}$ is:

a. 1 c. 1/3

b. ¼ d. 16/3

33. $y = e^{log \sin x^2}$, than $\frac{dy}{dx} =$

a. $2xy \cot x^2$ c. $-2xy \tan x^2$

b. $2xy \tan x^2$ d. $2x + \tan x^2$

Group B, (Physics)

34. $[ML^2T^{-2}]$ is dimensional formula for

a. work c. Force

b. Momentum d. Couple.

35. The minimum number of coplanar vectors having different magnitudes can be added to give 0 resultant are

a. 2 c. 4

b. 3 d. 5

36. A force of 5 N acts on a body of weight 10 N. The acceleration of body is

a. $50 m/s^2$ c. $5 m/s^2$

b. $2 m/s^2$ d. $0.5 m/s^2$

37. An object of mass 2 Kg falls from a height of 2 m above the ground. The loss of potential energy before the mass strike the ground is

a. 20 J c. 200 J

b. 40 J d. 400 J

38. A car moving in a circular road of radius 100 m and coefficient of friction is 0.036, then the minimum velocity to turn around the road is
    a. 20 m/s
    b. 6 m/s
    c. 10 m/s
    d. 60 m/s
39. A simple pendulum is taken from equator to pole of earth, the time period of oscillation of pendulum
    a. decreases
    b. increases
    c. remains same
    d. none of above
40. If the distance between earth and sun were half the present value then number of days in a year will be
    a. 365 days
    b. 730 days
    c. 129 days
    d. 73 days
41. A torque of 100 Nm turns a flywheel of moment of inertia 20 Kgm^2 about its centre.The angular acceleration is
    a. 0.2 rad/s^2
    b. 0.5rad/s^2
    c. 2 rad/s^2
    d. 5rad/s^2
42. Breaking stress of a material depends on
    a. Cross sectional area
    b. length
    c. nature of material
    d. all of above
43. Two capillary tube of diameter 0.02 cm and 0.04 cm respectively are dipped in water. The ratio of heights of water in tube is
    a. 4:1
    b. 1:4
    c. 1:2
    d. 2:1
44. The material of least linear expansivity is
    a. Invar
    b. Aluminum
    c. Steel
    d. Brass
45. Ideal gas at 27°C is heated so as to triple its volume at constant pressure, the temperature of gas will be
    a. 627°C
    b. 327°C
    c. 900°C
    d. 180°C
46. A man can melt 60 g of ice by chewing in one minute. The power of man is
    a. 19 W
    b. 80 W
    c. 100 W
    d. 336 W
47. Two spheres of same material have radii in the ratio 3:2. The heat radiated by them at same temperature will be
    a. 1:1
    b. 9:4
    c. 4:9
    d. 2:3

48. The most efficient engine is
    a. Carnot
    b. Steam
    c. Petrol
    d. Diesel
49. A ray of light incident normally on a plane mirror suffers a deviation of
    a. zero
    b. $\pi/2$
    c. 2π
    d. π
50. A Plano convex lens is made of material of refractive index 1.6 and radius of curvature of curved surface is 60 cm, then the focal length of lens is
    a. 100 cm
    b. 50 cm
    c. 20 cm
    d. 60 cm
51. The focal length of lens for red and violet colors is 16.2 cm & 16 cm respectively. The dispersive power of lens will be
    a. 0.030
    b. μ
    c. 0.025
    d. 100
52. The temperature at which the speed of sound in air becomes 3/2 times than at 0°C is
    a. 1183.5°C
    b. 789.25°C
    c. 341.25°C
    d. 109°C
53. The separation between node and adjacent antinode is
    a. 0
    b. λ
    c. $\lambda/2$
    d. $\lambda/4$
54. If electric field is uniform, the electric lines of forces are
    a. circular
    b. convergent
    c. divergent
    d. parallel
55. The capacitance of earth viewed as spherical conductor of radius 6400 Km.is
    a. 0.71 μF
    b. 71.1 μF
    c. 711 μF
    d. 7110 μF
56. An external resistance R is connected to a cell of internal resistance r, the maximum current flows in the external resistance when
    a. $R<r$
    b. $R=r$
    c. $R>r$
    d. $R=r^2$
57. The material of suspension wire of a moving coil galvanometer is
    a. Phosphor bronze
    b. Copper
    c. Steel
    d. Brass
58. A current I flow along infinitely long conductor, then magnetic induction at any point on the conductor is
    a. 2I/r
    b. 2r/I
    c. zero
    d. infinite

1616

59. A car moves on a plane road. Induced e.m.f produced across the axle is maximum when it moves
    a. At the poles
    b. At equator
    c. remains stationary
    d. no e.m.f induce
60. A choke coil has
    a. High inductance high resistance
    b. Low inductance high resistance
    c. Low inductance low resistance
    d. High inductance low resistance
61. At the magnetic poles of the earth, a compass needle will be
    a. bent slightly vertical
    b. vertical
    c. horizontal
    d. inclined to horizontal
62. Which of the following is not deflected by electric and magnetic field?
    a. Cathode rays
    b. photon
    c. β-rays
    d. proton
63. Which series of hydrogen atom lies in visible region
    a. Lyman
    b. Balmer
    c. P-fund
    d. All of above
64. The half- life of radium is 1600 years. In how much time will its 7/8 fraction disintegrate?
    a. 2400 years
    b. 3200 years
    c. 4000 years
    d. 4800 years
65. In a full wave rectifier, the least number of diodes required is
    a. 1
    b. 2
    c. 3
    d. 4
66. When pure Ge is doped with pentavalent impurity like phosphorous the conduction is due to
    a. electrons
    b. holes
    c. protons
    d. positrons

Group C (Chemistry)

67. Atoms of same element having the same atomic number but different atomic mass number are called
    a. sotopes
    b. isotones
    c. isobars
    d. isomers
68. The number of atoms present in 1.6g oxygen is
    a. 6.023×10^{23}
    b. 3.01×10^{23}
    c. 1.20×10^{23}
    d. 6.023×10^{22}

69. Magnetic quantum numbers specifies
    a. orbital size
    b. orbital shape
    c. orbital orientation
    d. nuclear stability
70. Which of the following species has the largest size?
    a. N^{3-}
    b. O^{2-}
    c. F^{-}
    d. Na^{+}
71. Mn_2O_7 is an example of
    a. acidic oxide
    b. basic oxide
    c. natural oxide
    d. amphotericoxide
72. The oxidation number of Cl in $NaClO_3$ is
    a. +5
    b. +1
    c. -1
    d. 0
73. The unit of coefficient of viscosity is
    a. dynes cm^2s^{-1}
    b. dynes $cm^{-2}s$
    c. Nm^{-1}
    d. dynes cm^{-1}
74. The molecule having Zero dipole moment is
    a. methyl chloride
    b. methylene chloride
    c. carbon tetrachloride
    d. chloroform
75. The shape of water molecule is
    a. V-shape
    b. Pyramidal
    c. linear
    d. tetrahedral
76. Nitric acid is manufactured by
    a. Contact process
    b. Down's process
    c. Haber's process
    d. Ostwald's process
77. The chemical formula of hypo is?
    a. $CuSO_4.5H_2O$
    b. $Na_2S_4O_6$
    c. $Na_2S_2O_3.5H_2O$
    d. $MgSO_4.7H_2O$
78. The IUPAC name of iso-butane is
    a. 2- methyl propane
    b. 2-methyl butane
    c. 2,2-dimethyl propane
    d. pentane
79. Ethanol and dimethyl ether are
    a. positional isomers
    b. chain isomers
    c. functional isomers
    d. metamers
80. Alkanes are represented by the formula
    a. C_nH_{2n+2}
    b. C_nH_{2n-2}
    c. C_nH_{2n}
    d. C_nH_{2n+1}
81. The compound having 100 octane number is
    a. iso-octane
    b. n-heptane
    c. gasoline
    d. all of the above

82. Which of the following compound decolourises alkaline $KMnO_4$ solution?
    a. CH_4 c. CCl_4
    b. C_2H_4 d. C_3H_8
83. Which of the following compound is called freon?
    a. CF_4 c. CCl_2F_2
    b. CH_2F_2 d. $Cl_3C.CHO$
84. Which of the following compound is not a primary standard substance?
    a. $K_2Cr_2O_7$ c. $H_2C_2O_4$
    b. $NaOH$ d. $KBrO_3$

85. An example of Lewis acid is
    a. $AlCl_3$ c. CaO
    b. NH_3 d. MgO
86. The unit of cell constant is
    a. cm c. $ohm^{-1}cm^{-1}$
    b. $ohm^{-1}cm$ d. cm^{-1}
87. For an endothermic reaction ΔH is
    a. negative c. zero
    b. positive d. none of the above
88. The catalyst used in Friedel Craft's reaction is
    a. anhydrous aluminium chloride c. vanadium pentoxide
    b. finely divided nickel d. concentrated sulphuric acid
89. Calamine is an ore of
    a. mercury c. lead
    b. copper d. zinc
90. The unit of first order rate constant is
    a. $conc.time^{-1}$ c. $time^{-1}$
    b. $time.conc^{-1}$ d. $time^{-1}.conc^{-1}$
91. Bronze is an alloy of
    a. $Zl\ and\ Al$ c. $Cu\ and\ Zn$
    b. $Cu\ and\ Sn$ d. $Cu\ and\ Cr$
92. White vitriol is
    a. $ZnSO_4, 7H_2O$ c. $Na_2S_2O_3, 5H_2O$
    b. $CuSO_4, 5H_2O$ d. $FeSO_4, 7H_2O$
93. Alkaline solution of $K_4[HgI_4]$ is called
    a. Nessler's reagent c. Tollens's reagent
    b. Baeyer's reagent d. Schiff's reagent

94. Which of the following compound is called picric acid?
    a. 2, 4- dinitrophenol c. 2,4,6- tribromophenol
    b. 2,4,6- trinitrophenol d. 2,4,6- trinitrotoluene
95. Which of the following is not true for aniline?
    a. typical aromatic amine c. can be acetylated to form anilides
    b. gives carbylamines reaction d. does not react with aldehydes
96. α – hydroxy ketone is known as
    a. benzoin c. acetophenone
    b. chloral d. none of the above
97. Which is not a polysaccharide?
    a. starch c. glycogen
    b. cellulose d. ribose

98. The reaction between terephthalic acid and ethylene glycol gives
    a. dacron c. neoprene
    b. nylon 66 d. teflon
99. $CHCl_3$ on oxidation with air gives
    a. chloropicrin c. acetic acid
    b. chloroform d. phosgene
100. The role of a catalyst in a chemical reaction is to change
    a. enthalpy of reaction c. activation energy
    b. nature of products d. equilibrium constant

The End

8-2 CMAT XXIX TU

TRIBHUVAN UNIVERSITY

Faculty of Management

CENTRAL MANAGEMENT ADMISSION TEST

(CMAT)

Office of the Dean
Kirtipur, Nepal.

1618

INSTRUCTIONS

Please read the following instructions carefully before you start answering the questions. *The test carries a full marks of 100 and it must be completed within 90 minutes.*

Test Contents: There are 100 test items. The test covers four sections. The details of the test are as follows:

Test Section	**Number of Questions**
Verbal Ability	25
Quantitative Ability	25
Logical Reasoning	25
General Awareness	25

How to Answer the Questions?

Example 1:

Direction: Fill in the blank with the word which best fits in with the meaning of the following sentences.

Question: The Chair is to be put in the ..... of the room.

a) middle b) centre
c) central d) mid

Answer: Indicate your answer on the Answer Sheet by darkening the correct answer choice (b) as show below:

- **In case of wrong marking you may cross (×) the wrongly marked box and darken another box.**
- **If you feel that the answer options provided are wrong you should mention at the bottom of the Answer Sheet.**

OTHER IMPORTANT INSTRUCTIONS

- Detach the Answer Sheet from the Questions paper.
- Write your ***Roll Number*** (in figure and word) with Campus / College code on the ***Answer Sheet***
- Time yourself as you work on each section so that you complete the test within 90 minutes.
- Each set of questions contains Directions. ***Read those directions carefully before answering the questions.***
- Try answering all questions. ***There is no negative marking for wrong answer.***
- Use of ***CALCULATOR*** or ***ANY OTHER CALCULATING DEVICE LIKE MOBILE PHONE*** is strictly ***PROHIBITED***. You have to perform all your rough calculations manually wherever you like on the question book, ***BUT NOT ON THE ANSWER SHEET***.

Section - I: Verbal Ability

Direction: ***The passage given below is followed by questions based on its content. After reading the passage, choose the best answer to each question.***

Marie Curie was one of the most accomplished scientist's histories. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to rise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1. The Curies' ..... collaboration helped to unlock the secrets of the atom.
   a) friendly b) competitive c) courteous d) industrious

2. Her contemporary friend was ..... with whom she married.
   a) Newton b) David Curie c) Pierre Curie d) Albert Einstein

3. She became a popular scientist. The main reason to encourage her to be a great scientist is .....
   a) Her great enthusiasm b) Her grate bravery
   c) Economic condition d) Support from her friends

4. This passage tells us that Madam Curie was awarded Nobel Prize because of her contribution to .....
   a) Astronomy b) Physics c) Biology d) None of them

5. ..... she remembered their joy together.
   a) Dejectedly b) Worried c) Tearfully d) Happily

Direction: ***Select the correct word from the given options.***

6. We have no prejudice ..... foreigners.
   a) towards b) to c) with d) against

7. ..... behalf of the staff, Kumar read the address.

a) in b) to c) on d) with

8. In case ..... need, phone 015195568.

a) of b) to c) on d) with

9. Just walk ..... the station and looked for a temple.

a) with b) past c) across d) along

10. He/she stayed in bed ..... lunch time.

a) by b) for c) until d) on

Directions: In the following questions, choose the word which best expresses the meaning of capitalized word.

11. **BRIEF**

a) Limited b) Small c) Little d) Short

12. **RESCUE**

a) Help b) Command c) Defense d) Safety

13. **QUOTA**

a) Quotation b) Quote

c) Limited number d) Unlimited quantity

14. **VISUALIZE**

a) To see future b) Vision c) Void d) Vector

15. **FAKE**

a) Original b) Imitation c) Trustworthy d) Loyal

Direction: Supply the correct word / words from the given options to complete the given sentences.

16. Yes / no question of the statement 'She had to submit her homework'. is : ..... to submit homework'.

a) Did she have to b) Did she had to

c) Do she have to d) Does she have to

17. Don't let him come in. It becomes passive as ..... come in.

a) Let him not b) Don't let him

c) You let him not d) Let not him

18. You have to buy a rain coat. This means, "A rain coat ....."

a) has been bought b) have to be bought

c) has to be bought d) had to be bought by you

19. The negative statement of 'He has already finished his home assignment'. is he hasn't .....

a) already finished his home assignment

b) finished his home assignment

c) already finished his home assignment yet

d) finished his home assignment yet

20. "Who told you about the accident?" The passive form of this question is.....

a) By whom you were told about the accident?

b) By whom were you told about the accident?

c) Whom you were told about the accident?

d) By whom you were tell about the accident.

Directions: ***Each question below consists of an idiom or phrase followed by four lettered expression. Choose the lettered expressions that most nearly express the meaning of the idiom or phrase.***

21. Throw a party

a) Leave the party b) Celebrate

c) Throw food in the party d) Start conflict in the party

22. The rest is history

a) History takes rest b) Known to everyone

c) To avoid historical facts d) History repeats itself

23. Live like a king

a) Live a very high quality life b) Live like king of Nepal

c) Live the life of a saint d) Live like Indra, the king of Heaven

24. Warm as toast

a) Very hot b) Very fresh c) Lukewarm d) Cold

25. Ride out the storm

a) To overcome difficulty b) To come out in the storm

c) To play in the storm d) Ride a horse

Section - II: Quantitative Ability

26. If '+' means 'minus', '×' means 'divided by', '÷' means 'plus' and '-' means 'multiply by' then which of the following will be the value of the expression 252×9-5+32÷92?

a) 95 b) 168 c) 192 d) 200

27. If Q means 'add to', J means 'multiply by', T means 'subtract from' and K means 'divide b', then 30 K 2 Q 3 J 6 T 5 = ?

a) 18 b) 28 c) 31 d) 103

28. Arrange the following in a logical order: (1) Shoulder, (2) Wrist, (3) Elbow, (4) Palm and (5) Fing

a) 2, 4, 5, 3, 1 b) 3, 1, 4, 2, 5 c) 3, 4, 5, 2, 1 d) 5, 4, 2, 3, 1

29. Arrange the following in a meaningful sequence: (1) Phrase, (2) Letter, (3) Word and (4) Senten

a) 1, 2, 3, 4 b) 1, 3, 2, 4 c) 2, 3, 1, 4 d) 2, 3, 4, 1

30. A group consisting of 25 teachers, 20 engineers, 18 doctors and 12 salesmen visited a fair and s Rs 1330 altogether. It was found that 5 teachers spent as much as 4 engineers, 12 engineers s as much as 9 doctors and 6 doctors spent as much as 8 salesmen. If every person in a profess group spent the same amount, find the amount spent by each engineers.

a) Rs 14 b) Rs 17.50 c) Rs 18 d) Rs 21

31. A B, C, and D play a game of cards. A says to B, "If I give you 8 cards, you will have as many as C and I shall have 3 less than what C has. Also, if I take 6 cards from C, I shall have twice as many has. If B and D together have 50 cards, how many cards has A got?

a) 40 b) 37 c) 27 d) 23

32. The age of a father is twice that of the elder son. Ten years hence the age of the father will be t times that of the younger son. If the difference of ages of the two sons is 15 years, the age of father is:

a) 70 years b) 60 years c) 55 years d) 50 years

33. In a group of persons traveling in a bus, 6 persons can speak French, 15 can speak Spanish a can speak English. In that group, none can speak any other language. If 2 persons in the group speak two languages and one person can speak all the three languages, then how many persons there in the group?

a) 21 b) 22 c) 23 d) 24

34. The total number of digits used in numbering the pages of a book having 366 pages is

a) 732 b) 990 c) 1098 d) 1305

35. At the end of a business conference the ten people present all shake hands with each other o How many handshakes will there be altogether?

a) 20 b) 45 c) 55 d) 90

36. A monkey climbs 30 feet at the beginning of each hour and rests for a while when he slips bac feet before he again starts climbing in the beginning of the next hour. If he begins his ascent at a.m., at what time will he first touch a flag at 120 feet from the ground?

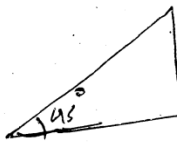
a) 4:00 p.m. b) 5:00 p.m. c) 6:00 p.m. d) None of these

37. Find the missing number from among the given alternatives.

1	2	3
4	5	6
7	8	9
27	38	?

a) 49 b) 50 c) 51 d) 52

38. The angle of elevation of the top of a tower from a point on the ground is found to be 45 degree. By going 50 meters further away from the tower, it is found to be 30 degree. In such situation the height of the tower is



a) 78.3 meters b) 63.1 meters c) 68.3 meters d) none of these

39. Study the following table and choose the alternative which can best replace the sign of interrogation (?)

3	8	10	2	?	1
6	56	90	2	20	0

a) 7 b) 5 c) 3 d) 0

40. The mode of the given distribution is

Weight (in kg)	40	43	46	49	52	55
No. of children	5	8	16	9	7	3

a) 40 b) 46 c) 55 d) None of these

41. Which one of the following statements is correct for a square?

a) Diagonals are equal and bisect each other at right angles

b) Diagonals are unequal and do not bisect each other

c) Diagonals are equal and do not bisect each other

d) Diagonals are unequal and bisect each other at right angles.

42. The system of equations: $3x + y - 1 = 0$ and $6x + 2y - 2 = 0$

a) has x = 1 and y = 2 as a solution

b) has x = -1 and y = -2 as a solution

c) does not have a solution

d) has infinitely many solutions

43. The value of the expression $16x^2 + 24x + 9$ for $x = -3/4$ is

a) 2 b) 1 c) 0 d) -1

44. If A is real and $1 + A + A^2 + A^3 = 40$, then the value of A is

a) -3 b) -1 c) 1 d) 3

45. If $a/b = ¾$, then the ratio of $6a + b$ to $4a + 5b$ is

a) 1 : 2 b) 3 : 5 c) 7 : 8 d) 11 : 16

46. A and B are the square matrices of same order such that AB = A and BA = B, A is

a) diagonal matrix b) idempotent matrix

c) null matrix d) symmetric matrix

47. A and B are square matrix of some order, $(A - B)^2$ is equal to:

a) $A^2 - 2AB + B^2$ b) $A^2 + B^2$

c) $A^2 - 2BA^2 + B^2$ d) $A^2 - BA - AB - B^2$

48. If a man reduces the selling price of a fan form Rs 400 to Rs 380, his loss increases form x% to (x+4)%. Is the cost price of the fan is

a) Rs 420 b) Rs 550 c) Rs 500 d) Rs 400

49. A coin is flipped once. What is the probability of getting either tail or head?

a) 1 b) 1/3 c) 1/2 d) 1/4

50. The average age of boys in the class is twice the number of girls in the class. If the ratio of boys and girls in the class of 36 is 5:1, what is the total of the ages in years of the boys in the class?

a) 196 b) 360 c) 392 d) 420

Section - III: Logical Reasoning

Directions: ***The following questions consist of two words each that have a certain relationship to each other, followed by four lettered pairs of words. Select the lettered pair that has the same relationship as the original pair of words.***

51. Run : Race

a) Enjoy : Journey b) Lecture : Study

c) Study : Book d) Party : Dance

52. Tree : Branches

a) River : Tributaries b) Continent : Island

c) Stream : Delta d) Ocean : Seas

53. Visitor : Welcome

a) Beggar : Hungry b) Worship : God

c) Criminal : Prosecute d) Warrior : Conquer

54. Satisfy : Hunger

a) Quell : Rebellion b) Frantic : Composed

c) Cheerful : Euphoric d) Thirst : Quench

55. Bus : Driver

a) Cook : Kitchen b) Class : Student

c) War : Soldier d) Machine : Operator

Directions: ***Three words in bold letters are given in each question, which have something in common among themselves. Out of the four given alternatives, choose the most appropriate description about these three words.***

56. Chain : Link : Bridge

a) They all have hooks b) They are related with ornaments

c) They join two parts d) The terms are related with prison

57. Knot : Watt : Fathom

a) The terms are used by sailors

b) The terms are used for installing electricity

c) The terms are connected with rope

d) They are units of measurement

58. Gun : Emu : Curlew

a) These are fast runners

b) These are birds

c) These are small insects

d) These are animal pests

59. Press : Television : Cinema

a) They are means of entertainment

b) They are means of mass media

c) They give worldwide news

d) All are public undertakings

60. Columbus : Magellan : Vasco da Gama

a) They are ancient astronomers

b) They are ancient sailors

c) They discovered some Asian countries

d) They were the first to design a ship

Directions: Read the following statements to answer the questions given below.

Six persons A, B, C, D, E and F were playing a game of cards. A's father, mother and uncle were in the group. There were two women. B, the mother of A, got more points than her husband. D got more points than E but less than F. Niece of E got lowest points. Father of A got more points than F but could not win the game.

61. Who won the game?

a) A b) B c) D d) F

62. Who got the lowest points?

a) A b) B c) C d) E

63. Who is the husband of B?

a) C b) D c) E d) F

64. B was one of the ladies. Who was the other lady?

a) A b) C c) D d) E

65. Who stood second in the game?

a) A b) B c) C d) D

Directions: Select the logically best answer

66. Akabar was popular because he was secular.

a) All seculars are popular
b) All popular are seculars
c) Only seculars are popular
d) Non of these

67. He is not liked because he drinks.

a) All who are not liked are drinkers
b) All drinkers are not liked
c) Some are not liked because they are drinkers
d) Some non-drinkers are not liked.

68. Birds can fly because they have wings.

a) All having wings can fly
b) All which can fly have wings
c) Some which can fly have wings
d) Some which have wings can fly

69. No babies can walk. All those who can walk are grown-up. Therefore

a) No babies are grown-up.
b) No persons who can walk are babies.
c) All grown-up persons are babies.
d) Those who can run can also walk.

70. A basket has as many mangoes as it has oranges. Three-fourths of the fruits are yellow. One half of the fruits are ripe. Which of the following statements is definitely true?

a) All fruits are ripe.
b) At least one half of the oranges are yellow.
c) All mangoes are ripe
d) None of these

Directions: Find the missing term in each of the following series:

71. 0, 6, 24, 60, 120, 210, ?

a) 240 b) 290 c) 336 d) 504

72. 1, 9, 25, 49, ?, 121

a) 64 b) 81 c) 91 d) 100

73. 20, 20, 19, 16, 17, 13, 14, 11, ?, ?

a) 10, 10 b) 10, 11 c) 13, 14 d) 13, 16

74. R, U, X, A, D, ?

a) F b) G c) H d) I

75. A, CD, GHI, ? , UVWXY

a) LMNO b) MNO c) MNOP d) NOPQ

Section - IV: General Awareness

76. In which district, there are the largest number of peaks above 8000 meters?

a) Myagdi b) Solukhumbu c) Sankhuwasabha d) Taplejung

77. What is the minimum age requirement of a person in Nepal to be eligible to vote in national election?

a) 18 years b) 21 years c) 23 years d) 25 years

78. When had Junko Tabei climbed Mt. Everest?

a) 1951 b) 1953 c) 1975 d) 1977

79. When and where did the First ICC World Cup take place?

a) 1950 Pakistan b) 1975 England

c) 2000 West Indies d) 2007 Shree Lanka

80. A period of low general economic activity is known as

a) Boom b) Depression c) Recession d) Recovery

81. Which of the following currencies has the lowest value in terms of rupee?

a) US Dollar b) Yuan c) Yen d) Pound

82. Which of the following is not an export item from Nepal?

a) Garments b) Tea c) Pashmina Shawl d) Palm Oil

83. The 'turmeric' is obtained from ..... part of a plant.

a) Stem b) Root c) Fruit d) Flowers

84. Which of the following name is associated with aircraft?

a) Marconi b) James Watt

c) Peter Paul d) Wright brothers

85. The world Environment Day is celebrated on:

a) June 5 b) December 10 c) April 23 d) January 1

86. Which is the longest day on the earth?

a) June 21 b) March 22 c) January 21 d) August 21

87. Marble is a kind of

a) Igneous rock b) Sedimentary rock

c) Metamorphic rock d) Mineral rock

88. What is 'white paper'?

a) A special kind of writing paper

b) A Japanese delicacy

c) A document published by government giving facts

d) A paper used for packing

89. What is the full form of DTH?

a) Double Transmission Hub b) Direct To Home

c) Density Thin Heater d) Direct Tetanus Healing

90. Who was the teacher (guru) of Alexander the Great?

a) Gothe b) Plato c) Socrates d) Aristotle

91. The person who specializes in skin diseases is called

a) Endocrinologist b) Gerontologist

c) Dermatologist d) Gynecologist

92. Which of the following mobile company is named by river?

a) Carbon b) Samsung c) Nokia d) LG

93. If father has blood group A and mother has blood group O, then which one of the following blood group may be found in their son?

a) A b) B c) O d) AB

94. Which one of the following is correctly matched?

a) Malaria - Fungi b) Ring Worm - Virus

c) Common cold - Protozoa d) Cholera - Bacteria

95. Sunlight provides

a) Vitamin D to the body b) Vitamin K to the body

c) Vitamin B to the body d) Vitamin A to the body

96. Moving a firm or industry from the private sector to the public sector is called

a) Ownership b) Nationalization

c) Monopoly d) Privatization

97. 'Bank of the Year 2018' was awarded by by financial Times of Britain to:

a) Prabhu Bank Ltd. b) NMB Bank Ltd.

c) NABIL Bank Ltd. d) NIC Asia Bank Ltd.

98. How many articles were there in the "Treaty of Sugauli"?

a) 4 articles b) 7 articles c) 9 articles d) 10 articles

99. The smallest bone in our body is in

a) Nose b) Ear c) Chin d) Fingers

100. Mortality table is used to compute the premium of

a) Fire insurance b) Life insurance

c) Accident insurance d) Vehicle

✡✡✡

CENTRAL MANAGEMENT ADMISSION TEST

8-2 CMAT XXIX TU

ANSWER SHEET

(DIRECTION: Please record your answers in this sheet by darkening the answer choice)

Roll Number in Figure: ..... Roll Number in Word: .....

College / Campus Code No.:.....

Verbal Ability	Quantitative Ability	Logical Reasoning	General Awareness
1. a b c d	26. a b c d	51. a b c d	76. a b c d
2. a b c d	27. a b c d	52. a b c d	77. a b c d
3. a b c d	28. a b c d	53. a b c d	78. a b c d
4. a b c d	29. a b c d	54. a b c d	79. a b c d
5. a b c d	30. a b c d	55. a b c d	80. a b c d
6. a b c d	31. a b c d	56. a b c d	81. a b c d
7. a b c d	32. a b c d	57. a b c d	82. a b c d
8. a b c d	33. a b c d	58. a b c d	83. a b c d
9. a b c d	34. a b c d	59. a b c d	84. a b c d
10. a b c d	35. a b c d	60. a b c d	85. a b c d
11. a b c d	36. a b c d	61. a b c d	86. a b c d
12. a b c d	37. a b c d	62. a b c d	87. a b c d
13. a b c d	38. a b c d	63. a b c d	88. a b c d
14. a b c d	39. a b c d	64. a b c d	89. a b c d
15. a b c d	40. a b c d	65. a b c d	90. a b c d
16. a b c d	41. a b c d	66. a b c d	91. a b c d
17. a b c d	42. a b c d	67. a b c d	92. a b c d
18. a b c d	43. a b c d	68. a b c d	93. a b c d
19. a b c d	44. a b c d	69. a b c d	94. a b c d
20. a b c d	45. a b c d	70. a b c d	95. a b c d
21. a b c d	46. a b c d	71. a b c d	96. a b c d
22. a b c d	47. a b c d	72. a b c d	97. a b c d
23. a b c d	48. a b c d	73. a b c d	98. a b c d
24. a b c d	49. a b c d	74. a b c d	99. a b c d
25. a b c d	50. a b c d	75. a b c d	100. a b c d

VA QA LR GA

= Total

SUKUNA MULTIPLE CAMPUS
Sundarharaincha,Morang

LEVEL: BBS First Year	Entrance Examination 2076	**F.M.:100**
Time: 90 minute	[QAA Certified by UGC]	**P.M.:40**

INSTRUCTIONS:

Please read the following instructions carefully before you start answering the questions.

The test carries full marks of 100 and it must be completed within 90 minutes.

Test Contents: There are 100 test items. The test covers five sections. The details of the test are the as follows:

Test Section	Number of Questions
Management Concern	20
Maths Concern	20
General Knowledge Concern	20
Logical Reasoning Concern	20
English Concern	20

How to Answer the Questions?

Example :

Question: The Chair is to be put in the ..... of the room.

(a) Middle (b) center (c) central (d) mid

Answer: *Indicate your answer on the Answer Sheet by darkening the correct answer choice (b) as show below*:

(a) (•) (c) (d)

- In case of wrong marking you may cross (×) the wrongly marked box and darken another box.
- If you feel that the answer options provided are wrong you should mention at the bottom of the Answer Sheet.
- Each set of questions contains Directions. Read those directions carefully before answering the questions.

Section - I: Management Concern

1. Management by objective (MBO) approach is propounded by.....
   a. Peter F. Drucker b. Moorhead Griffin
   c. Decenzo & Robbins d. Keith Davis
2. The Globalization brought .....among the entrepreneurs of the world.
   a. Economic interdependency b. Sharp competition.
   c. Mutual Co-operation d. Innovation and Invention
3. Dual factorial theory of motivation is explained by:
   a. Abraham Maslow b. Victor Broom
   c. Frederick Herzberg d. David McClelland
4. The branch of science which deals with study of change taking place in atmosphere is;
   a. Mammography b. Morphology c. Mycology d. Meteorology
5. The Tsunami is the name of.....
   a. The water wall caused in the ocean b. A Chinese scientist
   c. Famous lake in Indonesia d. Mountain peak of Japan
6. Which of the following is key Economic objective of business organization?
   a. Creating Employment b. Community Service
   c. High Productivity d. Return to investors
7. The business success/ failure depends upon qualities of ..... towards the fulfillment of pre-determined objective.
   a. Dynamic leadership b. Autocratic leadership
   c. Progressive Leadership d. None of them
8. There are at least one or up to fifty number of shareholders involved in;
   a. Government company b. Public company
   c. Private company d. Charted company
9. The concept of conflict is;
   a. Disagreement of scare resources
   b. Disagreement of person or groups feels, goals & plans
   c. Dispute between persons, groups or ideas.
   d. All of above
10. Basically, Management requires;
    a. Conceptual skills b. Human skills
    c. Technical and human skills d. Supervising skills
11. Positive emotions mean feelings or perceptions guided by:
    a. Creative behavior converted to satisfaction. b. Mismatch among attitudes
    c. Contradictory behaviors d. Unpleasant interactions.
12. Which is the correct sequential learning theory?
    a. Stimulus-reward-motivation-response
    b. Stimulus-response-motivation-reward
    c. Stimulus-motivation-response-reward
    d. Reward-stimulus-motivation-response
13. Consumer promotion method does not include;
    a. free samples b. coupons c. price off d. allowances
14. Basic functions of packaging are;
    a. product containment b. product identification
    c. product protection d. all of them
15. The organizational structure, which was brought in the field of Military, is called.
    a. Line organization b. Line and staff organization
    c. Functional organization d. Committee organization

16. Who is considered as the father of management?
a. Philip kotler b. Henry Fayol c. F.W. Taylor d. None of them
17. Which of the following is the key disadvantage of sole-trading concern?
a. Easy to establish b. Unlimited liability c. Secrecy d. Limited liability
18. Which of the following institution regulates the stock market in Nepal?
a. Nepal Stock Exchange Ltd. b. Ministry of Finance
c. Office of the Company Registrar d. Nepal Rastra Bank
19. VAT was enacted in 2054 B.S. in the replacement of;
a. Income tax b. Sales tax c. Custom duty d. Land tax
20. Which of the following is not related 'Employees' job behaviors problems arise during working periods?
a. Fighting b. Gambling c. Dishonesty d. Defective communication system

Section - II: Maths Concern

21. A radio is bought for $20 and sold for £18 .if $1=Rs.105 and £1= Rs.130. what is the profit in Nepali rupees?
a. Rs.340 b. Rs.240 c. Rs.140 d. Rs.40
22. The cost of a table without VAT is Rs. 3,500 and including VAT is Rs. 3,850. Find the VAT percentage?
a. 14% b. 12% c. 10% d. 8%
23. What is the simple interest on Rs. 2,000 at the rate of 5% for 2 years.
a. Rs. 200 b. Rs. 250 c. Rs. 300 d. Rs. 350
24. When 50,000 is increases by 0.5% we get
a. 50,450 b 50,250 c. 50,150 d. 50,050
25. A cycle costing Rs. 12,000 is depreciated annually by 10%. What will be the cost of cycle after 2 years under DBM?
a. Rs. 9,320 b. Rs. 9,520 c. Rs. 9,920 d. Rs. 9,720
26. If 4 - .$\sqrt{3y-2}$ = 0, then y =?
a. 8 b. 7 c. 6 d. 5
27. If 17 is subtracted from the square of a natural number, the result is 152. Find the number.
a. 9 b. 10 c. 11 d. 13
28. What is the distance between the points (4, 7) and (1,-5)?
a. $\sqrt{153}$ b. $\sqrt{152}$ c. $\sqrt{151}$ d. $\sqrt{150}$
29. A bag contains 5 white, 5 blue and 5 black marbles. A marble is drawn at random. What is the probability of drawing a black or white marble?
a. 2/3 b. 4/3 c. 1/3 d. 5/3
30. 20 men can do a piece of work in 50 days. How many days are needed doing the same work for 30 men?
a. 35.33 days b. 34.33 days c. 32.33 days d. 33.33 days
31. A buys an article and sells it to B at profit of 10%. B sells it to C at a gain 20%. If C paid Rs.924 for it, what did A pay for it?
a. Rs.800 b. Rs.700 c. Rs.600 d. Rs.500
32. The fixed charge of 200 calls of telephone for a month is Rs. 250 and the extra charge for each extra call is Rs 1.50.The total amount of 500 calls of telephone is
a. Rs. 500 b. Rs. 600 c. Rs. 700 d. Rs. 800
33. A man has a salary of Rs. 6,500 per annum. If he gets an increment of Rs.150 every year, how much salary does he receive in the 10th year?
a. Rs. 7,850 b. Rs. 7,750 c. Rs. 7,650 d. Rs. 7,550
34. Find the 50th term of the arithmetic progression 2, 5, 8, 11,.....
a. 159 b. 149 c. 169 d. 139
35. A hostel of 30 students has provisions for 40 days, after 25 days 10 students are added. For how long will the provisions be enough?
a. 13.25 days b. 12.25 days c. 11.25 days d. 10.25 days
36. In a continuous series, mean ($\bar{X}$) = 25 and $\sum fx$=625, Find the number of terms (N).
a. 25 b. 35 c. 15 d. 45
37. Sales is
a. cost + profit b. cost + loss c. cost - profit d. none of them
38. The marked price of a radio is 40% higher than its cost price. The dealer discounts 20% on the marked price to the customer, what is the profit % of the dealer?
a. 15% b. 14% c. 13% d. 12%
39. If 2 times a positive number is added to one –third of its square, the result is 9. Find the number.
a. 2 b. 3 c. 4 d. 5
40. The cost of a pen and a pencil is Rs. 35. If a pen costs Rs.15 more than pencil. What is the cost price of pen?
a. 10 b. 15 c. 25 d. 20

Section - III: General Knowledge Concern

41. Debenture holders receive
a. Dividend b. Interest c. Rent d. Bonus
42. Which of the following airlines belongs to Bhutan?
a. JAL b. Silk c. KLM d. Druk
43. Emergence of both public and private sectors is known as:
a. Unrestricted economy b. Restricted economy
c. Mixed economy d. Socialism

44. Banks generally do not pay interest in:
a. Saving account b. Current account
c. Fixed deposit account d. Interest is payable in all types of account.

45. Live stock farming is:
a. Investing in share b. Animal farming c. Crop rotation d. Gold mining

46. Which of the following countries is located in South America?
a. Losotho b. Latvia c. Syria d. Paraguay

47. The headquarter of International Labour Organization (ILO) is located at
a. Geneva b. Paris c. New York d. London

48. If capital is everlasting, then the rate of depreciation is:
a. decreasing b. increasing c. zero d. initially zero and then increasing

49. A period of low general economic activity is known as:
a. boom b. depression c. recession d. recovery

50. The 2022 World Cup Football is being organized at:
a. USA b. England c. Qatar d. Germany

51. The famous Muktinath Temple is situated in:
a. Mustang b. Myagdi c. Parbat d. Manang

52. Sun rays yield vitamin……..
a. A b. B c. C d. D

53. The longest river in the world is
a. Indus b. Nile c. Ganga d. Amazon

54. How many bits in a byte?
a. 8 b. 4 c. 16 d. 32

55. Who is the present finance minister of Republic of Nepal?
a. Giriraj Mani Pokharel b. Yubaraj Khatiwada
c. Barsaman Pun d. Yogesh Battarai

56. Where is the tallest bridge of Nepal?
a. Chisapani b. Tirsuli c. Modikhola d. Koshi

57. Honif Mohammad, who passed away recently, was well known cricketer of which country?
a. India b. Pakistan c. Bangladesh d. Srilanka

58. Filaria is caused by
a. bacteria b. protozoa c. virus d. mosquito

59. A plan when expressed in quantitative term is known as:
a. policy b. procedure c. budget d. objective

60. Chilime Hydropower project is located in:
a. Rasuwa b. Achham c.Taplejung d. Darchula

Section - IV: Logical Reasoning Concern

Directions: In each of the following questions a related pair of words is followed by four pairs of words. Select the pair of words that best expresses a relationship similar to the given pair of words

61. **Kathmandu : Nepal: :**
a. Patana: Bihar b. Biratnagar: Morang
c. Dhaka: Bangladesh d. Kolkata: India

62. **Hospital: Beds: :**
a. College: Teachers b. Campus: Seats c. Road: Passengers d. Family: Guests

63. **Palpa: Cap: :**
a. Bhaktapur: Chiura b. Ilam: Tea c. Janakpur: Mango d. Bombay: Fish

64. **Airport: Airplane: :**
a. Harbor: Ship b. Car: Garage c. Frame: Picture d. Paper: Text

65. **Wood: Carpenter : : Leather:**
a. Painter b. Cobbler c. Cleaner d. Butcher

66. **Vehicle: Accident::**
a. Electricity: Shock b. Fire: Burning c. Airplane: Rocket d. Climber: Fall

67. Find the missing number

2	7	9
3	?	4
7	1	10

a. 11 b. 12 c. 13 d. 14

68. If 'PART' is coded as 55 what should be the code for 'DEFY'?
a. 45 b. 43 c. 40 d. 37

69. If 3 + 4 = 49, 3 + 2 = 25, 2 + 1 = 9, then 8 + 1 = ?
a. 79 b. 81 c. 70 d. 98

Directions: Find the odd item among the four given items,

70. a. one-third b. three c. two-thirds d. one-half
71. a. water b. kerosene c. ice d. petrol
72. a. Fowl b. Infant c. Cub d. Puppy
73. a. Ear b. Nose c. Eye d. Hair

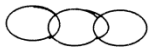
Directions: Select the answer which is based on the same logic as given in the statement,

74. If he wins the race, he will get the prize.
a. If he drives well, he will not be late.
b. If it is cloudy, it will rain.
c. If the salesman sells the product, he will get the promotion.
d. If the plane crashes, all will die.

75. Except Ram, all attended the meeting.
   a. Ram was attending different meeting.
   b. Majority did not attend the meeting.
   c. Ram was only the absentee in the meeting.
   d. The meeting could not be held.

76. "Read in order to increase your knowledge" is logically similar to:
   a. Speak to relieve your tension. b. For building body take exercise
   c. For making profit, do not cheat others. d. Work to earn more.

Directions: Choose from the following diagrams the one that illustrates the best relationship among the three words. Question numbers 77 – 80 are related to the following figures

a.  b. c. d.

77. Asia, Europe, Africa
78. Men. Teachers, Terrorists
79. Animal, Dog, Brick
80. Musician, Teachers, Performers

Section - IV: English Concern

Direction: choose the word which best expresses the meaning of the word.

81. **Serene**
   a. terrible b. candid c. calm d. chaos
82. **Amateur**
   a. professional b. beginner c. experienced d. veteran
83. **Subsequent**
   a. following b. former c. preceding d. previous
84. **Applaud**
   a. rejoice b. destroy c. proud d. praise
85. **Vague**
   a. common b. weird c. plain d. famous

Direction: select the word which is closest to the opposite in meaning of the word.

86. **Prompt**
   a. late b. precise c. exact d. common
87. **Affluent**
   a. prosperous b. wealthy c. poor d. slow
88. **Cover**
   a. discover b. uncover c. hide d. conceal
89 . **Miser**
   a. generous b. stingy c. short d. brief
90. **Deficit**
   a. lacking b. less c. surplus d. average

Direction: fill in the blanks with the most suitable preposition.

91. They have known him….2005.
   a. for b. from c. by d. since
92. She looks attractive. She is …… sari.
   a. on b. of c. in d. with
93. I can't adapt …the climate of this place.
   a. at b. to c. from d. by
94. We drove home so fast that we got home……seven o'clock.
   a. by b. in c. for d. until
95. She accused me ….telling lies.
   a. of b. to c. for d. with

Direction: Choose the correct answer.

96. He seems very respectable now, but……very wild when he was younger.
   a. he supposed to be b. he supposed to have been
   c. he's supposed to be d. he's supposed to have been
97. The man did nothing but……
   a. is smiling b. smile c. smiled d. smiles
98. The new protest movement ……a lot of support from students.
   a. is likely will get b. will likely get c. likely d. is likely to get
99. The passive of the sentence 'I made her dance' is
   a. Dance was made to her by me. b. She was made to dance by me.
   c. Her dance was made by me. d. She was being made to dance.
100. I don't mind……here.
   a. being left b. to being left c. to be left d. been left here

the End

Sukuna Multiple Campus, Sundarharainch, Morang

Management Faculty Answer Sheet [Bachelor's Entrance Exam 2076]

(DIRECTION: Please record your answer in this sheet by darkening the correct answer choice)

Name :..... Roll No. : ..... (In words.....)

1	ⓐ	ⓑ	ⓒ	ⓓ	21	ⓐ	ⓑ	ⓒ	ⓓ	41	ⓐ	ⓑ	ⓒ	ⓓ	61	ⓐ	ⓑ	ⓒ	ⓓ	81	ⓐ	ⓑ	ⓒ	ⓓ
2	ⓐ	ⓑ	ⓒ	ⓓ	22	ⓐ	ⓑ	ⓒ	ⓓ	42	ⓐ	ⓑ	ⓒ	ⓓ	62	ⓐ	ⓑ	ⓒ	ⓓ	82	ⓐ	ⓑ	ⓒ	ⓓ
3	ⓐ	ⓑ	ⓒ	ⓓ	23	ⓐ	ⓑ	ⓒ	ⓓ	43	ⓐ	ⓑ	ⓒ	ⓓ	63	ⓐ	ⓑ	ⓒ	ⓓ	83	ⓐ	ⓑ	ⓒ	ⓓ
4	ⓐ	ⓑ	ⓒ	ⓓ	24	ⓐ	ⓑ	ⓒ	ⓓ	44	ⓐ	ⓑ	ⓒ	ⓓ	64	ⓐ	ⓑ	ⓒ	ⓓ	84	ⓐ	ⓑ	ⓒ	ⓓ
5	ⓐ	ⓑ	ⓒ	ⓓ	25	ⓐ	ⓑ	ⓒ	ⓓ	45	ⓐ	ⓑ	ⓒ	ⓓ	65	ⓐ	ⓑ	ⓒ	ⓓ	85	ⓐ	ⓑ	ⓒ	ⓓ
6	ⓐ	ⓑ	ⓒ	ⓓ	26	ⓐ	ⓑ	ⓒ	ⓓ	46	ⓐ	ⓑ	ⓒ	ⓓ	66	ⓐ	ⓑ	ⓒ	ⓓ	86	ⓐ	ⓑ	ⓒ	ⓓ
7	ⓐ	ⓑ	ⓒ	ⓓ	27	ⓐ	ⓑ	ⓒ	ⓓ	47	ⓐ	ⓑ	ⓒ	ⓓ	67	ⓐ	ⓑ	ⓒ	ⓓ	87	ⓐ	ⓑ	ⓒ	ⓓ
8	ⓐ	ⓑ	ⓒ	ⓓ	28	ⓐ	ⓑ	ⓒ	ⓓ	48	ⓐ	ⓑ	ⓒ	ⓓ	68	ⓐ	ⓑ	ⓒ	ⓓ	88	ⓐ	ⓑ	ⓒ	ⓓ
9	ⓐ	ⓑ	ⓒ	ⓓ	29	ⓐ	ⓑ	ⓒ	ⓓ	49	ⓐ	ⓑ	ⓒ	ⓓ	69	ⓐ	ⓑ	ⓒ	ⓓ	89	ⓐ	ⓑ	ⓒ	ⓓ
10	ⓐ	ⓑ	ⓒ	ⓓ	30	ⓐ	ⓑ	ⓒ	ⓓ	50	ⓐ	ⓑ	ⓒ	ⓓ	70	ⓐ	ⓑ	ⓒ	ⓓ	90	ⓐ	ⓑ	ⓒ	ⓓ
11	ⓐ	ⓑ	ⓒ	ⓓ	31	ⓐ	ⓑ	ⓒ	ⓓ	51	ⓐ	ⓑ	ⓒ	ⓓ	71	ⓐ	ⓑ	ⓒ	ⓓ	91	ⓐ	ⓑ	ⓒ	ⓓ
12	ⓐ	ⓑ	ⓒ	ⓓ	32	ⓐ	ⓑ	ⓒ	ⓓ	52	ⓐ	ⓑ	ⓒ	ⓓ	72	ⓐ	ⓑ	ⓒ	ⓓ	92	ⓐ	ⓑ	ⓒ	ⓓ
13	ⓐ	ⓑ	ⓒ	ⓓ	33	ⓐ	ⓑ	ⓒ	ⓓ	53	ⓐ	ⓑ	ⓒ	ⓓ	73	ⓐ	ⓑ	ⓒ	ⓓ	93	ⓐ	ⓑ	ⓒ	ⓓ
14	ⓐ	ⓑ	ⓒ	ⓓ	34	ⓐ	ⓑ	ⓒ	ⓓ	54	ⓐ	ⓑ	ⓒ	ⓓ	74	ⓐ	ⓑ	ⓒ	ⓓ	94	ⓐ	ⓑ	ⓒ	ⓓ
15	ⓐ	ⓑ	ⓒ	ⓓ	35	ⓐ	ⓑ	ⓒ	ⓓ	55	ⓐ	ⓑ	ⓒ	ⓓ	75	ⓐ	ⓑ	ⓒ	ⓓ	95	ⓐ	ⓑ	ⓒ	ⓓ
16	ⓐ	ⓑ	ⓒ	ⓓ	36	ⓐ	ⓑ	ⓒ	ⓓ	56	ⓐ	ⓑ	ⓒ	ⓓ	76	ⓐ	ⓑ	ⓒ	ⓓ	96	ⓐ	ⓑ	ⓒ	ⓓ
17	ⓐ	ⓑ	ⓒ	ⓓ	37	ⓐ	ⓑ	ⓒ	ⓓ	57	ⓐ	ⓑ	ⓒ	ⓓ	77	ⓐ	ⓑ	ⓒ	ⓓ	97	ⓐ	ⓑ	ⓒ	ⓓ
18	ⓐ	ⓑ	ⓒ	ⓓ	38	ⓐ	ⓑ	ⓒ	ⓓ	58	ⓐ	ⓑ	ⓒ	ⓓ	78	ⓐ	ⓑ	ⓒ	ⓓ	98	ⓐ	ⓑ	ⓒ	ⓓ
19	ⓐ	ⓑ	ⓒ	ⓓ	39	ⓐ	ⓑ	ⓒ	ⓓ	59	ⓐ	ⓑ	ⓒ	ⓓ	79	ⓐ	ⓑ	ⓒ	ⓓ	99	ⓐ	ⓑ	ⓒ	ⓓ
20	ⓐ	ⓑ	ⓒ	ⓓ	40	ⓐ	ⓑ	ⓒ	ⓓ	60	ⓐ	ⓑ	ⓒ	ⓓ	80	ⓐ	ⓑ	ⓒ	ⓓ	100	ⓐ	ⓑ	ⓒ	ⓓ

1635

Sukuna Multiple Campus

Sundarharaincha, Morang

QAA Certified by UGC

BBS Entrance Examination-2076

Answer Key

Q. N.	Ans.	Q. N.	Ans.	Q.N.	Ans.	Q.N.	Ans.	Q. N.	Ans.
1	a	21	b	41	b	61	c	81	c
2	b	22	c	42	d	62	b	82	b
3	c	23	a	43	c	63	b	83	a
4	d	24	b	44	b	64	a	84	d
5	a	25	d	45	b	65	b	85	b
6	c	26	c	46	d	66	d	86	a
7	a	27	d	47	a	67	a	87	c
8	c	28	a	48	c	68	c	88	b
9	d	29	a	49	b	69	b	89	a
10	c	30	d	50	c	70	b	90	c
11	a	31	b	51	a	71	c	91	d
12	b	32	c	52	d	72	a	92	c
13	d	33	a	53	b	73	d	93	b
14	d	34	b	54	a	74	c	94	a
15	a	35	c	55	b	75	c	95	a
16	c	36	a	56	c	76	d	96	d
17	b	37	a	57	b	77	b	97	c
18	a	38	d	58	d	78	c	98	d
19	b	39	b	59	c	79	d	99	b
20	d	40	c	60	a	80	a	100	a

Tribhuvan University
Faculty of Education
Entrance Test 2076

Level: Master Degree
Time: 1:40 hrs
Subject: Population Education
Cross ☒ the best answers in your answer sheet

1. Which of the following terms is used as synonym to population studies?
   a. Social demography
   b. Formal demography
   c. Population education
   d. Sex education
2. What is the main goal of population education?
   a. To create small family size
   b. To control birth rate in villages
   c. To promote quality of life of the people
   d. To decrease population growth rate
3. Which of the following sources of population data is characterized simultaneous counting?
   a. Sample survey
   b. Administrative records
   c. Census
   d. Vital registration
4. The shape of population pyramid of Nepal is called:
   a. Constructive
   b. Expansion
   c. Gallon shape
   d. Stationary
5. Enumeration of individuals as of where they are found in the census, regardless of where they normally reside is called:
   a. Vital registration
   b. De-jure
   c. Sample survey
   d. De-facto
6. All the following are misconception of population EXCEPT:
   a. Population education is synonymous to sex education
   b. Population education is another name of demography
   c. Population education is the process of changing behaviour in students on population related matter.
   d. Population education is related to control of fertility.
7. The early impetus to introduce population education issues in school system in Nepal came from-
   a. Professionals of economics

(1)

b. Family planning professionals
c. Environmental professionals
d. Politicians and social workers

8. Identify the sequences of development of population education course.
   a. Description of course - general objectives - specific objectives - specific contents- teaching techniques- evaluation
   b. General objectives - description of course - specific objectives - specific contents- teaching techniques- evaluation
   c. Evaluation- general objectives - description of course - specific objectives - specific contents- teaching techniques
   d. Specific objectives - evaluation- general objectives - description of course – specific objectives
9. Individual who believes that the abortion decision should be left up to the woman and not regulated by the law is known as:
   a. Pro life supporter
   b. Sexual minorities
   c. Pro choice supporter
   d. Third gender
10. The biological characteristic that used to identify male and female is known as :
   a. sex
   b. gender
   c. LGBTI
   d. feminism
11. Which of the following terms is used for first menstruation?
   a. Hot flash
   b. Ovulation
   c. Menarche
   d. Transplantation
12. The time in a woman's life when menstruation stops is known as :
   a. menopause
   b. menarche
   c. hot flash
   d. retired menstruation
13. All the following are '3 R' concept related to waste disposal EXCEPT:
   a. Reduce waste
   b. Reuse waste
   c. Reproduce waste
   d. Recycle waste
14. The prime source of water and purest in nature is:
   a. Surface water
   b. Rain water
   c. Ground water
   d. Deep water

(2)

15. The smallest conservative area in terms of area, is:
    a. Rara Rastriya Nikunj
    b. She Fossundo Rastriya Nikunj
    c. Makalu Barun Rastriya Nikunj
    d. Chitwan Rastriya Nikung
16. Which of the following declarations was made by World Environment Day for the first time?
    a. Only one earth
    b. A tree for peace
    c. One earth one family
    d. Give earth a chance
17. Which of the following species have the biggest population on world?
    a. Human b. Frogs c. Insects d. Snails
18. The number of deaths under one year of age occurring among the live births in a given geographical area during a given year, per 1,000 live births occurring among the population of the given geographical area during the same year is known as:
    a. Child mortality rate
    b. Age specific mortality rate
    c. Infant mortality rate
    d. Maternal mortality rate
19. The difference of immigrants and emigrants is known as:
    a. Emigration
    b. Immigration
    c. Net migration
    d. Gross migration
20. Which of the following is the example of indirect anti-natalist population policy?
    a. Delayed marriage
    b. Legalisation of abortion
    c. Birth spacing
    d. Disincentives
21. Which of the following is preventive check to control growth of population according to Malthus?
    a. Abstinence from marriage
    b. Epidemics
    c. Wars
    d. Infanticide
22. The bases of optimum population theory is:
    a. the relationship between birth and death
    b. population growth and its consequences
    c. the relationship between population and resources
    d. life expectancy at birth
23. In which method of teaching certain skill is explained and shown process step by step?
    a. Exhibition
    b. Demonstration
    c. Discussion
    d. Dramatisation

(3)

24. Which of the following instructional aid needs projection?
a. Poster b. Flip chart c. Slide d. Pamphlet

25. What is the final step of value clarification method?
a. Prizing and cherishing
b. Publicly affirming, when appropriate
c. Acting on one's beliefs
d. Acting with a pattern, consistently and repetition

26. Which of the following is right sequence of objectives while developing population education curriculum for secondary school level?
a. Level wise objectives, grade wise objectives, unit wise objectives and lesson objectives
b. Grade wise objectives, unit wise objectives, lesson objectives and level wise objectives
c. Level wise objectives, unit wise objectives, lesson objectives and grade wise objectives
d. Unit wise objectives, level wise objectives, grade wise objectives, and lesson objectives

27. An organized teaching technique where the experimental teacher teaches a small group of audience (peers) is:
a. class teaching b. practice teaching
c. micro teaching d. peer teaching

28. A plan which is prepared for an academic session by the teachers is known as –
a. Unit plan b. daily lesson plan
c. Module d. Workplan

29. Which of the following is probability sampling?
a. Quota sampling b. Cluster sampling
c. Purposive sampling d. Convenience sampling

30. What sampling design is better to use in case of sensitive issue like drug addiction, HIV and AIDS and commercial sex?
a. Snow ball sampling b. Purposive sampling
c. Census d. Random sampling

31. Which of the following is a good way to get small standard error?
a. Repeated sampling b. Large sample
c. Large population d. Small sample

32. Who is considered as bread winner of a family in Nepalese context?
    a. Mother
    b. Father
    c. Grandfather
    d. Grandmother
33. Which of the following stage covers the period of child bearing and child rearing?
    a. The founding stage
    b. The expanding stage
    c. The schooling stage
    d. The retirement stage
34. Generally, breast-feeding woman conceives later than a woman who does not feed breast because:
    a. she has low interest on sex
    b. she is not sexually effective
    c. she is quite busy
    d. her ovulation is delayed
35. Which of the following are human resources of family?
    a. Food, car and house
    b. Wages, saving and bank balance
    c. Park and shopping facilities
    d. Knowledge, interest and skills
36. Which data collection tool provides the respondents with a number of options from which to choose?
    a. Interview
    b. Questionnaire
    c. Checklist
    d. Opinionnaire
37. Which of the following researches describes the culture of a group?
    a. Ethnography
    b. Phenomenology
    c. Case study
    d. Grounded theory
38. If population education subject is intended to give mixing with forestry discipline it is called:
    a. Separate subject curriculum
    b. broad field curriculum
    c. humanistic curriculum
    d. integrated curriculum
39. What activity is done before community survey?
    a. Preparation of Action programme
    b. Preparation of Gantt chart
    c. Performing community assemble
    d. Preparation of data collection tools

(5)

40. Which of the following is not misconception of sex education?
    a. Sex education is pornography
    b. Sex education encourages children having sex in early age
    c. It is synonym of family planning
    d. It is multidimensional subject
41. Which of the following is used for statistical study of human population?
    a. Social Science
    b. Demography
    c. Population education
    d. Sex education
42. What is the major philosophy of population education?
    a. To create small family size norm
    b. To establish peaceful environment
    c. To promote quality of life of the people
    d. To decrease population growth rate
43. Which of the following sources of data provides detail information of all population?
    a. Vital registration
    b. Administrative records
    c. Census
    d. Sample survey
44. The population pyramid deals with the
    a. Age and sex
    b. Age and religion
    c. Age and caste
    d. Age and education
45. Among the following South Asian countries which country has highest infant mortality rate by PRB, 2018?
    a. Bangladesh
    b. Pakistan
    c. India
    d. Nepal
46. Which of the following components is not included in population education curriculum?
    a. Course description
    b. General objectives
    c. Principles of the course
    d. Specific objectives
47. Which of the following is psychological determinant of increasing number of children?
    a. Religion
    b. Level of education
    c. Satisfaction having sons
    d. Occupation
48. The biological capacity of child bearing is:
    a. Fertility
    b. Fecundity
    c. Nuptiality
    d. Morbidity

P.T.O

49. The healthy menstruation cycle is considered as
    a. 25 days
    b. 28 days
    c. 32 days
    d. 36 days
50. What symptom is felt by a woman in menopause?
    a. Irregularity of menstruation
    b. Weight loss
    c. Hot flash
    d. Retired menstruation
51. The fertilized blastocyte is implanted in
    a. Ovary
    b. vagina
    c. Fallopian tube
    d. Endometrium
52. What is purest source of water in nature?
    a. Surface water
    b. Rain water
    c. Tap water
    d. Stream water
53. Which of the following disease is top most cause of death in lower-income countries?
    a. HIV/AIDS
    b. Tuberculosis
    c. Malaria
    d. Lower respiratory infections
54. Which of the following is anthropogenic source of air pollution?
    a. Volcanic eruptions
    b. Chemical industries
    c. Gases from decomposition
    d. Wind-assisted pollutants
55. Which of the following country has the highest population in the world?
    a. India
    b. USA
    c. China
    d. Canada
56. Babies dying before reaching 28 days of age, per 1,000 live births in a given year is expressed in -
    a. Neonatal death rate
    b. Infant mortality rate
    c. Child mortality rate
    d. Child U 5 mortality rate
57. Which of the following is indirect anti-natalist population theory EXCEPT:
    a. Delayed marriage
    b. Legalisation of abortion
    c. Provision of contraceptive devices
    d. Incentives
58. Which of the following is preventive check to control growth of population according to Malthus?
    a. Moral restraint
    b. femine
    c. Wars
    d. plague

(7)

59. The optimum population theory deals with the
    a. Low population
    b. High population
    c. optimum population
    d. High fertility
60. In which of the following method of teaching is regarded as participatory approach
    a. Exhibition
    b. Lecture
    c. Discussion
    d. question-answer
61. Which of the following instructional aids does not need projection?
    a. Microfiche
    b. Flip chart
    c. Slide
    d. film
62. The value clarification method is known as:
    a. Teacher cantered method
    b. Participatory approach
    c. Group work method
    d. Student centered method
63. The action verb are used in
    a. Question formation
    b. Objective formation
    c. Hypothesis formation
    d. Sampling framwork
64. The first phase of teaching practice is:
    a. team teaching
    b. practice teaching
    c. micro teaching
    d. student teaching
65. Which of the following is the simplest way of random sampling of a population?
    a. Systematic sampling
    b. Lottery
    c. Stratified sampling
    d. Cluster sampling
66. Which of the following data collection tool is used to collect qualitative data?
    a. Questionnaire with close questions
    b. Observation checklist
    c. Focus group discussion guidelines
    d. Likert scale
67. Which of the following is the example of non-probability sampling?
    a. Simple random sampling
    b. Cluster sampling
    c. Purposive sampling
    d. systematic sampling
68. The simplest form of measurement is:
    a. Ratio
    b. Ordinal
    c. Interval
    d. Nominal

69. Who is considered as father of demography?
a. Mathus
b. John Graunt
c. Petty
d. Admond Helly

70. Which of the following are the examples of love and belonging needs?
a. Acceptances, giving and receiving love security, protection and housing
b. Needs for food, drink and sex
c. Self respect and respect for others.
d. Self fulfilment, reaching one's potential

71. Family with two generation is known as-
a. nuclear family
b. joint family
c. small family
d. extended family

72. Which of the following are natural resources ?
a. Food, car and house
b. Wages, saving and bank balance
c. Health and education
d. water, air and land

73. Which type of data collection tool can be used to measure attitude?
a. Interview
b. Observation
c. Checklist
d. Rating scale

74. Which of the following researches describes the test of variables?
a. Descriptive study
b. Phenomenology
c. Case study
d. Experimental study

5. If population education content is intended to give blending with economics it is called-
a. integrated curriculum
b. broad field curriculum
c. humanistic curriculum
d. separate subject curriculum

5. Which country in the SAARC region established open university first?
a. India
b. Nepal
c. Pakistan
d. Srilanka

'. The individual aim of education is associated with the objective of
a. Self realization
b. Human relationship
c. Civic responsibility
d. National development

(9)

78. Teaching is considered as an art because
    a. It is a systematic process
    b. It produce change in behaviour
    c. Its outcome is predictable
    d. It applies the findings of psychology
79. The skill acquisition phase of micro-teaching is associated to
    a. Observe the demonstration of skill
    b. Analyse and discuss micro lesson
    c. Use skill in actual teaching
    d. Prepare micro-lesson.
80. The process of dispute settlement is known as
    a. Assimilation b. Accommodation
    c. Cooperation d. Competition
81. Which of the Millennium Development Goal (MDG) is related to gender equality?
    a. Goal 2 b. Goal 3 c. Goal 4 d. Goal 5
82. According to Child Right Convention up to when a person is considered child?
    a. 14 years b. 15 years
    c. 16 years d. 18 years
83. Epistemology deals with the study of
    a. Value b. Reality
    c. Knowledge d. Social order
84. "Experience is the heart and soul of education" is the version of
    a. Realism b. Idealism
    c. Naturalism d. Pragmatism
85. The main objective of *Shrestha Education* is to prepare.
    a. Trained teacher
    b. Trained office personal
    c. Conscious citizen
    d. Qualified lawyer
86. Which of the following is the unique recommendation of High Level National Education commission 2055?
    a. Establishment of Open University
    b. Provision of education in mother tongue
    c. Phase out of certificate level from university
    d. Formation of Teacher Service Commission

(10)

87. The ultimate aim of Village Education Plan is to ensure
a. Examination
b. Building
c. Teacher
d. Access

88. Social inclusion is a main agenda of
a. Basic and Primary Education
b. Secondary Education Support Program
c. Education for All
d. School Sector Reform Plan

89. Course of study is primarily concerned with
a. Textbook
b. Content
c. Classroom
d. Student

90. Which of the following are the central problems of curriculum organization?
a. Breadth, depth, sequence and balance
b. Scope, sequence, balance and integration
c. Continuity, sequence, balance, and integration
d. Continuity, sequence, scope and integration

91. ECD program is concerned with
a. Children's basic literacy
b. Children's Discipline
c. Children's physical, cognitive, and emotional development
d. Preparing children for secondary level

92. Formative evaluation is also known as ..... Evaluation
a. Extractive
b. Intractive
c. Proactive
d. Retroactive

93. The consistency of entrance score with the score obtained in first semester signifies ..... validity.
a. Content
b. Construct
c. Concurrent
d. Predictive

94. The square root of the average of the squares of deviations of individual scores from its mean is known as
a. Mean
b. Median
c. Mode
d. Standard deviation

95. Which of the following test item encourage more guessing?
a. Completion
b. True false
c. Matching
d. Multiple choice

96. Which of the following devices gives us key information about student?
    a. Rating scale
    b. Check list
    c. Anecdotal record
    d. Self evaluation report
97. Which of the following is an example of development rather than growth?
    a. Increase in height
    b. Change in body weight
    c. Change in emotional behavior
    d. Change in shape
98. The capacity to preserve learning experience for a long time is known as
    a. Recalling
    b. Recognition
    c. Retention
    d. Retrieval
99. According to UNICEF life skills refers to
    a. Balance of knowledge, skill, and attitude
    b. Ability to deal with changing environment
    c. Ability to deal with demand and challenge of life
    d. Ability to develop competency to be an effective citizen
100. Eclectic counseling emphasizes on
    a. Suggesting alternative
    b. Exchange of opinion
    c. Providing direction
    d. Providing role model

X
(12)

Tribhuvan University
Faculty of Education
Entrance Test 2076

Level: Master Degree

Time:1.40hrs

Subject: Mathematics Education

Cross ☒ the best answers in your answer sheet

1. Let S be a non-empty finite set. A function $f: S \to S$ is a permutation on S if f is
   a. bijective
   b. surjective
   c. injective but not surjective
   d. not bijective
2. Which of the following statement is not true?
   a. Every group is a monoid
   b. Every group is a semi-group
   c. Every monoid is a group
   d. All of the above
3. Which of the following is the order of the symmetric group S_n of degree n?
   a. $n!/2$
   b. $n!$
   c. n
   d. $2n$
4. Which of the following is not a binary operation in the set of integers Z?
   a. Addition
   b. Subtraction
   c. Multiplication
   d. Division
5. Which of the following is the unit element in the ring Z_6 of congruence modulo 6?
   a. 2
   b. 3
   c. 4
   d. 5
6. Which of the following statement is not true about the extension of field?
   a. The field F is algebraic extension over F itself.
   b. Every finite extension field is algebraic extension.
   c. The field C of complex number is algebraic extension of the field R of real numbers.
   d. The field R of real numbers is algebraic extension of the field Q of rational numbers.

7. Let A and B be two square matrices of same size then which of the following does not hold in general?
   a. $AB = BA$ b. $A + B = B + A$
   c. $(A + B)^T = A^T + B^T$ d. $(AB)^T = B^T A^T$
8. Let U and W be any two subspaces of the vector space V then which of the following may not be a true statement?
   a. $U \cap W$ is always subspace of V
   b. $U \cup W$ is always subspace of V
   c. $U + W$ is always subspace of V
   d. $U \cup W$ is subspace of V if $U \subseteq W$
9. Which of the following is the true statement about an open set?
   a. The union of two open set is open.
   b. The intersection of two open set is open.
   c. The interior of every open set is open.
   d. All of the above.
10. What is expansion for e^x?
   a. $1 + \frac{x}{1!} + \frac{x^2}{2!} + \frac{x^3}{3!} + \cdots$ b. $1 + \frac{x}{1} + \frac{x^2}{2} + \frac{x^3}{3} + \cdots$
   c. $1 - \frac{x}{1!} + \frac{x^2}{2!} + \frac{x^3}{3!} + \cdots$ d. $\frac{x}{1!} + \frac{x^2}{2!} + \frac{x^3}{3!} + \cdots$
11. The two planes $a_1x + b_1y + c_1z + d_1 = 0$ and $a_2x + b_2y + c_2z = 0$ are perpendicular if
   a. $a_1a_2 + b_1b_2 + c_1c_2 = 0$ b. $a_1/a_2 = b_1/b_2 = c_1/c_2$
   c. $a_1a_2 + b_1b_2 + c_1c_2 = -1$ d. $a_1a_2 + b_1b_2 + c_1c_2 = 1$
12. The equation of the tangent at a point (x_1, y_1) on the hyperbola $\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$ is
   a. $\frac{xx_1}{a^2} + \frac{yy_1}{b^2} = 1$ b. $\frac{xx_1}{a^2} - \frac{yy_1}{b^2} = 0$
   c. $\frac{xx_1}{a^2} - \frac{yy_1}{b^2} = 1$ d. $\frac{xx_1}{a^2} + \frac{yy_1}{b^2} = -1$
13. The points of intersection of two parallel lines in hyperbolic geometry is called
   a. Ideal point b. Trilateral
   c. Defect of a triangle d. Defect of a line
14. The summit and the base of Saccheri quadrilateral are____
   a. Congruent b. Parallel
   c. Perpendicular d. Adjacent

15. In which geometry is the sum ofinterior angles of a triangle more than 180^0?
    a. Elliptic geometry
    b. Euclidean geometry
    c. Hyperbolic geometry
    d. Projective
16. The similarity relation in the set of triangles is__
    a. reflexive
    b. symmetric
    c. transitive
    d. all of the above
17. Which one of the following is non-isometric transformation?
    a. Enlargement
    b. Reflection
    c. Translation
    d. Rotation
18. The inverse of a circle through the centre O of inversion is-
    a. a line itself
    b. a circle through O
    c. a line not through O
    d. a circle not through O
19. The Euler Characteristics χ of a surface with genus 2 is given by
    a. 2 b. 1 c. -2 d. -1
20. "Every even integer greater than 2 can be expressed as the sum of two primes" is a conjecture in number theory, called
    a. Euler's Conjecture
    b. Fermat's Conjecture
    c. Goldbach's Conjecture
    d. Wilson's Conjecture
21. The *divergence* of a vector $\vec{v}$ is given by
    a. $\vec{\imath}\frac{\partial \vec{v}}{\partial x} + \vec{j}\frac{\partial \vec{v}}{\partial y} + \vec{k}\frac{\partial \vec{v}}{\partial z}$
    b. $\vec{\imath}.\frac{\partial \vec{v}}{\partial x} + \vec{j}.\frac{\partial \vec{v}}{\partial y} + \vec{k}.\frac{\partial \vec{v}}{\partial z}$
    c. $\vec{\imath}\times\frac{\partial \vec{v}}{\partial x} + \vec{j}\times\frac{\partial \vec{v}}{\partial y} + \vec{k}\times\frac{\partial \vec{v}}{\partial z}$
    d. $\frac{\partial \vec{v}}{\partial x} + \frac{\partial \vec{v}}{\partial y} + \frac{\partial \vec{v}}{\partial z}$
22. A differential equation of the form $\frac{dy}{dx} + Py = Q$ where P and Q are the function of x alone or constant is called a
    a. Linear differential equation
    b. Homogenous differential equation
    c. Exact differential equation
    d. second order differential equation
23. Which one of the following is not an aspect of Bruner's theory of instruction?
    a. Structure
    b. Readiness
    c. Reinforcement
    d. Intuition

24. Which one of the following is the highest level of learning according to Gagne's hierarchies of learning?
    a. Concept learning b. Multiple discrimination learning
    c. Rule learning d. Problem solving learning
25. Which one of the following is not a physical criterion for selection of manipulative materials in mathematics?
    a. Durability b. Attractive
    c. Simplicity d. Flexibility
26. Who said that mathematician is a blind man in the dark room looking for a black cat which is not there?
    a. Locke b. Russell c. Klein d. Darwin
27. Which one of the following is the higher level of skill according to Hoffer?
    a. Drawing b. Logical
    c. Application d. Evaluation
28. Which one of the following is the most appropriate surface for Lobachevskian geometry?
    a. Sphere b. Pseduspher e
    c. Hemisphere d. Nanosphere
29. Which one of the following is the differentiation of coshx?
    a. Sinhx b. –Sinhx
    c. $Sech^2 x$ d. Sin^2x
30. Which one of the following is true?
    a. AM > GM > HM b. AM < GM < HM
    c. AM ≥ Gm ≥ HM d. AM ≤ GM ≤ HM
31. A plane curve traced by a point on the perimeter of a circle rolling around a fixed circle is known as:
    a. Cardioid b. Folium of Descartes
    c. Cissoid of Diocles d. Strophoid
32. What is the process of finding the length of an arc of a curve?
    a. Rectification b. Differentiation
    c. Integration d. Quadrature
33. Which of the following sets is uncountable?
    a. Set of whole numbers b. Set of integers
    c. Set of rational numbers d. Set of irrational numbers

34. What is the probability of drawing a spade or a jack from a well-shuffled deck of playing cards?

a. $\frac{4}{13}$ b. $\frac{2}{13}$ c. $\frac{1}{13}$ d. $\frac{1}{4}$

35. The statement $p \rightarrow q$ is logically equivalent to:

a. $p \rightarrow q$ b. $\sim p \rightarrow \sim q$

c. $\sim q \rightarrow \sim p$ d. $p \leftarrow q$

36. For all a, b $\in \mathbb{R}$, which of the following is not true?

a. $|ab| = |a||b|$ b. $\left|\frac{a}{b}\right| = \frac{|a|}{|b|}$ $(b \neq 0)$

c. $|a + b| = |a| + |b|$ d. $|a - b| \leq |a| + |b|$

37. Which of the following statements is false?

a. Every interval is an open set

b. Every open interval is an open set

c. Intersection of two open sets is open

d. Interior of a set S is a subset of S

38. Which of the following statements is true?

a. Every compact subset of $\mathbb{R}$ is bounded

b. Open intervals on $\mathbb{R}$ are compact

c. Every subset of $\mathbb{R}$ is compact

d. The set $\mathbb{N}$ of natural numbers is not compact

39. Which of the following sequences is unbounded?

a. $\langle(-1)\rangle^n$ b. $\langle n^2\rangle$

c. $\langle\frac{(-1)^n}{(n-1)!}\rangle$ d. $\langle 1 + (-1)^n\rangle$

40. The series $1 + r + r^2 + \ldots\ldots$, oscillates finitely if:

a. r = -1 b. r = 1

c. r < -1 d. r > -1

41. Which of the following statements is true?

a. Every constant function is continuous in $\mathbb{R}$

b. Identity function is continuous on $\mathbb{R}$

c. The function $\frac{1}{x}$ is continuous on (0,1)

d. All of the above

42. If f has an extreme value and f' (c) exists, then which of the following must hold?

a. f' (c) < 0 b. f' (c) = 0

c. f" (c) = 0 d. f" (c) = 0

(5)

43. A bounded function f on [a, b] is Riemann integrable on [a, b] if f for $\in > 0\ \exists\ \delta > 0$ such that:
a. $\cup(P) - L(P) > \in\ \forall \| P \| \leq \delta$
b. $\cup(P) - L(P) \geq \in\ \forall \| P \| \leq \delta$
c. $\cup(P) - L(P) < \in\ \forall \| P \| \leq \delta$
d. $\cup(P) - L(P) \leq \in\ \forall \| P \| \leq \delta$

44. If H is a subgroup of a group G, then any two left cosets of H in G are:
a. always disjoint
b. always identical
c. either disjoint or identical
d. neither disjoint nor identical

45. A subspace of a vector space V over a field F other than V is called:
a. improper subspace
b. proper subspace
c. zero subspace
d. trivial subspace

46. What is $D^n(e^{ax})$?
a. ae^{ax}
b. ae^{anx}
c. $a^n e^{ax}$
d. e^{anx}

47. If a=b, the equation $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ represents:
a. circle
b. ellipse
c. hyperbola
d. parabola

48. The differential equation Mdx + Ndy = 0 is exact if:
a. M = N
b. $\frac{\partial M}{\partial y} = -\frac{-\partial N}{\partial x}$
c. $\frac{\partial N}{\partial y} = \frac{\partial M}{\partial x}$
d. $\frac{\partial M}{\partial y} = \frac{\partial N}{\partial x}$

49. Two lines parallel to the same line are parallel to each other is a fact of:
a. Elliptic geometry
b. Projective geometry
c. Euclidean geometry
d. Hyperbolic geometry

50. If z_1, z_2 are any two complex numbers then which of the following is true?
a. $|z_1 + z_2| = |z_1| + |z_2|$
b. $|z_1 + z_2| \geq |z_1| + |z_2|$
c. $|z_1 + z_2| < |z_1| + |z_2|$
d. $|z_1 + z_2| \leq |z_1| + |z_2|$

51. Which one of the following is the highest level of cognitive domain according to Bloom's Taxonomy?
a. Application
b. Analytic
c. Synthesis
d. Evaluation

P.T.O.

52. **Which one of the following skills is needed for teaching understanding?**
    a. preview
    b. Overview
    c. Review
    d. All of the above
53. Which one of the following is most important steps in constructivist method of teaching?
    a. Observation
    b. Exercise
    c. Exploration
    d. Reflection
54. What is angle sum of triangle in elliptic geometry?
    a. less than 180°
    b. equal to 180°
    c. more than 180°
    d. equal TO 270°
55. Who is known as the first geometer of Egypt?
    a. Thales
    b. Enclid
    c. Plato
    d. Enclid
56. Which of the following is not an element of the statistical test?
    a. H_o
    b. $\propto$
    c. Test statistics
    d. Estimation of mean
57. Which one of the following is non-degenerate conics?
    a. Circle
    b. Point
    c. Line
    d. Two interesting lines
58. Which one of the following is correct?
    a. $i^2 = j^2 = k^2$
    b. $i^2 = j^2 = -1$
    c. $j^2 = k^2 = ijk$
    d. ijk = 1
59. Which one of the following is the shape of Conic section if eccentricity e < 1?
    a. Hyperbola
    b. Ellipse
    c. Parabola
    d. Circle
60. What is the negation of p ↔ q?
    a. $p \leftrightarrow \sim q$
    b. $\sim (p \leftrightarrow q)$
    c. $\sim p \leftrightarrow q$
    d. All of the above
61. What is the minimum number of vertices necessary for a graph with 15 edges to be planar?
    a. 8
    b. 7
    c. 6
    d. 5

62. For any two positive integers a and b if $a|b$ and $b|a$ then which of the following is true?
a. $a < b$ b. $b < a$
c. $a = b$ d. $a \neq b$

63. If a couple plans to have three children, what is the probability that exactly two will be boys?
a. $\frac{1}{4}$ b. $\frac{1}{2}$ c. $\frac{3}{4}$ d. $\frac{3}{8}$

64. Which of the following is not the characteristics of good estimator?
a. Clarity b. Sufficiency
c. Efficiency d. Consistency

65. What is the total number of edges in the complete bipartite graph k_n?
a. $\frac{n(n-1)}{2}$ b. $\frac{n}{2}$
c. $\frac{n-1}{2}$ d. $n(n-1)$

66. What is the image of the point p(x, y) when reflected on Y-axis?
a. (-x, y) b. (x, -y) c. (-x, -y) d. (x, y)

67. What is the value of $\frac{dy}{dx}$ at (1,1) to the curve $x^2 - xy + y^2 = 2$?
a. 1 b. -1
c. $\frac{1}{2}$ d. $-\frac{1}{2}$

68. What is the equation of directrix of the parabola $y^2 = 4ax$?
a. y + a = o b. y - a = o
c. x + a = o d. x - a = o

69. The general equation $ax^2 + 2hxy + by^2 + 2gx + 2fy + c =$ 0represents a parabola if....
a. $h^2 < ab$ b. $h^2 \leq ab$
c. $h^2 > ab$ d. $h^2 = ab$

70. Which one of the following is false?
a. A finite integral domain in a field.
b. A division ring is a field.
c. A field is a division ring.
d. A field is an integral domain.

(8)

71. What is the infinium of the set {x : x > 1}?
    a. infinium 1. b. no maximum
    c. no minimum d. suprerium 1.
72. The value of C in Rolle's Theorem for the function $f(x) = x^2 - x$ on $[0, 1]$ is....
    a. $\frac{1}{3}$ b. $\frac{1}{2}$ c. $\frac{1}{4}$ d. $\frac{3}{4}$
73. Which of the following gives a paraliel as asymptote to the curve $xy^2 - y^2 - x^3 = 0$
    a. $x = 0$ b. $x = 1$
    c. $y = 0$ d. $x = 0,1,-1$
74. The langage's form of remainder of f(x) in [a,b] is given by-
    a. $\frac{b^n f^n(c)}{N!}, C \in (a, b)$ b. $\frac{(b-a)^n}{n!} f^n(c), C \in (a, b)$
    c. $\frac{b^n - a^n}{n!} f^n(c), C \in (a, b)$ d. $\frac{(b-)^n}{n} f^n(c),\ C \in (a, b)$
75. Which of the following is not fact of Euclidean geometry?.
    a. Two chords of á circle are equidistant from its centre.
    b. Angle inscribed in a semi-circle is a right angle.
    c. Angles inscribed in congruent area of a circle are congruent.
    d. Minor areas of congruent chords of a circle are equal.
76. Which country in the SAARC region established open university first?
    a. India b. Nepal
    c. Pakistan d. Srilanka
77. The individual aim of education is associated with the objective of
    a. Self realization b. Human relationshi p
    c. Civic responsibility development d. National
78. Teaching is considered as an art because
    a. It is a systematic process
    b. It produce change in behaviour
    c. Its outcome is predictable
    d. It applies the findings of psychology

79. The skill acquisition phase of micro-teaching is associated to
    a. Observe the demonstration of skill
    b. Analyse and discuss micro lesson
    c. Use skill in actual teaching
    d. Prepare micro-lesson
80. The process of dispute settlement is known as
    a. Assimilation
    b. Accommodation
    c. Cooperation
    d. Competition
81. Which of the Millennium Development Goal (MDG) is related to gender equality?
    a. Goal 2
    b. Goal 3
    c. Goal 4
    d. Goal 5
82. According to Child Right Convention up to when a person is considered child?
    a. 14 years
    b. 15 years
    c. 16 years
    d. 18 years
83. Epistemology deals with the study of
    a. Value
    b. Reality
    c. Knowledge
    d. Social order
84. "Experience is the heart and soul of education" is the version of
    a. Realism
    b. Idealism
    c. Naturalism
    d. Pragmatism
85. The main objective of *Shrestha Education* is to prepare.
    a. Trained teacher
    b. Trained office personal
    c. Conscious citizen
    d. Qualified lawyer
86. Which of the following is the unique recommendation of High Level National Education commission 2055?
    a. Establishment of Open University
    b. Provision of education in mother tongue
    c. Phase out of certificate level from university
    d. Formation of Teacher Service Commission
87. The ultimate aim of Village Education Plan is to ensure
    a. Examination
    b. Building
    c. Teacher
    d. Access

88. Social inclusion is a main agenda of
    a. Basic and Primary Education
    b. Secondary Education Support Program
    c. Education for All
    d. School Sector Reform Plan
89. Course of study is primarily concerned with
    a. Textbook b. Content c. Classroom d. Student
90. Which of the following are the central problems of curriculum organization?
    a. Breadth, depth, sequence and balance
    b. Scope, sequence, balance and integration
    c. Continuity, sequence, balance, and integration
    d. Continuity, sequence, scope and integration
91. ECD program is concerned with
    a. Children's basic literacy
    b. Children's Discipline
    c. Children's physical, cognitive, and emotional development
    d. Preparing children for secondary level
92. Formative evaluation is also known as ..... Evaluation
    a. Extractive b. Intractive
    c. Proactive d. Retroactive
93. The consistency of entrance score with the score obtained in first semester signifies ..... validity.
    a. Content b. Construct c. Concurrent d. Predictive
94. The square root of the average of the squares of deviations of individual scores from its mean is known as
    a. Mean b. Median
    c. Mode d. Standard deviation
95. Which of the following test item encourage more guessing?
    a. Completion b. True false
    c. Matching d. Multiple choice
96. Which of the following devices gives us key information about student?
    a. Rating scale b. Check list
    c. Anecdotal record d. Self evaluation report

97. Which of the following is an example of development rather than growth?
    a. Increase in height
    b. Change in body weigh
    c. Change in emotional behavior
    d. Change in shape
98. The capacity to preserve learning experience for a long time is known as
    a. Recalling
    b. Recognition
    c. Retention
    d. Retrieval
99. According to UNICEF life skills refers to
    a. Balance of knowledge, skill, and attitude
    b. Ability to deal with changing environment
    c. Ability to deal with demand and challenge of life
    d. Ability to develop competency to be an effective citizen
100. Eclectic counseling emphasizes on
    a. Suggesting alternative
    b. Exchange of opinion
    c. Providing direction
    d. Providing role model

— X —

d

ive
ns

on
ing?

on

rt

(12)

Tribhuvan University
Faculty of Education
Entrance Test 2076

Level: Master Degree
Subject: Nepali Education
Time:1.40 hrs
Cross ☒ the best answers in your answer sheet

१. प्रयोगवादी कविताको प्रारम्भन गर्ने कवि को हुन् ?
(क) लक्ष्मीप्रसाद देवकोटा (ख) माधव घिमिरे
(ग) गोपालप्रसाद रिमाल (घ) मोहन कोइराला

२. भाषाको सम्प्रेषणात्मक पक्षमा केन्द्रित विशेषता कुन हो ?
(क) भाषा सामाजिक हुन्छ ।
(ख) भाषा यादृच्छिक हुन्छ ।
(ग) भाषाको व्यवस्था हुन्छ ।
(घ) भाषामा विचार विनिमय हुन्छ ।

३. ध्वनि उच्चारणको स्थिर अवयव कुन हो ?
(क) स्वरयन्त्र (ख) जिब्रो
(ग) ओठ (घ) वर्त्स

४. नेपाली कविताको प्राथमिक कालको मूल प्रवृत्ति के हो ?
(क) स्वच्छन्दता (ख) शृङ्गार
(ग) परिष्कार (घ) भक्ति

५. 'शारदा' पत्रिकाले प्रारम्भ गरेको साहित्यिक चरण कुन हो ?
(क) माध्यमिक काल (ख) प्राथमिक काल
(ग) आधुनिक काल (घ) समसामयिक काल

६. 'भुरुरु' शब्द कुन प्रकियाबाट बनेको हो ?
(क) समास (ख) मिश्रण
(ग) द्वित्व (घ) कर्तन

७. नेपालीको औच्यार्य व्यञ्जन वर्ण कुन हो ?
(क) ऋ (ख) ञ (ग) ङ (घ) ण

८. 'खाइयो' कुन वाच्यको उदाहरण हो ?
(क) कर्तृवाच्य (ख) भाववाच्य
(ग) कर्मवाच्य (घ) सारवाच्य

९. 'आयामेली' आन्दोलन कसले सुरु गरेका हुन् ?
(क) राममणि आदि (ख) इन्द्रबहादुर राई
(ग) बालकृष्ण पोखरेल (घ) लेखनाथ पौडेल

१०. नेपालमा कुन परिवारअन्तर्गतका भाषाको सङ्ख्या धेरै छ ?
(क) भारोपेली (ख) भोट बर्मेली
(ग) द्रविड (घ) आग्नेली

११. 'संरूप' शब्दमा कति ओटा अक्षर छन् ?
(क) तीन (ख) दुई
(ग) एक (घ) चार

१२. मनोवैज्ञानिक कथाको उपलब्धि के हो ?
(क) अलौकिक तत्त्वको प्रविष्टि
(ख) व्यक्तिको अन्तरमनको उद्घाटन
(ग) सामाजिक विषयको उठान
(घ) मानव जीवनको स्वाभाविक अभिव्यक्ति

१३. नेपाली साहित्यको अतियथार्थवादी उपन्यास कुन हो ?
(क) लङ्गडाको साथी (ख) पल्लो घरको झ्याल
(ग) बसाइँ (घ) भ्रमर

१४. 'चलाख केटी' कुन पदावली हो ?
(क) नाम (ख) विशेषण
(ग) क्रियाविशेषण (घ) क्रिया

१५. शब्दकोशमा उद्देश्य खण्डमा नराखिने सूचना कुन हो ?
(क) उखान (ख) उच्चारण
(ग) व्याकरण (घ) व्युत्पत्ति

१६. प्रायोगिक भाषाविज्ञानको शाखाअन्तर्गत पर्ने विज्ञान कुन हो ?
(क) कोशविज्ञान (ख) रूपविज्ञान
(ग) ध्वनिविज्ञान (घ) अर्थविज्ञान

१७. नेपाली प्रगतिवादी निबन्धका प्रमुख स्रष्टा को हुन् ?
(क) श्यामप्रसाद शर्मा (ख) हृदयचन्द्रसिंह प्रधान
(ग) शङ्कर लामिछाने (घ) भैरव अर्याल

१८. प्रयोगवादी एकाङ्कीकारका रूपमा चिनिने प्रतिभा को हुन् ?
(क) पुष्कर शमसेर (ख) सरुभक्त
(ग) गोविन्द गोठाले (घ) हृदयचन्द्रसिंह प्रधान

१९. भाषाशिक्षणमा मौखिक अभिव्यक्ति क्षमता विकासका लागि कुन विधा बढी उपयोगी हुन्छ ?
(क) कथा (ख) कविता
(ग) रूपक (घ) निबन्ध

२०. भाषाशिक्षणका लागि विद्यालय प्रशासनले तयार पार्ने योजना कुन हो ?
(क) पाठयोजना (ख) वार्षिक कार्ययोजना
(ग) एकाइयोजना (घ) वार्षिक कार्यतालिका

२१. भाषापाठ्यक्रम निर्माणको सबैभन्दा महत्त्वपूर्ण चरण कुन मानिन्छ ?
(क) आवश्यकताको विश्लेषण
(ख) सक्षमता निर्धारण
(ग) पाठ्यवस्तु चयन
(घ) सिकाइ सहजीकरण प्रक्रिया किटान

२२. विसर्ग सन्धियुक्त शब्द कुन हो ?
(क) मनोरथ (ख) विद्यालय
(ग) धुपौरो (घ) नरेन्द्र

२३. विद्यालय तहको कार्यपुस्तक मूलतः कसका लागि बढी उपयोगी ठहर्छ ?
(क) विद्यार्थी (ख) विद्यालय
(ग) शिक्षक (घ) अभिभावक

२४. यौनमनोविज्ञानको धारमा विचरित उपन्यास कुन हो ?
(क) यमपुरीको महल (ख) भोक र भित्ताहरू
(ग) नरेन्द्रदाइ (घ) शिरीषको फूल

२५. २०७५ सालको मदन पुरस्कार प्राप्त गर्ने स्रष्टा को हुन् ?
(क) युवराज नयाँघरे (ख) शारदा शर्मा
(ग) शृङ्खला खतिवडा (घ) नीलम कार्की

२६. 'द्वन्द्व' को सही अक्षर संरचना कुने हो ?

(क) व्यव्यस्वव्य+व्यव्यस्व (ख) व्यव्यस्व+व्यव्यस्वव्य

(ग) स्वव्यव्य+व्यव्यस्व (घ) स्वस्वव्यव्य+व्यस्वव्यव्य

२७. वर्णविन्यास मूलतः भाषाको कुन पक्षसँग सम्बन्धित हुन्छ ?

(क) उच्चार्य (ख) लेख्य

(ग) पाठ्य (घ) कथ्य

२८. उपसर्ग र प्रत्यय लागेर व्युत्पन्न भएको शब्द कुन हो ?

(क) सीमित (ख) अज्ञान

(ग) प्रयोग (घ) उपयोगी

२९. 'बहिनी भाका मिलाएर गीत गाउँछिन्' यस वाक्यमा 'भाका मिलाएर' पदले के जनाउँछ ?

(क) क्रिया (ख) क्रियायोगी

(ग) कर्म (घ) कर्ता

३०. नेपाली भाषा भारोपेली परिवारको कुन शाखाबाट विकसित भएको हो ?

(क) केन्तुम् (ख) सतम्

(ग) बाल्टिक (घ) केल्टिक

३१. 'एक जाति : धेरै भाषा' यो भनाइ कुन जातिमा देखापर्छ ?

(क) राई (ख) नेवार

(ग) गुरुङ (घ) पहरी

३२. सूत्रबाट उदाहरण र प्रयोगतर्फ उन्मुख हुने शिक्षण पद्धतिलाई के भनिन्छ ?

(क) सम्प्रेषणात्मक (ख) आगमनात्मक

(ग) निगमनात्मक (घ) उत्पादनात्मक

३३. शब्दनिर्माणको क्रुन प्रक्रियामा मुक्त-मुक्त रूपको संयोजन हुन्छ ?

(क) सर्ग प्रक्रिया (ख) समास प्रक्रिया

(ग) द्वित्व प्रक्रिया (घ) सन्धि प्रक्रिया

३४. प्राथमिक तहका लागि कस्ता शब्दभण्डार उपयोगी मानिन्छन् ?

(क) उच्चस्तरीय (ख) मध्यवर्ती

(ग) निम्नस्तरीय (घ) आधारभूत

(४)

३५. स्नातक तहको अनिवार्य नेपालीको पाठ्यक्रमले के अपेक्षा गरेको छ ?

(क) विशुद्ध भाषाको ज्ञान उपलब्ध गराउने
(ख) विधागत पहिचान र सामर्थ्यमा सक्षम तुल्याउने
(ग) भाषिक अभिव्यक्ति सामर्थ्यको विकास गराउने
(घ) विषयगत ज्ञानको क्षेत्र समृद्ध बनाउने

३६. मौलिक र सिर्जनात्मक क्षमता परीक्षणका लागि कस्ता शब्दहरू उपयोगी हुन्छन् ?

(क) निबन्धात्मक (ख) जोडा मिलाउने
(ग) ठिकबेठिक छुट्ट्याउने (घ) खाली ठाउँ भर्ने

३७. भाषा पाठ्यपुस्तकको महत्त्वपूर्ण पक्ष कुन हो ?

(क) शब्दभण्डार (ख) चित्रविन्यास
(ग) विषयवस्तु (घ) नमुना अभ्यास

३८. पाठ्यपुस्तकका लागि प्रभावकारी मानिने मसी कुन हो ?

(क) निलो (ख) रातो
(ग) हरियो (घ) कालो

३९. भोटबर्मेली भाषिक पृष्ठभूमिका विद्यार्थीले नेपाली सिक्दा त्रुटि गर्ने प्रमुख क्षेत्र कुन हो ?

(क) उच्चारण (ख) पदसङ्गति
(ग) वर्णविन्यास (घ) शब्दरचना

४०. बालकले उच्चारण गर्ने एक शब्दे बोलीमा कुन वर्गका शब्दको बाहुल्य रहन्छ ?

(क) अव्यय (ख) नाम
(ग) सर्वनाम (घ) क्रियापद

४१. खोटाङको राई र पाल्पाको मगर भाषी वक्ता विचार विनिमय गर्दा नेपाली भाषाको उपयोग कुन रूपमा गर्छन् ?

(क) सरकारी भाषाका रूपमा
(ख) मानक भाषाका रूपमा
(ग) राष्ट्र भाषाका रूपमा
(घ) सम्पर्क भाषाका रूपमा

४२. 'हलन्त बहिष्कार' आन्दोलनका प्रवर्तक को हुन् ?

(क) राममणि आ.दि. (ख) नरेन्द्रमणि आ.दि.

(ग) कमलमणि आ.दि. (घ) मदनमणि दीक्षित

४३. 'भाइ घर गयो । ऊ भोलि आउँछ ' मा नाम प्रतिस्थापक शब्द कुन हो ?

(क) ऊ (ख) घर

(ग) भोलि (घ) आउँछ

४४. नेपाली भाषाको शिक्षण किन आवश्यक छ ?

(क) यसका सबैभन्दा बढी वक्ता भएकाले

(ख) यसमा साहित्य सिर्जना गरिएकाले

(ग) यो राष्ट्रिय गतिविधिको माध्यम भाषा भएकाले

(घ) यसमा पुस्तक र पत्रपत्रिका प्रकाशन भएकाले

४५. कवितामा प्रयोग हुने भाषा कस्तो हुन्छ ?

(क) सूत्रात्मक (ख) सूचनात्मक

(ग) वर्णनात्मक (घ) विवरणात्मक

४६. कुन कृतिको प्रकाशनपछि नेपाली कवितामा आधुनिक काल प्रारम्भ भएको हो ?

(क) प्रश्नोत्तर (ख) ऋतुविचार

(ग) कुञ्जिनी (घ) राष्ट्र निर्माता

४७. 'राजेश्वरी' खण्डकाव्यको अध्याय विभाजनमा प्रयोग गरिएको शब्द कुन हो ?

(क) विचार (ख) छाल

(ग) विश्राम (घ) सर्ग

४८. नेपाली साहित्यको पहिलो आख्यानात्मक कृति कुन हो ?

(क) महाभारत विराट्पर्व (ख) हितोपदेश

(ग) दशकुमार चरित (घ) हास्यकदम्ब

४९. ध्रुवचन्द्र गौतमका उपन्यासमा कस्तो शैली प्रयोग गरिएको छ ?

(क) औपचारिक (ख) अलङ्कृत

(ग) अनौपचारिक (घ) गुम्फित

क्रमश..

५०. नेपाली कथाको परम्परामा आधुनिक कालका प्रवर्तक को मानिन्छन् ?

(क) विष्णुचरण श्रेष्ठ (ख) गुरुप्रसाद मैनाली

(ग) भवानी भिक्षु (घ) विश्वेश्वरप्रसाद कोइराला

५१. 'कथा एउटा सानो आँखीझ्याल हो, जहाँबाट सानो संसार चियाइन्छ' यो भनाइ कसको हो ?

(क) रत्नध्वज जोशी (ख) गोविन्द बहादुर गोठाले

(ग) ईश्वर बराल (घ) लक्ष्मीप्रसाद देवकोटा

५२. विश्वेश्वरप्रसाद कोइरालाले नेपाली कथामा भित्र्याएको प्रवृत्ति कुन हो ?

(क) मनोवैज्ञानिक (ख) प्रयोगवादी

(ग) प्रगतिवादी (घ) स्वैरकाल्पनिक

५३. कुन रचनालाई रूपक मानिँदैन ?

(क) मनोवाद (ख) संवाद

(ग) दैनिकी (घ) वादविवाद

५४. नेपाली साहित्यका 'नाट्यसम्राट्' को हुन् ?

(क) बालकृष्ण सम (ख) लक्ष्मीप्रसाद देवकोटा

(ग) गोपालप्रसाद रिमाल (घ) पहलमान सिंह स्वाँर

५५. गोविन्द गोठालेका नाट्यकृतिमा कस्तो परिवेशको चित्रण गरिएको छ ?

(क) काठमाडौँली (ख) ग्रामीण

(ग) सहरिया (घ) तराई

५६. आधुनिक नेपाली निबन्धको थालनीमा कुन पत्रिकाको भूमिका महत्त्वपूर्ण रहेको छ ?

(क) साहित्यस्रोत (ख) शारदा

(ग) युगवाणी (घ) चन्द्रिका

५७. केशवराज पिंडाली र भैरव अर्यालका निबन्धकारिताको केन्द्रीय पहिचान के हो ?

(क) दार्शनिकता (ख) भावगाम्भीर्य

(ग) आत्मपरकता (घ) हास्यव्यङ्ग्यात्मकता

५८. 'सप्त शारदीय' (२०२४) कसको समालोचनात्मक कृति हो ?

(क) शरच्चन्द्र शर्मा (ख) रामकृष्ण शर्मा

(ग) तारानाथ शर्मा (घ) मोहनराज शर्मा

५९. रससूत्रका अन्तिम व्याख्याता को हुन् ?

(क) अभिनव गुप्त (ख) शङ्कुक

(ग) भट्टनायक (घ) भट्टलोल्लट

६०. अलङ्कारवादी सम्प्रदायका प्रथम आचार्य को हुन् ?

(क) भरत (ख) भामह

(ग) वामन (घ) आनन्दवर्धन

६१. जस्तो ह्न त्यसलाई त्यही रूपमा चित्रण गर्ने वादलाई के भनिन्छ ?

(क) परिष्कारवाद (ख) स्वच्छन्दतावाद

(ग) अतियथार्थवाद (घ) यथार्थवाद

६२. व्यक्तिको निर्णयलाई सर्वोच्च स्थान दिने वाद कुन हो ?

(क) विसङ्गतिवाद (ख) अस्तित्ववाद

(ग) बिम्बवाद (घ) प्रकृतवाद

६३. सोतभाषाको अभिप्राय के हो ?

(क) घरपरिवारमा सिकेको भाषा

(ख) छरछिमेकमा सिकेको भाषा

(ग) विद्यालय गएपछि सिकेको भाषा

(घ) न्यूनतम आवश्यकता पुरा गर्न सिकेको भाषा

६४. विशिष्ट उद्देश्य निर्धारण गर्दा कस्तो क्रियापदको प्रयोग गरिन्छ ?

(क) जान्नेछन् (ख) बुझ्नेछन्

(ग) परिचय दिनेछन् (घ) थाहा पाउनेछन्

६५. 'कन्या' को सही अक्षर संरचना कुन हो ?

(क) व्यव्यस्वव्य+ व्यव्यस्व (ख) व्यस्वव्य + व्यस्व

(ग) स्वव्यव्य + व्यव्यस्व (घ) स्वस्वव्यव्य + व्यस्वव्यव्य

(८)

६६. कस्ता लिपिचिह्नहरू तत्सम शब्दमा मात्र प्रयोग गरिन्छन् ?
(क) क, ख (ख) श, स
(ग) ञ, ण (घ) न, र
६७. बुँदाटिपोटको दोस्रो चरणमा के गरिन्छ ?
(क) शीर्षक चयन (ख) सम्यक् पठन
(ग) रेखाङ्कन (घ) खेस्रा लेखन
६८. वाक्यका अनिवार्य घटक कुनकुन हुन् ?
(क) कर्ता-कर्म (ख) कर्ता-क्रिया
(ग) कर्म -क्रिया (घ) उद्देश्य-विधेय
६९. 'घरमा झगडा गर्ने राम बाहिर अत्यन्त ज्ञानी छ' यस वाक्यात्मक कार्यका दृष्टिले कर्ता बुझाउने शब्द कुन हो ?
(क) घर (ख) राम (ग) झगडा (घ) ज्ञानी
७०. 'दोस्रो भाषा सिकाइमा मातृभाषाको अनुभवको स्थानान्तरण हुन्छ' भन्ने अवधारणाको व्याख्या कुनमा गरिन्छ ?
(क) व्यतिरेकी विश्लेषणमा (ख) त्रुटिविश्लेषणमा
(ग) सङ्कथन विश्लेषणमा (घ) शैलीविश्लेषणमा
७१. 'सीताले सिकार खायो' यस वाक्यमा कुन भाषिक भेद पाइन्छ ?
(क) कालगत (ख) विषयगत
(ग) भूगोलगत (घ) सामाजिक
७२. भोटबर्मेली परिवारको स्वभन्दा सम्पन्न भाषा कुन हो ?
(क) लिम्बू (ख) तामाङ (ग) मगर (घ) नेवारी
७३. 'भाइ गीत लेख्छ' वाक्यलाई प्रेरणार्थमा रूपान्तरण गर्दा के हुन्छ ?
(क) हरि भाइलाई गीत लेखाउँछ
(ख) भाइ रीतालाई गीत लेखाउँछ
(ग) दाजुसँग भाइ गीत लेख्छ
(घ) भाइ गीत लेखाउँछ
७४. भाषा पाठ्यक्रमको केन्द्रीय अङ्ग कुन हो ?
(क) क्षेत्र र क्रम (ख) शिक्षण सामग्री
(ग) उद्देश्य (घ) क्रियाकलाप

(७)

७५. 'नेपालको संविधान (२०७२)' ले कस्तो भाषालाई राष्ट्रभाषा मानेको छ ?

(क) मुलुकभित्र बोलिने सबै भाषालाई

(ख) मुलुकमा बोलिने सबै मातृभाषालाई

(ग) दोस्रो भाषाका रूपमा बोलिने भाषालाई

(घ) राष्ट्रभित्र प्रचलित सबै भाषालाई

76. Which country in the SAARC region established open university first?

a. India b. Nepal

c. Pakistan d. Srilanka

77. The individual aim of education is associated with the objective of

a. Self realization b. Human relationship

c. Civic responsibility d. National development

78. Teaching is considered as an art because

a. It is a systematic process

b. It produce change in behavior

c. Its outcome is predictable

d. It applies the findings of psychology

79. The skill acquisition phase of micro-teaching is associated to

a. Observe the demonstration of skill

b. Analyse and discuss micro lesson

c. Use skill in actual teaching

d. Prepare micro-lesson

80. The process of dispute settlement is known as

a. Assimilation b. Accommodation

c. Cooperation d. Competition

81. Which of the Millennium Development Goal (MDG) is related to gender equality?

a. Goal 2 b. Goal 3

c. Goal 4 d. Goal 5

82. According to Child Right Convention up to when a person is considered child?

a. 14 years b. 15 years

c. 16 years d. 18 years

(90)

83. Epistemology deals with the study of
a. Value
b. Reality
c. Knowledge
d. Social order

84. "Experience is the heart and soul of education" is the version of
a. Realism
b. Idealism
c. Naturalism
d. Pragmatism

85. The main objective of *Shreshta Education* is to prepare.
a. Trained teacher
b. Trained office personal
c. Conscious citizen
d. Qualified lawyer

86. Which of the following is the unique recommendation of High Level National Education Commission 2055?
a. Establishment of Open University
b. Provision of education in mother tongue
c. Phase out of certificate level from university
d. Formation of Teacher Service Commission

87. The ultimate aim of Village Education Plan is to ensure
a. Examination b. Building c. Teacher d. Access

88. Social inclusion is a main agenda
a. Basic and Primary Education
b. Secondary Education Support Program
c. Education for All
d. School Sector Reform Plan

89. Course of study is primarily concerned with
a. Textbook
b. Content
c. Classroom
d. Student

90. Which of the following are the central problems of curriculum organization?
a. Breadth, depth, sequence and balance
b. Scope, sequence, balance and integration
c. Continuity, sequence, balance, and integration
d. Continuity, sequence, scope and integration

91. ECD program is concerned with
a. Children's basic literacy
b. Children's Discipline
c. Children's physical, cognitive, and emotional development
d. Preparing children for secondary level

(99)

92. Formative evaluation is also known as ..... Evaluation
a. Extractive b. Intractive
c. Proactive d. Retroactive

93. The consistency of entrance score with the score obtained in first semester signifies ..... validity
a. Content b. Construct
c. Concurrent d. Predictive

94. The square root of the average of the squares of deviations of individual scores from its mean is known as
a. Mean b. Median
c. Mode d. Standard deviation

95. Which of the following test item encourage more guessing?
a. Completion b. True false
c. Matching d. Multiple choice

96. Which of the following devices gives us key information about student?
a. Rating scale b. Check list
c. Anecdotal record d. Self evaluation report

97. Which of the following is an example of development rather than growth?
a. Increase in height b. Change in body weight
c. Change in emotional behavior d. Change in shape

98. The capacity to preserve learning experience for a long time is known as
a. Recalling b. Recognition
c. Retention d. Retrieval

99. According to UNICEF life skills refers to
a. Balance of knowledge, skill, and attitude
b. Ability to deal with changing environment
c. Ability to deal with demand and challenge of life
d. Ability to develop competency to be an effective citizen

100. Eclectic counseling emphasizes on
a. Suggesting alternative b. Exchange of opinion
c. Providing direction d. Providing role model

X
(92)

1673

Tribhuvan University
Faculty of Education
Entrance Test 2076

Level: Master Degree Time:1.40hrs
Subject: Education Planning and Management
Cross ☒ the best answers in your answer sheet

1. Educational planning developed in to an academic discipline and a relevant practice from the
   a. 1920s b. 1910s
   c. 1950s d. 1990s
2. Which of the following is the first step of educational planning?
   a. Collection of new project propose
   b. Discussion among various experts
   c. Determination of objectives or targets priorities
   d. Evaluation of past plans and estimation of new plan
3. Which of the following is the major sources of human resource development?
   a. population growth b. job security
   c. Natural resources d. Economic resources.
4. The qualitative indicator of development is
   a. Basic human rights b. Increase in percapita income
   c. Increase arch in NNP d. Increase in National budget
5. Which of the following refers to quality indicator of education?
   a. leaving achievement of children b. Net enrollment ratio
   c. teacher student ratio d. Teacher student relationship
6. Which of the following is best related to Rolling Plan?
   a. Short-term plan b. Complementary plan
   c. long-range Plan d. Intermediate plan

7. Inclusive education means
   a. welcoming all children, with discrimination, into regular or ordinary schools.
   b. Welcoming all children, without discrimination, in to regular or ordinary schools.
   c. Welcoming handicapped children into regular or ordinary schools.
   d. welcoming disadvantages children into regular or ordinary schools.
8. Which of the following plan is locally prepared?
   a. Micro plan b. Central plan
   c. Macro plan d. Mega plan
9. Which of the following function of management is correct according to Luther Gullick?
   a. POCCC b. POSDCORD
   c. OISLC d. PODC
10. Top management is also known as
    a. Legal management b. Tactical management
    c. Executive management d. Higher management
11. Who is propounder of administrative management theory?
    a. chester Barnard b. Marx Weber
    c. Henry Fayol d. F.W. Taylor
12. Scientific management also known as
    a. Human relation approach b. work analysis approach
    c. Economic development approach d. Job analysis approach
13. Physiological needs doesnot include
    a. sex b. Thirst c. Security d. Hunger
14. Who developed the idea of management of organization (MBO)?
    a. Peter f. Drucker b. Weber
    c. Parson d. Herbert J.
15. Corporate planning is
    a. Divisional planning b. Regional planning
    c. Unit planning d. local planning

16. Which is the highest form of decentralization where authority for decision making is guaranteed by law?
    a. Decocentration
    b. Delegation
    c. privatization
    d. Devolution
17. Mc. Gregor's theory also called
    a. participation theory
    b. Involvement theory
    c. placement theory
    d. Appointment theory
18. People involve in group not for
    a. security
    b. goal achievement
    c. fight against member
    d. status
19. Group decision making technique doesnot accept the following technique
    a. Interacting group
    b. Electronic meeting
    c. Bargaining group
    d. Brain strorming
20. The Best approach to conflict resolution is
    a. lose-lose
    b. lose-win
    c. win-lose
    d. win-win
21. Functions of culture doesnot accept the
    a. Exchange of cognitive experiences
    b. culture fulfill the human needs
    c. culture develops personality
    d. culture is not vehicle of social change
22. Hindrance to co-ordination means
    a. Lack of knowledge, experience and character
    b. Lack of administrative skill and technique
    c. Vast number of variables involved
    d. All of the above
23. The first phase of clinical supervision is
    a. plans the objectives and the processes
    b. plans with teachers a series of lesson
    c. Establishes the relationship with teacher
    d. Develops the plans for conducting the conference

24. Educational supervision is mostly concerned to
    a. Improving curriculum and instruction b. charge to curriculum
    c. charge to text book d. charge the teaching behavior
25. The system of school supervision was introduced in Nepal during the
    a. Rana period b. NESP period
    c. Post democracy period d. Late NEC period
26. The 3 Rs literacy falls under:
    a. academic literacy b. educational literacy
    c. oral literacy d. general literacy
27. Which of the following method of analysis examines relationships between outputs, process and inputs?
    a. system analysis b. institutional analysis
    c. gender analysis d. policy analysis
28. The title of regional education inspector was changed to regional education director following the recommendations of:
    a. NNEPC b. ARNEC c. NESP d. NEC
29. Lecture method is
    a. teacher centered b. student centered
    c. society centered d. content centered
30. The allocation of resources in education planning is prioritized mainly concerned in:
    a. political decision making process
    b. social decision making process
    c. cultural decision making process
    d. bureaucratic decision making process
31. What are the basic elements of management process?
    a. decision making, problem solving, human relations and communicating
    b. decision making, problem solving, human relations and resource mobilization
    c. problem solving, decision making, communicating and natural setting
    d. all of the above

32. Which the incorrect statement
    a. management is a static process
    b. management is a dynamic process
    c. management is a universal process
    d. management is activity based process
33. The post democracy period is considered as the period of
    a. 1951 -1961 b. 1951 – 1971
    c. 1951 - 1981 d. 1981 - 1991
34. Financial problem in educational administration is related with:
    a. insufficient government grants
    b. uncontrolled growth of enrollment in education
    c. waste of national investments on education
    d. all of the above
35. How should organization members be motivated to do their jobs best?
    a. well written instruction b. orientation program
    c. inspection d. face to face communication
36. Improvement of vocational efficiency means
    a. skill based thinking b. interest in occupational ideas
    c. clearness in the profession d. increased productivity.
37. Rate of return approach to planning is based on the analysis of
    a. cost and benefits b. inputs and outputs
    c. objectives and outcome d. inputs and processes
38. Faculty of Education is established in:
    a. 1955 AD b. 1956 AD c. 1957AD d. 1958AD
39. Which of the following is the personal quality of supervisor?
    a. interest in supervision b. originality
    c. interest of teaching d. all of the above
40. Which of the following statement is not correct?
    a. educational planning is an intellectual and mental process
    b. educational planning is a data collection process
    c. educational planning is not a pre thinking process

d. education planning is a process of choosing the best course of action

41. The meaning of effectiveness is:
    a. achievement of the ends with the least amount of resources
    b. achievement of objectives
    c. both a and b
    d. achievement of consequences
42. An approach which provides a conceptual framework on which plans are formulated for implementing change for education is:
    a. system approach
    b. social demand approach
    c. human resource approach
    d. residual approach
43. What factor determines the length of an observation?
    a. wish of the teacher
    b. wish of the supervisor
    c. purpose of the observation
    d. wish of the teacher and supervisor
44. The main issue of gender discrimination was created in:
    a. patriarchal society
    b. matriarchal society
    c. higher caste society
    d. lower caste society
45. A person attends a university hoping a higher income for the whole working life is the concept of:
    a. social demand approach
    b. cost benefit analysis approach
    c. system approach
    d. residual approach
46. Learning by doing method is significantly concerned with:
    a. Montessori b. Heuristic c. Project d. Lecture
47. When was World Declaration in Education for All made?
    a. 1970AD
    b. 1980AD
    c. 1990AD
    d. 2000AD
48. The full form of EMIS is
    a. Economic Management Information System
    b. Enrollment Management in School
    c. Equality Management Information System
    d. Education Management Information System

49. The major advantage of staffing is that it allows
    a. to make proper decision b. To gather data
    c. To analyze the situation d. to select right person
50. The major cause of child labour is:
    a. traditional society b. immigration
    c. poverty d. broken family
51. An effective school administrator is always concerned with the smooth functioning of:
    a. the total programme of the school
    b. the instructional programme of the school
    c. the extracurricular activities of the school
    d. the examination of the school
52. Lifelong education is based on the principle of:
    a. formal education process b. continuing education process
    c. informal education process d. adult education process
53. In the context of Nepal education indicators are stated in
    a. SSRP b. Education Act
    c. Education Regulation d. Education budget
54. Which of the following is not the Dakar framework for action 2000?
    a. eliminating gender disparities
    b. improving all aspects of the quality of education
    c. ensuring excellency
    d. expanding and improving the education for advantaged children
55. Quality of education enhances;
    a. equity b. repetition
    c. enrolment rate d. pupil teacher ratio
56. The first functions of management is
    a. Planning b. Organizing
    c. directing d. controlling

57. From growth to growth with redistribution development concepts emerged in:
    a. 1960s decade b. 1970s decade
    c. 1980s decade d. 1990s decade
58. Which of the following is not the responsibility of a supervisor?
    a. planning conference for the teachers'
    b. developing supervisory program
    c. designing workshops and seminars
    d. fixing quota for manpower development.
59. Pupil administration does not include:
    a. reporting to parents b. classification of pupils
    c. number of family members d. pupil control
60. Continuing education process falls under the principle of
    a. Formal Education b. Life ling education
    c. non formal education d. adult education
61. SIP is an example of
    a. Micro plan b. Macro Plan
    c. Meso Plan d. Mega Plan
62. The main task of educational technology:
    a. own pace learning b. group discussion learning
    c. learning received passively d. imposed knowledge
63. Coordination is important for the activities relating to:
    a. planning b. organizing
    c. controlling d. all of the above
64. The ancient educational philosophy in Sri Lanka was guided by:
    a. Hinduism b. Buddhism
    c. Muslim d. Christian
65. In programmed instruction:
    a. students stay at home without contact with others
    b. students find correct response without feedback
    c. subject matters are broken down into sequential frames
    d. subject matters are not required

66. Which of the following is the personal quality of supervisor?
    a. interest in supervision
    b. originality
    c. interest of teaching
    d. all of the above
67. In educational management 'control' means
    a. measuring an activity
    b. comparing an activity with a criterion
    c. mechanism for corrective action
    d. all of the above
68. The functions of management are:
    a. planning, organizing, staffing, leading and controlling
    b. planning, organizing, staffing, leading and budgeting
    c. planning, organizing, leading, controlling and supervising
    d. planning, organizing, staffing, leading and observing
69. Theory of bureaucracy is related with:
    a. Elton Mayo
    b. Chester Bernard
    c. Henri Fayol
    d. Max Weber
70. Co-ordination is important for the activities relating to
    a. planning
    b.organizing
    c.controlling
    d.all of the above
71. Teacher talks and pupil absorbs passively in
    a. problem posing approach
    b. banking approach
    c. participatory approach
    d. dialogue approach
72. Educational planning moved from national to external funding in:
    a. 1980AD b. 1990AD c. 2000AD d. 2010AD
73. Managerial transformation process is concerned with:
    a. transforming the inputs into outputs
    b. transforming the outputs into inputs
    c. transforming the information into united enterprise
    d. transforming the marketing policy into program
74. Pupil administration does not include:
    a. reporting to parents
    b. classification of pupils
    c. number of family members
    d. pupil control

75. A supervisor in today's school should regarded as one whom:
    a. gives directions to the teacher to meet his/her standards
    b. inspects the classroom to rate the teachers
    c. provides constructive help to the teacher
    d. assumes the responsibilities of supplying materials
76. Which country in the SAARC region established open university first?
    a. India b. Nepal c. Pakistan d. Srilanka
77. The individual aim of education is associated with the objective of
    a. Self realization b. Human relationship
    c. Civic responsibility d. National development
78. Teaching is considered as an art because
    a. It is a systematic process
    b. It produce change in behaviour
    c. Its outcome is predictable
    d. It applies the findings of psychology
79. The skill acquisition phase of micro-teaching is associated to
    a. Observe the demonstration of skill
    b. Analyse and discuss micro lesson
    c. Use skill in actual teaching
    d. Prepare micro-lesson
80. The process of dispute settlement is known as
    a. Assimilation b. Accommodation
    c. Cooperation d. Competition
81. Which of the Millennium Development Goal (MDG) is related to gender equality?
    a. Goal 2 b. Goal 3 c. Goal 4 d. Goal 5
82. According to Child Right Convention up to when a person is considered child?
    a. 14 years b. 15 years c. 16 years d. 18 years
83. Epistemology deals with the study of
    a. Value b. Reality
    c. Knowledge d. Social order

84. "Experience is the heart and soul of education" is the version of
    a. Realism b. Idealism
    c. Naturalism d. Pragmatism
85. The main objective of *Shrestha Education* is to prepare.
    a. Trained teacher b. Trained office personal
    c. Conscious citizen d. Qualified lawyer
86. Which of the following is the unique recommendation of High Level National Education commission 2055?
    a. Establishment of Open University
    b. Provision of education in mother tongue
    c. Phase out of certificate level from university
    d. Formation of Teacher Service Commission
87. The ultimate aim of Village Education Plan is to ensure
    a. Examination b. Building c. Teacher d. Access
88. Social inclusion is a main agenda of
    a. Basic and Primary Education
    b. Secondary Education Support Program
    c. Education for All
    d. School Sector Reform Plan
89. Course of study is primarily concerned with
    a. Textbook b. Content
    c. Classroom d. Student
90. Which of the following are the central problems of curriculum organization?
    a. Breadth, depth, sequence and balance
    b. Scope, sequence, balance and integration
    c. Continuity, sequence, balance, and integration
    d. Continuity, sequence, scope and integration
91. ECD program is concerned with
    a. Children's basic literacy
    b. Children's Discipline
    c. Children's physical, cognitive, and emotional development
    d. Preparing children for secondary level

92. Formative evaluation is also known as ..... Evaluation
a. Extractive b. Intractive
c. Proactive d. Retroactive

93. The consistency of entrance score with the score obtained in first semester signifies ..... validity.
a. Content b. Construct c. Concurrent d. Predictive

94. The square root of the average of the squares of deviations of individual scores from its mean is known as
a. Mean b. Median c. Mode d. Standard deviation

95. Which of the following test item encourage more guessing?
a. Completion b. True false
c. Matching d. Multiple choice

96. Which of the following devices gives us key information about student?
a. Rating scale b. Check list
c. Anecdotal record d. Self evaluation report

97. Which of the following is an example of development rather than growth?
a. Increase in height
b. Change in body weight
c. Change in emotional behavior
d. Change in shape

98. The capacity to preserve learning experience for a long time is known as
a. Recalling b. Recognition c. Retention d. Retrieval

99. According to UNICEF life skills refers to
a. Balance of knowledge, skill, and attitude
b. Ability to deal with changing environment
c. Ability to deal with demand and challenge of life
d. Ability to develop competency to be an effective citizen

100. Eclectic counseling emphasizes on
a. Suggesting alternative b. Exchange of opinion
c. Providing direction d. Providing role model

(12)

1681

Tribhuvan University
Faculty of Education
Entrance Test 2076

Level: Master Degree Time:1.40hrs
Subject: English Education
Cross ☒ the best answers in your answer sheet

1. The branch of linguistics that deals with the relationship between the society and language is called……..
   a. Sociolinguistics b. Linguistic science
   c. Diachronic linguistics d. Psycholinguistics
2. Which of the following is Not the characteristics of prescriptive grammar?
   a. traditional b. scientific c. authoritative d. normative
3. Which of the following words has a vowel sound different from the rest ones?
   a. sum b. son c. sun d. song
4. What are the categories of bound morphemes in English?
   a. inflectional and derivational b. lexical and functional
   c. lexical and stylistic d. functional and ordinary
5. The words ' bigger and smaller' are the example of ……..
   a. converseness b. gradable antonymy
   c. complementarity d. hyponymy
6. The word ' criss-cross' in English is formed through the process called……
   a. borrowing b. compounding
   c. reduplication d. coinage
7. Which of the following sentences is correct?
   a. Switzerland is situated between Germany, France, Austria and Italy.
   b. Radhika was married with Prayaga who was her lover.
   c. She has been well looked after the death of her parents.

   d. Slow and steady win the race.
8. Which of the following is Not the properties of academic writing in English?
   a. formality b. consistency
   c. nominalization d. informality
9. Which of the following words is Not used to express similarities between two entities?
   a. while b. in the same way
   c. similarly d. likewise
10. What are the major four components of a research report?
    a. Introduction, literatre review, method and recommendation
    b. Introduction, background, method and discussion
    c. Introduction, method, results and recommendation
    d. Introduction, method, results and discussion
11. Which of the following expressions does not express approval?
    a. How rotten it is! b. Smashing!
    c. How beautiful it is! d. It's great!
12. Which of the following sentences is informal?
    a. I need some money, Your Majesty.
    b. I've requested the teacher.
    c. She has been awarded.
    d. I have interviewed all the students.
13. My brother is used to…… small children.
    a. teach b. taught c. teaching d. teaches
14. The sentence that expresses the central idea of a paragraph of writing is called……
    a. the thesis statement b. the topic sentence
    c. the theme statement d. concluding statement
15. Which of the following ways would be the best technique used to teach reading in English on principle of communicative approach in the context of Nepal?
    a. making learners memorize the facts
    b. getting learners to read only simplified texts
    c. getting learners to read both simplified and authentic texts
    d. reading isolated sentences and structures

16. Which of the following roles does a teacher play in the GT?
    a. facilitator
    b. authority
    c. counselor
    d. manager
17. While learning English in Nepal, which of the following skills of language do the learners of grade one find most difficult?
    a. listening
    b. speaking
    c. reading
    d. writing
18. What must be done in the first stage of teaching 'Reading' in secondary level English classes on principle of the communicative approach in Nepal?
    a. getting learners engaged in the text
    b. teaching meaning of unfamiliar vocabulary items
    c. reading the text aloud by the teacher
    d. focusing on the key structure
19. Which of the following ways is considered to be the best technique used in correcting errors committed by L2 learners?
    a. self-correction
    b. remedial teaching by focusing on the errors
    c. penalizing learners for their errors
    d. ignoring the errors committed by learners
20. How should the talking time in an English class be best managed in Nepal?
    a. by maximizing STT and keeping TTT in balance
    b. by minimizing STT and maximizing TTT to get learners exposed to the content
    c. by marginalizing STT and focusing TTT to control the class
    d. by ignoring TTT and trivializing STT
21. In literary writing, the expression " My father is the Hitler " is an example of .....
    a. alliteration
    b. simile
    c. personification
    d. metaphor
22. The repetition of identical or similar consonant sounds in a poetic line is called.....
    a. alliteration
    b. assonance
    c. personification
    d. rhythm

1683

23. Which of the following sentences is grammatically correct?
    a. Everybody is present, isn't he?
    b. I am looking forward to meet you.
    c. Each of the teachers has been trained.
    d. Time and tide waits for no men.
24. What is the grammatical/structural function of the underlined part in the sentence " Youhave phoned my father"?
    a. predicator b. predicate
    c. complement d. modifier
25. The term 'linguistic competence' incorporates the knowledge of ...
    a. structures and vocabulary b. communicative functions
    c. discourse parameters d. pragmatic properties
26. The word slowly in the sentence " She speaks slowly" has the grammatical functions of:
    a. Subject b. Adverbial
    c. Predicate d. Determiner
27. Which of the following is the role of pre-reading activity?
    a. To test learners' understanding of the text.
    b. To develop reading comprehension of the larners.
    c. To motivate the learners as well as set context for learning.
    d. To promote creative thinking of the learners.
28. Which of the following is NOT the role of teacher according to communicative method?
    a. Facilitator b. Dictator c. guide d. Monitor
29. The logical sense relation between the sentences in a paragraph is
    a. coherence b. cohesion
    c. ordering d. length
30. The part of a book where we get precise meaning of the terms used in the book is:
    a. preface b. glossary
    c. forewords d. index
31. If the sun shines, we ..... go to the sea.
    a. will b. might have
    c. would d. will have

32. ..... our discussion, I would like to focus on the use of article.
    a. For the purpose of b. From the point of view of
    c. in the sense that d. in the case of
33. The results of the investigation..... a light on the pressure of the global economy on framers in developing countries.
    a. remained b. shed
    c. shadow d. shine
34. Which of the following idea supports competition?
    a. Americans believe that all men are created equal.
    b. Americans use informal language to address to each other.
    c. Americans believe that future is in their control.
    d. Americans always compare themselves with people who are faster, smarter, richer or better.
35. Which of the following is not true regarding impact of the Internet on students?
    a. It leads tc waste of time.
    b. It encourages copy and paste method of writing.
    c. It is inherently bad.
    d. Its potential as a resource is unlimited.
36. Multicultural education does NOT:
    a. give priority to different cultures.
    b. help to bring peace and tolerance in society.
    c. bring fragmentation in nation.
    d. have positive attitude towards cultural minorities.
37. Which of the following is not the traditional gender role considered appropriate for females?
    a. being dependent
    b. Being ambitious
    c. being nurturing
    d. Being emotional
38. 'I can't stand him' means the same as:
    a. I like him b. I dislike him.
    c. I can't make him stand. d. I can't understand him.

39. Which of the following is used to express compliment?
    a. What a beautiful shirt you are wearing!
    b. I don't like the way you are organizing your ideas.
    c. You should work hard if you want succeed.
    d. I think this book is useful for your course.
40. The most informal way of greeting among the followings is
    a. Good morning
    b. Hello
    c. Hi!
    d. How do you do?
41. Native speakers are least likely to commit
    a. a slips. b. a lapses. c. a mistake. d. an error.
42. When a Nepali learner of English says ' I gave examination yesterday'' he commits
    a. no error at all.
    b. an error due to overgeneralization.
    c. an error due to L1 interference.
    d. an error due to hypercorrection.
43. Which of the following words has an open syllable?
    a. Class b. Language c. Tongue d. Lovely
44. The Nepali spoken in Rana family is a
    a. dialect. b. register. c. idiolect. d. creole.
45. The grammar that suggests what is correct and what is incorrect usage is called
    a. descriptive grammar.
    b. prescriptive grammar.
    c. communicative grammar.
    d. functional grammar.
46. The degree of highness or lowness of voice that can be observed in speech is termed as
    a. stress b. pitch c. juncture d. tempo
47. Which of the following sets exemplifies grammatical categories?
    a. Noun, verb, adjective, adverb
    b. Subject, object, compliment, adjunct
    c. Morpheme, word, phrase, sentence
    d. Number, person, tense, mood
48. If you write the sound system of a language your work comes under
    a. descriptive linguistics.
    b. historical linguistics.
    c. comparative linguistics.
    d. applied linguistics.

P.T.O.

1685

49. Which of the following words contains a centering diphthong?
    a. Home b. Poor
    c. Try d. Line
50. Which of the following pairs has sounds that are pronounced differently?
    a. Morning / Mourning b. Main / Mane
    c. Hare / Here d. Heir / Air
51. Which of the following is an example of 'blending'?
    a. Women b. Television
    c. Brunch d. Walkie- talkie
52. The opening between the vocal cords is called
    a. glottis. b. uvula.
    c. dorsum. d. trachea.
53. Which of the following consonants is voiced labio-dental fricative?
    a. /b/ b. /g/
    c. /f/ d. /v/
54. Which of the following word class is the most mobile in a sentence?
    a. Noun b. Pronoun
    c. Adjective d. Adverb
55. Which of the following is the most important quality of a newsreader?
    a. Clarity of voice b. Clarity of thought
    c. Good look d. Good knowledge of grammar
56. Short sentences with present continuous tense are used in
    a. electronic media. b. print media.
    c. live commentary. d. newspapers.
57. In face to face communication there is
    a. turn taking.
    b. no use of paralinguistic features.
    c. no assumption of shared knowledge.
    d. separation of sender and receiver of the message.
58. What kind of reading is 'going quickly through a text to find a particular piece of information'?
    a. Extensive b. Intensive
    c. Scanning d. Skimming

59. Which of the following roles is not played by a teacher in a communicative language teaching?
    a. Initiator b. Facilitator
    c. Monitor d. Dictator
60. Which of the following types of test is not goal based?
    a. Proficiency test b. Aptitude test
    c. Achievement test d. Subjective test
61. The most important advantage of visual- aids in language classroom is that
    a. they facilitate comprehension.
    b. they reduce dependence in first language.
    c. they provide variety in teaching.
    d. they make language practice lively.
62. What do you understand by 'draft' in free composition?
    a. Collection of important ideas b. Collection of vocabulary items
    c. Pre-final writing d. Final writing
63. The most important stage of lesson plan is
    a. warming up b. presentation
    c. evaluation d. homework
64. Language is a set of skills basically acquired by
    a. knowing about the language.
    b. learning the rules of language.
    c. listening and speaking the language.
    d. reading and writing the language.
65. When someone says "Yuck" s/he is expressing his/her
    a. anger. b. disgust. c. pleasure. d. surprise.
66. The exponent "No doubt about it" expresses
    a. uncertainty. b. certainty.
    c. doubt. d. reservations.
67. The expression "who cares?" denotes
    a. unwillingness. b. indifference.
    c. interest. d. enthusiasm.
68. Which of the following is not a feature of spoken English?
    a. The Sounds b. Stress and intonations
    c. Pauses d. Punctuation marks

69. The test which measures the knowledge of one particular point of a grammar at a time is called
    a. achievement test. b. integrative test.
    c. placement test. d. descrete-point test.

Choose the best word from the alternative answers to insert in the gap in the following sentences:

70. What did you..... Hari?
    a. say, b. tell c. speak d. told
71. They .....all this morning.
    a. study b. studied
    c. are studying d. have been studying
72. Something prevented ship.....
    a. for docking b. from docking
    c. to dock d. in docking
73. I will stay home until the mail.....
    a. comes b. came
    c. come d. will come
74. Poisons like DDT .....to control insects.
    a. use b. used
    c. uses d. are used
75. Before you leave the house you.....better lock the door.
    a. had b. would have
    c. would d. have
76. Which country in the SAARC region established open university first?
    a. India b. Nepal
    c. Pakistan d. Srilanka
77. The individual aim of education is associated with the objective of
    a. Self realization b. Human relationship
    c. Civic responsibility d. National development
78. Teaching is considered as an art because
    a. It is a systematic process
    b. It produce change in behaviour
    c. Its outcome is predictable
    d. It applies the findings of psychology

79. The skill acquisition phase of micro-teaching is associated to
a. Observe the demonstration of skill
b. Analyse and discuss micro lesson
c. Use skill in actual teaching
d. Prepare micro-lesson

80. The process of dispute settlement is known as
a. Assimilation b. Accommodation
c. Cooperation d. Competition

81. Which of the Millennium Development Goal (MDG) is related to gender equality?
a. Goal 2 b. Goal 3
c. Goal 4 d. Goal 5

82. According to Child Right Convention up to when a person is considered child?
a. 14 years b. 15 years
c. 16 years d. 18 years

83. Epistemology deals with the study of
a. Value b. Reality
c. Knowledge d. Social order

84. "Experience is the heart and soul of education" is the version of
a. Realism b. Idealism
c. Naturalism d. Pragmatism

85. The main objective of *Shrestha Education* is to prepare.
a. Trained teacher b. Trained office personal
c. Conscious citizen d. Qualified lawyer

86. Which of the following is the unique recommendation of High Level National Education commission 2055?
a. Establishment of Open University
b. Provision of education in mother tongue
c. Phase out of certificate level from university
d. Formation of Teacher Service Commission

87. The ultimate aim of Village Education Plan is to ensure
a: Examination b. Building
c. Teacher d. Access

88. Social inclusion is a main agenda of
a. Basic and Primary Education
b. Secondary Education Support Program
c. Education for All
d. School Sector Reform Plan

89. Course of study is primarily concerned with
a. Textbook b. Content
c. Classroom d. Student

90. Which of the following are the central problems of curriculum organization?
a. Breadth, depth, sequence and balance
b. Scope, sequence, balance and integration
c. Continuity, sequence, balance, and integration
d. Continuity, sequence, scope and integration

91. ECD program is concerned with
a. Children's basic literacy
b. Children's Discipline
c. Children's physical, cognitive, and emotional development
d. Preparing children for secondary level

92. Formative evaluation is also known as ..... Evaluation
a. Extractive b. Intractive
c. Proactive d. Retroactive

93. The consistency of entrance score with the score obtained in first semester signifies ..... validity.
a. Content b. Construct
c. Concurrent d. Predictive

94. The square root of the average of the squares of deviations of individual scores from its mean is known as
a. Mean b. Median
c. Mode d. Standard deviation

95. Which of the following test item encourage more guessing?
a. Completion b. True false
c. Matching d. Multiple choice

1688

96. Which of the following devices gives us key information about student?
    a. Rating scale
    b. Check list
    c. Anecdotal record
    d. Self evaluation report
97. Which of the following is an example of development rather than growth?
    a. Increase in height
    b. Change in body weight
    c. Change in emotional behavior
    d. Change in shape
98. The capacity to preserve learning experience for a long time is known as
    a. Recalling
    b. Recognition
    c. Retention
    d. Retrieval
99. According to UNICEF life skills refers to
    a. Balance of knowledge, skill, and attitude
    b. Ability to deal with changing environment
    c. Ability to deal with demand and challenge of life
    d. Ability to develop competency to be an effective citizen
100. Eclectic counseling emphasizes on
    a. Suggesting alternative
    b. Exchange of opinion
    c. Providing direction
    d. Providing role model

rst

X

1689

Tribhuvan University

Faculty of Education

Entrance Test 2076

Level: Master Degree Time: 1:40 hrs

Subject: Health Education

Cross ☒ the best answers in your answer sheet

1. All of the following are traditional concept of health education EXCEPT-
   a. Health is a state of being sound mind in sound body
   b. Health is state of being hale
   c. Health fundamentally, is a function of adjustment.
   d. Health is a state of being free from diseases
2. Which of the following foundations of health is given less priority?
   a. Legal foundation b. Sociological foundation
   c. Scientific Foundation d. Behavioural foundation
3. Commonly, which reproductive organ is the site for implanting fertilized egg?
   a. Endometrium b. Vagina
   c. Cervix d. Fallopian tube
4. Primary Health Care was decleared by-
   a. Alma-Ata Conference b.Beijing Conference
   c. Global Health Conference d. ICPD Conference
5. Which of the following glands produce insulin?
   a. Thalamus b. Pineal
   c. Gonads d. Pancreas
6. Exchange of gases between blood and cells is known as?
   a. Inspiration b. Expiration
   c. Internal respiration d. External respiration
7. Organ which acts for transferring of heredity characteristic is known as?
   a. D.N.A b. ribosome c. mitochondria d. golgi body
8. Which disease is also known as Koch's disease?
   a. Malaria b. Tuberculosis
   c. Chicken pox d. Dengue fever

9. Which of the following worm infestation is common in Nepal?
   a. Round worm b. Tape worm
   c. Hook worm d. Pin worm
10. Which of the following is air borne disease?
    a. Dysentery b. Tuberculosis
    c. Gonorrhoea d. HIV/AIDS
11. Which of the following diseases is sometime known as hydrophobia?
    a. Rabies b. Scabies c. Jaundice d. Meningitis
12. Developing hard chancre is the symptom of -
    a. HIV/AIDS b. Syphilis
    c. Gonorrhoea d. Genital warts
13. Which of the following is the main causes of water pollution?
    a. Industry b. Household drainage
    c.School d. Deforestation
14. Which of the following is student centered method of teaching?
    a. Question answer b. Demonstration
    c. Problem solving d. Story telling
15. Which of the following step comes after data collection in problem solving method?
    a. Formulation of hypothesis b. Data collection
    c. Drawing Conclusion d. Testing hypothesis
16. All the following are projective teaching aid EXCEPT-
    a. Slide b. Microfiche c. Graph d. Video
17. Which of the following is direct teaching?
    a. Case study b. Inquiry
    c. Reflective discussion d. Guided learning
18. What kind of sampling is suitable when facing difficulty in finding target respondents while collecting data on sensitive issue like HIV/AIDS?
    a. Systematic sampling b. Cluster sampling
    c. Snowball sampling d. Accidental sampling
19. What is the primary source of data?
    a. Published articles
    b. Data collected from the field study
    c. Published reports
    d. Unpublished thesis

1690

29. Which of the following is the special characteristic of community organization?
    a. Programme is developed and launched based on communityparticipation
    b. Programme is designed and implemented based on planner's decision
    c. Programmes are launched based on top bottom approach
    d. Programmes are developed and run by elite persons.
30. Which of the following is the single dose vaccine?
    a. DPT b. Polio c. BCG d. TT
31. Deficiency of vitamin 'C' in food causes -
    a. marasmus b. goitre
    c. kwashiorkor d. scurvy
32. Symptoms of drug addict like stomach ache, head ache or illness for some days after leaving immediately taking drug is termed as-
    a. drug misuse b. drug withdrawal
    c. drug addiction d. drug use
33. Using drugs as per prescription of physician is:
    a. Drug use b. drug withdrawal
    c. drug tolerance d. drug addiction
34. All the following are the organic causes of mental disease EXCEPT:
    a. head injury b. encephalitis
    c. tuberculosis d. stress
35. Which of the condition has not been considered in the Primary Health Care?
    a. It should be easily adaptable
    b. Its activities should be based on modern medical equipments
    c. Its cost should be affordable by the community
    d. It should be acceptable to community
36. What is the probability of getting pregnancy if Norplant is used effectively and correctly?
    a. 0.5% b. 0.3%
    c. 0.1% d. 0.8%
37. The unusual occurrence of disease in a community or region of disease is termed as-
    a. pandemic b. epidemic
    c. sporadic d. exotic

38. Which of the following would be most appropriate for students to demonstrate refusal skills?
    a. Role playing b. Observing students' behaviour
    c. Creating a poster d. Reading from the text book
39. Which theory of disease is based on the view that the health of an individual is regulated by body fluid: blood, phlegm, black bile, and yellow bile?
    a. Psychogenetic theory b. Demonic theory
    c. Humoral theory d. Christian Science theory
40. Young children and women of child bearing are the higher risk deficiency in which of the following minerals?
    a. Iron b. Sodium
    c. Potassium d. Calcium
41. What does ABC stands while talking about prevention against HIV and AIDS?
    a. Abstinence, belief and use of condom
    b. Abstinence, bargaining and use of condom
    c. Abstinence only education, safer behaviour and use of condom
    d. Abstinence, be faithful and use a condom
42. Which of the following parts of cell acts as a power house?
    a. Mitochondria b. Nucleolus
    c. Centrosome d. Golgibody
43. The fertilized blastocyte is implanted in?
    a. Ovary b. Vagina
    c. Fallopian tube d. Endometrium
44. Exchange of gases between blood and cells is called-
    a. Inspiration b. Expiration
    c. Internal respiration d. External respiration
45. The responsible organ for producing sound is –
    a. Lungs b. Larynx c. Pharynx d. Tongue
46. Which of the following disease is called some time 'a hundred day' cough?
    a. Malaria b. Asthma
    c. Whooping cough d. Bronchial asthma
47. Which of the following is responsible for transmitting Kala-azar?
    a. House fly b. Mosquito
    c. Pea d. Sandfly

48. Walking without shoes or sandals in fields can lead to infection with:
    a. hookworm b. thread worm
    c. tape worm d. round worm
49. The common helminthes infestation in Nepal is-
    a. Hookworm b. Round worm
    c. Pin worm d. Tapeworm
50. Which of the following term is used for first menstruation?
    a. Menarche b. Menopause
    c. Ovulation d. Hol flash
51. Low level of insulin cause:
    a. arthritis b. gout
    c. diabetes d. high blood pressure
52. Which of the following are water born diseases?
    a. Common cold and tuberculosis
    b. Cholera and typhoid
    c. Elephantitis and dengue fever
    d. Bronchitis and Asthma
53. Which of the following dimensions is not included in the definition of health of WHO?
    a. Physical b. Mental c. Social d. Spiritual
54. All the following are teacher centred techniques of teaching EXCEPT:
    a. Lecture b. Demonstration
    c. Project work d. Story telling
55. Which of the following is the final step of problems solving method?
    a. Formulation of hypothesis b. Data collection
    c. Drawing Conclusion d. Testing hypothesis
56. Which of the following is non-projective teaching aid?
    a. Slide b. Microfiche
    c. Graph d. Film
57. Which of the following is direct teaching?
    a. Case study b. Inquiry
    c. Reflective discussion d. Guided learning

P.T.O.

1692

58. What sampling is suitable when difficulty in finding target respondents while collecting data on sensitive issue like drug addiction?
    a. stratified sampling b. Simple random
    c. snowball sampling d. Purposive
59. Which of the following comes under the print media?
    a. Film b. Slide
    c. Motion picture d. Book
60. Dealing with joint pain, swelling, and extreme tenderness in joint usually fingers and toes is known as:
    a. Tennis elbow b. gastritis c. Leprosy d. gout
61. Which of the following is treatmented water??
    a. Ground water b. Chemicalized water
    c. Surface water d. Tap water
62. Which of the following results frost bite in industry?
    a. Physical hazards b. Chemical hazard
    c. Psychological hazard d. Mechanical Hazards
63. Which of the following is associated to psychological hazard in industry?
    a. Lack of knowledge b. Fantasy
    c. Slippery surface d. Cold store
64. Which is the higher source of protein?
    a. Cord b. Beans c. Milk d. Soy beans
65. Vitamin 'A' is necessary for keeping healthy:
    a. ears b. eyes c. skin d. tongue
66. Which of the following are water soluble vitamins?
    a. Vitamin B and C b. Vitamin A D E and K
    c. Vitamin A and B d. Vitamin C and E
67. Which of the following is the example of stimulant drug?
    a. alcohol b. nicotine
    c. heroin d. marijuana
68. Taking drug unknowingly is known as:
    a. drug misuse b. drug tolerance
    c. drug abuse d. drug addiction
69. Which of the following disease is the main cause of death in lower income countries?
    a. HIV/AIDS b. Tuberculosis
    c. Malaria d. Lower respiratory Infection

70. All the following are the organic causes of mental disease EXCEPT:
    a. head injury b. encephalitis
    c. tuberculosis d. Stress
71. Which of the following is the preventive aspect of school health services?
    a. Blocking routes of transmission
    b. First aid treatment
    c. Height and weight measures
    d. Referral programme
72. Which of the following comes under physical environment of school health programme?
    a. Effective health instruction b. Health examination
    c. Extra-curricular activities d. Cafeteria facilities
73. Which of the following data collection tool can be used to measure attitude?
    a. Interview b. Observation
    c. Checklist d. Rating Scale
74. What should be done after formulating community health council?
    a. Identification of community health problems and needs
    b. Framing action plan
    c. Dissemination of community health situation
    d. Data collection
75. Breast milk is deficient in:
    a. calcium b. vitamin D c. iron d. essential fatty acid
76. Which country in the SAARC region established open university first?
    a. India b. Nepal c. Pakistan d. Srilanka
77. The individual aim of education is associated with the objective of
    a. Self realization b. Human relationship
    c. Civic responsibility d. National development
78. Teaching is considered as an art because
    a. It is a systematic process
    b. It produce change in behaviour
    c. Its outcome is predictable
    d. It applies the findings of psychology

79. The skill acquisition phase of micro-teaching is associated to
    a. Observe the demonstration of skill
    b. Analyse and discuss micro lesson
    c. Use skill in actual teaching
    d. Prepare micro-lesson
80. The process of dispute settlement is known as
    a. Assimilation b. Accommodation
    c. Cooperation d. Competition
81. Which of the Millennium Development Goal (MDG) is related to gender equality?
    a. Goal 2 b. Goal 3
    c. Goal 4 d. Goal 5
82. According to Child Right Convention up to when a person is considered child?
    a. 14 years b. 15 years c. 16 years d. 18 years
83. Epistemology deals with the study of
    a. Value b. Reality
    c. Knowledge d. Social order
84. "Experience is the heart and soul of education" is the version of
    a. Realism b. Idealism
    c. Naturalism d. Pragmatism
85. The main objective of *Shrestha Education* is to prepare.
    a. Trained teacher b. Trained office personal
    c. Conscious citizen d. Qualified lawyer
86. Which of the following is the unique recommendation of High Level National Education commission 2055?
    a. Establishment of Open University
    b. Provision of education in mother tongue
    c. Phase out of certificate level from university
    d. Formation of Teacher Service Commission
87. The ultimate aim of Village Education Plan is to ensure
    a. Examination b. Building
    c. Teacher d. Access
88. Social inclusion is a main agenda of
    a. Basic and Primary Education
    b. Secondary Education Support Program
    c. Education for All
    d. School Sector Reform Plan

89. Course of study is primarily concerned with
a. Textbook b. Content
c. Classroom d. Student

90. Which of the following are the central problems of curriculum organization?
a. Breadth, depth, sequence and balance
b. Scope, sequence, balance and integration
c. Continuity, sequence, balance, and integration
d. Continuity, sequence, scope and integration

91. ECD program is concerned with
a. Children's basic literacy
b. Children's Discipline
c. Children's physical, cognitive, and emotional development
d. Preparing children for secondary level

92. Formative evaluation is also known as ..... Evaluation
a. Extractive b. Intractive
c. Proactive d. Retroactive

93. The consistency of entrance score with the score obtained in first semester signifies ..... validity.
a. Content b. Construct
c. Concurrent d. Predictive

94. The square root of the average of the squares of deviations of individual scores from its mean is known as
a. Mean b. Median
c. Mode d. Standard deviation

95. Which of the following test item encourage more guessing?
a. Completion b. True false
c. Matching d. Multiple choice

96. Which of the following devices gives us key information about student?
a. Rating scale b. Check list
c. Anecdotal record d. Self evaluation report

97. Which of the following is an example of development rather than growth?
a. Increase in height
b. Change in body weight
c. Change in emotional behavior
d. Change in shape

98. The capacity to preserve learning experience for a long time is known as
a. Recalling b. Recognition
c. Retention d. Retrieval

99. According to UNICEF life skills refers to
a. Balance of knowledge, skill, and attitude
b. Ability to deal with changing environment
c. Ability to deal with demand and challenge of life
d. Ability to develop competency to be an effective citizen

100. Eclectic counseling emphasizes on
a. Suggesting alternative b. Exchange of opinion
c. Providing direction d. Providing role model

— X —

20. Which of the following comes under the group of audio-visual media?
    a. Picture
    b. Slide
    c. Graphic material
    d. Motion picture
21. Which of the following is the part of appraisal aspect of school health programme?
    a. Prevention of communicable diseases
    b. School safety programme
    c. Provision of health counselling
    d. Vision screening test
22. Which of the following is the example of remedial aspect of health service?
    a. Follow –up programme
    b. Vision screening
    c. Emergency care
    d. Oral health examination
23. Purest water in nature is -
    a. Ground water
    b. Rain water
    c. Surface water
    d. Stream water
24. The successive stages of purification of water on large scale is:
    a. chlorination, storage, filtration
    b. filtration, storage, chlorination
    c. filtration, chlorination, storage
    d. storage, filtration, chlorination
25. Four tailed bandage is particularly used in-
    a. head
    b. chin or nose
    c. eyes
    d. external ear
26. Band of material used to provide support and protection for injured arms, legs, wrists and hand etc. is called -
    a. bandage
    b. plaster
    c. sling
    d. splint
27. Which of the following is chief source of Vitamin 'A'?
    a. Turnip
    b. Potato
    c. Carrot
    d. Radish
28. Which of the following is prepared first for conducting community health programme?
    a. Preparation of Gantt chart
    b. Preparation of action programme
    c. Conduction of ocular survey
    d. Formulation of community health council

Tribhuvan University
Faculty of Education
Entrance Test 2076
ANSWER KEY

Level: Master Degree

Exam Date: 2076/10/18

Subject: EPM

1	C
2	D
3	B
4	A
5	A
6	B
7	B
8	A
9	B
10	C
11	C
12	D
13	C
14	A
15	C
16	D
17	A
18	C
19	C
20	D
21	D
22	D
23	C
24	A
25	A

26	D
27	A
28	C
29	A
30	A
31	D
32	A
33	B
34	D
35	D
36	A
37	A
38	B
39	D
40	C
41	B
42	A
43	C
44	A
45	B
46	A
47	C
48	D
49	D
50	D

51	A
52	B
53	A
54	D
55	C
56	A
57	B
58	D
59	C
60	B
61	A
62	A
63	D
64	B
65	C
66	D
67	D
68	A
69	D
70	D
71	B
72	B
73	A
74	C
75	C

76	C
77	A
78	D
79	D
80	B
81	B
82	D
83	C
84	D
85	B
86	D
87	D
88	D
89	B
90	D
91	C
92	C
93	D
94	D
95	B
96	C
97	C
98	C
99	C
100	B

Tribhuvan University
Faculty of Education
Entrance Test 2076
ANSWER KEY

Level: Master Degree Exam Date: 2076/10/18

Subject: ENGLISH

1	A
2	B
3	D
4	A
5	B
6	C
7	C
8	D
9	A
10	D
11	A
12	B
13	C
14	B
15	C
16	B
17	D
18	A
19	B
20	A
21	D
22	A
23	C
24	A
25	A

26	B
27	C
28	B
29	A
30	B
31	A
32	B
33	B
34	D
35	C
36	C
37	B
38	B
39	A
40	C
41	D
42	C
43	D
44	A
45	B
46	B
47	D
48	A
49	B
50	C

51	C
52	A
53	D
54	D
55	A
56	C
57	A
58	C
59	D
60	D
61	A
62	C
63	B
64	C
65	B
66	B
67	B
68	D
69	D
70	B
71	D
72	B
73	A
74	D
75	A

76	C
77	A
78	D
79	D
80	B
81	B
82	D
83	C
84	D
85	B
86	D
87	D
88	D
89	B
90	D
91	C
92	C
93	D
94	D
95	B
96	C
97	C
98	C
99	C
100	B

Tribhuvan University
Faculty of Education
Entrance Test 2076
ANSWER KEY

Level: Master Degree

Exam Date: 2076/10/18

Subject: NEPALI EDUCATION

१	घ
२	घ
३	घ
४	घ
५	ग
६	ग
७	ग
८	ग
९	ख
१०	ख
११	ख
१२	ख
१३	क
१४	क
१५	क
१६	क
१७	क
१८	ख
१९	ग
२०	घ
२१	ख
२२	क
२३	क
२४	ग
२५	घ

२६	क
२७	ख
२८	घ
२९	ख
३०	ख
३१	क
३२	ग
३३	ख
३४	ग
३५	घ
३६	क
३७	ग
३८	घ
३९	क
४०	घ
४१	घ
४२	क
४३	क
४४	ग
४५	क
४६	क
४७	ख
४८	क
४९	ग
५०	ख

५१	घ
५२	क
५३	ग
५४	क
५५	क
५६	ख
५७	घ
५८	ख
५९	क
६०	ख
६१	घ
६२	ख
६३	क
६४	ग
६५	ख
६६	ग
६७	ग
६८	घ
६९	ख
७०	क
७१	ग
७२	घ
७३	क
७४	ग
७५	ख

76	C
77	A
78	D
79	D
80	B
81	B
82	D
83	C
84	D
85	B
86	D
87	D
88	D
89	B
90	D
91	C
92	C
93	D
94	D
95	B
96	C
97	C
98	C
99	C
100	B

Tribhuvan University
Faculty of Education
Entrance Test 2076
ANSWER KEY

Level: Master Degree

Exam Date: 2076/10/18

Subject:MATHEMATICS

1	A
2	C
3	B
4	D
5	D
6	A
7	A
8	B
9	D
10	A
11	A
12	C
13	A
14	B
15	A
16	D
17	A
18	C
19	A
20	C
21	B
22	A
23	C
24	D
25	D

26	B
27	D
28	B
29	A
30	C
31	A
32	A
33	D
34	A
35	C
36	C
37	A
38	D
39	B
40	A
41	D
42	B
43	C
44	B
45	B
46	C
47	A
48	D
49	C
50	D

51	D
52	A
53	D
54	C
55	A
56	D
57	A
58	A
59	B
60	D
61	D
62	C
63	D
64	A
65	A
66	A
67	B
68	C
69	D
70	B
71	A
72	B
73	B
74	B
75	A

76	C
77	A
78	D
79	D
80	B
81	B
82	D
83	C
84	D
85	B
86	D
87	D
88	D
89	B
90	D
91	C
92	C
93	D
94	D
95	B
96	C
97	C
98	C
99	C
100	B

Tribhuvan University
Faculty of Education
Entrance Test 2076
ANSWER KEY

Level: Master Degree

Exam Date: 2076/10/18

Subject: POPULATION EDUCATION

1	B
2	C
3	C
4	A
5	B
6	C
7	B
8	A
9	C
10	A
11	C
12	A
13	C
14	C
15	B
16	C
17	C
18	C
19	C
20	A
21	A
22	C
23	B
24	C
25	A

26	D
27	C
28	D
29	B
30	A
31	D
32	B
33	B
34	D
35	D
36	B
37	A
38	B
39	A
40	D
41	B
42	C
43	C
44	A
45	B
46	C
47	C
48	B
49	B
50	C

51	C
52	B
53	D
54	B
55	C
56	A
57	D
58	A
59	C
60	C
61	B
62	D
63	B
64	C
65	B
66	C
67	C
68	D
69	B
70	A
71	A
72	D
73	D
74	D
75	A

76	C
77	A
78	D
79	D
80	B
81	B
82	D
83	C
84	D
85	B
86	D
87	D
88	D
89	B
90	D
91	C
92	C
93	D
94	D
95	B
96	C
97	C
98	C
99	C
100	B

Tribhuvan University
Faculty of Education
Entrance Test 2076
ANSWER KEY

Level: Master Degree

Exam Date: 2076/10/18

Subject: HEALTH EDUCATION

1	C
2	A
3	B
4	A
5	D
6	C
7	A
8	B
9	A
10	B
11	A
12	B
13	B
14	C
15	D
16	C
17	D
18	C
19	B
20	D
21	D
22	A
23	B
24	D
25	B

26	D
27	C
28	A
29	A
30	C
31	D
32	B
33	A
34	D
35	B
36	C
37	B
38	B
39	A
40	C
41	D
42	D
43	C
44	A
45	B
46	C
47	B
48	D
49	A
50	A

51	C
52	B
53	D
54	C
55	C
56	D
57	A
58	C
59	D
60	D
61	B
62	A
63	B
64	D
65	B
66	B
67	B
68	A
69	D
70	A
71	C
72	D
73	D
74	B
75	C

76	C
77	A
78	D
79	D
80	B
81	B
82	D
83	C
84	D
85	B
86	D
87	D
88	D
89	B
90	D
91	C
92	C
93	D
94	D
95	B
96	C
97	C
98	C
99	C
100	B

TRIBHUVAN UNIVERSITY

FACULTY OF MANAGEMENT

MBS / MPA ADMISSION TEST 2020

QUESTION BOOK

IMPORTANT INSTRUCTIONS

Welcome to the Master of Business Studies / Master of Public Administration Admission Test (MBS / MPA AT). The students sitting in Admission Test are requested to read the instructions carefully before answering the questions. The total time allotted for the test is **2 hours (120 minutes)**.

Test Section	No. of Questions	Full Marks (100)	Time Allotted
1. Verbal Ability	25	25	**120 minutes**
2. Quantitative Ability	25	25	
3. General Awareness	25	25	
4. Business and Economics	25	25	

1. *Carefully read the directions provided in the various sections of the test.*
2. Please write your **SYMBOL NUMBER BOTH IN FIGURES AND WORDS** at the top of your **ANSWER SHEET.** Remember, if you **DO NOT WRITE** your **SYMBOL NUMBER** on the answer sheet your test will be **CANCELLED**.
3. Indicate your answer very carefully only on the **ANSWER SHEETS** provided for each of the components separately along with this question book.
4. Indicate your answer on the **ANSWER SHEET** by darkening the correct answer choice with a dark pencil, ball-pen or gel-pen with black or blue ink. Cover the entire circle by darkening your choice like: ● (b) (c) (d)
5. In case you think that you have made a wrong choice of answer to a question in the **ANSWER SHEET**, you may cancel that answer either by using an erasure (if pencil is used) or by crossing the marked box ⊗ (if any type of pen is used).
6. If you feel that all answer choices of a particular question are wrong, you may write your claim at the bottom of the **ANSWER SHEET**.
7. Use of **CALCULATOR** or **ANY OTHER CALCULATING DEVICE** is strictly **PROHIBITED**. You have to perform all your rough calculations manually wherever you like on the question book, **BUT NOT ON THE ANSWER SHEET**.
8. Remember this is a **VERY COMPETITIVE TEST.** Please **DO NOT SHOW YOUR ANSWERS TO ANY OTHER APPLICANT,** as it may affect your own chance of being selected.
9. After you finish your test, you **MUST SUBMIT THE QUESTION BOOK AND THE ANSWER SHEETS** along with the book.

Section - I: Verbal Ability

Directions: Select the proper proposition to fill in the blanks in the following questions

1. Ram was appointed..... the vacant post of general manager.

   a) for b) in c) to d) on

2. We will argue ..... the introduction of this scheme.

   a) against b) upon c) over d) on

3. A blind man is no judge..... colours.

   a) to b) for c) in d) of

4. My friend is not accustomed .....drinking.

   a) with b) in c) to d) for

5. It will not be convenient..... me to attend the meeting at 4 O'clock.

   a) for b) to c) with d) by

Directions: Complete the following sentences with the appropriate choice from among the options that follow

6. The wound healed but the scar remained as a painful .....of the accident.

   a) evidence b) testimony c) reminder d) accord

7. The magician astonished the audience with the ..... with which he performed his trick.

   a) catechism b) caveat c) cahoots d) celerity

8. Those who seek ..... from others must first learn to forgive and forget.

   a) leniency b) clemency

   c) courtesy d) retribution

9. The thieves tried to.....with the lock but they did not succeed in breaking it.

   a) tamper b) temper

   c) fiddle d) temperate

10. His ancestral home has been ..... to build a high rise shopping complex.

    a) pulled up b) pulled down c) erased d) raged

Direction: ***Select the word which is closest to the opposite in meaning of the word in bold letters.***

11. **Ennui**

a) Hate b) Excitement c) Seriousness d) Humility

12. **Delete**

a) Put out b) Put in c) Strike out d) Leave out

13. **Gusto**

a) Noise b) Panic c) Fancy d) Gloom

14. **Debilitate**

a) Bedevil b) Repress c) Strengthen d) Animate

15. **Probity**

a) Regret b) Assumption c) Corruptibility d) Extent

Directions: ***The following paragraph has a number of blanks marked 16 – 20 followed by a set of options. Mark the options that best complete the blanks.***

Books are __16___ the most lasting product of human effort. Temples __17___ to ruin, pictures, statues __18___ ; but books live. Time is of no account with great thoughts which are as fresh today __19___ when they first penetrated through their author's minds ages ago. ___20___ was then thought and said, still speaks to us as clearly as ever from the printed page.

16.	a)	decidedly	b)	byfar	c)	certainly	d) definitely
17.	a)	broken	b)	fall	c)	crumble	d) breakdown
18.	a)	die	b)	fade	c)	disappear	d) decay
19.	a)	such	b)	that	c)	as	d) so
20.	a)	what	b)	such	c)	that	d) as

Directions: ***The passage given below is followed by questions based on its content. After reading the passage, choose the best answer to each question. Answer all questions on the basis of what is stated or implied in the passage.***

Both plants and animals of many sorts show remarkable changes in form, structure, growth habits and even mode of reproduction in becoming adapted to different climatic environment, types of food supply, or mode of living. This divergence in response to the evolution is commonly expressed by altering form and function of some part or parts of the organism, the original identity of which is clearly discernible.

For example, the creeping foot of the snail is seen in related marine peteropods to be modified into a flapping organ useful for swimming, and is changed into prehensile arms that bear suctorial disks in the squids and other cephalopods. The limbs of various mammals are modified according to several different modes of life for swift running (cursorial) as in the horse and antilope, for swinging in trees (arboreal) as in the monkeys, for digging (fossorial) as in the moles and gophers, for flying (volant) as in the bats, for swimming (aquatic) as in the seals, whales and dolphins, and for other adaptations. The structures or organs that show main change in connection with this adaptive divergence are commonly identified reading as homologous, in spite of great alterations. Thus, the finger and wrist bones of a bat and whale, for instance, have virtually nothing in common except that they are definitely equivalent elements of the mammalian limb.

21. "Homologous" means

a) Corresponding b) simple c) altered d) divergent

22. Plants and animals change in form

a) in swimming b) as they evolve

c) to adjust to environment d) because of their structure

23. Horses, monkeys, moles, bats and whales are

a) mammalian b) aquatic c) fossorial d) Volant

24. Cephalopods have

a) discernible organs b) homologous organs

c) Creeping feet d) suctorial disks

25. Marine peterpods

a) swim b) crawl c) grab d) suck

Section - II: Quantitative Ability

Directions: Find the best answers for the questions given below.

26. There are some benches in a classroom. When 4 students sit on each bench, three benches are vacant and when 3 students sit on each bench there is no space for 3 students. If so, how many students are there?

a) 40 b) 45 c) 48 d) 50

27. Three coins are tossed, what is the probability of getting 2 tail and one head?

a) 1/2 b) 3/8 c) 2/3 d) 1/4

28. A farmer built a fence around his square plot. He used 27 fence poles on each side of the square. How many poles did he need altogether?

a) 100 b) 104 c) 108 d) None of these

29. In an objective examination of 90 questions. 5 marks are allotted for every correct answer and 2 marks are deduced for every wrong answer. After attempting 90 questions, a student got a total of 387 marks. The number of questions attempted wrong were

a) 9 b) 18 c) 27 d) 36

30. The sum of the digit of a tow-digit number is 11 on adding 27 to the given number, its digits are reversed. Find the number

a) 38 b) 47 c) 74 d) 83

31. The product of two numbers is 120. The sum of their squares is 289. The difference of these two numbers is

a) 9 b) 8 c) 7 d) 6

32. The ratio between male population and female population of a village is 17:13. If the number of male is 280 more than that of the females. Find the total size of population in the village.

a) 1190 b) 910 c) 1120 d) 2100

33. A man wears socks of two colours - Black and Brown. He has altogether 20 black socks and 20 brown socks in a drawer. Supposing he has to take out the socks in the dark, how many must he take out to be sure that he has a matching pair?

a) 3 b) 20 c) 39 d) None of these

34. At a dinner party every two guests used a bowl of rice between the, every three guests used a bowl of dal between them and every four used a bowl of meet between them. There are altogether 65 dishes. How many guests were present at the party?

a) 60 b) 65 c) 90 d) None of these

35. A can do certain job in 12 days. B is 60% more efficient than A. The number of days, it takes B to do same piece of work, is

a) 6 b) 6 1/4 c) 7 1/2 d) 8

36. If the cost of 8 pens is Rs 96, how many pens can be bought for Rs 180?

a) 16 b) 17 c) 18 d) 19

37. The average age of all the students of class is 24 years. The average age of boys of the class in 29 years and that of the girls is 20 years. If the number of girls in the class is 25, then find the number of boys in the class.

a) 30 b) 15 c) 24 d) 20

38. The difference between 3/5 of 80 and 30% of 80 is:

a) 10 b) 15 c) 20 d) 24

39. 150 is what percent of 30?

a) 5% b) 20% c) 50% d) 500%

40. If 20% discount was given on math books costing Rs 250, the selling price (SP) is

a) Rs 100 b) Rs 150 c) Rs 200 d) Rs 2.50

41. A person can walk 300 meters in 30 minutes, his speed in kilometers per hour is

a) 0.6 b) 0.5 c) 1.3 d) 0.2

42. A bag contains an equal number of one rupee, 50 paisa and 25 paisa coins respectively. If the total value is Rs 35, how many coins of each type are there?

a) 20 b) 16 c) 18 d) 25

43. Divide 53 among A, B and C so that A may receive 7 more than B and B may receive 8 more than C.

a) 25, 15, 13 b) 22, 19, 12 c) 25, 18, 10 d) 27, 17, 9

44. The value of $(½)^{-3}(1/4)^{-2}(1/16)^{-1}$ when simplified is

a) $(½)^{-6}$ b) $(½)^{-11}$ c) $(½)^{-6}$ d) $(1/2)^{12}$

45. While solving $2x + 10 < 5x - 2$, the value of x is:

a) $x > 1$ b) $x > 2$ c) $x > 3$ d) $x > 4$

46. Which of the following cannot be expressed on the sum of three consecutive integers?

a) 18 b) 24 c) 28 d) 33

47. In how many different ways can be letter of words PRIDE be arranged?

a) 720 b) 120 c) 240 d) 520

48. A man has some hens and cows, if the number of heads be 45 and the number of feet equal 120. Then the number of cows will be.....

a) 10 b) 12 c) 15 d) 20

49. The sum of the present ages of a father and his son is 60 years. Six years ago, father's age was five times the age of the son. After 6 years, son's age will be.....

a) 12 years b) 14 years c) 18 years d) 20 years

50. The difference between simple and compound interest in a certain sum in two years at 15% per annum is Rs 144. The sum is

a) Rs 6,000 b) Rs 6200 c) Rs 6400 d) Rs 6500

Section - III: General Awareness

Direction: For each of the questions below, select the best of the answer choices given.

51. The new political map of India was released by the Ministry of Home Affairs on:

a) October 2, 2019 b) October 3, 2019

c) November 1, 2019 d) November 2, 2019

52. The historical meeting between South Korean and North Korean Presidents was held on ..... 2018.

a) April 27 b) April 25

c) April 24 d) None of above

53. What is 'white paper'?

a) A special kind of writing paper

b) A Japanese delicacy

c) A document published by government giving facts

d) A paper used for packing

54. Zurich, known as the Financial capital of Europe, is situated in which country?

a) Switzerland b) Germany

c) Italy d) Singapore

55. The thermal equator is identified as the area of

a) highest absolute temperature b) medium temperature

c) zero degree latitude d) highest mean temperature

56. The first person to set foot upon the moon was:

a) Stuart R. Roosu b) Edgar D. Mitchell

c) Neil Armstrong d) Alfred M. Worden

57. Cancer is caused due to

a) bacterial infection
b) unhygienic food
c) uncontrolled cell division
d) uncontrolled blood circulation

58. What is the song sung during "Dhan Nach" in the eastern hill districts of Nepal

a) Palangma
b) Palunga
c) Paluwa
d) Pyangpurng

59. Where was Macro Polo from?

a) Germany b) Portugal c) Spain d) Italy

60. ISO signifies

a) International Standard Organization
b) Standardized International Organization
c) Internal Standard Organization
d) International Standardized Organization

61. One tola of gold is equivalent to

a) 10 grams
b) 10.54 grams
c) 11.664 grams
d) 12.335 grams

62. FB Manager takes care of :

a) Flower & Books
b) Food and Bank
c) File and Branch
d) Food and Beverages.

63. World Hypertension Day is marked every year to highlight the health risks with strokes and heart attacks and diseases caused by high blood pressure. When is this day observed?

a) On April 1st b) On May 1st c) On May 17th d) On May 17th

64. With which sports the name Tiger Woods is associated?

a) Cricket b) Golf c) Volley ball d) Baseball

65. Which of the following tax is not applicable in Nepal?

a) Value Added Tax
b) Property Tax
c) Death Duty
d) Customs Duty

66. The base of the binary number systems is

a) 2 b) 8 c) 10 d) 16

67. What is minimum age requirement of a person in Nepal to be eligible to vote in national election?

a) 18 b) 21 c) 23 d) 25

68. "Failure is the opportunity to begin again, more intelligently". is the thought of

a) John F. Kennedy b) Indira Gandhi

c) Henry Ford d) Kofi Annan

69. Which of the following is an export item from Nepal?

a) Coffee b) Cashew nut

c) Ground Nut d) Mustard oil

70. Popular Nepali poem "Hami" is the creation of

a) Narayan Baskota b) Bhupi Serhan

c) Ramola Devi Shah d) Narayan Wagle

71. How many astrological sign are there in Hindu mythology?

a) 10 b) 11 c) 12 d) 15

72. The upper Tamakoshi Hydro Project which is being constructed through domestic investment has the capacity of

a) 350 MW b) 400 MW c) 456 MW d) 510 MW

73. RAW is the intelligence agency of

a) India b) Nepal c) Bangladesh d) Pakistan

74. Which of the following is not a Himalayan river?

a) Karnali b) Bagmati c) Kali Gandaki d) Koshi

75. Gobar gas mainly consists of

a) Methane b) Carbon dioxide c) Propane d) Flourine

Section - IV: Business and Economics

Direction: For each of the questions below, select the best of the answer choices given.

76. Which of the following institutions introduced the human poverty index (HPI)?

a) The IMF b) UNDP c) ADB d) World Bank

77. Bulls and bears are the terms associated with

a) Parliamentary affairs b) Stock exchange

c) Bull fights d) Racing

78. Economic choice and competitive behavior are the result of

a) basic human need b) poverty

c) private ownership of resources d) scarcity

79. "Alibaba" is related with

a) e-commerce b) e-governance c) religion d) politics

80. Which of the following would increase the likelihood that consumers might purchase a product?

a) lower product price b) improved quality

c) successful advertising d) all of the above

81. An oligopolistic market

a) has a small number of rival firms, and each is large relative to the market

b) makes the demand for each firm dependent on the actions of its rivals

c) has high entry barriers facing firms that could otherwise enter the market

d) all of the above are true

82. Shape of total fixed cost (TFC) curves is ..... within certain capacity of production.

a) Vertical b) Horizontal c) 45 degree line d) None of these

83. Market in which firms sell their output are called

a) capital market b) stock market c) labor market d) product market

84. Under perfect competition, the seller is a

a) price maker b) price taker

c) both price maker and price taker d) None of these

85. By marginal revenue (MR), we mean

a) the revenue a firm earns when it has increased its output by one unit

b) the increase in costs a firm incurs when it increases its output sold by one unit

c) the change in total revenue of a firm when it increases its output sold by one unit

d) the change in fixed revenue but not the variable revenue due to a one unit change in sales

86. Production is a function of

a) profits b) price c) factors d) costs

87. If there is a market structure in which there are only two buyers for a commodity, it is called

a) Duopoly b) Duopsony

c) Discrimination market d) None of the above

88. Full employment in the economy is characterized by

a) Prosperity b) Depression c) Recovery d) Recession

89. Public finance is the study of the principles underlying the spending and raising of funds by

a) private authorities

b) both private and public authorities

c) public authorities

d) big institutions

90. Which country introduced state planning first in the world?

a) Soviet Russia b) Germany c) Japan d) UK

91. In Keynesian terminology, investment refers to

a) Buying existing stocks and shares b) Subtracting to capital

c) Addition to capital d) None of these

92. Liquidity preference is the desire to hold

a) Gold b) Cash

c) Jewellery d) Parting with liquidity

93. Which of the following is not an economic resource?

a) Land b) Labor c) Air d) Entrepreneurship

94. A person who has not attained 16 years of age is

a) A Minor b) A Major c) A Child d) An Adult

95. Which is the most suitable ratio to measure the liquidity position of the company?

a) Current Ratio b) Quick Ratio

c) Debt-Equity Ratio d) Return on Capital employed

96. Debenture holders receive:

a) Dividend b) Interest c) Rent d) Bonus

97. The first insurance company in Nepal is:

a) Prime Life Assurance

b) Nepal Insurance Company Ltd.

c) Nepal Life Insurance Company Ltd.

d) Asian Life Insurance Company Ltd.

98. Under what circumstances can the bank close a partnership account?

a) Death of Partner b) Retirement of a partner

c) Insolvency of a partner d) Combination of (a) and (c)

99. If cheques received by a firm are not deposited for several days, this represents an increase in the ..... float for the depositing firm.

a) collection b) disbursement c) clearing d) net

100. The basic difference between macroeconomics and microeconomics is that

a) macroeconomics looks at aggregate markets, while microeconomics is concerned with subcomponents.

b) macroeconomics is concerned with policy decisions, while microeconomics applies only to theory

c) microeconomics is concerned with the forest (aggregate markets), while macroeconomics is concerned with the trees (components)

d) opportunity cost is applicable to macroeconomics, and the fallacy of composition relates to microeconomics.

MASTER OF BUSINESS STUDIES (MBS) / MASTER OF PUBLIC ADMINISTRATION (MPA) ADMISSION TEST

MBS / MPA AT XXXX

ANSWER SHEET

(DIRECTION :Please record your answers in this sheet by darkening the answer choice)

Roll Number : .....

Roll Number in Word: .....

Verbal Ability	Quantitative Ability	General Awareness	Business & Economics
1. ⓐ ⓑ ⓒ ⓓ	26. ⓐ ⓑ ⓒ ⓓ	51. ⓐ ⓑ ⓒ ⓓ	76. ⓐ ⓑ ⓒ ⓓ
2. ⓐ ⓑ ⓒ ⓓ	27. ⓐ ⓑ ⓒ ⓓ	52. ⓐ ⓑ ⓒ ⓓ	77. ⓐ ⓑ ⓒ ⓓ
3. ⓐ ⓑ ⓒ ⓓ	28. ⓐ ⓑ ⓒ ⓓ	53. ⓐ ⓑ ⓒ ⓓ	78. ⓐ ⓑ ⓒ ⓓ
4. ⓐ ⓑ ⓒ ⓓ	29. ⓐ ⓑ ⓒ ⓓ	54. ⓐ ⓑ ⓒ ⓓ	79. ⓐ ⓑ ⓒ ⓓ
5. ⓐ ⓑ ⓒ ⓓ	30. ⓐ ⓑ ⓒ ⓓ	55. ⓐ ⓑ ⓒ ⓓ	80. ⓐ ⓑ ⓒ ⓓ
6. ⓐ ⓑ ⓒ ⓓ	31. ⓐ ⓑ ⓒ ⓓ	56. ⓐ ⓑ ⓒ ⓓ	81. ⓐ ⓑ ⓒ ⓓ
7. ⓐ ⓑ ⓒ ⓓ	32. ⓐ ⓑ ⓒ ⓓ	57. ⓐ ⓑ ⓒ ⓓ	82. ⓐ ⓑ ⓒ ⓓ
8. ⓐ ⓑ ⓒ ⓓ	33. ⓐ ⓑ ⓒ ⓓ	58. ⓐ ⓑ ⓒ ⓓ	83. ⓐ ⓑ ⓒ ⓓ
9. ⓐ ⓑ ⓒ ⓓ	34. ⓐ ⓑ ⓒ ⓓ	59. ⓐ ⓑ ⓒ ⓓ	84. ⓐ ⓑ ⓒ ⓓ
10. ⓐ ⓑ ⓒ ⓓ	35. ⓐ ⓑ ⓒ ⓓ	60. ⓐ ⓑ ⓒ ⓓ	85. ⓐ ⓑ ⓒ ⓓ
11. ⓐ ⓑ ⓒ ⓓ	36. ⓐ ⓑ ⓒ ⓓ	61. ⓐ ⓑ ⓒ ⓓ	86. ⓐ ⓑ ⓒ ⓓ
12. ⓐ ⓑ ⓒ ⓓ	37. ⓐ ⓑ ⓒ ⓓ	62. ⓐ ⓑ ⓒ ⓓ	87. ⓐ ⓑ ⓒ ⓓ
13. ⓐ ⓑ ⓒ ⓓ	38. ⓐ ⓑ ⓒ ⓓ	63. ⓐ ⓑ ⓒ ⓓ	88. ⓐ ⓑ ⓒ ⓓ
14. ⓐ ⓑ ⓒ ⓓ	39. ⓐ ⓑ ⓒ ⓓ	64. ⓐ ⓑ ⓒ ⓓ	89. ⓐ ⓑ ⓒ ⓓ
15. ⓐ ⓑ ⓒ ⓓ	40. ⓐ ⓑ ⓒ ⓓ	65. ⓐ ⓑ ⓒ ⓓ	90. ⓐ ⓑ ⓒ ⓓ
16. ⓐ ⓑ ⓒ ⓓ	41. ⓐ ⓑ ⓒ ⓓ	66. ⓐ ⓑ ⓒ ⓓ	91. ⓐ ⓑ ⓒ ⓓ
17. ⓐ ⓑ ⓒ ⓓ	42. ⓐ ⓑ ⓒ ⓓ	67. ⓐ ⓑ ⓒ ⓓ	92. ⓐ ⓑ ⓒ ⓓ
18. ⓐ ⓑ ⓒ ⓓ	43. ⓐ ⓑ ⓒ ⓓ	68. ⓐ ⓑ ⓒ ⓓ	93. ⓐ ⓑ ⓒ ⓓ
19. ⓐ ⓑ ⓒ ⓓ	44. ⓐ ⓑ ⓒ ⓓ	69. ⓐ ⓑ ⓒ ⓓ	94. ⓐ ⓑ ⓒ ⓓ
20. ⓐ ⓑ ⓒ ⓓ	45. ⓐ ⓑ ⓒ ⓓ	70. ⓐ ⓑ ⓒ ⓓ	95. ⓐ ⓑ ⓒ ⓓ
21. ⓐ ⓑ ⓒ ⓓ	46. ⓐ ⓑ ⓒ ⓓ	71. ⓐ ⓑ ⓒ ⓓ	96. ⓐ ⓑ ⓒ ⓓ
22. ⓐ ⓑ ⓒ ⓓ	47. ⓐ ⓑ ⓒ ⓓ	72. ⓐ ⓑ ⓒ ⓓ	97. ⓐ ⓑ ⓒ ⓓ
23. ⓐ ⓑ ⓒ ⓓ	48. ⓐ ⓑ ⓒ ⓓ	73. ⓐ ⓑ ⓒ ⓓ	98. ⓐ ⓑ ⓒ ⓓ
24. ⓐ ⓑ ⓒ ⓓ	49. ⓐ ⓑ ⓒ ⓓ	74. ⓐ ⓑ ⓒ ⓓ	99. ⓐ ⓑ ⓒ ⓓ
25. ⓐ ⓑ ⓒ ⓓ	50. ⓐ ⓑ ⓒ ⓓ	75. ⓐ ⓑ ⓒ ⓓ	100. ⓐ ⓑ ⓒ ⓓ

College / Campus Code No.:.....

VA	QA	GA	BE

=

Total

1714

Annex 74: Entrance Test Result

Retrieved from www.tufoe.edu.np

Tribhuvan University

Faculty of Education

M.Ed. Entrance Examination Result 2076

Exam held in 2076/10/18

Center: Sukuna Multiple Campus, Morang

SN	Roll No.	Name	Campus	Subject
1	2140002	BHIM BAHADUR BISHWAKARMA	SMC	ENGLISH
2	2140008	JEEVAN KUMAR BHATTARAI	SMC	ENGLISH
3	2140014	LAXMI MAYA KHADKA	SMC	ENGLISH
4	2140017	DURGA BAHADUR KARKI	SMC	ENGLISH
5	2140003	DIBESH KUMHAR	SMC	ENGLISH
6	2140010	BAL KUMAR RAI	SMC	ENGLISH
7	2140012	TEKNATH SHARMA	SMC	ENGLISH
8	2140023	SHIVA KUMARI SHRESTHA	SMC	ENGLISH
9	2140021	DEEPA BHATTARAI	SMC	ENGLISH
10	2140019	MUNA RAI	SMC	ENGLISH
11	2140009	BHUWAN KARKI	SMC	ENGLISH
12	2140006	UMAKANTA CHAULAGAIN	SMC	ENGLISH
13	2140016	BIKRAM ADHIKARI	SMC	ENGLISH
14	2140022	SABITA KHATIWADA	SMC	ENGLISH
15	2140013	DIPA KUMARI RAJBANSHI	SMC	ENGLISH
16	2140077	ASWANI KUMAR KARKI	SMC	ENGLISH
17	2140001	PURNIMA RAJBANSHI	SMC	ENGLISH
18	2140004	DHAN PRASAD LIMBU	SMC	ENGLISH
19	2140005	MUNA KALA RAI	SMC	ENGLISH
20	2140007	MAUSAM PHEWDIN	SMC	ENGLISH
21	2140011	SARITA ANGDEMBE	SMC	ENGLISH
22	2140015	ARJUN DHUNGANA	SMC	ENGLISH
23	2140018	NISHA NEUPANE	SMC	ENGLISH
24	2140020	PRAKASH BHATTARAI	SMC	ENGLISH
25	2140024	RUDRA KUMAR THAPA	SMC	ENGLISH
26	2140025	BABITA KUMARI BAHARDAR	SMC	ENGLISH
27	2140026	BIPIN SATYAL	SMC	ENGLISH
28	2140035	NIRAJ KUMAR CHAUDHARY	SMC	EPM
29	2140028	PUJAN RAI	SMC	EPM
30	2140032	MAHESH KUMAR MAJHI THARU	SMC	EPM
31	2140034	DEEPA GHIMIRE	SMC	EPM
32	2140039	PARAS MANI SHARMA	SMC	EPM
33	2140038	KARAN DHIMAL	SMC	EPM
34	2140033	RABINA SHAH	SMC	EPM
35	2140027	NARA MAYA ROKKA	SMC	EPM
36	2140029	SUSMA LIMBU	SMC	EPM
37	2140030	KAMAL ACHARYA	SMC	EPM
38	2140031	BUDHA MAYA LIMBU	SMC	EPM

SN	Roll No.	Name	Campus	Subject
39	2140036	RABINDRA BHETWAL	SMC	EPM
40	2140037	RENU ADHIKARI	SMC	EPM
41	2140040	SOMITA MASKI MAGAR	SMC	EPM
42	2140041	AMRITA BUDHATHOKI	SMC	EPM
43	2140042	MANI RAM GHIMIRE	SMC	EPM
44	2140043	RABINA PALUNGWA	SMC	HEALTH
45	2140044	RENUKA SHRESTHA	SMC	HEALTH
46	2140045	LAXMI KUMARI MAJHI	SMC	HEALTH
47	2140046	TIKA DEVI BASNET	SMC	HEALTH
48	2140047	LILA THAPA	SMC	HEALTH
49	2140048	MANISHA LUITEL	SMC	HEALTH
50	2140057	SAGAR SUBBA	SMC	MATH
51	2140056	SHIBA RAJ POKHAREL	SMC	MATH
52	2140055	KESHAB PRASAD DAHAL	SMC	MATH
53	2140054	GOVINDA KUMAR GIRI	SMC	MATH
54	2140052	SUMAN GHIMIRE	SMC	MATH
55	2140050	SUDARSHAN KATTEL	SMC	MATH
56	2140049	YOURAJ SHANKAR	SMC	MATH
57	2140051	MAHESH BAHADUR SARKI	SMC	MATH
58	2140053	MINA GURUNG	SMC	MATH
59	2140064	ABU LUMAR MAGAR	SMC	NEPALI
60	2140058	GANGA KUMARI KHATRI	SMC	NEPALI
61	2140063	DIPA KHATRI	SMC	NEPALI
62	2140069	SARITA BARAL	SMC	NEPALI
63	2140059	INDIRA ADHIKARI	SMC	NEPALI
64	2140070	ROSHAN POUDEL	SMC	NEPALI
65	2140066	SANDIP ACHARYA	SMC	NEPALI
66	2140061	IBA KUMARI SUNUWAR	SMC	NEPALI
67	2140062	SABITRA KHANAL	SMC	NEPALI
68	2140067	SITA DAHAL	SMC	NEPALI
69	2140068	RITA SUBEDI	SMC	NEPALI
70	2140076	BIJENDRA CHAUDHARY	SMC	POPULATION
71	2140073	RANJEET KUMAR CHAUDHARY	SMC	POPULATION
72	2140071	BINAY KUMAR CHAUDHARY	SMC	POPULATION
73	2140072	PRAMILA KHADKA	SMC	POPULATION
74	2140074	PABITRA CHAUDHARY	SMC	POPULATION
75	2140075	JENI RAI	SMC	POPULATION

Tribhuvan University
Faculty of Management
Office of Dean
Master Level Admission Test
Feb 2020 SCORE SHEET Contact No.: 01-5195568 email: info@fomecd.edu.np

SNo	Cmat Roll	Name	Score	Score In Words	Campus
1	SMCM0001	RAMISHA GAUTAM	40	FORTY	Sukuna Multiple Campus
2	SMCM0002	MUSKAN TAMANG	41	FORTY ONE	Sukuna Multiple Campus
3	SMCM0003	SADHANA DHKAL	42	FORTY TWO	Sukuna Multiple Campus
4	SMCM0004	BANDANA PANDE	43	FORTY THREE	Sukuna Multiple Campus
5	SMCM0005	SANGITA POUDEL	40	FORTY	Sukuna Multiple Campus
6	SMCM0006	TULASHA NIRAULA	45	FORTY FIVE	Sukuna Multiple Campus
7	SMCM0007	AARATI GUPTA	40	FORTY	Sukuna Multiple Campus
8	SMCM0008	SARADA CHAUDHARY	40	FORTY	Sukuna Multiple Campus
9	SMCM0009	USHA RAI	52	FIFTY TWO	Sukuna Multiple Campus
10	SMCM0010	DEEPINA RIJAL	55	FIFTY FIVE	Sukuna Multiple Campus
11	SMCM0011	ANITA BUDHATHOKI	40	FORTY	Sukuna Multiple Campus
12	SMCM0012	PRAMOD KUMAR PARIYAR	40	FORTY	Sukuna Multiple Campus
13	SMCM0013	POOJA BHUJEL	53	FIFTY THREE	Sukuna Multiple Campus
14	SMCM0014	BINOD KAFLE	58	FIFTY EIGHT	Sukuna Multiple Campus
15	SMCM0015	GYANU BHANDARI	55	FIFTY FIVE	Sukuna Multiple Campus
16	SMCM0016	REKHA KHADKA	67	SIXTY SEVEN	Sukuna Multiple Campus
17	SMCM0017	RADEKSHA HUMAGAI	62	SIXTY TWO	Sukuna Multiple Campus
18	SMCM0018	NISCHAL BASNET	44	FORTY FOUR	Sukuna Multiple Campus
19	SMCM0019	DIL KUMARI RAI	54	FIFTY FOUR	Sukuna Multiple Campus
20	SMCM0020	SAPANA CHAUDHARY	57	FIFTY SEVEN	Sukuna Multiple Campus
21	SMCM0021	TARA KALA RAI	55	FIFTY FIVE	Sukuna Multiple Campus
22	SMCM0022	SITA NEPAL	49	FORTY NINE	Sukuna Multiple Campus
23	SMCM0023	ISHWARA SIWA	53	FIFTY THREE	Sukuna Multiple Campus
24	SMCM0024	MANOJ DHUNGANA	55	FIFTY FIVE	Sukuna Multiple Campus
25	SMCM0025	YOGENDRA TIWARI	58	FIFTY EIGHT	Sukuna Multiple Campus
26	SMCM0026	SANJOG KARKI	71	SEVENTY ONE	Sukuna Multiple Campus
27	SMCM0027	KABITA DAHAL	44	FORTY FOUR	Sukuna Multiple Campus
28	SMCM0028	MAIYA GHIMIRE	40	FORTY	Sukuna Multiple Campus
29	SMCM0029	KABITA PYAKUREL	40	FORTY	Sukuna Multiple Campus
30	SMCM0030	SANJAYA KUMAR GIRI	48	FORTY EIGHT	Sukuna Multiple Campus
31	SMCM0031	SUSHMITA SINGH	46	FORTY SIX	Sukuna Multiple Campus
32	SMCM0033	SONAM KARKI	56	FIFTY SIX	Sukuna Multiple Campus
33	SMCM0034	NAROTAM ADHIKARI	47	FORTY SEVEN	Sukuna Multiple Campus
34	SMCM0035	NISHAN SANGRAULA	45	FORTY FIVE	Sukuna Multiple Campus
35	SMCM0036	TULASHA KHATRI	55	FIFTY FIVE	Sukuna Multiple Campus
36	SMCM0037	PAWAN THAPA	56	FIFTY SIX	Sukuna Multiple Campus
37	SMCM0038	GAYATRA POUDEL	40	FORTY	Sukuna Multiple Campus

38	SMCM0039	DAYARAM GAUTAM	49	FORTY NINE	Sukuna Multiple Campus
39	SMCM0040	REKHA GURUNG	56	FIFTY SIX	Sukuna Multiple Campus
40	SMCM0041	ANJANA BHUSHAL	40	FORTY	Sukuna Multiple Campus
41	SMCM0042	PRABIN NEUPANE	40	FORTY	Sukuna Multiple Campus
42	SMCM0043	LALESH KUMAR MANDAL	66	SIXTY SIX	Sukuna Multiple Campus
43	SMCM0044	ROJINA TAMANG	40	FORTY	Sukuna Multiple Campus
44	SMCM0045	NUTAN SHRESTHA	68	SIXTY EIGHT	Sukuna Multiple Campus
45	SMCM0046	CHETANA THAPA	48	FORTY EIGHT	Sukuna Multiple Campus
46	SMCM0047	RANJU KHADKA	57	FIFTY SEVEN	Sukuna Multiple Campus
47	SMCM0048	UJJWAL KHANAL	50	FIFTY	Sukuna Multiple Campus
48	SMCM0049	CHIRANJIBI KHULAL	45	FORTY FIVE	Sukuna Multiple Campus
49	SMCM0050	NAMUNA POKHAREL	48	FORTY EIGHT	Sukuna Multiple Campus
50	SMCM0051	RANJITA ACHARYA	45	FORTY FIVE	Sukuna Multiple Campus
51	SMCM0052	BIJAY DULAL	40	FORTY	Sukuna Multiple Campus
52	SMCM0054	DEVENDRA BHUJEL	51	FIFTY ONE	Sukuna Multiple Campus
53	SMCM0055	PRAKASH KHULAL	51	FIFTY ONE	Sukuna Multiple Campus
54	SMCM0056	KESHAB BHATTARAI	54	FIFTY FOUR	Sukuna Multiple Campus
55	SMCM0057	TIKA PRASAD DAHAL	55	FIFTY FIVE	Sukuna Multiple Campus
56	SMCM0058	SABIN PARAJULI	67	SIXTY SEVEN	Sukuna Multiple Campus
57	SMCM0059	NISHAN GHIMIRE	64	SIXTY FOUR	Sukuna Multiple Campus
58	SMCM0060	TEK MAYA GIRI	40	FORTY	Sukuna Multiple Campus
59	SMCM0061	BINOD GIRI	43	FORTY THREE	Sukuna Multiple Campus
60	SMCM0062	SUVASH KUMAR CHAUDHARY	58	FIFTY EIGHT	Sukuna Multiple Campus
61	SMCM0063	SUBASH TAMANG	61	SIXTY ONE	Sukuna Multiple Campus
62	SMCM0064	SHISHUKAR DEO	45	FORTY FIVE	Sukuna Multiple Campus
63	SMCM0065	ASMITA PARAJULI	42	FORTY TWO	Sukuna Multiple Campus
64	SMCM0066	KHAGENDRA KARKI	42	FORTY TWO	Sukuna Multiple Campus
65	SMCM0067	TIKA NEUPANE	49	FORTY NINE	Sukuna Multiple Campus
66	SMCM0068	PRATIMA POKHREL	50	FIFTY	Sukuna Multiple Campus
67	SMCM0069	PRATIMA CHAPAGAI	54	FIFTY FOUR	Sukuna Multiple Campus
68	SMCM0070	KABITA TIMSINA	55	FIFTY FIVE	Sukuna Multiple Campus
69	SMCM0071	AMISH GAUTAM	57	FIFTY SEVEN	Sukuna Multiple Campus
70	SMCM0072	NISHA LAMSAL	60	SIXTY	Sukuna Multiple Campus
71	SMCM0073	NISIL LAMSAL	52	FIFTY TWO	Sukuna Multiple Campus
72	SMCM0074	RAMA BASNET	49	FORTY NINE	Sukuna Multiple Campus
73	SMCM0075	HARI KAFLE	43	FORTY THREE	Sukuna Multiple Campus
74	SMCM0076	SANGITA ODARI	47	FORTY SEVEN	Sukuna Multiple Campus
75	SMCM0077	SONA KATWAL	45	FORTY FIVE	Sukuna Multiple Campus
76	SMCM0078	SURYABIKRAM SHRESTHA	47	FORTY SEVEN	Sukuna Multiple Campus
77	SMCM0079	KESHAB THAKUR	52	FIFTY TWO	Sukuna Multiple Campus
78	SMCM0080	TRIDIP ROKKA	57	FIFTY SEVEN	Sukuna Multiple Campus
79	SMCM0081	ASHISH MAJHI	49	FORTY NINE	Sukuna Multiple Campus
80	SMCM0082	PRAMIKSHA POKHAREL	47	FORTY SEVEN	Sukuna Multiple Campus

81	SMCM0083	YUNISH SUBEDI	44	FORTY FOUR	Sukuna Multiple Campus
82	SMCM0084	BINA SUBEDI	44	FORTY FOUR	Sukuna Multiple Campus
83	SMCM0085	RAJESH DHAKAL	45	FORTY FIVE	Sukuna Multiple Campus
84	SMCM0086	SAURAV DHAKAL	44	FORTY FOUR	Sukuna Multiple Campus
85	SMCM0087	SHESHA RAJ DAHAL	40	FORTY	Sukuna Multiple Campus
86	SMCM0088	MANISHA LAMSAL	44	FORTY FOUR	Sukuna Multiple Campus
87	SMCM0089	RUDRA GHIMIRE	42	FORTY TWO	Sukuna Multiple Campus
88	SMCM0090	SUBI RAI	40	FORTY	Sukuna Multiple Campus
89	SMCM0091	ELISHA CHAUDHARY	44	FORTY FOUR	Sukuna Multiple Campus
90	SMCM0092	RABIN ROKKA	45	FORTY FIVE	Sukuna Multiple Campus
91	SMCM0093	DIPSHIKA SHRESTHA	40	FORTY	Sukuna Multiple Campus
92	SMCM0094	SANTOSH NEPAL	46	FORTY SIX	Sukuna Multiple Campus
93	SMCM0095	SANGAM RAI	40	FORTY	Sukuna Multiple Campus
94	SMCM0096	SUSHMITA KOIRALA	40	FORTY	Sukuna Multiple Campus
95	SMCM0098	DEV RAJ KAFLE	48	FORTY EIGHT	Sukuna Multiple Campus
96	SMCM0099	SAGAR SHRESTHA	55	FIFTY FIVE	Sukuna Multiple Campus
97	SMCM0100	SMITA WOSTI	40	FORTY	Sukuna Multiple Campus
98	SMCM0101	POOJA KAFLE	52	FIFTY TWO	Sukuna Multiple Campus
99	SMCM0102	BIKASH BASTOLA	51	FIFTY ONE	Sukuna Multiple Campus
100	SMCM0103	JYOTI KHANAL	42	FORTY TWO	Sukuna Multiple Campus
101	SMCM0104	JELISHA POKHREL	40	FORTY	Sukuna Multiple Campus
102	SMCM0105	CHANDRA NARAYAN PRASAD GUPTA	51	FIFTY ONE	Sukuna Multiple Campus
103	SMCM0106	MOHAN BIKRAM MALLA	43	FORTY THREE	Sukuna Multiple Campus
104	SMCM0107	BIDYA RAJ LIMBU	43	FORTY THREE	Sukuna Multiple Campus
105	SMCM0108	AAKASH NEUPANE	59	FIFTY NINE	Sukuna Multiple Campus
106	SMCM0109	HARI BAHADUR BASNET	50	FIFTY	Sukuna Multiple Campus
107	SMCM0110	RAM KRISHNA DHAKAL	47	FORTY SEVEN	Sukuna Multiple Campus
108	SMCM0111	MADHU DHIMAL	40	FORTY	Sukuna Multiple Campus

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, प्रदेश नं. १, नेपाल
SUNDARHARAICHA MUNICIPALITY, MORANG, PROVINCE NO. 1, NEPAL
स्था: २०४८ (ESTD. 1992)
CAA Certified by UGC, Nepal

पत्र सङ्ख्या:
चलानी नम्बर:

मिति : २०७६/०५/०१

विषय : प्रवेश परीक्षाको नतिजा प्रकाशन सम्बन्धमा ।

उपर्युक्त सम्बन्धमा मिति २०७६ साल साउन ३२ गतेका दिन सञ्चालन गरिएको स्नातक तह प्रथम वर्ष अन्तर्गत व्यवस्थापन, शिक्षा तथा मानविकी संकायको प्रवेश परीक्षाको नतिजा योग्यताक्रम अनुसार प्रकाशन गरिएको व्यहोरा सम्बन्धित सबैलाई जानकारी गराइन्छ । प्रवेश परीक्षामा उत्तीर्ण हुने विद्यार्थीहरुले **मिति २०७६ भदौ ६** गते भित्र भर्ना लिइसक्नु पर्नेछ।

नोट : स्नातक तह (BBS/B.Ed./BA) प्रथम वर्षको पठनपाठन २०७६ भदौ ०८ गते विहान ६:०० बजेदेखि हुनेछ।

२०७६.०५.०१

क्याम्पस प्रमुख

क्याम्पस प्रमुख

फोन: ०२१-५४५६१७, ०२१-५४५०१७
e-mail:sukunac@yahoo.com, sukunamc2048@gmail.com
नोटिसबोर्ड: ९६१८०२१-५४५०१७
website:www.sukuna.edu.np

Scanned with

BA

S.NO.	NAME OF STUDENTS	OM	RANK
4	SUMITRA RAI	40	1
8	SILAS THAPA	37	2
7	ALISHA BASNET	34	3
2	ASHA GHIMIRE	32	4
6	ALINA BASNET	31	5
5	PABITRA MAYA KARKI	30	6
1	KARINA THAPA	0	NQ
3	SAPANA LIMBU	0	NQ

क्याम्पस प्रमुख

B.ED.

S.N	STUDENT'S NAME	OM	RANK
3	SUJAN RAI	59	1
4	SRIJANA BASNET	52	2
20	ASHISH GHIMIRE	52	3
5	GYANU GHIMIRE	50	4
10	ASMI RAI	49	5
6	ANU RAI	48	6
22	ANTIM RAI	48	7
11	HASINA URAW	45	8
23	PRADIP CHAMLING	42	9
7	YASHODA BUDHATHOKI	40	10
28	SUVAS GAUTAM	40	11
9	SANDHYA GIRI	39	12
13	URMILA MAGAR	39	13
19	AYUSHA KARKI	39	14
1	SUSMITA RAI	38	15
12	GOMA BISHWAKARMA	38	16
31	AYUSH GURAGAIN	38	17
16	LAXMAN NACHHIRING RAI	35	18
24	YUBRAJ RANA	35	19
14	SITA KATUWAL	34	20
8	ANISH KUMAR DAHAL	33	21
18	MILAN SHRESTHA	33	22
30	NISHA DHUNGEL	33	23
17	SMRITI SUBEDI	32	24
32	MUNA DULAL	30	25
21	BIKASH PARAJULI	29	26
15	SANGITA KHATRI	26	27
26	JJANA SHOBHA SUNUWAR	25	28
29	MANISHA KHADKA	25	29
27	KRISHNA KUMARI MAGAR	22	30
2	REWAT RAM BARUWAL	0	NQ
25	RUNUKA KUMARI LIMBU	0	NQ

BBS

SYM.NO	STUDENT NAME	OM	RANK
112	DHIRAJ DHIMAL	88	1
79	ANISH NIROULA	75	2
143	PRAJAL LIMBU	73	3
91	ANISH ADHIKARI	69	4
1	SAMIKSHYA SHRESTHA	68	5
125	SARMILA GIRI	68	6
144	ASHOK BHUJEL	67	7
33	USHA SIWAKOTI	65	8
148	SANJOG SRKI	65	9
20	SANTOSH BHATTARAI	63	10
119	MANISH BHANDARI	63	11
145	SUSMITA RAI	63	12
24	BISHAL THAPA	62	13
76	ALISHA GURUNG	61	14
92	TARAYANI SUBEDI	61	15
115	MANITA NEUPANE	61	16
120	ANJU BARAHI	61	17
8	SAGAR ACHARYA	60	18
10	MANISH THAPA	60	19
78	CHETANA SHRESTHA	60	20
114	RITA GIRI	60	21
22	DIYA GURUNG	59	22
107	BIKASH NIRAULA	59	23
113	BIPANA THAPA	59	24
141	DIPAK KHADKA	59	25
168	ARJUN BHATTARAI	59	26
40	SANTOSH RAI	58	27
42	MADAN SIWAKOTI	58	28
62	NITESH SHRESTHA	57	29
106	SAGAR BISTA	57	30
154	ASMITA KHADKA	57	31
88	SABINA RIMAL	56	32
93	SUSMA DANGAL	56	33
147	PADAM PRASAD ACHARYA	56	34
150	PRAKASH SHRESTHA	56	35
151	NISHA SUBBA	56	36
52	SHITAL RAI	55	37
55	SILAS MAGAR	55	38
56	SAPANA RAI	55	39
90	PRATIMA KARKI	55	40
105	AMRIT BISTA	55	41
108	RANJU KARKI	55	42
146	SAMITA GAUTAM	55	43
43	NIKHIL UPRETI	54	44
46	MANISH BISHWAKARMA	54	45
70	BASANTA LIMBU	54	46
75	LAXMI POUDEL	54	47

क्याम्पस प्रमुख

Scanned with CamScanner

84	SABIN KOIRALA	54	48
89	SUDHA BASTOLA	54	49
104	BIKASH POKHREL	54	50
131	SUMAN BABU ADHIKARI	54	51
53	ANJANA SHRESTHA	53	52
87	KHAGENDRA BASNET	53	53
100	GANGA KHATRI	53	54
121	PRAKASH KHATIWADA	53	55
124	RENUKA BHATTARAI	53	56
132	PRADIP KARKI	53	57
142	BISHA GURAGAIN	53	58
11	MUKESH PODDAR	52	59
37	GANGA POKHAREL	52	60
38	SUSMA BUDHATHOKI	52	61
59	SURIKSHA DHAKAL	52	62
61	BIKAL GHIMIRE	52	63
81	BABITA NEUPANE	52	64
101	BIMALA RAI	52	65
153	SUDIP POKHREL	52	66
167	PAWAN KHADKA	52	67
170	SAPANA LIMBU	52	68
23	CHANDANI GURUNG	51	69
49	PRIYASH KOIRALA	51	70
77	YOGISHA CHAUDHARY	51	71
3	ANURADHA CHAUDHARY	50	72
63	KUSHUM BASNET	50	73
99	ANITA BHANDARI	50	74
25	ABISHEK TAMANG	49	75
41	UMESH RAUT	49	76
51	MADHU RAI	49	77
82	KALPANA DHUNGANA	49	78
102	SUSMA BHANDARI	49	79
48	ANKIT RIJAL	48	80
67	NIMISH RAI	48	81
86	SAMIN DAHAL	48	82
103	ANJALI ROONIYAR	48	83
39	AMAR RAUT	47	84
156	YOGESH KHANAL	47	85
4	SRIJANA YONJAN	46	86
26	PUJA SHAH	46	87
47	MIN KUMAR SHRESTHA	46	88
54	JEEVAN BASTOLA	46	89
64	RAKSHA HAMAL	46	90
73	SITA LIMBU	46	91
98	TILAK KHATRI	46	92
157	SANAM KHATIWADA	46	93
14	BHUMIKA ADHIKARI	45	94
31	DEVI KHADKA	45	95
50	SABINA KHATIWADA	45	96
68	RAKSHA TAMANG	45	97

क्याम्पस प्रमुख

Scanned with CamScanner

109	ANJANA KANDEL	45	98
111	JANUKA BHANDARI	45	99
71	PRAMILA DHAKAL	44	100
138	ASMITA ADHIKARI	44	101
162	PUNAM THAPA	44	102
165	BINITA PARAJULI	44	103
7	ANISHA PURI	43	104
27	SUNITA RAI	43	105
30	ANISH KARKI	43	106
35	SABINA KARKI	43	107
129	SUSHIL KSHETRI	43	108
155	SUSHIL KHATRI	43	109
166	KARUNA SHRESTHA	43	110
19	SUSMITA POUDEL	42	111
21	GEVI MAYA TIMILSENA	42	112
32	ANIL THAPA	42	113
57	ANISHA POUDEL	42	114
83	RADHIKA BUDATHOKI	42	115
118	KHUSHBU RAI	42	116
13	MANISHA GURUNG	41	117
97	BIRENDRA LIMBU	41	118
133	PRAGATI BISHWAKARMA	41	119
15	DIPA BHATTARAI	40	120
58	PRIYANKA BHUJEL	40	121
5	RUPA KHATRI	39	122
18	PABITRA TAMANG	39	123
36	LAXMI BHANDARI	39	124
60	NIRAJ ACHARYA	39	125
137	SUNITA RAI	39	126
6	SARUNA NIROULA	38	127
12	ANU SUBEDI	38	128
116	BIKASH KUMAR PODAR	38	129
169	LAXMI TAMANG	38	130
85	SANDHIKA DAHAL	37	131
29	DIVYA BHANDARI	36	132
127	SMRITI RAI	36	133
134	BARSHA BASNET	36	134
16	OM KUMARI NIROULA	35	135
17	INDU DAHAL	35	136
130	DHAN MAYA GURUNG	35	137
28	GRISHMA POKHREL	34	138
45	ANUSH CHAUDHARY	34	139
163	MAMATA LIMBU	34	140
34	SAPANA KARKI	33	141
44	BINDA BUDHATHOKI	33	142
123	SHITAL DARNAL	33	143
161	ARPANA RAI	33	144
80	KHEM RAJ POKHREL	32	145
94	KUMAR SUBEDI	32	146
160	TIKA KUMARI RAI	32	147

क्याम्पस प्रमुख

Scanned with CamScanner

96	BINITA SUBEDI	31	148
117	DIPA GURUNG	31	149
135	RABINA KOIRALA	31	150
152	BHUMIKA LIMBU	31	151
128	ASHA RAI	30	152
9	BINDA KHADKA	29	153
65	RAKSHA KUMARI CHAUDHRY	29	154
140	AMBIKA ADHIKARI	29	155
149	PASANG TAMANG	29	156
2	MUNA DHIMAL	28	157
72	BIBESH TAMANG	28	158
136	SRISTIKA RAI	27	159
164	AMRITA KATUWAL	27	160
95	SURAKSHA RAUT	25	161
126	MOHAN PRASAD DAHAL	23	162
139	SUSMITA LIMBU	22	163
159	SABINA KARKI	21	164
69	YAM KUMAR DAHAL	20	165
66		0	NQ
74	INDIRA BK	0	NQ
110	RIYAN RAI	0	NQ
122	SISHIR LOTIO	0	NQ
158	SARMILA KHADKA	0	NQ

Annex 75: Interview Schedule for BBA Admission

Sukuna Multiple Campus

Sundarharaincha-12, Morang

BBA Program for Entrance Test

Interview Panel 'A'

Members

- **Dhruba Nepal**
- **Shankar Dewan**

Room No:120

2076/05/28

First Shift

S.N.	CMAT Roll No.	Name
01	SMCM 0105	Rabin Chamlagain
02	SMCM 0070	Dilip Babu Giri
03	SMCM 0069	Bibash Bhattarai
04	SMCM 0001	Aastha Karki
05	SMCM 0059	Bikram Adhikari
06	SMCM 0071	Sayog Rai
07	SMCM 0058	Bishal Chapagain
08	SMCM 0050	Yashodha Koirala
09	SMCM 0003	Ganga Kumar Bista
10	SMCM 0015	Yasodha Koirala
11	SMCM 0004	Homraj Basnet
12	SMCM 0031	Prasanna Thapa
13	SMCM 0047	Sujata Thapa
14	SMCM 0060	Prakash Basnet
15	SMCM 0046	Anisha Gurung

……..

Campus Chief

Sukuna Multiple Campus

Sundarharaincha-12, Morang

BBA Program

Interview Panel 'B'

Members:

- **Basu Dahal**
- **Trilochan Sitaula**

Room No: 121

2076/05/28

First Shift

S.N.	CMAT Roll No.	Name
01	SMCM 0066	Numasung Gurung
02	SMCM 0075	Bhenula Subedi
03	SMCM 0078	Bandana Pokharel
04	SMCM 0096	Subina Shrestha
05	SMCM 0002	Alka Subedi
06	SMCM 0032	Krishna Khadka
07	SMCM 0023	Nidhi Subedi
08	SMCM 0086	Rohit Karki
09	SMCM 0095	Bilam Basnet
10	SMCM 0006	Shivaraj Dhakal
11	SMCM 0009	Jyoti Pandey
12	SMCM 0018	Binita Subedi
13	SMCM 0057	Pujan Magar
14	SMCM 0079	Priyanka Gautam
15	SMCM 0038	Santosh Rai

……..

Campus Chief

Sukuna Multiple Campus

Sundarharaincha-12, Morang

BBA Program

Interview Panel 'C'

Members:

- **Indra Timsina**
- **Indra Kshetri**

Room No: 121

2076/05/28

First Shift

S.N.	CMAT Roll No.	Name
01	SMCM 0048	Pragya Kathet
02	SMCM 0049	Susma Paudel
03	SMCM 0062	Prashna Thapa
04	SMCM 0106	Navaraj Khadka
05	SMCM 0011	Usha Siwakoti
06	SMCM 0064	Sandesh Karki
07	SMCM 0072	Saurav Karki
08	SMCM 0082	Radhika Mishra
09	SMCM 0065	Anjana Rai
10	SMCM 0099	Saloni Shah
11	SMCM 0025	Sugina Karki
12	SMCM 0026	Nagendra Pande
13	SMCM 0092	Ayusha Bhattarai
14	SMCM 0017	Gaurav Koirala
15	SMCM 0043	Ishwor Bahadur Budhathoki

…….

Campus Chief

Program Schedule

Sukuna Multiple Campus
A QAA certified campus
Sundarharaincha-12, Morang

Welcome cum Orientation Program

BBA 2076 Intake

Date: 18th Kartik 2076 **Venue: Campus Seminar Hall**
Time:11:30 am

- **MC: Shankar Dewan (Lecturer, Sukuna Multiple Campus and an M.Phil Scholar, Nepal Open University)**
  [11:30-11:33]
- **Guests on the dais:** **Campus Chief (Chair of the Program)**
  Chairman of Campus Management Committee
  Assistant Campus Chiefs
  Coordinator of Management Department
  BBA Director Orientation Speaker Faculties

  [11:33-11:43]

- **Opening Ceremony: Lighting a candle [11:43-11:46]**
- **National Anthem 1:46-11:54]**
- **Welcome Speech: K.P. Acharya, BBA Director [11:54-12:04]**
- **Good wishes sharing**

  Mr. Balaram pokharel Coordinator of Management Department
  [12:04-12:14]
  Mr. Arjun Adhikari, Assistant Campus Chief
  [12:14-12:24]
  Miss Rojina Pokhrel ,3rd Semester Student

  [12:24-12:09]

- **Orientation Speech (Presentation): Mr Guna Raj Nepal (Lecturer, SMC & an M.Phil. Scholar, KU) [12:09-01:00]**
- **Snacks Break [01:00-01:30]**

- **Speech: Mr. Keshav Adhikari ,Chairman of Campus Management Committee [01:30-01:40]**
- **Speech: BBA Student [Master Bibash Bhattarai, Entrance Topper] [01:40-01:45]**
- **Speech & Formal Conclusion of the Program: Mr. Chandra Mani Rai, Campus Chief [01:45-02:10]**

Annex 76: Admission Form

Affiliated to Tribhuvan University

SUKUNA MULTIPLE CAMPUS

SUNDARHARAINCHA, MORANG

QAA Certified by UGC, Nepal

Campus Admission Application Form

Roll No: .....

Form S.No.: ..... Admission Batch: . ..... Date : .....

1. Full Name In Devanagari : ..... Student's Contact No.....

2. Name (Roman): First Name ☐☐☐☐☐☐☐☐ Middle Name ☐☐☐☐☐☐☐☐☐☐ Last Name ☐☐☐☐☐☐☐☐☐☐

3. E-mail ID ..... Gender: Male ☐ Female ☐ Other ☐

4. Current Class: ..... Section:..... Medium: .....

5. Religion: ..... Ethnic Group: Janajati/ Madhesi / Dalit / Others

6. Date of Birth: ..... Marital Status: Single/ Married/ Divorced / .....

7. Permanent Address: Province .....District: ..... Local Level: .....Ward No. :.....

8. Recent Address: Province ..... District: ..... Local Level: .....Ward No. :.....

9. Father's Name: ..... Occupation: .....Contact No. : .....

10. Mother's Name: ..... Occupation: ..... Contact No. : .....

11. Guardian's Name: ..... Relation: ..... Contact No. : .....

12. If any Disability, Mention the Category .....

Examination Passed : TU Reg No-

Examination	Board	Name of Institution	Type	Passed Year	Symbol No	Division /Grade	GPA/ Percent	
SLC/SEE								
+2/Inter								
Bachelor								

13. Intended Major Subject / Group :

I) ..... II) ..... III) ..... IV) .....

14. Applicants are required to :
Submit copies of the certificates of passed examinations follow all the rules and regulations of the campus and Tribhuvan University/ NEB.

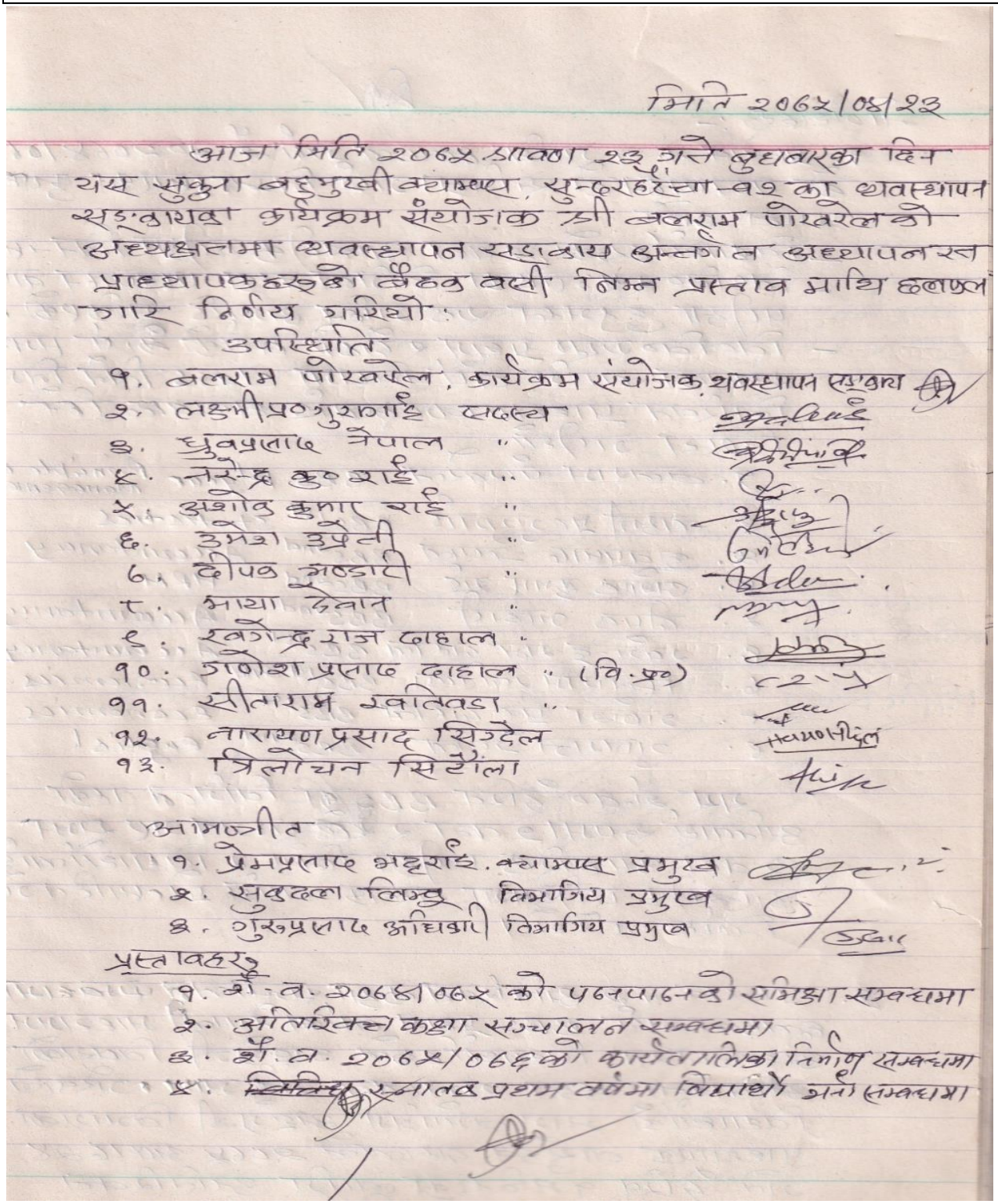
.....
Guardian's Signature

.....
Applicant's Signature
Date :

.....
Approved By

Scanned with

Annex 77: Department Decision and Student Attendance for Coaching Class



मिति २०६२/०४/२३

आज मिति २०६२ साल बैशाख २३ गते बुधबारका दिन यस सुकुना बहुमुखी व्यायमशाल, सुन्दरहरैचा-४ का अवस्थापन सङ्घ्रायका कार्यक्रम संयोजक श्री बलराम पोखरेलको अध्यक्षतामा अवस्थापन सङ्घ्रायका अन्तर्गत अध्यापनरत प्राध्यापकहरुको बैठक बसी निम्न प्रस्ताव माथि छलफल गरि निर्णय गरियो:

उपस्थिति

१. बलराम पोखरेल, कार्यक्रम संयोजक, अवस्थापन सङ्घ्राय
२. लक्ष्मीप्र० गुरुङ्गाईं सदस्य
३. ध्रुवप्रसाद नेपाल ,,
४. नरेन्द्र कु० राई ,,
५. अशोक कुमार राई ,,
६. उमेश उप्रेती ,,
७. दीपक मण्डारी ,,
८. माया देवान ,,
९. रवीन्द्र राज दाहाल ,,
१०. गणेश प्रसाद दाहाल ,, (वि.प्र०)
११. सीताराम खतिवडा ,,
१२. नारायण प्रसाद सिग्देल
१३. त्रिलोचन सिरौला

आमन्त्रित

१. प्रेमप्रताप भट्टराई, व्यायमशाल प्रमुख
२. सुदर्शन लिम्बु विभागिय प्रमुख
३. गुरुप्रसाद अधिकारी विभागिय प्रमुख

प्रस्तावहरु

१. वै. वि. २०६४/०६२ को परिणाम समिक्षा सम्बन्धमा
२. अतिरिक्त कक्षा सञ्चालन सम्बन्धमा
३. वै. वि. २०६५/०६६ को कार्यतालिका निर्माण सम्बन्धमा
४. ~~विविध~~ स्नातक प्रथम वर्षमा विद्यार्थी भर्ना सम्बन्धमा

निर्णयहरू :-

१. प्रस्ताव नं. ४ मा यिन छलफल गर्दा शै.व. २०६४/०६५ को पठनपाठनको समिक्षा गर्दा निम्नानुसारका कुराहरू प्राप्त भयो :

- विद्यार्थीहरूको २ वटा आन्तरीक परीक्षा लिन नसकिने
- वि०वि० एस० तहका विभिन्न तहका पठनपाठन वार्षिक परीक्षा हुनुभन्दा एक महिनु अगाडि सकिएको।
- वि०वि० एस० प्रथम र दोहा वर्षको कोर्स समय भित्र सक्नका लागि वर्ष विद्यमा class लिने निम्न लिखित प्राध्यापकहरूलाई यथावत् नै निर्णय गरियो :

१.	बलराम पोखरेल	BBS 1st year	Principle of Management
२.	लक्ष्मी प्र० गुरुङाई	BBS 1st	Statistics
३.	ध्रुवप्रसाद नेपाल	BBS 2nd	Accountancy
४.	अशोक कुमार शाही	BBS 2nd	HRM
५.	दीपक भण्डारी	BBS 2nd	Accountancy
६.	रवीन्द्र राज दाहाल	BBS 1st	Accountancy
७.	लिलाराम खतिवडा	BBS 1st and	Economics
८.	गणेश प्र० दाहाल	BBS 1st	Economics
९.	गुणराज नेपाल	BBS 2nd	English

यस शै.व. देखि BBS को विभिन्न तहको अनिवार्य रुपमा २ वटा र सम्भव भए सम्म ३ वटा आन्तरिक परीक्षा लिने र विद्यार्थीलाई आन्तरीक परीक्षामा बस्नका लागि प्रोत्साहित गर्ने निर्णय गरियो।

२. प्रस्ताव नं. २ अतिरिक्त कक्षा संचालन सम्बन्धमा छलफल गर्दा BBS प्रथम वर्षमा नेपाली माध्यमबाट अध्ययनरत विद्यार्थीहरूले अङ्ग्रेजी विषयको अतिरिक्त कक्षा संचालन गर्न माग गरेकाले विद्यार्थीको माग बमोजिम अङ्ग्रेजी विभागका प्राध्यापक वासुदेव दाहालले २०६५ असार २४ गते देखि ५ महिनाका लागि अतिरिक्त

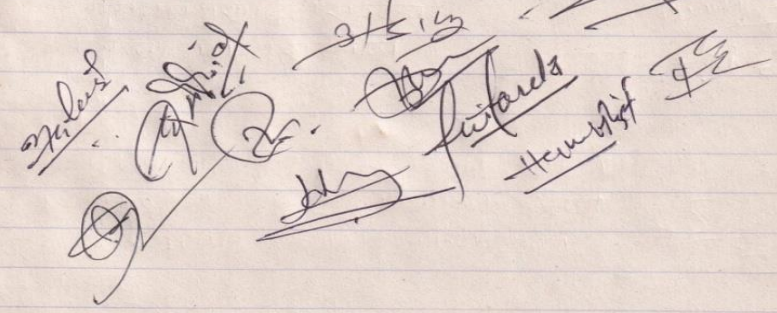
बुझ्ने सञ्चालन गरेको कुरालाई आजको यस बैठकबाट अनुमोदन गरियो।

४. प्रस्ताव नं. ४ वि.सं. २०६५।०६६ को बुझ्ने बाटोबाट तथा कार्यतालिका निर्माण सम्बन्धमा छलफल गर्दा निम्नानुसारको खरिद निर्माण समिति निर्माण गर्ने र उक्त समितिले कार्यक्रम संयोजन गरी समन्वय गरि बुझ्ने बाटोबाट गर्ने र आवश्यक्ता अनुसार खरिद बन्दुक विभागमा पेश गर्ने र व्यायामसँगै पूर्ण खरिदमा समायोजन गर्ने निर्णय गरियो।

खरिद निर्माण समिति

१. संयोजक : बलराम पोखरेल
२. सदस्य : लक्ष्मीप्रसाद गुरुगाईं
३. सदस्य : ध्रुवप्रसाद नेपाल

५. प्रस्ताव नं. ५ माथि छलफल गर्दा स्नातक तह प्रथम वर्षमा विद्यार्थी भर्तीका लागि +२ सञ्चालन भएका देवादोखा विद्यालयहरुमा सम्पर्क गरी विद्यार्थी ~~आकर्षित~~ भर्ना गर्ने निर्णय गरियो।



LIBERTY® 2075

Student Attendance

Name:.....

Class: B.B.S. 1st Year Section:.....

ATTENDANCE

Roll No.	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Asmika shrestha			1	2	3	A	4	5		6	7	8	9	10	11		12	13
2	Govinda katuwal			1	2	3	4	5	6		7	8	9	10	A	11		11	13
3	Mausam chapagain			1	2	3	A	A	4		5	6	7	8	9	10		11	12
4	Laxman kumar khatri			A	2	3	4	5	6		7	8	9	10	11	12	SAT	13	14
5	Tilak Bahadur khatri			1	2	3	A	4	5		6	7	A	8	9	10		11	12
6	Jharna karki																		
7	Ritik Rai			A	1	2	3	4	5	SAT	6	7	8	9	10	11		12	13
8	Anu Ghimire																		
9	Roshan poudel		SAT	A	1	2	3	A	4		5	6	7	8	9	A		10	11
10	Nabin dhimal		SAT	A	1	2	3	4	5		6	7	8	9	10	11		12	13
11	Sabita Basnet		SAT	1	2	3	4	5	A		6	7	8	9	10	A		11	12
12	Binda khatri		SAT	1	2	3	A	4	5		6	7	A	8	9	10		11	12
13	Lok mani phuyal		SAT	1	2	3	A	4	5	SAT	6	7	8	A	9	10		11	12
14	Balika khatri		SAT	1	2	3	4	5	6	SAT	7	8	9	10	11	12		13	14
15	sharad Neupane		SAT	1	2	3	4	5	6	SAT	7	8	9	A	10	11		12	13
16	suman Bhattrai		SAT	1	2	3	4	5	6		7	8	9	10	11	12		13	14
17	Dipti shrestha		SAT	1	2	3	A	4	5		6	7	8	9	10	11	SAT	12	13
18	Lata kumari Chuhan		SAT	1	2	3	4	5	6		7	8	A	9	10	11	SAT	12	13
19	kalpana shrestha		SAT	1	2	3	4	5	6		7	8	9	10	11	12		13	14
20	Bimala Timsina		SAT	1	2	3	4	5	6		7	8	9	10	11	12		13	14
21	Rama devi Timsina		SAT	1	2	3	4	5	6		7	8	9	10	11	12		13	14
22	sabina chaudhary			1	2	3	4	5	6		7	8	9	10	11	12		13	14
23	sabina shrestha																		
24	sumitra shrestha			1	2	3	A	5	6	4	7	8	9	10	A	11		12	13
25	sarita shrestha			1	2	3	4	A	5		6	7	8	9	10	11		12	13
26	Sewika Dahal																		
27	Badal sardar			1	2	3	4	5	A		6	7	8	9	10	11		12	13
28	Laxmi Bhattarai			1	2	3	A	4	5		6	7	8	9	A	10		11	12
29	Bikul Bhattarai																SAT		
30	sandhya Neupane			A	2	3	4	5	6		7	8	9	10	11	12	SAT	13	14
	No. of Students Absent																		

& Fee Collection

~~School~~ Sukuna M. campus

Month: Ashad 20?5

Total No. of Working Days.....

Percentage of Attendance.....

Average daily Attendance.....

19	20	21	23	23	24	25	26	27	28	29	30	31	32	FEE ETC. Admission	Games/Sports	Examination	Library Subscription	Late Payment	Transfer	Total Amount Payment	Amount Paid	Amount Due	Reference
14	15	16		17	18	19	20	21	22	23													
14	15	16	SAT	17	18	19	20	21	22	23													
13	14	15		16	17	18	19	20	21	22													
15	16	17		18	19	20	21	22	23	24													
13	14	15		16	A	17	18	19	20	A	SAT												
14	15	16	SAT	17	18	19	20	21	22	23													
12	A	13		14	15	16	17	18	A	19													
14	15	16		17	18	19	A	20	21	22													
13	14	15		16	A	17	18	19	20	21	SAT												
13	14	15		16	A	17	18	19	20	21													
13	14	15		16	17	18	19	20	21	22													
15	16	17		18	19	20	21	22	23	24													
14	15	16	SAT	17	18	19	20	21	22	23													
15	16	17		18	19	20	21	22	23	24													
14	15	16		17	18	19	20	21	22	23													
14	15	16		17	A	18	19	20	21	22													
15	16	17		18	19	20	21	22	23	24	SAT												
15	16	17		A	18	19	A	20	21	22													
15	16	17		18	19	A	20	21	22	23													
15	16	17		18	A	19	20	21	22	23													
14	15	16		17	18	19	20	21	22	23													
14	15	16		17	18	A	19	20	21	A													
14	15	16		17	18	19	20	A	21	22													
13	14	15		A	16	17	18	19	20	21													
A	15	16	SAT	17	18	19	20	21	22	23	SAT												

Programme Coordinator
Faculty of Management

SUKUNA MULTIPLE CAMPUS

Signature

LIBERTY®

Student Attendance

2075

Name:.....

Class: BBS 1st Section:.....

Roll No.	NAME	ATTENDANCE 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
31	Ram kumar chaudary khowa		!	A	2	3	4	5	|	6	7	A	A	8	9	⊢	10	11	
32	Tularam subedi	⊢	!	2	3	4	5	6	|	7	8	9	10	11	12	SA	13	A	
33	Amerawati Paibanshi	SA	⊢	A	A	2	3	4	|	5	6	7	8	9	10		11	12	
34	Afroj mansuri		!	2	3	4	5	6	⊢	7	8	9	10	11	12		13	14	
35	Laxmi shrestha		!	2	A	3	4	5	4	6	7	8	9	10	11		12	13	
36	Asma Adhikari		A	!	2	3	4	5	|	6	7	8	9	10	11		12	13	
37	Asmita rai	SA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
38	Asmita Limbu	SA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
39	Bijay kumar Paibanshi		!	2	A	3	4	5	|	6	A	7	8	9	10		11	12	
40	Bikas Tamang		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
41			A	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
42	sapana karki		!	2	3	A	4	5	|	6	7	8	9	10	11	⊢	12	13	
43	sangita khanal		!	2	3	4	5	6	|	7	8	9	10	11	A	SA	12	13	
44			—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
45			—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
46			—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
47		SA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
48	pradip poudel khadka		A	!	2	3	4	5	⊢	6	7	8	9	10	11		12	13	
49			—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
50	Lila pokhrel		!	2	3	A	4	5	|	6	7	8	9	A	10		11	12	
51			—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
52	Junukala khatiwada		!	2	A	3	4	5	|	6	7	8	9	10	11		12	13	
53	Nabin Bista		!	2	3	4	5	6	|	7	8	9	10	11	12		13	14	
54	Jitmaya magar		A	!	2	3	4	5	|	6	7	8	9	10	A		11	12	
55	Birendra panchkoti		!	2	3	A	4	5	|	6	7	8	9	10	11	⊢	12	13	
56	sagar parnal		!	2	3	4	5	6	|	7	8	9	10	11	12	SA	13	14	
57	Mamata parajuli		!	2	3	4	5	6	⊢	7	A	8	9	10	11		12	13	
58	sujan tamang		!	2	3	4	5	6	SA	7	8	9	A	10	11		12	13	
59	Bimal limbu		!	2	3	4	5	6	SA	7	8	9	10	11	12		13	14	
60	Nima tamang		!	A	2	3	4	5		6	7	8	A	9	10		11	12	
	No. of Students Absent																		

LIBERTY®

Student Attendance

Name:.....

Class:...BBS...1st.... Section:.....

2075

Roll No.	NAME	ATTENDANCE 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
61	parash poudel	1	2	3	4	5	6	A	7	8	9	10	11	A	A				
62	Yamuna Dahal	A	A	1	2	3	4	5	6	7	8	9		10	11				
63	Bipin Ghimire	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
64	Abulles Alam	1	2	A	3	4	A	5	6	7	A	A	8	9	10				
65	Muna Khatiwada	1	A	A	2	3	4	5	6	7	8	9	A	10	11				
66	Pashupati Bista	1	2	3	4	5	6	7	8	9	10	11		12	13				
67	kalpana Limbu	A	A	A	1	2	3	4	A	4	5	6	7	8	9	10			
68	Saraswati Adhikari	1	A	A	2	3	4	5	6	7	8	9		10	11				
69	Bishal khatri																		
70	Babina Rai	1	2	3	4	5	6	7	A	8	9	10	11	12	13				
71	Sangita Bhandari	1	2	3	A	4	5	6	7	8	9	10	11	12	13				
72	Soya Rokka	1	2	3	4	5	6	7	8	9	A	10	11	12	13				
73	Sabita Subedi	1	2	3	4	A	5	6	7	8	9	10	11	12	13				
74	Prabin Dhimal	1	2	3	4	5	6	7	8	A	9	10	11	12	13				
75	Krishna prasad Dhamala	1	2	3	4	5	6	7	8	9	10	11		12	13				
76	Milan khatiwada																		
77	Ranjana kumari Bhattarai	1	2	3	4	5	6	7	A	8	9	10	11	12	13				
78	Gokul Dangal	1	2	3	4	5	6	7	8	9	10	11		12	13				
79	Sarita katuwal																		
80	Sabina Thapa	1	2	3	4	5	6	7	8	A	9	10	11	12	13				
81	maiya Dahal	1	2	A	3	4	5	6	7	8	9	10	11	12	13				
82	Parsuna Basnet																		
83	sita subedi	1	2	3	4	5	6	7	8	9	A	A	A	10	11				
84	Suman Bhusal Darji	1	2	3	A	4	5	6	7	8	9	10	11	12	13				
85	Nirmya Raut	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
86	Tulasi khawas																		
87	Bhawana subedi	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
88	kabita Basnet	1	2	3	4	5	A	A	6	7	8	9	10	11	12				
89	Tara Gautam	1	2	3	4	5	6	A	7	8	9	10	11	12	13				
90	Dhan Bhadur Dewan																		
	No. of Students Absent																		

& Fee Collection

School: Sukuna M. Campus

Month: Asoj 2075

Total No. of Working Days.....

Percentage of Attendance.....

Average daily Attendance.....

19	20	21	23	23	24	25	26	27	28	29	30	31	32	FEE ETC.						Total Amount Payment	Amount Paid	Amount Due	Reference
														Admission	Games/Sports	Examination	Library Subscription	Late Payment	Transfer				
12	13	14		15	16	17	18	A	19	20													
14	15	16		17	18	19	20	21	22	23													
13	14	15		16	A	17	18	19	20	21													
15	16	17		18	19	20	21	22	23	24													
14	15	16		17	18	19	20	21	22	23													
14	15	16		17	A	18	19	20	21	22													
13	14	15		A	16	17	18	19	20	A													
14	15	16		17	18	19	20	21	22	23													
14	15	16		17	18	19	20	A	21	22													
14	15	16		17	18	A	19	A	20	21													
13	14	15		16	17	18	A	19	20	21													
14	15	16		17	18	19	20	21	22	23													
15	16	17		18	19	20	21	22	23	24													
13	14	15		16	17	18	A	19	20	21													
14	15	16		17	18	19	20	21	22	23													
15	16	17		18	19	20	21	22	23	24													
14	15	16		17	18	19	20	A	21	22													
14	15	16		17	18	A	19	20	21	22													
15	16	17		18	19	20	21	22	23	24													
13	14	15		16	A	17	18	19	20	21													

Programme Co-ordinator
Faculty of Management

SUKUNA MULTIPLE CAMPUS
Estd. 2060
SUNDARHARAINCHA

Signature

& Fee Collection

School: Sukuna M- Campus

Month: Ashad 2075

Total No. of Working Days.....

Percentage of Attendance.....

Average daily Attendance.....

19	20	21	23	23	24	25	26	27	28	29	30	31	32	FEE ETC. Admission	Games/Sports	Examination	Library Subscription	Late Payment	Transfer	Total Amount Payment	Amount Paid	Amount Due	Reference
12	13	14		15	16	17	·	18	19	20													
12	13	A		14	15	16	17	18	A	19													
15	16	17		18	19	20	21	22	23	24													
11	12	13	SAT	14	15	16	17	18	A	19													
A	12	13		14	15	16	A	17	18	19	SAT												
14	15	16	A	17	A	18	19	20	21														
11	12	13		14	15	16	17	18	19	20													
12	13	14		15	16	17	18	19	20	21													
14	15	16		17	18	19	20	21	22	23													
14	A	15		16	17	18	19	20	21	22													
A	14	15		16	17	18	19	20	21	22													
14	15	16		17	18	19	20	21	22	23	SAT												
14	15	16		A	17	18	19	20	21	22													
14	15	16		17	18	19	20	21	22	23													
14	15	16		17	18	19	20	21	22	23													
14	15	16		17	18	19	20	21	22	23													
14	15	16	SA	17	18	19	20	21	22	23													
14	15	16		17	18	19	20	21	22	23													
12	13	A		14	15	16	17	18	19	20	SAT												
14	15	16		A	17	18	19	20	21	22													
15	16	17		18	19	20	21	22	23	24													
15	16	17		A	18	19	20	21	22	23													
13	14	15		16	17	18	19	20	21	22													
14	15	16		A	17	18	19	20	21	22													

Programme Co-Ordinator
Faculty of Management

Signature

LIBERTY®

Student Attendance

Name:.....

Class: B.B.S 1st ..... Section:.....

ATTENDANCE

Roll No.	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
91	Suraj Dahal			!	2	3	4	5	A		6	7	8	9	10	11		12	13
92	Sangita Khatri			!	2	3	4	5	6		7	A	A	8	9	10		11	12
93																			
94																			
95																			
96																			
97				!	2	3	4	5	6		7	8	9	10	11	12		13	14
98																			
99				A	2	3	4	5	6		7	8	9	10	A	11		12	13
100				1	2	3	4	5	6		7	8	9	10	11	12		13	14
101				!	2	3	A	4	5		6	7	8	9	10	11		12	13
102																			
103																			
104	Rabindra Karki			!	2	3	4	5	6		A	7	8	9	10	11		11	12
105	Anup Acharya			!	2	3	A	4	5		6	7	8	9	10	11		12	13
106	Chhatra Bhadur Thapa			!	2	3	A	4	5		6	7	8	9	10	11		12	13
107	Sabina Kalakheti			!	2	A	3	4	5		6	7	8	9	10	11		12	13
108	Pooja Khati																		
109	Susmita Katle																		
110	Rita Katuwal			!	2	A	3	4	5		6	7	8	A	9	10		11	12
111	Hira Bhandari																		
112	Milan Subedi			!	2	A	3	4	5		6	7	A	8	9	10		11	12
113	Nisha Kalauai			!	2	3	4	A	5		6	7	8	9	A	10		11	12
114	Dilu Okhrabu																		
159	Bimal Acharya																		
	Susmita Ghimire			!	2	A	3	4	5		6	7	8	9	10	A		12	13
	No. of Students Absent																		

Annex 78: Minute Students Guest Presentation

आज २०७६ साल फागुन १२ गतेका दिन शुक्रबारको बि.एड. तेस्रो वर्षको कक्षामा विषय शिक्षक उमानाथ भट्टराईको उपस्थितिमा तपसिलका विद्यार्थीहरुले नेपाली समालोचक डि.पि. अधिकारीको परिचय, योगदान तथा विशेषता सम्बन्धी प्रस्तुतिकरण कक्षा सञ्चालन गरेको।

तपसिल

प्रस्तुतकर्ताहरु

१, जानुका सुवेदी
२, अप्सरा कार्की
३ नविना निरौला।

उपस्थिति

क्र.स.	नाम	संकाय	तह	रो.नं.	हस्ताक्षर
१,	नविना निरौला	शिक्षा	बि.एड.तेस्रो	१२	
२.	इन्दिरा पौडेल	"	"	२६	
३.	कविता पोखरेल	"	"	६२	
४.	सुमन नेपाल	"	"	५०	
५.	अप्सरा कार्की	"	"	६४	
६,	जानुका सुवेदी	"	"	२८	
७	सविता संग्राली	"	"	४६	
८.	गंगामाया चरिवासेना	"	"	१३१	
९	सुशिला घिमिरे	"	"	१९८	
१०	शर्मिला दाहाल	"	"	१४०	
११.	उमिला बन	"	"	५२	
१२	मिना तामाङ	"	"	८३	
१३.	शान्ता पौड्याल	"	"	६७	
१४.	मन्दिरा गुरुङ	"	"	२३	
१५.	अनिमा दर्जी	"	"		

कक्षा शिक्षक : उमानाथ भट्टराई

सहायक कक्षा

२०६८/११/१२

आज मिति २०७८ साल फागुन १२ गते सोमबारका दिन आइसिटी १ प्रथम सेमेस्टरको कक्षामा व्यावहारिक लेखन अन्तर्गत कार्यालयीय टिप्पणी र आदेश सम्बन्धीको कक्षा उप प्राध्यापक उमानाथ भट्टराईको अध्यापन सम्बन्धी कक्षा सञ्चालन भयो। कक्षामा तपसिलका जना विद्यार्थीहरुले आफुले तयार गरेको नेपाली विषयअन्तर्गतको टिप्पणी र आदेश कक्षामा प्रस्तुत गरे।

तपसिल

प्रस्तुत कर्ताहरु

१. सलम तामाङ
२. मिङमा शेर्पा
३. किरण घिमिरे
४. विनिता लुइटेल

उपस्थिति

क्र.सं.	नाम	रोल नं.	सहभागीको कार्य	हस्ताक्षर
१.	मिङमा शेर्पा	२५	प्रस्तुती गरेका	
२.	सलम तामाङ	५४	प्रस्तुती गरेका	
३	विनिता लुइटेल	२१		Binita
४	शुद्धीहरा बस्नेत	०२		
५	मदन भण्डारी	०१		
६.	सुमित चौधरी	१३		
७.	डगिन्द्र आचार्य	१६		
८)	टंक आचार्य	०३		
९)	विश्वास शुवेदी	२२		
१०.	किस्चल पौडेल	२८		
११)	तविन ढुंगेल	१३		
१२)	इश्वर ढकाल	११		
१३)	पवन सुवेदी	०६		
१४.	सन्तोष लिम्बू	२८		
१५	अजय साह	१०		

क्र.सं.	नाम	रो.नं.	सहभागीको कार्य	हस्ताक्षर
१५	आशिष बस्नेत	१३		आशिष
१६	राधिका मिश्र	१९		राधिका
१८	सुष्मी दर्जी	०८		सुष्मी
१९	किरण धितल	१६		किरण
२०	~~अरुन~~ अरुन ठाकुर	०२		अरुन
२१	दया दास	२४		दया

शिक्षक : उमानाथ भट्टराई

सहभागी विद्यार्थी प्रतिक्रिया :

१, आइतिहि प्रथम सेमेस्टरका छात्र मदन भण्डारीको अनुसार छलफलबाट सिकाइ प्रभावकारी भएको, शैली फरकफरक भएको भएपनि टिप्पणी र आदेशसम्बन्धी विषयवस्तु समान रहेको, प्रस्तुतिकर्ताको कक्षा प्रभावकारी रहेर कक्षा बोझिलो नहुने भएको टिप्पणी रह्यो । विषयको प्रस्तुति राम्रो रह्यो ।

२, सुदिना बस्नेतको भनुला, मित्र शैलीको टिप्पणी र आदेश, आउने आए । स्वाभाविले नै प्रस्तुत गरेको विषय चाखलाग्दो हुने अनुभव भयो ।

३, विषय शिक्षक कक्षामा राम्रो सहभागिता जुरेको, सबै विद्यार्थीहरु चासोपूर्ण रुपले कक्षामा बसेको पाइयो । शिक्षण विद्यार्थीकेन्द्रित हुनुपर्ने भन्ने कुरालाई पुष्टि भयो ।

विभागीय प्रमुख

उमानाथ भट्टराई

2068/११/१२

आज मिति २०६८ साल फाल्गुन १३ गते मङ्गलबार दिन आइ.एस.सी प्रथम सेमेस्टरमा अनिवार्य नेपाली विषय शिक्षक उमानाथ अधिकारीको उपस्थितिमा विद्यार्थी केन्द्रीत शिक्षण अन्तर्गत प्रथम सेमेस्टरको छात्रा विनिता लुईटेलले व्यवहारिक लेखन अन्तर्गत दिएको २ आदेशको नमुना कक्षामा प्रस्तुत गरिन्।

नाम, थर	उपस्थिति	हस्ताक्षर
१. मदन भण्डारी		मदनभण्डारी
२. विनिता लुईटेल		विनिता
३. सुदिक्षा बस्नेत		
४. नितेश शाक्य		
५. रानम तामाङ		
६. मिङ्मा शेर्पा		
७. अजय कुमार शाह		
८. सन्तोष लिम्बु		
९. निश्चल पौडेल		
१०. आशिना बस्नेत		आशिना
११. दयाशंकर दास		दयाशंकर
१२. साधिका मित्र		साधिका
१३. सुनिल चौधरी		
१४. डम्बर आचार्य		
१५. टेक आचार्य		
१६. यसो मिन्त्रिकोटी		
१७. नेत्र कटवाल		
१८. पक्का सुवेदी		
१९. ईश्वर बहादुर		
२०. मो. नौसिफ रेजा		
२१.		

विषय शिक्षक, उमानाथ अधिकारी

क्रमशः

प्रतिक्रिया वक्तव्य

१. सुचिकाको अनुसार विनिताले प्रस्तुत गरेको टिप्पणी र आदेशको नमुना हामी सबैलाई बुझ्न सहज र सरल भएको छ। यस किसिमको शिक्षण कार्य गर्दा गरेर सिक्ने कुराको बानी बस्नेछ।

२. मदन भण्डारीका अनुसार विनिताले तयार प्रस्तुत गरेको कार्यालयीय टिप्पणी अत्यन्त उपयोगी र महत्वपूर्ण छ। दृष्टान्तमा आधारित सिकाईमा यो टिप्पणीको नमुना सबैका लागी उपयुक्त छ।

नेपाली विभागीय प्रमुख
उमानाथ भट्ट

Annex 79: Some Samples of Teaching Plan

Course Title: Algebra **Full marks:** 100

Course number: Math. Ed. 485 (Minor) **Pass marks:** 50

Nature of course: Theory

Level: B.Ed(ICT).

Semester: Eight

Teaching plan 2076

Day	Chapter unit	Major Components	Description/Partienlars	Remarks
11 Days	Unit : 1 Matrix & Determinants	Contents	1.1 Definition of matrices. 1.2 Some Basic Matrices 1.3 Algebra of Matrices 1.4 Determinants and its properties 1.5 Inverse matrix 1.6 Rank of matrix 1.7 System of Linear Equations.	
		Objectives	1. To define various type of matrices. 2. To discuss operation of matrices. 3. To find the determinant of square matrices. 4. To find the inverse of square matrix. 5. To find the rank of matrix. 6. To slove the system of linear equations of two variables.	
		Teaching methods	Presentation, discussion, experimental varification & problem solving method.	
		Materials	Daily used teaching materials.	
		Evaluation	1. By class work, 2. Homework, 3. By unit test & 4. Internal examination	
		Learning Achievement	Student can define, 1. Various types of matries. 2. To find the determinunt of matrix. 3. To apply the properties of matrix. 4. To find the inverse of square matrix. 5. Can solve the system of Linear equations.	
			* Bharrarai, B.N, Text book in	

		Recomended Books.	modern algebra. * Acharya, N.H, Introductory algebra.	
16 Days	Unit : II Group Theory	Contents	2.1 Algebraic system, 2.2 Cayley's tables 2.3 Equivalence relation & congruent modulo. 2.4 Group and its properties. 2.5 Integral power of elements of a group. 2.6 Cyclic groups and permutation group. 2.7 Elementary properties of groups, cyclic groups and permutation group. 2.8 Subgroup and its properties. 2.9 Cosets of a sub-group. 2.10 Lagrange's theorem. 2.11 Normal subgroups. 2.12 Quotient group.	
		Objectives.	1. To define binary operation and explain algebraic structure. 2. To construct Cayley's table. 3. To decompose a set into equivalence classes. 4. To discuss the congruence modulo with example. 5. To define group with example. 6. To define cyclie & permulation group. 7. To define subgroups, cosets of subgroup, normal subgroups and quotient group with examples. 8. To prove Lagrange's theorem.	
		Teching methods.	Presentation, discussion, problem solving methods.	
		Materials	Daily used teaching materials.	
		Evaluation	By classwork, unit test homework & Internal tests.	
		Learning Achievement	Student will be able to, 1. Define binary operation & explain algebric structure. 2. Contruct the Cayley's table. 3. Decompose a set into equivalence classes & discuss the	

			congruence modulo. 4. Define cyclic and permutation group. 5. Define subgroups, cosets of subgroup, normal subgroups and quotient group. 6. Prove Lagrange's theorem.	
		Recomended Books.	* Achary, N.H, Introductory algebra. * Bhattarai, B.N, A text book of modern algebra.	
7 Days	Unit : III Group Homomorphism	Contents.	3.1 Homomorphisms, Endomorphism, Automorphism and Isomorphism 3.2 Isomorphism theorems, fundamental theorem, diamond and quotient isomorphism theorems, correspondence theorem.	
		Objectives	The student will be able to 1. Define homomorphism and prove the simple properties of homomorphism. 2. Define isomorphism, endomorphism and automorphism. 3. Prove isomorphism theorems.	
		Teching methods.	Presentation, group discussion, problem solving methods.	
		Materials	Daily used teaching materials.	
		Evaluation	By classwork, home work, unit test & Internal tests.	
		Learning Achievement	Learning achievements will be measured on the basis of above objectives.	
		Recomended Books.	* Bharrarai, B.N, A text book of modern algebra. * Acharya, N.H, Introductory algebra.	
		Contents.	4.1 Definition of Rings and its special classes. 4.2 Elementary properties of Rings 4.3 Subrings, Ideals and Quotient rings with their properties. 4.4 Homomorphism of Rings	

			4. 5 ID, PID, ED and UFD.	
11 Days	Unit : IV Ring Theory	Objectives.	The student will be able to, 1. Define and explain Rings. 2. Discuss the special types rings with suitable examples. 3. Prove the properties of rings. 4. Define subrings, ideals, quotient rings and homomorphism. 5. Define ID, PID, ED and UFD with examples.	
		Teching methods.	Presentation, group discussion, problem solving.	
		Materials	Daily used teaching materials.	
		Evaluation	By classwork, home work, unit test & Internal examinations.	
		Learning Achievement	Objectives are the possible learning achievements.	
		Recomended Books.	* Achary N.H, Introductory algebra. * Bhattarai, B.N, A text book of modern algebra.	
7 Days	Unit : V Vector Spaces	Contents.	5.1 Definition and examples of vector spaces 5.2 Subspaces 5.3 Linear combination: linear independence and linear dependence 5.4 Basis and dimension of a vector space	
		Objectives	1. To define vector spaces and subspaces. 2. To explain the properties of vector spaces. 3. To define linear dependence & independence with examples. 4. To define basis and dimension of vector space with example.	
		Teaching methods	Presentation, group discussion, problem solving method.	
		Teaching materials	Daily used teaching materials.	
		Evaluation	By classwork, home work, & Internal examinations.	
		Learning Achievement	Objectives are the possible learning achievements.	
		Recomended Books.	* Bhattarai B.N,(2019), A text book on linear algebra & vector analysis.	

			* Acharya, N.H, (2020), Introductory algebra.	
7 Days	Unit : VI Field Theory	Contents.	7.1 Introduction 7.2 Subfield 7.3 Prime field 7.4 Field extension and degree of field extension 7.5 Algebraic and transcendental elements.	
		Objectives	1. To define field, subfield and prime field. 2. To define the extension of fields and degree of field extensions. 3. To prove the theorems of extension of field. 4. Define algebraic and transcendental elements with examples.	
		Teaching methods	Presentation, group discussion, problem solving method.	
		Teaching materials	Daily used teaching materials.	
		Evaluations	Classwork, home work, & Internal examinations.	
		Learning Achievement	Objectives are the possible learning achievements.	
		Recomended Books.	* Bhattarai B.N,(2019), A text book on linear algebra. * Acharya, N.H, (2020), Introductory algebra.	

Campus Chief

Subject Teacher:
Thakur Prasad Subedi

Department Head:

Campus Chief

SUKUNA MULTIPLE CAMPUS
Estd. 2040
SUNDARHARAINCHA MUNICIPALITY, MORANG

Course Title: Analytical Geometry **Full marks:** 100

Course number: Math. Ed. 431(3rd year)

Total Period:150

Teaching plan 2076

Days	Unit/ Chapter	Major components	Description/ Partienlars	Remarks
5 Days	Unit : I Transformation of Co-ordinates	Contents.	1.1 Translation of axes 1.2 Rotation of axes 1.3 Combination of translation and rotation of axes, 1.4 Invariants in orthogonal transformation.	
		Objectives	1. To define translation & rotation of axes. 2. To slove the problem related *to* combination of translation & rotation. 3. To define invariants in orthogonal transformations.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Graph board and daily used materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Objectives are possible achievements so achievements will be determine with the help of objectives.	
			2.1 Parabola: 2.1.1 Introduction of conic sections 2.1.2 Review of equations of tangent and normal 2.1.3 Equations of pair of tangents, 2.1.4 Director circle 2.1.5 Chord of contact 2.1.6 Pole and polar 2.1.7 Properties of pole and polar.	

3 Days	Unit : II Conic Section	Contents.	**2.2 Ellipse** 2.2.1 Equation of ellipse 2.2.2 Auxiliary circle and eccentric angles 2. 2.3 Position of a point 2. 2.4 Tangent and normal 2. 2.5 Pair of tangents from an external point 2. 2.6 Director circle 2. 2.7 Chord of contact, 2. 2.8 Pole and polar and their properties 2. 2.9 Chord with a given middle point 2. 2.10 Diameter, Conjugate diameter 2. 2.11 Equiconjugate diameters and its properties **2.3 Hyperbola** 2.3.1 Equation of hyperbola 2.3.2Parametric coordinates and conditions of tangency 2.3.3 Equation of tangent and normal 2.3.4 Chord or contact 2.3.5 Pair of tangents 2.3.6 Auxiliary circle and director circle 2.3.7Conjugate points and lines 2.3.8Equation of chord 2.3.9 Rectangular hyperbola 2.3.10 Asymptotes and its equations 2.3.11 Equation of diameter and its properties 2.3.12Conjugate diameters and its properties.	
		Objectives	1. To define conic sections, parabola, ellipse and hyperbola. 2. To find the equation of corresponding tangents & normals. 3. To determine pairs of tangents. 4. To find the equations of director circle, chord of contact & polar. 5. To find the equation of chord with a given	

			middle point. 6. To define diameter & conjugate diameters 7. To find the equation of rectangular hyperbola 8. To define diameter, conjugate diameter and their properties.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Daily used materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
15 Days	Unit : III Polar Equation of a Conic	Contents.	3.1Polar co-ordinate system 3.2 Polar equation of conics 3.3 Equation of directrix 3.4Tracing conics in polar form 3.5Equations of chord, tangent and normal 3.6 Point of intersection of two tangents 3.7 Equation of pair of tangents 3.8 Equation of chord of contact.	
		Objectives	1. To define polar co-ordinates & polar equations of conic. 2. To find equations of directix 3. Tracing a conic in polar form. 4. To find the equation of chord, tangents and normals. 5. To find the point of intersection of two tangents. 6. To find the equations of pair of tangents & chord of contact.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Daily used materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
20 Days	Unit : IV Conic Sections Represented by General Equation of Second Degree	Contents.	4.1General equation of second degree and conics represented by this equation 4.2 Nature and centre of conic 4.3 Reduction of centre of conic to standard form	

			4.4 Equation of asymptotes 4.5 Equation of tangent and normal 4.6Conditions of tangency 4.7 Pair of tangents from an external point 4.8 Equation of director circle and chord of contact 4.9 Pole and polar and their properties 4.10 Chord of the general conic with given middle point 4.11 Diameter of the conic & Conjugate diameters 4.12 Intersection of conics & Equation of conic through the intersection.	
		Objectives	1. To find the conditions of general equation of 2nd degree to represent conic. 2. To find the nature & center of conic. 3. To find the equation of asymptotes. 4. To find the equation of tangents & normals & condition of tangency. 5. To find the pair of tangents from an external point. 6. To find the equation of director circle and chord of contact. 7. To find the equation of chord of conic with given middle point. 8. To find the diameter of conic & conjugate diameters. 9. To find the equation of conic through the intersection of two conics.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Daily used materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
		Contents.	5.1 Review the three dimensional Cartesian co-ordinates 5.2 Cylindrical and spherical co-ordinates of a point 5.3 General equation of first degree 5.4 Linear equation of a plane	

20 Days	Unit : V Plane		5.5 Angle between two planes 5.6 Angle between a line and a plane 5.7 Plane through three points 5.8 Plane through the intersection of two planes 5.9 Length of perpendicular from a point to a plane 5.10 Bisectors of angles between two planes 5.11 Pair of planes 5.12 Conditions for homogeneous second degree equation to represent a pair of planes 5.13Angle between two planes represented by a second degree homogeneous equation.	
		Objectives	1. To find cylindrical & spherical co-ordinates 2. To find the linear equation of plane & angle between two planes. 3. To find the angle between a line & a plane. 4. To find the plane through three points. 5. To find the plane through the intersection of two planes. 6. To find the bisector of angle between two planes. 7. To find the condition of homogeneous 2^{nd} degree equation to represent a pair of planes. 8. To find the angle between two planes represented by a homogeneous 2^{nd} degree equation.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Daily used teaching materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
		Contents.	6.1 Equation of a straight line in symmetrical form 6.2 Perpendicular distance of a line from a point 6.3 Two forms of the equation of a line	

			6.4 Angle between a line and a plane 6.5Condition for a line to lie in a plane 6.6 Plane containing a line coplanar lines, 6.7 Shortest distance between two lines.	
12 Days	Unit : VI Straight Lines	Objectives	1. To find the equation of straight line in symmetrical form. 2. To find the perpendicular distance of a line from a point. 3. To find the angle between a line & a plane. 4. To find a condition for a line to line on a plane. 5. To find a plane containing a line. 6. To find shortest distance between two lines.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Daily used teaching materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
10 Days	Unit : VII Sphere	Contents.	7.1 Equation of a sphere 7.2 General equation of a sphere 7.3 Equation of a sphere through four points 7.4 Plane section of a sphere 7.5 Equation of a sphere with a given diameter 7.6 Intersection of a two spheres 7.7 Spheres through the given circle 7.8 Intersection of a sphere and a line 7.9 Equation of tangent plane 7.10 Condition of tangency	
		Objectives	1. To find the equation of sphere. 2. To find the equation of sphere through four points. 3. To find the equation of sphere with a given diameter. 4. To find the plane through the intersection of two spheres. 5. To find the sphere through the given circle. 6. To find the equation of tangent plane to the sphere.	
		Teaching methods	Group discussion, presentation problem	

			solving	
		Teaching materials.	Daily used teaching materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
20 Days	Unit : VIII Cone and Cylinder	Contents.	8.1 Cone with vertex at origin 8.2 Condition for the general equation of second degree to represent a cone 8.3 Coordinates of the vertex of a cone 8.4 Equation of a cone with a given vertex and given conic as base 8.5 Angle between the lines in which a plane cuts a curve 8.6 Condition that a curve has three mutually perpendicular generaters 8.7 Tangent lines and tangent plane at a point 8.8 Condition for tangency 8.9 Equations of reciprocal cone, enveloping cone and right circular cone, enveloping cylinder and right circular cylinder.	
		Objectives	1. To find a cone vertex at origin. 2. To find the condition for the general equation of 2nd degree to represent a cone. 3. To find the co-ordinate of vertex of cone. 4. To find the equation of cone with a given vertex & given conic as base. 5. To find the angle between the lines in which the plane cuts the cone. 6. To find the condition for a curve has three mutually perpendicular generators. 7. To find the tangent lines and tangent plane at a point. 8. To find the condition for tangency 9. To find the equation of reciprocal cone, enveloping cone, right circular cone, enveloping cylinder etc.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Daily used teaching materials.	
		Evaluations	By classwork, homework & Internal examinations.	

		Learning achievements	Achievements will be determine with the help of objectives.	
25 Days	Unit : IX Central Conicoid	Contents.	9.1Equations and shapes of ellipsoid and hyperboloid 9.2 Intersection of a line with a conicoid 9.3 Equation of a tangent plane 9.4 Condition of tangency 9.5 Equation of normal 9.6 Cubic curves through the feet of the normals and cone through six normals, 9.7 Director sphere 9.8 The plane of contact 9.9 Polar plane of a point 9.10 Pole of a given line 9.11 Properties of polar planes and polar lines 9.12 Locus of chords bisected at a given point 9.13 Locus of middle points of a system of parallel chord 9.14 Enveloping cone and enveloping cylinder 9.15 Diametral plane and principal plane 9.16 Conjugate diameter and conjugate diametral planes of ellipsoid 9.17 Properties of conjugate semi-diameters.	
		Objectives	1. To find the equation of ellipsoid & hyperbolid. 2. To find equations of tangent planes. 3. To find the condition of tangency. 4. To find the cone through six normals. 5. To find the director sphere & plane of contact. 6. To define pole of a line & polar of a plane. 7. To find the locus of a chord bisected at a given point. 8. To find the locus of middle points of system of parallel chords. 9. To find the enveloping cone & enveloping cylinder. 10. To find the diametaral plane & principul	

			planes. 11. To find conjugate diameter and conjugate diametaral planes of the ellipsoid.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials.	Daily used teaching materials.	
		Evaluations	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	

Recommended Books:

1. Koirala S.P, Pandey U.N, & Pahari N.P, (2009), Analytic geometry, Kathmandu.
2. Pandit R.P. et al. (2017), Analytic geometry , KTM Indira pandit and Others.

Subject Teacher: Thakur Pd Subedi

HOD of Mathematics:

Campus Chief

Campus chief

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

Course Title: Foundation of mathematics **Full marks:** 100

Course number: Math. Ed. 416 (Minor) **Teachinghours 150**

Level: B.Ed. First Year

Teaching plan 2076

Day	Chapter unit	Major Components	Description/Partienlars	Remarks
11 Days	Unit : I Symbolic logic.	Contents.	Conditional, Bi-conditional, algebra of proposition, negation of compound statements, truth values & truth table, Tachnology and contradiction, validity of arguments, use of Euler's diagram, deductive method of proof and their application.	
		Objectives	1. To define conditional & bi-conditional. 2. To use algebric structure in propositions. 3. To define negation of simple & compound statement. 4. To construct truth tables & find the truth values. 5. To state tachnology & contradrection of arguments. 6. To check the validity of arguments.	

		Teching methods.	Presentation, group discussion, problem solving & lecture method.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are the possible learning achievement.	
12 Days	Unit: II Infinite sets	Contents.	Infinite sets, Denumerable sets, countable sets, cardinality of infinite sets, cardinal arithmetic, Cantor's theorem, Schroeder Bernstein theorem and continuum hypothesis,	
		Objectives	1. To define infinite sets, denumerable sets and countable sets. 2. To prove the theorems related. 3. To define cardinality of infinite sets and cardinal arithmetic. 4. Prove Canter's theorem. 5. To prove schroeder Bernstein theorem, and continuum hypothesis.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are possible learning achievements.	
25 Days	Unit : III Number Theory	Contents.	Divisibility theory, division algorithm, Endidean algorithms, Diophantine equations, Prime and their distribution, Unique factorization theorem (Fundamental theorem of arithmetic), Gold bach's conjeeture theory of congruence, properties of conguruence, divisibility tests, linear congruence, Fermats little theorem, wilson's theorem, Euler's theorem.	
		Objectives	1. To define divisibility theory & to prove the theorems in division algorithm & Euclidean algorithm. 2. To use the diophantine equations. 3. To determine the prime and their distribution. 4. To prove the fundamental theorem of arithmetic. 5. To define the theory of congruence and properties of congruence. 6. To prove Fermats little theorem, Wilson's theorem & Euler's theorem.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are possible learning achievements.	

30 Days	Unit : IV Graph theory	Contents	Basic concepts, complete graph, bipartite graphs, connectivity, subgraph, metrix representation of graph, isomorphic graph, Traversibility Eulerian and Hamiltonian graph, their properties and application, Trees, planar graph, Properties and related theorems, graph colouring, Directed graph, Connectivity, traversibility, tournament and traffre flows.	
		Objectives	1. To define graph, complete graph and bipartite graph. 2. To discuss the connectivity of graph. 3. To define subgraph and metrix representation of graph & Isomorphic graph. 4. To define traversability, Eulerian and Hamiltonian graph. 5. Properties and application of Eulerian & Hamiltonian graph. 6. To prove the theorems of trees. 7. To define planar graph and to prove the related theorems. 8. To define graph colouring with examples & related theorems. 9. To define & prove the related theorems on diagraph, connectivity, traversability, tournament and traffic flows.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching mterials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are possible learning achievements.	
11 Days	Unit : V Linear programming	Contents	Formulation of linear programming, problem in three or more variables, Simplex method and duality problem, basic feasible solution and application of LPP.	
		Objectives	1. To formulate LPP problem from the given verbal problem. 2. To solve the LPP problem by graphic and simplex methods. 3. To determine the dual problem of the given primal problem.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are possible learning achievements.	
		Contents	<u>Correlation :</u> Prearson correlation coefficents,	

			rank correlation, probable error of correlation coefficent and properties of correlations. Regression : Regression equations, angle between the lines of regressio properties & standard error of estimates.	
9 Days	Unit : VI Correlation & Regression	Objectives	1. To define the formula for pearson's correlation coefficent & use it. 2. To find the rank correlaiton. 3. To calculate the probable error of correlation coefficents. 4. To state & prove the properties of correlation coefficents 5. To set a regression equations from the given data. 6. To find the angle between the regression lines. 7. To define the standard error of estimates.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are possible learning achievements.	
20 Days	Unit : VII Probability	Contents	Axioms of probability, Baye's theorem, probability distribution of discrete random variable. Cumulative distribution and mathematical expectation, moments, mean & variance, Uniform distribution, Binomial distributions mean & Variance. Continuous random variable and Probability density, Cumulative distribution mean & Variance, Chebychev's inequality. Normal distribution, properties mean and variance. Area under the standard normal curve, Normal approximations to binomial distributions.	
		Objectives	1. To define axioms in probabity. 2. To prove Baye's Theorem. 3. To calculate mean & variance of discrete random variable. 4. To define uniform distribution & Binomial distribution. 5. To define continnous random variable, probability density & commulative distribution. 6. To calculate mean & variance of continnous random variable. 7. To prove chebyshev's inequality and state low of large number. 8. To define normal distribution & related properties. 9. To calculate the area under the standard	

			normal curve by applying normal approximations.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are possible learning achievements.	
20 Days	Unit : VIII Sampling distribution and estimates.	Contents	Sampling distribution : Parameter of statistics sampling distribution of mean, variance & chi – square, standard error of statistics & central limit theorem (Concept only) Estimation of Parameters : Confidence interval for mean difference between mean & variance.	
		Objectives	1. To define parameter of statisfic 2. To determine sampling distribution of mean, variance & chi-square. 3. To calculate the standard error. 4. To define contral limit theorem. 5. To calculate confidence interval for mean, difference between mean and variance.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	
		Learning Achievement	Objectives are possible learning achievements.	
30 Days	Unit : IX Test of hypothesis.	Contents	Basic Concepts: Null hypothesis, alternative hypothesis, one tail & two tail test, Type I and II errors, level of significance, critical regions & critical values, steps of testing hypothesis. Z- test: Difference between two mean of large sample with unknown population variance. T-test: Difference between two mean of small samples with unknown common variance. Chi-square test: Significance of independence.	
		Objectives	1. To define null & alternative hypothesis, for one tailed & two tailed test. 2. To define type of I & type II error & level of significance. 3. To define critical region. 4. To tell the steps of testing hypothesis. 5. To define Z-test & T-test for mean & difference between means. 6. To use Chi-square test.	
		Teching methods.	Presentation, problem solving, group discussion & Lecture methods.	
		Materials	Daily used teaching materials.	
		Evaluation	Clsswork, Homework, & Internal examinations.	

		Learning Achievement	Objectives are possible learning achievements.	

Recommended books for all chapters:

1. Pandit R (2008) Elementary modern mathematies kathmandu, indira pandit.
2. Pandit R (2008), Mathematical statistics, Kathmandu, Indira Pandit and others.

Subject Teacher: Thakur Pd. Subedi

HOD of mathematics

Campus Chief

Campus Chief

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY MORANG ★ Estd. 2048

Course Title: Geometry **Full marks:** 100

Course number: Math. Ed. 422 **Total Period:**150

Level: Bachelor Degree (Second Year)

Teaching plan 2076

Days	Unit/ Chapter	Major components	Description/ Partienlors	Remarks
		Contents.	1.1 Foundation properties 1.2 Consistency and indirect proof 1.3 Basic properties of sets in a line,	

5 Days	Unit : I Some foundational Elements of Geometry		1.4 Basic properties of Rays, Angles. polygons and circles.	
		Objectives	1. To define foundation property. 2. To define consistency and use indirect proof. 3. To define basic properties of set in a line. 4. To define basic properties of rays, angle polygons & circle.	
		Teaching methods	Group discussion, presentation, problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
7 Days	Unit : II Congruence	Contents.	2.1 The notion of congruence 2.2 Congruence condition 2.3 Some theorems on congruence of triangles and polygons 2.4 Problems related to congruence properties	
		Objectives	1. To define congruence conditions 2. To prove theorems on congruence of triangles & polygons. 3. To slove the problems related to congruence.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
9 Days	Unit : III Parallelism	Contents.	3.1 Parallel lines and skew lines 3.2 Axioms of parallelism 3.3 Some theorems on parallelism 3.4 Quadrilateral and its properties 3.5 Properties of triangles and circles	
		Objectives	1. To define parallel and skew lines 2. To define axioms of parallelism. 3. To prove the theorems on parallelism. 4. To define quadrilateral & its properties. 5. To define properties of triangles and circles.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	

		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
10 Days	Unit : IV Similarities	Contents.	4.1 Define similarity. 4.2 Define parallel proportion problem. 4.3 Define conditions of similarity, and some theorems on similarity. 4.4 Pythagorean theorem and its converse. 4.6 Problems related to similarity.	
		Objectives	1. To define similarity. 2. To define parallel proportion theorem. 3. To define condition of similarity & to prove some theorems on similarity. 4. To prove pythagorean theorems & Converse 5. To solve the problems related to similarity.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
10 Days	Unit : V Convexity	Contents.	5.1 Plane convex figures: Bounded planar set, boundary point, interior point and plane, supporting line, convex curve 5.2 Theorems on convex set 5.3 Convex solids and its properties, supporting plane 5.4 Theorems on convex solids 5.5 Solid polyhedron: Regular polyhedron, prism, pyramid, cylinder and cone, existence of polyhedrons and five regular polyhedron	
		Objectives	1. To define convex figure, boundary planar set, boundary point & interior of a set. 2. To prove theorems on convex set. 3. To define convex solids & its properties. 4. To prove theorems on convex solids. 5. To define regular polyhedron, prism pyramids, cylinder, cone & to prove the theorems related to them.	
		Teaching methods	Lecture method, Group discussion, problem solving	
		Teaching	Model of polyhedron, prism, pyramid etc.	

		meterials		
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determin with the help of objectives.	
12 Days	Unit : VI Area and Volume	Contents.	6.1 **Area:** Area axiom, triangle, quadrilateral, polygons. apothems, area of circles, cone, parallelepiped, surface area of sphere, 6.2 Selected Problems on calculating area of polygons. 6.3 Fundamental theorems of area of triangle, quadrilateral and polygon **6.4 Volume of solid:** Volume axiom, Cavalleri's principle, volume of prism, pyramids, cone and sphere, 6.5 Selected problems on computing areas and volumes	
		Objectives	1. To find area of triangle, quadrilateral polygons & cricles. 2. To find the apothem. 3. To find area of cone, parallelopiped and spheres. 4. To prove fundamental theorems of area of triangle, quadrilateral & polygon 5. To find the volume of prism, pyramid, cone & sphere.	
		Teaching methods	Lecture method, Group discussion, problem solving	
		Teaching materials	Model of polyhedron , sphere, prism & pyramids.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
7 Days	Unit : VII Axiomatic System	Contents.	7.1 Historical background 7.2 Axiomatic systems and their properties 7.3 Incidence geometry: Finite geometries (Four points geometry, Fano's geometry, Young's Geometry)	
		Objectives	1. To define axiomatic system & their properties. 2. To define & prove theorem on four point, fano's & Young's Geometries.	
		Teaching methods	Lecture method & Group discussion	
		Teaching meterials	Daily used meterials.	
		Evaluation	By classwork, homework & Internal examinations.	

		Learning achievements	Achievements will be determin with the help of objectives.	
15 Days	Unit : VIII Euclidean Geometry in Modern Form	Contents.	8.1 Development of Euclidean geometry, Enclid's elements, logical short comming of Euclid's elements, Euclid's fifth postulates & consequence. 8.2 Attempts to prove Euclid's 5^{th} postulate. 8.3 Modern Euclidean geometry. 8.4 Hilbert model for Euclidean geometry. 8.5 Birkhoff's model for Euclidean geometry. 8.6 SMSG model of Enclidean geometry.	
		Objectives	1. To define Endlidean geometry & its development. 2. To define Euclid's 5^{th} postulate. 3. To define "attempt to prove fifth postulate of Enclidean geometry". 4. To define modern Euclidean geometry. 5. To define Birknoff's & SMSG model of Enclidean geometry & prove the related theorems.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
10 Days	Unit : IX Neutral Geometry	Contents.	9.1 Preliminary notions of Neutral Geometry 9.2 The Saccheri-Legendre theorem, 9.3 The Search for a rectangle: Lambert quadrilateral	
		Objectives	1. To define preliminary notions of neutral geometry. 2. To prove saccheri Legendre theorem. 3. To define the search for rectangle and quadrilateral.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
		Contents.	10.1 The parallel postulates and its	

			implications 10.2 Euclidean results concerning circles, Nine point circles 10.3 Euclidean results concerning triangles, Theorem of Menelaus and Ceva.	
6 Days	Unit : X Euclidean Geometry and its Application in the Plane	Objectives	1. To define parallel postulate & its implication. 2. To prove the theorems on Euclidean circles & triangles. 3. To prove menelaus & ceva theorem.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
15 Days	Unit : XI Transformational Geometry	Contents.	**11.1 Isometric transformations:** Reflection, Translation, Half-turn, Rotation, Glide reflection and their equations in analytic and in matrix form. **11.2.Non-isomeric transformation.** Dilation, Enlargement and reduction, Stretch, Shear. **11.3 Inversion transformations:** Inverse point, feature of inversion, geometric construction of inverse points. Inverse of a line, a circles and a curve and related equations.	
		Objectives	1. To differentiate Isometric & non Isomeric transformation. 2. To Establish the relation & theorems on Reflection, translation Half turn, rotation, Glide reflection 3. To state & prove the theorems on inverstion transformation and non-Isometric transformations.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determin with the help of objectives.	
		Contents.	12.1 Development of Non Euclidean Geometry	

20 Days	Unit : XII Non-Euclidean Geometry		12.2 The angle of parallelism 12.3 The hyperbolic geometry- Model of hyperbolic geometry, hyperbolic parallel postulates, some results in hyperbolic geometry 12.4 Hyperbolic results concerning polygons 12.5 Elliptic geometry- Model of elliptic geometry, Elliptic parallel postulates, Postulates of elliptic geometry, some results in elliptic geometry 12.6 Comparison of three geometries	
		Objectives	1. To define the development of non-euclidean geometry. 2. To define hyperbolic parallel postulate 3. To prove the theorems on hyperbolic geometry. 4. To define elliptic parallel postulates 5. To prove some theorems in elliptic geometry 6. To compair Euclidean, hyperbolic & elliptie geometry.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
15 Days	Unit : XIII Projective Geometry	Contents.	13.1 Fundamental concepts of projective geometry 13.2 Axioms of the Real projective plane-projective properties 13.3 Duality & Perspectivity 13.4 The Theorem of Desargues 13.5 Projective transformations	
		Objectives	1. To define fundamental concepts of projective geometry. 2. To define axioms of real projective plane. 3. To define duality & perspectivity. 4. To prove the theorems related and Desargues theorem 5. To prove theorems on projective transformation.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	

		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	
12 Days	Unit : XIV Topology	Contents.	14.1 Topological transformation 14.2 Networks and their properties-Euler's discovery about networks 14.3 Koenisberg Bridge Problem 14.4 Polyhedra- Regular polyhedra, Euler formula for regular polyhedra dual of polyhedra, and their properties 14.5 Toplogical surface: Torus, genus of a surcae, Euler's characteristic of a surface, moebius strip & Kleins bottle.	
		Objectives	1. To define topological transformation. 2. To discuss about the network & its properties. 3. To prove V-E + F =2 , and the theorem "There exists only five regular polyhedra" 4. To define & find out the Euler's characteristic of a surface 5. To find the genus of a surface. 6. To define moebins strip, klein bottle & orientiability of surface.	
		Teaching methods	Group discussion, presentation problem solving	
		Teaching materials	Daily used materials.	
		Evaluation	By classwork, homework & Internal examinations.	
		Learning achievements	Achievements will be determine with the help of objectives.	

Recommended Books:

1. Pandit, R.P (2016), Fundamentals of geometry, KTM, Indira Pandit.
2. Pandit, R.P (2008), Elementary modern mathematics, KTM India Pandit.
3. Pandit R.P & Pathak B.R (2009) Fundamentals of geometry KTM, Indira pandit

Campus Chief

Subject Teacher
Thakur Pd Subedi

HOD of Maths.

Campus Chief

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

Affiliated to Tribhuvan University

Sukuna Multiple Campus, Sundarharaicha – 12, Morang

Teaching Plan of the Faculty **Academic Year: 2019 A.D.(2076 B.S)**

Faculty Teacher	Prem BahadurTamang	Department	Mathematics Education
Level	Bachelor	Year/ Semester	2nd Year
Subject	Historical Development of Mathematics	Course Number	Math. Ed. 424
Full Marks	100	Total Period	150

Detail Plan of Action for Course Facilitation

Day	Chapter Unit	Major Components	Description/Particulars	Remarks
6	1.Historical Development of Arithmetic	Contents	1.1 Ancient period: Egyptian, Babylonian, Hindu and Chinese	T D = 15
		Objectives	• Explain the major events in the development of number system in different civilizations.	
		Teaching Methods	Lecture, Discussion	
		Materials	Daily used	
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	1.Historical Development of Arithmetic	Contents	1.2 Development of Arithmetic in Medieval period	
		Objectives	• Summarize the major contribution of different mathematicians in the development of arithmetic in medieval period.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		

7	1.Historical Development of Arithmetic	Contents	1.3 Development of Arithmetic in modern period.	
		Objectives	• Summarize the major contribution of different mathematicians in the development of arithmetic in modern period.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	2..Historical Development of Geometry	Contents	2.1Early Greeks 2.2Analytic Geometry	T D = 24
		Objectives	• Explain the major events in the development of Geometry in different era.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	2..Historical Development of Geometry	Contents	2,3 Projective and Descriptive Geometry	
		Objectives	• Sketch the brief history of Projective and Descriptive Geometry.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	2..Historical Development of Geometry	Contents	2.4 Algebraic Geometry 2.5 Differential Geometry	
		Objectives	• Sketch the brief history of Algebraic	

			Geometry and Differential Geometry .	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	2..Historical Development of Geometry	Contents	2.5 Non-Euclidean Geometry 2.6 Topology	
		Objectives	• Sketch the brief history of Non-Euclidean Geometry and Topology.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
16	2.Historical Development of Geometry	Contents	2.7 Contribution of different mathematician in the development of Geometry	
		Objectives	• Summarize the contribution of different mathematicians in the development of Geometry.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
3	3 Historical Development of Equation and Algebra	Contents	3.1 Development of Equation, Determinant and Ma Equation, Determinant and Matrix	T D = 26
		Objectives	• Explain the development of Equation,	

			Determinant and Matrix.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	3.Historical Development of Equation and Algebra	Contents	3.2 Development of Group and Field	
		Objectives	• Explain the development of of Group and Field .	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
3	3.Historical Development of Equation and Algebra	Contents	3.3 Development of Algebra link with Analysis, Number theory, Linear Algebra and Vector	
		Objectives	• Explain the development of Algebra link with Analysis, Number theory, Linear Algebra and Vector.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
18	3.Historical Development of Equation and Algebra	Contents	3.4 Major mathematicians and the contribution in development of Algebra	
		Objectives	• Summarize the contribution of different mathematicians in the	

			development of Algebra.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
	3.Historical Development of Equation and Algebra	Contents	3.5 Major events in the development of Algebra in different Era	
		Objectives	• Explain the major events in the development of Algebra in different Era.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	4.Historical Development of Trigonometry	Contents	4.1 Introduction 4.2 Development of Trigonometry in Ancient and Medieval period	T D = 14
		Objectives	• Explain the major events in the development of Trigonometry in different era.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	4.Historical Development of Trigonometry	Contents	4.3 Trigonometric function and Trigonometric series	
		Objectives	• Sketch the brief history of	

			Trigonometric function and Trigonometric series	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
10	4.Historical Development of Trigonometry	Contents	4.4 Mathematician contributed in the development of Trigonometry	
		Objectives	• Summarize the contribution of different mathematicians in the development of Trigonometry.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
8	5..Historical Development of Calculus and Analysis	Contents	5.1 Introduction 5.2 Exposition of Calculus 5.3 Calculus of Variation 5.4 Differential Equation	T D = 26
		Objectives	• Explain the major events in the development of Calculus in different eras.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
18	5.Historical Development of	Contents	5.5 Development of Analysis	

	Calculus and Analysis		5.6 Mathematician and their contribution in the development of Calculus and Analysis	
		Objectives	• Sketch the brief history of Analysis. • Summarize the contribution of different mathematicians in the development of Calculus and Analysis.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
4	6. Historical Development of Functions	Contents	6.1 Development of function in Ancient period, Medieval period and Modern period	T D = 13
		Objectives	• Explain the major events in the development of Function in different eras.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
9	6.Historical Development of Functions	Contents	6.2 Mathematician and their contribution in the development of Function	
		Objectives	• Summarize the contribution of different mathematicians in the development of Function. • Sketch the	

			brief history of Function'	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
7	7. Historical Development of Statistics and Probability	Contents	7.1 Laws of Large Number 7.2 Central Limit theorem 7.3 Statistics 7.4 Large number and Limit theorem	T D = 21
		Objectives	• Explain the major events in the development of Probability and Statistics in different eras. • State the Central limit theorem and explain its evolution. • Sketch the brief history of Statistics and Probability.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
14	7. Historical Development of Statistics and Probability	Contents	7.5 Contribution of different mathematician and Statistician in the development of Statistics and Probability	
		Objectives	• Summarize the contribution of different	

			mathematicians in the development of Probability.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	8.Development of Mathematics in Nepal	Contents	8.1 Development of Mathematics in Ancient period in Nepal	T D = 13
		Objectives	• Sketch the brief history of Mathematics in Nepal	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
2	8.Development of Mathematics in Nepal	Contents	8.2 Development of Mathematics in Medieval period in Nepal	
		Objectives	• Sketch the brief history of Mathematics in Nepal	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
9	8.Development of Mathematics in Nepal	Contents	8.3 Development of Mathematics in Modern period in Nepal	
		Objectives	• Sketch the brief history of Mathematics in Nepal	

			• Summarize the contribution of different mathematicians in the development of Mathematics in Nepal.	
		Teaching Methods	Lecture, Discussion	
		Materials		
		Evaluation	Oral test, Short answer test, Class test	
		Learning Achievement		
For Unit:8 T D = 13			Total Day = 150	
Prescribed basic Books		Acharya Ekaratna and Kshetri, Deb Bahadur (2075 B S) Historical Development of Mathematics		

Prepared by
Submitted to
Signature:

Name: Prem Bahadur Tamang
Date: 2076 – 05 - 05
Date: 2076 – 05 - 05

Campus Chief

Campus Chief

Affiliated to Tribhuvan University

Sukuna Multiple Campus, Sundarharaicha – 12, Morang

Teaching Plan of the Faculty **Academic Year: 2019 A.D.(2076 B.S)**

Faculty Teacher	Prem BahadurTamang	Department	Mathematics Education
Level	Bachelor	Year/ Semester	Third Year
Subject	Teaching Mathematics at Secondary level	Course Number	Math. Ed. 432
Full Marks	80T + 20P = 100	Total Period	120 Th. + 60 Pr.

Detail Plan of Action for Course Facilitation

Day	Chapter Unit	Major Components	Description/Particulars	Remarks
14	1 Philosophies of Mathematics and Mathematics Education	Contents	1.2 introduction of Moths and Math-Education 1.2 Different philosophy of Mathematics 1.3 Different philosophy of Math-Education 1.4 Nature of Maths and Math-Education 1.5 Broader goals of Math –Education 1.6 Principles of teaching and learning 1.7 Historical background of Maths	

			and Math-Education	
		Objectives	• To differentiate between Mathematics and Mathematics Education. • To explain different philosophy of Mathematics and Mathematics Education. • To explain different philosophy of Mathematics and Mathematics Education • To describe the nature of Mathematics and Mathematics Education. • To describe the broader goal of teaching math. • To describe the principle of teaching and learning. To sketch a brief historical background of mathematics and mathematics education- nists.	
		Teaching Methods		
		Materials	Lecture, Discussion	
		Evaluation		
		Learning Achievement	Oral test, Short answer test, Class test	
14	5 Different Learning Theories	Contents	2.1 Comparison among behaviorist, Cognitivist and constructivist learning theories 2..2 Basic principles of different learning theories 2..2 Basic principles of different learning theories 2.3 Piaget's theory of Cognitive stages of learning and its implication 2.4 Bruner's stages of learning and its implication in mathematics 2.5 Diane's theory of stages of learning and its implication 2.6 Gagne's types of learning and implication 2.7 Ausubel's theory of learning and its implication 2.8 Van Hiele's stages of learning	

			theory and its implication 2.9 Vigotsky's stages of intellectual development and its implication 2.10 Relation and differences among different learning theories	
		Objectives	• To cite basic principles of different learning theories. • To describe the Piaget's theory of Cognitive stages of learning and its implication • To describe the Bruner's stages of learning and its implication • To describe the Bruner's stages of learning and its implication • To describe the Diene's theory of stages of learning and its implication • To describe the work of Gagne and Ausubel about the intellectual stages of learning and their implications • To describe the work of Van Hiele and Vigotsky about the intellectual stages of learning and their implications • To compare and contrast among different learning theories	
			•	
		Teaching Methods	Expository , Discussion and presentation	
		Materials		
		Evaluation	Class test, Internal Examination	
		Learning Achievement		
10	3. Formulations of instructional objectives	Contents	3.1 Instruction objectives of mathematics of secondary level	

			3.2 Relation between aims, goals and objectives 3.3 Classification of objectives of different domains 3.3.1 Bloom's Taxonomy and application 3.3.2 Hoffer's Taxonomy and application 3.3.3 Krathwool's Taxonomy and application 3.3.4 Interpersonal skill 3.4 Construction of different types of objectives	
		Objectives	• To enable the students to state different level of objectives according to mathematics curriculum of secondary level • To enable the students to describe relationship among aims, goals and objectives • To enable the students to classify educational objectives of four broad domains • To enable the students construct different types of objectives for mathematics curriculum	
		Teaching Methods	Expository , Discussion and presentation	
		Materials		
		Evaluation	Class test, Internal Examination	
		Learning Achievement		
10T + 12P	4. Curriculum and Curricular materials	Contents	4.1 Elements of curriculum 4.2 Different international reform movements 4.3 Process of curriculum development 4.4 Causes of curriculum changes 4.5 Study of PM's curriculum 4.6 Overview of school level curriculum of Nepal 4.7 Schematic chart of school level math contents 4.8 Appraisal of curriculum, text book and T. G.	
		Objectives	✓ To let students define curriculum and cites different elements of the curriculum ✓ To have students describe different international reform movements ✓ To have students describe the process and causes of	

			curriculum development ✓ To enable the students the main features of PSSM's curriculum ✓ To enable the students appraise the status of present curriculum text book and Teacher Guide	
		Teaching Methods	Project work, presentation	
		Materials		
		Evaluation	Class test, Internal Examination	
		Learning Achievement		
16	5. Model of Instructional Strategies	Contents	5.1 Problems of instruction (Understanding, Assimilation,Permnence, Transfer) 5.2 Learning disabilities in students 5.3 Individual difference caused by multiple intelligence 5.4 Classroom diversity Gender, Culture, Language etc. 5.5 Mathematical anxiety in students 5.6 Pedagogy and andragogy for teaching mathematics 5.7 Comparison among different pedagogies 5.8 Comparison among different types of questions required in different pedagogies	
		Objectives	▪ To have students describe the problems of instruction ▪ To enable the students to state the meaning and characteristics of learning disability ▪ To enable the students to explain the effect of classroom diversity and mathematical anxiety ▪ To enable the students to compare between pedagogy and andragogy for teaching mathematics ▪ To enable the students to compare different pedagogies ▪ To enable the students compare different types of questions asked while using different methods	
		Teaching Methods	Expository , Discussion and presentation	
		Materials		
		Evaluation		
		Learning Achievement		

5T + 20P	6. Instructional Materials	Contents	6,1 Introduction and rationale of using instructional materials 6.2 Classification of materials concrete, manipulative, electronic, calculator, A / V and printed materials and virtual materials 6.3 Mathematics laboratory (on-task, off-task) 6.4 Preparation and development of materials 6.5 Use of text book	
		Objectives	• To have students state the need of instructional materials and classify the family of instructional materials. • To enable the students to explain the important of math-lab. • To enable the students to collect, prepare and use different materials in teaching.	
		Teaching Methods	Project work, Home assignment	
		Materials		
		Evaluation	Class test, Internal Examination	
		Learning Achievement		
8T + 16P	7. Instructional Planning	Contents	7,1 Introduction 7.2 Different planning at school 7,2.1 Annual planning 7,2,2 Unit planning 7.2.3 Models of lesson planning (Behaviorist, Cognitivist, Constructivist) 7.3 Preparation of Modules (Teaching, Learning, Training)	
		Objectives	• To enable the students to describe the importance of different level of planning at school. • To enable the students to prepare different modules for teaching, learning and training. • To enable the students to prepare different kinds of lesson plan according to the different learning theories.	
		Teaching Methods	Class work, Project work and Assignment	
		Materials	Models plannings (Annual plan, unit plan , lesson plan,)	
		Evaluation	Class test, Internal Examination	
		Learning		

		Achievement		
8T + 12P	8. Evaluation	Contents	8.1 Introduction 8.2 Measurement and Evaluation 8.2.1 Types of measurement 8.2.2 Types of Evaluation 8.2.3 Difference in measurement and evaluation 8.2.4 Comparison between examination and evaluation 8.22.5 Comparison among formative, summative evaluation and Diagnostic test 8.3 Types of Examination in practice 8.4 Prevention and remediation strategies 8.5 Reliability and validity of test 8.6 Rehabilitation work for at-risk	
		Objectives	• To have students define measurement, examination and evaluation and differentiate each from others. • To enable the students to compare among formative, summative and diagnostic evaluation. • To enable the students to establish reliability and validity of teacher made test. • To enable the students to develop prevention strategies and rehabilitation work for the students at-risk.	
		Teaching Methods	Project work , Presentation and Discussion	
		Materials		
		Evaluation	Class test, Internal Examination	
		Learning Achievement		
5	9. Supervvision	Contents	9.1 Need of supervision 9.2 Techniques of supervision 9.3 Use of supervision techniques to improve classroom teaching 9.4 Rating of teacher's teaching using different scales/tools (ACI, FIAC, general observation form)	
		Objectives	• To have students define supervision and state the techniques of supervision. • To enable the students to improve the skill of classroom supervision. • To enable the students to	

			interpret the area of improvement in teaching on the basis of observation instrument.	
		Teaching Methods	Expository , Discussion and presentation	
		Materials		
		Evaluation	Class test, Internal Examination	
		Learning Achievement		
		Prescribed/Basic Books	Maharjan H.B. et al Teaching Mathematics in secondary schools Kathmandu Bhudi Prakashan Pandit R.P.(2019) Teaching Mathematics, Kathmandu Indira Pandit Upadhyay H.P. et al(2070 BS) Elementary teaching mathematics, Kathmandu Sukunda Pustak Bhawan	
30	10. Teaching Concepts of Secondary Level	Contents	10.1 Components of classroom management 10.1.1 Physical 10.1.2 Discipline 10.1.3 Administration 10.1.4 Classroom practice 10.2 Introduction to motivational skills 10.2.1 Intrinsic and Extrinsic motivation 10.2.2 Application of above motivation for the problem of instruction 10.3 Enrichment mathematics instruction, (Teaching for concepts and construction, discovering relation, problem solving, theorem proving) 10.4 Teaching secondary level maths contents 10,4.1 Compulsory mathematics IX – X (set, arithmetic, mensuration,algebra,geometry, trigonometry, statistics, probability) 10.4.2 Optional mathematics IX – X (algebra, matrix, co-ordinate geometry, trigonometry,vectors,transformation statistics) 10.4.3 Mathematics XI –XII (set, linear algebra, trigonometry, co-ordinate geometry, calculus,vectors, statistics and probability)	
		Objectives	▪ To enable the students to cite the components of classroom managements and their management. ▪ To let students describe different motivation skills	

			needed while teaching. ▪ To enable the students to develop skill and enrichment activities for concepts, construction, relation, problem solving and theorem proving. ▪ To enable the students the skills of teaching for different contents of secondary level from IX – X	
		Teaching Methods	Expository , Discussion and presentation	
		Materials		
		Evaluation	Class test, Internal Examination	
		Learning Achievement		
Total days = 120 T + 60 P				
Prescribed/Basic Books			Maharjan H.B. et al Teaching Mathematics in secondary schools Kathmandu Bhudi Prakashan Pandit R.P.(2019) Teaching Mathematics, Kathmandu Indira Pandit Upadhyay H.P. et al(2070 BS) Elementary teaching mathematics, Kathmandu Sukunda Pustak Bhawan	

Campus Chief

Name: Prem Bahadur Tamang
Date: 2076 – 05 - 05
Date: 2076 – 05 - 05

Affiliated to Tribhuvan University
Sukuna Multiple Campus, Sundarharaicha – 12, Morang
Teaching Plan of the Faculty Academic Year: 2019 A.D.(2076 B.S)

Faculty Teacher	Prem BahadurTamang	Department	Mathematics Education
Level	Bachelor	Year/ Semester	Third Year
Year	Method of Teaching Science	Course Number	Sc. Ed. 432
Full Marks	80T + 20P = 100	Total Period	150 Th. + 60 Pr.

Detail Plan of ACTIO for Course Facilitation

Day	Chapter Unit	Major Components	Description/Particulars	Remarks
2	*Nature of Science*	Contents	1.1 Introduction 1.2 Science as a process (Science education) and as a product	
		Objectives	▪ To explain science and science education. ▪ To critically examine science as a process and a product	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question , answer, Class work, Assignment	
		Learning Achievement	Explain science, science education,critically examine science as a process and a product	
2	*Nature of Science*	Contents	1.3 Historical development of science and science education	
		Objectives	• Elaborate the concepts of historical development in science and science education in Nepal.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test	

			Internal Examination	
		Learning Achievement	To explain the concepts of historical development in science and science education in Nepal.	
2	*Nature of Science*	Contents	1.4 Values and importance of science and science education	
		Objectives	▪ Describe the impact of science on modern life in agriculture, health, industry and modern civilization ▪ Illustrate importance of science and science education ▪ Discuss cultural, vocational, intellectual, utilitarian, disciplinary, moral, social and aesthetic values of science.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement	To explain the values and importance of science and science education	
2	*Nature of Science*	Contents	1.5 Paradigm shift in science and science education 1.6 Science for all	
		Objectives	▪ Elucidate the meaning of paradigm shift in science and science education. ▪ Discuss mechanistic world view and vitalism world view perspectives.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement	Explain Paradigm shift in science and science education for all.	
(Unit: 1) T. D.= 8				
2	2 Recent trends and issues in science education	Content	2.1 Introduction 2.2 Prevalent issues in school science education in Nepal	
		Objectives	▪ Elaborate prevalent issues of school science education in Nepal. ▪ Chemistry with daily life.	

		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	2 Recent trends and issues in science education		1.3 Integrated science concept 1.4 Teaching science in a wider context	
		Objectives	• Explain the importance of integrated science. ▪ Critique the meaning of teaching science in the wider context.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	2 Recent trends and issues in science education	Contents	1.3 Vision of teaching science for the future	
		Objectives	▪ Discuss the vision of teaching science for the future.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	2 Recent trends and issues in science education	Contents	1.3 Correlation with other disciplines	
		Objectives	• Establish the relation between physics *and* chemistry; chemistry and biology; chemistry and mathematics; chemistry and culture and	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	2 Recent trends and issues in science education	Contents	1.3 Science Project 2000^{+}	
		Objectives	• To elaborate the science project 2000^{+} in terms of origin, rationale, STL, STS, and evaluating local STL	
		Teaching Methods	Lecture / Expository, Discussion	

		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
(Unit: 2) T. D.= 8				
3	3, Theories of learning and its implication in science education	Content	3.1 Introduction 3.2 Piaget's stages of cognitive development	
		Objectives	• To explain Piaget's stages of intellectual development. • To describe the implication of Piaget's work in science teaching.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
3	3, Theories of learning and its implication in science education	Content	3'3 Ausubel's theory of cognitive subsumption	
		Objectives	• To elaborate Ausubel's theory of cognitive subsumption. • To describe the implication of Ausubel's theory learning in science teaching.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	3, Theories of learning and its implication in science education	Content	3.4 Bruner's model of concept learning	
		Objectives	• To describe Bruner's model of concept learning • To describe the educational implication of Bruner's theory in Science Teaching.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	3, Theories of learning and its implication in	Content	3.5 Gagne's model of sequential learning	

	science education	Objectives	• To describe the Gagne's model of sequential learning. • To describe the implication of Gagne's learning theory in science teaching.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
		Content	3.6 Dewey's theory of reflection	
2	3, Theories of learning and its implication in science education	Objectives	• To explain Dewey's ideas of reflection and experience based learning • To elaborate the meaning of praxis in terms of Dewey's theory. • To describe the implication of Dewey's theory in science teaching.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
		Content	3.7 Constructivism epistemology	
6	3, Theories of learning and its implication in science education	Objectives	• To define constructivism epistemology in science teaching. • To describe social and radical constructivism with examples. • To illustrate 5 E's model on the basis of constructivism • To differentiate traditional science, culture and constructivist science culture on the basis of views of science, role of teachers, role of learners and curriculum goals. • To describe the educational implication of constructivism philosophy on science teaching and learning.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	

		Learning Achievement		
(Unit: 3) T. D.= 18				
2	4. Scientific temper and Understanding	Content	4.1 Scientific temper 4.1.1 Meaning 4.1.2 Development of scientific temper	
		Objectives	✓ To describe the theoretical understanding of scientific temper. ✓ To explain the development of scientific temper ✓ Enlist the characteristics of science teachers having scientific temper.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	4. Scientific temper and Understanding	Content	4.2 Scientific attitude 4.2.1 Meaning 4.2.2 Characteristics 4.2.3 Importance	
		Objectives	✓ To define scientific attitude. ✓ To describe the characteristics and importance of scientific attitude. Understanding.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	4. Scientific temper and Understanding	Content	4.3 Ways of developing scientific attitude	
		Objectives	✓ To elaborate the ways of developing scientific attitude among the school children. ✓ To explain the teaching for understanding in science.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	4. Scientific temper and Understanding	Content	4.4 Science education for global, local,glocal and social understanding	
		Objectives	✓ To describe the role of science education for	

			global, local and glocal understanding. ✓ To explain the role of science for social understanding.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
(Unit: 4) T. D.= 8				
1	5. Creativity and critical thinking	Content	5.1 Creativity 5.1.1 Meaning	
		Objectives	• To explain the process of developing creativity.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	5. Creativity and critical thinking	Content	5.1.2 Ways of developing creativity among school children	
		Objectives	• To describe the techniques of developing the creativity. Among school children.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	5. Creativity and critical thinking	Content	5.2 Critical thinking 5.2.1 Meaning 5.2.2 Theoretical background of critical thinking	
		Objectives	• To define the meaning of critical thinking • To critically analyze the meaning process of critical thinking in science education. • To list the ways of promoting critical thinking among science	

			teacher and students..	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	5. Creativity and critical thinking	Content	5.2.3Characteristics of critical thinker 5.2.4 Critical thinking disposition	
		Objectives	• To discuss the characteristics of Critical thinkers.. • To explain the disposition of critical thinking. • To differentiate critical thinking with creative thinking in science education.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1		Content	5.2.5 Models of critical thinking	
		Objectives	To explain the Model of critical thinking.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
(Unit: 5) T. D.= 7				
2	6. Objectives of Science Teaching	Content	6.1 Meaning of goals, aims and objectives	
		Objectives	▪ To define the meaning of goals, aims and objectives. ▪ To differentiate between aims and objectives.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	6. Objectives of Science Teaching	Content	6.2 Bases for the formulation of objectives	
		Objectives	▪ To explain the bases of formulation of educational objectives.	

		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	6. Objectives of Science Teaching	Content	6.3 Functions of behavioral objectives	
		Objectives	▪ To illustrate the function of educational objectives.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	6. Objectives of Science Teaching	Content	6.4 Importance of objectives in science teaching 6.5 Types of objectives	
		Objectives	▪ To describe the importance of objectives ▪ To differentiate general objectives and specific / behavioral objectives. ▪ To elaborate the process of formulation of behavioral objectives.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	6. Objectives of Science Teaching	Content	6.6 Criteria for the selection of objectives	
		Objectives	▪ To analyze the criteria for the selection of objectives in science teaching.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
3	6. Objectives of Science Teaching	Content	6.7.1 Classification of Instructional Objectives	
		Objectives	• To explain the classification of instructional objectives according to Bloom's, taxonomy of educational objectives. ▪ To construct different level of	

			questions on the basis of Bloom's taxonomy from the secondary level science curriculum.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	6. Objectives of Science Teaching	Content	6.7.2 Revised Bloom's taxonomy of educational objectives	
		Objectives	▪ To elaborate the revised Bloom's taxonomy of educational objectives. ▪ To construct different level of questions on the basis of revised Bloom's taxonomy from the secondary level science curriculum.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	6. Objectives of Science Teaching	Content	6,8 Approaches of developing educational objectives	
		Objectives	▪ To elaborate the Manger's, Robert Miller's and RCEM approaches of objectives.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	6. Objectives of Science Teaching	Content	6..9 Critical analysis of objectives of secondary level science curriculum	
		Objectives	• To construct different level of questions on the basis of revised Bloom's taxonomy from the secondary level science curriculum.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
(Unit: 6) T. D.= 15				

1	7. Curriculum and Textbooks	Content	7.1 Science curriculum 7.1.1 Concept	
		Objectives	▪ To explain Etymological and Wider meaning of curriculum	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	7. Curriculum and Textbooks	Content	7.2 Curriculum as a process	
		Objectives	▪ To elaborate the process of curriculum development in science teaching	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	7. Curriculum and Textbooks	Content	7.3 Impotence of Curriculum 7.3.1 Science and its Importance in school Curriculum 7.3.2 Distinction between Curriculum and Syllabus	
		Objectives	▪ To list the importance of curriculum in science teaching. ▪ To explain science and its importance in school Curriculum ▪ To distinction between Curriculum and Syllabus	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	7. Curriculum and Textbooks	Content	Principles of curriculum organization	
		Objectives	▪ To explain the principle of curriculum construction.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	7. Curriculum and Textbooks	Content	7.4 Approaches of curriculum development	

		Objectives	▪ To describe the different approaches of curriculum development.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
1	7. Curriculum and Textbooks	Content	7,5 Criteria for good curriculum	
		Objectives	• To describe the criteria for good curriculum.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	7. Curriculum and Textbooks	Content	7.6 Analysis of school science curriculum	
		Objectives	▪ To review critically the current school science curriculum in Nepal.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
3	7. Curriculum and Textbooks	Content	Science curriculum projects	
		Objectives		
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
2	7. Curriculum and Textbooks	Content	7.8 Text book 7.9 Characteristics of science text book 7.10 Importance of science text book	
		Objectives	▪ To explain the importance of text book in science teaching and learning. ▪ To elaborate the characteristics of science text book. ▪ To describe the application of text book in teaching school science.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work,	

			Assignment	
		Learning Achievement		
1	7. Curriculum and Textbooks	Content	7.11 Evaluation of science text book	
		Objectives	▪ To evaluate the secondary school science text book.	
		Teaching Methods	Lecture / Expository, Discussion	
		Materials		
		Evaluation	Short question – answer, Class work, Assignment	
		Learning Achievement		
(Unit: 7) T. D.= 15				
1	8. Approaches and Method of Teaching Science	Content	8.1. Approaches of teaching science	
		Objectives	▪ To identify the teacher centered approaches, and student centered approaches ▪ To illustrate the approaches of science teaching methods.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	8.2 Methods of teaching science	
		Objectives	• To classify teaching methods on the basis of teacher and student	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	8.3 Selection of teaching method	
		Objectives	▪ To describe the techniques of selection of teaching methods in science education.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning		

		Achievement		
1		Content	8.4 Importance of teaching methods	
		Objectives	▪ To explain the importance of teaching methods in science education.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
6		Content	8.5 Large group methodologies (lecture,	
		Objectives	▪ To develop the lesson on the basis lecture, demonstration, project, inductive, deductive, assignment, seminar, symposium, panel discussion and team teaching. methods.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
8		Content	.6 Small group methodologies (experiment, inquiry, multimedia, package, buzz group, rubrics case study analysis, brain storming simulation, problem solving, laboratory, field study, work shop, remedial teaching and heuristic method), panel discussion and team teaching)	
		Objectives	▪ To develop the lesson on the basis of experiment, inquiry, multimedia, package, buzz group, rubrics case study analysis, brain storming simulation, problem solving, laboratory, field study, work shop, remedial teaching and he To describe the merits, demerits and application of large group methodologies and small group methodologies in science teaching. ▪ To compare and contrast small and large group methodologies.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		

		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
(Unit: 8) T. D.= 18				
3		Content	9.1 Instruction 9.2 Approaches of individualized instruction teaching 9.3 Methods of preparing individualized instructional materials	
		Objectives	• To describe the approaches of individualized instruction. ▪ To explain the role of Individualized instruction in science teaching. ▪ To differentiate individualized versus group instruction.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
3		Content	9.4 programmed instruction 9.4.1 Principle 9.4.2 Types	
		Objectives	▪ To define programmed instruction with examples. • To elaborate the principle and types of programmed instruction. ▪ To differentiate between linear with branch programming. ▪ To list the advantages and disadvantages of programmed instruction.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	9.5 Role of teacher for using Computer	

			Assisted Instruction (CAI)	
		Objectives	• To define computer assisted instruction. • To explain the role of teacher for using Computer Assisted Instruction (CAI) • To write the implication of CAI in science teaching.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	9.6 Computer education for the post-modern science	
		Objectives	• To critically analyze the role of computers and ICT in teaching science in the modern time.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
(Unit: 9) T. D.= 8				
1	10. Microteaching and Teaching Competencies	Contents	10,1 Introduction 10.2 Microteaching	
		Objectives	• To define the meaning of microteaching and real classroom teaching. • To explain the historical background of microteaching.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	10.2.1 Conceptual and Theoretical bases	

			of microteaching	
		Objectives	• To elaborate the conceptual and theoretical base of microteaching.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	10.2.2 Principle of Microteaching	
		Objectives	• To enlist the principle of microteaching.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	10.2.3 Process of making microteaching	
		Objectives	• To elaborate the process of microteaching on the basis of different stages.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	10.2.4 Components of microteaching	
		Objectives	• To write and explain the main component of microteaching.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	10.3 Real classroom teaching simulation	
		Objectives	• To enable the real classroom	

			teaching.simulation.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	10.4 Teaching competencies	
		Objectives	• To define the meaning of teaching competencies. • To list the nature and types of teaching competencies.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	10.5 Development of teaching skills for increasing competencies	
		Objectives	To explain the various teaching skills such as introduction, white board writing, illustration, questioning, explaining, argumentation, reflection and demonstration of teaching competencies.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
(Unit: 10) T. D.= 8				
1	11. Planning of Teaching Science	Content	11.1 Introduction 11.2 Unit plan 11.2.1 Importance of unit plan	
		Objectives	• To explain different approaches of unit plan. • To explain the importance of unit plan.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit	

			test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
2		Content	11.2.2 Format of unit plan	
		Objectives	• To prepare unit plan.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
2		Content	11.3 Lesson plan 11.3.1 Importance of lesson plan	
		Objectives	• To define and explain lesson plan. • To explain the importance of lesson plan.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	11.3.2 Steps of lesson plan	
		Objectives	• To list the steps of lesson plan.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
2		Content	11.3.3 Format of lesson plan 11.3.4 Preparation of lesson plan	
		Objectives	• To develop lesson plan on the basis of different approaches. • To prepare lesson plan on the basis of investigative, discovery and laboratory method.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		

1		Content	3.5 Evaluation of lesson plan	
		Objectives	To evaluate the lesson plan.	
		Teaching Methods		
		Materials		
		Evaluation		
		Learning Achievement		
1		Content	11.4 ABC model lesson plan	
		Objectives	To explain lesson plan according to ABC model.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
Unit: 11 T. D.= 10				
1	12. Construction and management of appropriate Instructional aids	Content	12.1 Introduction 12.2 Teaching aids 12.2.1 Importance	
		Objectives	• To define teaching aids and to list the characteristics of teaching aids. • To explain the importance of teaching aids in science teaching.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	12.2.2 Principles of selection of teaching goals 12.2 .3 Application	
		Objectives	• To list the principle of selection of teaching aids. • To describe the principle of selection appropriate teaching aids.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning		

		Achievement		
2		Content	12.3 Types of instructional aids and importance of Audio-Visual aids	
		Objectives	• To classify instructional aids and explain importance of Audio-Visual aids • To classify teaching aids on the basis of sensory stimulation. Kinds of experiences and Dale's cone of experience.	
		Teaching Methods		
		Materials		
		Evaluation		
		Learning Achievement		
5		Content	12,4 Preparation and uses of teaching aids 12,4.1 Charts 12.4.2 Models 12.4.3 Transparencies 12.4.4 Tape recorder 12.4.5 Audiotape 12.4.6 Radio 12,4.7 Slide 12.4.8 Video 12.5 Projected aids	
		Objectives	• To describe the process of preparation and uses of charts, models, transparencies, tape recorder, audiotape, radio, slide, video, projected aids • To list the principles of effective projected aids and their advantages.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
2		Content	12.6 Improvisation of apparatus and equipment	
		Objectives	• To explain the process of improvisation of instructional materials.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit	

			test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
(Unit: 12 T. D.= 12				
2		Content	13.1 Introduction 13.2 Types of evaluation	
		Objectives	• To define evaluation • To explain the types of evaluation with examples • To Critically analyze the placement, of formative, summative and diagnostic evaluation.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
1		Content	13.3 Purpose of evaluation 13.4 Defects in present evaluation system	
		Objectives	• To discuss the purpose of evaluation. • To explain the defects of present system of evaluation techniques.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
2		Content	13.5 Difference between measurement and evaluation 13.6 Criteria of a good science test	
		Objectives	• To differentiate between measurement and evaluation. • To describe different criteria of a good test item	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	

		Learning Achievement		
4		Content	13.7 Achievement test 13.7.1 Standardization of achievement test items	
		Objectives	• To construct objective and subjective test items of different level. • To evaluate the theory of construction and standardization of achievement test. •	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
3		Content	13.9 Analysis of test items 13.9.1 Discrimination index 13.9.2 Difficulty level	
		Objectives	• To analyze the test items on the basis of their discriminative index, difficulty level and selection of distracters.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
2		Content	13.10 Tools of evaluation 13.10.1 Observation testing techniques 13.10.2 Intelligent test 13.10.3 Self reporting techniques	
		Objectives	• To describe merits and demerits of the tools evaluation such as observation technique, testing technique, intelligent test and self-reporting techniques. • To compare criterion referenced and norms referenced evaluation and their application.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		

		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
2		Content	13.11 CCE model 13.12 Grading system	
		Objectives	• To draw the model for the continuous and comprehensive evaluation (CCE). • To Difference between scholastic and non-scholastic achievement for their grading system. • To review critically SEE test items and present it for classroom discussion. • To critically analyze the merits and demerits of grading system.	
		Teaching Methods	Discussion, expository, Co-operative, Class participation	
		Materials		
		Evaluation	Class work, Home work, Oral test, Unit test Short answer type test, Objective test Internal Examination	
		Learning Achievement		
(Unit: 13) T. D.= 16				
Total days = 120 T + 60 P				
Prescribed basic books			1, Pandit C. N.(2070)Modern Science Teaching for B. Ed, Bidur Prakashan, Kathmandu 2, Koirala, Kamal Prasad (2074 B. S.), Method of Teaching Science , Jupitar Printing and Publishing, House Pvt.	

Prepared by
Submitted to
Signature:
Name: Prem Bahadur Tamang
Date: 2076 – 05 - 05
Date: 2076 – 05 - 05

Approved by

Signature:

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

Campus Chief

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त
सुकुना बहुमखी क्याम्पस, सुन्दरहरैंचा मोरङ
शिक्षकको शैक्षणिक योजना
शिक्षको नाम : उमानाथ भट्टराई विभाग : नेपाली

पाठ्यांश शीर्षक : साहित्यशास्त्र र नेपाली समालोचना
पूर्णाङ्क : १००
पाठ्यांश सङ्ख्या : नेपा.शि. ४३४ **उत्तीर्णाङ्क :** ३५
पाठ्यांश प्रकृति : सैद्धान्तिक **प्रतिहप्ता पाठघन्टी :** ६
तह : बि.एड. **जम्मा पाठघन्टी :**१५०
वर्ष : तेस्रो **प्रतिपाठ घन्टी :** ५५ मिनेट

Detail Plan of Action for Course Facilitation

दिन	एकाइ	पाठ्यविषय	विवरण	कैफियत
(१५)	एकाइ एक	पूर्वीय समालोचनाका प्रमुख आधार	१.२ काव्यहेतु १.३ काव्य प्रयोजन १.४ शब्दशक्ति : अभिधा, लक्षणा र व्यञ्जना १.५ साहित्यमा लक्षणा र व्यञ्जना शक्तिको उपयोग १.६ काव्यगुण : माधुर्य, प्रसाद र ओज १.७ काव्यदोष : अश्लीलता, ग्राम्यता, क्लिष्टता, च्यूतसंस्कृति	
		उद्देश्य	• काव्यहेतुको परिचय बताउन, • काव्य प्रयोजनको चिनारी गराउन, • शब्दशक्तिको परिचय दिई यसका प्रकार चिनाउन, • साहित्यमा लक्षणा र व्यञ्जना शक्तिको उपयोगिता स्पष्ट पार्न, • काव्यगुणको परिचय दिई निर्धारित भेदको चर्चा गर्न र काव्यदोषको परिचयसहित निर्दिष्ट दोषलाई चिनाउनश	
		शिक्षण विधि, कार्य	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	

		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य	
		सिकाइ उपलब्धि		
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	
(२०)	एकाइ दुई	रससिद्धान्त	२.१ रसको अर्थ र परिभाषा २.२ रससामग्री २.२.१ विभाव २.२.२ अनुभाव २.२.३ सञ्चारी भाव २.२.४ स्थायीभाव २.३ रससूत्रको व्याख्या २.३.१ उत्पत्तिवाद २.३.२ अनुमितिवाद २.३.३ भुक्तिवाद २.३.४ अभिव्यक्तिवाद २.४ रसको साधारणीकरण २.५ रसप्रकार २.६ रसप्रयोग पहिचान	
		उद्देश्य	रसको अर्थ र परिभाषा दिन, रससामग्रीको परिचय दिन, रससूत्रको व्याख्या गर्न, साधारणीकरणको परिचय दिन,	
		शिक्षण विधि, कार्य	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य	
		सिकाइ उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	

२०	**एकाइ तीन**	ध्वनिसिद्धान्त र वक्रोक्तिसिद्धान्त	३.१ ध्वनिसिद्धान्त ३.१.१ ध्वनिको अर्थ र परिभाषा ३.१.२ ध्वनिसिद्धान्तका आधारभूत मान्यता ३.१.३ ध्वनिका प्रमुख भेद : रसध्वनि, अलङ्कारध्वनि, वस्तुध्वनि ३.१.४ साहित्यमा ध्वनिको महŒव ३.२ वक्रोक्ति सिद्धान्त ३.२.१ वक्रोक्तिको अर्थ र परिभाषा ३.२.२ वक्रोक्ति र स्वभावोक्ति ३.२.३ वक्रोक्तिसिद्धान्तका मूलभूत स्थापना ३.२.४ वक्रोक्तिका भेदहरू वर्णविन्यास वक्रता पदपूर्वार्द्ध वक्रता पदपरार्ध वक्रता वाक्यवक्रता प्रकरण वक्रता प्रबन्ध वक्रता ३.३ वक्रोक्ति प्रयोग पहिचान	
		उद्देश्य	• ध्वनिको अर्थ र परिभाषा बताउन, • ध्वनिसिद्धान्तका आधारभूत मान्यता औंल्याउन, • ध्वनिका निर्धारित भेदलाई सोदाहरण चिनाउन, • साहित्यमा ध्वनिको महŒव निर्धारण गर्न, • वक्रोक्तिको अर्थ र परिभाषा दिन, • वक्रोक्ति र स्वभावोक्तिको फरक छुट्याउन, • वक्रोक्ति सिद्धान्तका मूलभूत स्थापना बताउन, • वक्रोक्तिका निर्धारित भेदलाई सोदाहरण चिनाउन र नेपाली साहित्यका विभिन्न विधाका कृतिबाट निर्धारित वक्रोक्तिका भेदको स्वरूप अनुसारको प्रायोगिक अभ्यास गर्न ।	
		शिक्षण विधि, काय	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य	
		सिकाइ उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	

८	एकाइ चार	**रीतिसिद्धान्त** **औचित्यसिद्धान्त**	रीति र शैली ४.१.३ रीति र गुण ४.१.४ रीतिका प्रकार : वैदर्भी, गौडी र पाञ्चाली ४.१.५ साहित्यमा रीतिको उपयोगिता ४.२ औचित्य सिद्धान्त ४.२.१ औचित्य सिद्धान्तको परिचय ४.२.२ साहित्यमा औचित्य सिद्धान्तको उपयोगिता	
		उद्देश्य	• रीतिको अर्थ र • परिभाषा दिन, • रीति र शैलीको भिन्नता छुट्याउन, • रीति र गुणको सम्बन्ध औंल्याउन, • रीतिका निर्दिष्ट प्रकारलाई चिनाउन, • साहित्यमा रीतिको उपयोगिता बताउन, • औचित्यवादको परिचय दिन र • साहित्यमा औचित्यवादको उपयोगिता उल्लेख गर्न ।	
		शिक्षण विधि, काय	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य	
		सिकाइ उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	
(१५)	एकाइ पाँच	**अलङ्कारसिद्धान्त**	५.१ अलङ्कारको अर्थ र परिभाषा ५.२ साहित्यमा अलङ्कारको उपयोगिता ५.३ अलङ्कार भेद ५.३.१ शब्दालङ्कार : अनुप्रास, यमक, श्लेष ५.३.२ अर्थालङ्कार : उपमा, रूपक, अतिशयोक्ति, उत्प्रेक्षा, दृष्टान्त, अर्थान्तरन्यास, स्वभावोक्ति, समासोक्ति, अप्रस्तुतप्रशंसा ५.४ अलङ्कार प्रयोग पहिचान	
		उद्देश्य	• अलङ्कारको अर्थ र परिभाषा बताउन, • साहित्यमा अलङ्कारको	

			उपयोगिता औंल्याउन, • शब्दालङ्कार र अर्थालङ्कारका निर्धारित भेदको सोदाहरण स्वरूप ठम्याउन र 'राष्ट्रनिर्माता', 'ऋतुविचार' जस्ता कृतिबाट निर्धारित अलङ्कारका स्वरूप अनुसारका उदाहरणको खोजी गर्न ।	
		शिक्षण विधि, काय	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य	
		सिकाइ उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	
(१५)	• **एकाइ छ**	**छन्दपरिचय**	६.१. छन्दको परिचय ६.२. छन्दका आधारभूत तŒव : लय, गण, यति, चरण, पङ्क्तिपुञ्ज ६.३. लघुगुरुसम्बन्धी नियम ६.४. छन्दका प्रकार ६.४.१ शास्त्रीय छन्द (क) वार्णिक छन्द : अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति, वंशस्थ, भुजङ्गप्रयात, वसन्ततिलका शिखरिणी, मन्दाक्रान्ता, शार्दूलविक्रीडित (ख) मात्रिक छन्द : चौपाई, दोहा, आर्या ६.४.२ जातीय छन्द : भ्याउरे, सवाई, भजन ६.४.३ आगन्तुक छन्द : गजल, रुवाई, हाइकू ६.४.३ मुक्त छन्द/लय : गद्यकविता ६.५. छन्दको प्रयोग पहिचान ६.६. निर्धारित छन्दमा सिर्जनात्मक अभ्यास	
		उद्देश्य	• छन्दको परिचय दिन, • छन्दका आधारभूत तŒव बताउन, • लघुगुरुसम्बन्धी छन्दशास्त्रीय नियमको चर्चा गर्न, • छन्दका प्रकारको परिचय दिई तिनका निर्धारित छन्दको सोदाहरण स्वरूप बताउन, • नेपाली साहित्यको कविता विधाका कृतिबाट निर्धारित छन्दको स्वरूप अनुसारका उदाहरणको खोजी गर्न र निर्धारित छन्दमा सिर्जनात्मक अभ्यास	

			गर्न ।	
		शिक्षण विधि, काय	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य अभ्यास विभिन्न छन्द कविताको अभ्यास	
		उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	
१०)	**एकाइ सात** •	**पाश्चात्य समालोचना प्रणाली**	७.१ नीतिपरक समालोचनाको परिचय र प्रमुख मान्यता ७.२ समाजपरक समालोचनाको परिचय र प्रमुख मान्यता ७.३ मनोविज्ञानपरक समालोचनाको परिचय र प्रमुख मान्यता ७.४ रूपपरक समालोचना परिचय र प्रमुख मान्यता ७.५ भाषाशैलीपरक समालोचनाको परिचय र प्रमुख मान्यता	
		उद्देश्य	• प्रणालीको परिचय दिई यसका प्रमुख मान्यता निरूपण गर्न ।नीतिपरक समालोचना प्रणालीको परिचय दिई यसका प्रमुख मान्यता बताउन, • समाजपरक समालोचना प्रणालीको परिचय दिई यसका प्रमुख मान्यता ठम्याउन, • मनोविज्ञानपरक समालोचना प्रणालीको परिचय दिई यसका प्रमुख मान्यता बताउन, • रूपपरक समालोचना प्रणालीको परिचयका साथै प्रमुख मान्यता औंल्याउन र भाषाशैलीपरक समालोचना	
		शिक्षण विधि, काय	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य अभ्यास	
		उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	

२०	**एकाइ आठ**	**पाश्चात्य साहित्यशास्त्रका प्रमुख वाद**	८.१ परिष्कारवाद ८.१.१ परिष्कारवादको परिचय र विकासक्रम ८.१.२ परिष्कारवादको आधारभूत मान्यता ८.१.३ नेपाली साहित्यमा परिष्कारवादको प्रयोग ८.२ स्वच्छन्दतावाद ८.२.१ स्वच्छन्दतावादको पृष्ठभूमि र परिचय ८.२.२ स्वच्छन्दतावादका आधारभूत मान्यता ८.२.३ नेपाली साहित्यमा स्वच्छन्दतावादको प्रयोग ८.३ यथार्थवाद ८.३.१ यथार्थवादको पृष्ठभूमि र परिचय ८.३.२ यथार्थवादका आधारभूत मान्यता ८.३.३ नेपाली साहित्यमा यथार्थवादको प्रयोग ८.४ प्रगतिवाद ८.४.१ प्रगतिवादको पृष्ठभूमि र परिचय ८.४.२ प्रगतिवादका आधारभूत मान्यता ८.४.३ नेपाली साहित्यमा प्रगतिवादको प्रयोग ८.५ अस्तित्ववाद/विसङ्गतिवा	
			८.५.१ अस्तित्ववाद र विसङ्गतिवादको परिचय ८.५.२ अस्तित्ववाद र विसङ्गतिवादका प्रमुख मान्यता ८.५.३ नेपाली आख्यान साहित्यमा अस्तित्ववाद र विसङ्गतिवादको प्रयोग ८.६ उत्तरआधुनिकतावाद ८.६.१ उत्तर आधुनिकतावादको परिचय ८.६.२ उत्तर आधुनिकतावादका आधारभूत मान्यता ८.६.३ नेपाली साहित्यमा उत्तर आधुनकितावादको प्रयोग	
		उद्देश्य	• परिष्कारवादको परिचय दिई विकासक्रमको सङ्क्षिप्त रूपरेखा प्रस्तुत गर्न, • परिष्कारवादका आधारभूत मान्यता निर्धारण गर्न, • नेपाली साहित्यका विभिन्न विधाका कृतिमा परिष्कारवादको प्रयोगको अवस्था पहिल्याउन, • स्वच्छन्दतावादको पृष्ठभूमिसहित परिचय दिन, • स्वच्छन्दतावादका आधारभूत मान्यता औंल्याउन, • नेपाली साहित्यका विभिन्न विधामा स्वच्छन्दतावादको प्रयोगको अवस्था ठम्याउन, • यथार्थवादको पृष्ठभूमिसहित परिचय दिन, • यथार्थवादका आधारभूत मान्यता निरूपण गर्न, • नेपाली साहित्यका विभिन्न विधामा यथार्थवादको प्रयोगको स्वरूप औंल्याउन,	

			• प्रगतिवादको पृष्ठभूमिसहित परिचय दिन, • प्रगतिवादका आधारभूत मान्यता बताउन, • नेपाली साहित्यका विभिन्न विधाका कृतिमा प्रगतिवादको प्रयोग अवस्था निक्र्योल गर्न, • अस्तित्ववाद र विसङ्गतको परिचय दिन, • अस्तित्ववाद र विसङ्गतिवादका आधारभूत मान्यता निर्धारण गर्न, • नेपाली आख्यान साहित्यमा अस्तित्ववाद र विसङ्गतिवादको प्रयोगावस्था ठम्याउन, • उत्तर आधुनिकतावादको परिचय दिन, • उत्तर आधुनिकतावादका आधारभूत मान्यता ठम्याउन र • नेपाली साहित्यमा उत्तर आधुनिकताको प्रयोगको स्थिति औंल्याउन ।	
		शिक्षण विधि, काय	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य	
		सिकाइ उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	
(१०)	**एकाइ नौ**	**नेपाली समालोचना**	९.१ समालोचनाको अर्थ र परिभाषा ९.२ नेपाली समालोचनाको चरणगत विकास र विशेषता ९.३ आधुनिक नेपाली समालोचनाका प्रमुख प्रवृत्तिहरू	
		उद्देश्य	• समालोचनाको अर्थ र परिभाषा बताउन, • नेपाली समालोचनाको चरणगत विकास तथा विशेषता र • आधुनिक नेपाली समालोचनाका प्रमुख प्रवृत्तिहरू औंल्याउन ।	
		शिक्षण विधि, काय	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य	
		सिकाइ उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	
**१७)	**एकाइ दस**	**प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति**	**एकाइ दस : प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति (१७)** १०.१ सूर्यविक्रम ज्ञवाली १०.२ रामकृष्ण शर्मा १०.३ बाबुराम आचार्य	

			१०.४ यदुनाथ खनाल १०.५ डिपी अधिकारी १०.६ केशवप्रसाद उपाध्याय १०.७ दयाराम श्रेष्ठ १०.८ कृष्ण गौतम १०.९ राजेन्द्र सुवेदी १०.१० ऋषिराज बराल	
		उद्देश्य	• प्रमुख नेपाली समालोचक र तिनका मुख्य प्रवृत्तिहरू केलाउन	
		शिक्षण विधि, कार्य	स्लाइड प्रदर्शन, व्याख्यान विधि, विद्यार्थी प्रस्तुतीकरण	
		शैक्षिक सामग्री	प्रोजेक्टर, स्लाइड, दैनिक प्रयोगका सामग्री	
		मूल्याङ्कन	कक्षाकार्य ,गृहकार्य, परियोजना कार्य	
		सिकाइ उपलब्धि	उद्देश्यानुसार सिकाइ भएको	
		सिफारिस पुस्तक	साहित्यशास्त्र र नेपाली समालोचना घनश्याम कडेल,पारसमणि भण्डारी	

Affiliated to Tribhuvan University

Sukuna Multiple Campus, Sundarharaincha – 12, Morang

Teaching Plan of the Faculty Academic Year: 2076/077

Faculty/Teacher	Janardan Guragain	Department	Health & Population
Level	Master	Year/Semester	Second
Subject	Population Planning & Management (Population)	Course No.	528
Full Marks	100	Total Period	Credit hour-3 Teaching hour - 48

Detail Plan of Action for Course Facilitation

Day	Chapter/ Unit I	Major Components	Description/Particulars	Remarks

Day	Chapter/ Unit I	Major Components	Description/Particulars	Remarks
2	Major population Policies and Programes	Contents	Beginning of the population policies and Programs	
		Objectives	Discuss the population policies	
		Teaching Methods	Lecture through multi-media projector	
		Materials	Population monograph	
		Evaluation	Question answer and responses	
		Learning Achievement	Understanding population policies	
		Prescribed/ Basic Book	Three years interim plan NPC,(2007)	
2	"	Contents	Population policies by ICPD,1994	
		Objectives	Analyze the ICPD 1994	
		Teaching Methods	Discussion	
		Teaching Materials	ICPD Report 1994	
		Evaluation	Interaction	
		Learning Achievement	Understanding ICPD policies	
		Prescribed/ Basic Book	Human development report	
2	"	Contents	Population policies by Beijing, 1995	
		Objectives	Analyze the Beijing 1995	
		Teaching Methods	Guest lecture	
		Materials	Multimedia	
		Evaluation	Short question	
		Learning Achievement	Understanding Beijing policies	
		Prescribed/ Basic Book	Report of 1995	
2	"	Contents	MDGs	
		Objectives	Discuss the MDGs	
		Teaching Methods	Slide show through multimedia	
		Materials	Policy chart	
		Evaluation	Short question	
		Learning Achievement	Understanding MDGs	
		Prescribed/ Basic Book	MDGs 2002	

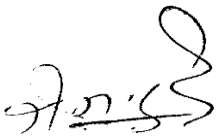
Detail Plan of Action for Course Facilitation

Day	Chapter/ Unit	Major Components	Description/Particulars	Remarks
2	"	Contents	Goals of replacement level by the Year 2017	
		Objects	Describe the replacement level	
		Teaching Method	Interaction	
		Materials	Slide show through multimedia projector	
		Evaluation	Short question	
		Learning	Answer the given question	

		achievement		
		Book	Nepal millennium development goals progress report	
1	"	Contents	Types population policies	
		Objectives	Explain the types of population policies	
		Teaching methods	Discussion	
		Materials	Review of book	
		Evaluation	Short question	
		Learning Achievement	To understand types of policies	
		Book		
Day	Unit II			
3	Population policy and programs in Nepal	Contents	Concept and evolution of population policies in Nepal	
		Objectives	Explain the concept , meaning and definition	
		Teaching method	Discussion and interaction	
		Materials	Slide show	
		Evaluation	Short question	
		Learning Achievement	To understand concept and meaning of population policies	
		Book	Economic of development and planning	
1	"	Contents	Characteristics of population policies	
		Objectives	Explain the Characteristics of population policies	
		Teaching method	Group discussion	
		Materials	Chart	
		Evaluation	Question answer	
		Learning Achievement	To understand Characteristics of population policies	
		Books	Human development report	
Day	Unit II	Contents	Population policy and program by current periodic plan in Nepal	
4	Population policies and programs in Nepal	Objectives	Discuss the current periodic plan in Nepal	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning Achievement	To understand current periodic plan	
		Books	Population of Nepal	
		Learning Achievement	To understand PPP	
		Books	MDGs progress report	
Day	Unit III			
1	Population planning in Nepal	Contents	Concept of population planning	
		Objectives	Explain the concept of population planning	
		Teaching method	Discussion	

		Materials	Teaching notes	
		Evaluation	Short question	
		Learning Achievement	To understand Naples population planning	
		Books	Fifteen five years Plan	
2	"	Contents	Need and importance of population planning	
		Objectives	Explain need and importance of population planning	
		Teaching method	Discussion and interaction	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning Achievement	To understand need and importance	
		Books	Economic of development and planning	
4	"	Contents	Different sectors of planning	
		Objectives	Discuss the different sectors of planning	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Economic of development and planning	
2	"	Contents	Planning to promote the population of different age and sex	
		Objectives	Explain the planning promote the population	
		Teaching method	Interaction	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Economic of development and planning	
2	"	Contents	Family Planning program in Nepal	
		Objectives	Describe the Family Planning program in Nepal	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Economic of development and planning	
Day	Unit IV	Basic approaches of	population management	
1		Contents	Population change approaches	
		Objectives	List out the various approaches	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Economic of development and planning	
1	"	Contents	Training approaches	
		Objectives	To conduct the training	
		Teaching method	Discussion	
		Materials	Slide show through projector	

		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books		
2		Contents	Motivational and incentives approach	
		Objectives	To set the Motivational activities	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Population National Report CBS KTM	
Day	Unit IV	Contents	Human resource development approach	
3		Objectives	Discuss the human resource development approach	
		Teaching method	Interaction	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Human development report	
3	"	Contents	Integration approach	
		Objectives	To discuss the Integration approach	
		Teaching method	Interaction	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Human development report	



Teaching Plan of the Faculty Academic Year: 2076/077

Faculty/Teacher	Janardan Guragain	Department	Health & Population
Level	Master	Year/Semester	Second
Subject	Nutrition Education (Health)	Course No.	526
Full Marks	100	Total hour	Credit hour -3 Teaching hour 48

Detail Plan of Action for Course Facilitation

Day	Unit -I			
1	Introduction to human Nutrition	Contents	Concept & global perspective on food and nutrition	
		Objectives	Conceptualization food and nutrition	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand food necessary	
		Books	Nutrition education, linking research, theory practice	
1	"	Contents	Biological & social function of food and nutrition	
		Objectives	Describe Biological & social function of food and nutrition	
		Teaching method	Interaction	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrition	
		Books	Nutrition education, linking research, theory practice	
1	"	Contents	Review of classification, function& sources of carbohydrate, protein, vitamin, minerals& fat	
		Objectives	Classify & explain function nutritious elements	
		Teaching method	Lecture with interaction	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	William's Basic Nutrition and Diet Therapy 2009	
2	"	Contents	Daily requirement of carbohydrate, protein, vitamin, minerals& fat	
		Objectives	Discuss daily requirement of carbohydrate, protein, vitamin, minerals& fat	
		Teaching method	Interaction	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Fundamental of food Nutrition and Diet Therapy 2007	
2	"	Contents	Body water requirement and water balance system	

		Objectives	Explain Body water requirement and water balance system	
		Teaching method	Data presentation	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance	
		Books	Introduction to human nutrition 2003	
3	"	Contents	Digestion, absorption & utilization of nutrients in human body	
		Objectives	Explain digestion, absorption & utilization of nutrients in human body	
		Teaching method	Data presentation	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrients	
		Books	Introduction to human nutrition 2003	
		Objectives	Discuss principle of healthy diet planning and management	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrients	
		Books	Introduction to human nutrition 2003	
Day	Unit II			
1	Nutrition & Dietary Habits	Contents	Importance of nutrition during life span	
		Objectives	Point out Importance of nutrition during life span	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrients during life span	
		Books	Introduction to human nutrition 2003	
1	"	Contents	Nutrition during pregnancy & lactation	
		Objectives	Explain nutrition requirement for women during pregnancy & lactation	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrients during pregnancy & lactation	
		Books	Nutrition and Health 2002	
1	"	Contents	Nutrition during pregnancy & lactation	
		Objectives	Explain nutrition requirement for women during	

			pregnancy & lactation	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrients during	
		Books	Nutrition and Health 2002	
		Objectives	Discuss Nutrition requirement for infancy, childhood and adolescent	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrients during infancy, childhood and adolescent	
		Books	Nutrition and Health 2002	
1	"	Contents	Nutrition for adults and elderly people	
		Objectives	Discuss Nutrition requirement for adults and aging people	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need and importance of nutrients during adults and aging people	
		Books	Nutrition and Health 2002	
1	"	Contents	Determinants of food choices and dietary habits	
		Objectives	Analyze determinants of food choices and dietary habits	
		Teaching method	Group discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand need, importance and dietary habits	
		Books	Nutrition and diet therapy 2009	
1	"	Contents	Roles of media and information in food choices	
		Objectives	Analyze the role of information circulated through news paper, T.V and radio food choice	
		Teaching method	Group discussion	
		Materials	Slide show through projector, news paper	
		Evaluation	Short question	
		Learning achievement	To understand need and importance role of media for food choice	
		Books	Nutrition and diet therapy 2009	
1	"	Contents	Role of nutrition education changing dietary habits	
		Objectives	Explains the role of nutrition changing dietary habits	
		Teaching method	Interaction	
		Materials	Slide show through projector, news paper	
		Evaluation	Short question	
		Learning	To understand need and importance nutrition	

		achievement	education	
		Books	Nutrition and diet therapy 2009	
1	Nutrition and consumer health	Contents	Consumer awareness of healthy/ nutritious food s and healthy eating	
		Objectives	Explains the situation of Consumer awareness of healthy	
		Teaching method	Interaction	
		Materials	Slide show through projector, news paper	
		Evaluation	Short question	
		Learning achievement	To understand Consumer awareness of healthy nutritious food and healthy eating	
		Books	Nutrition and diet therapy 2009	
		Objectives	Analyze Consumer awareness of food labeling and junk food /fast-food calorie information , food adulteration and pesticide / chemical use in foods	
		Teaching method	Interaction	
		Materials	Slide show through projector, news paper	
		Evaluation	Short question	
		Learning achievement	To understand junk food /fast-food calorie information , food adulteration and pesticide / chemical use in foods	
		Books	Fundamental of foods, Nutrition and diet therapy 2007	
1	"	Contents	Consumer rights and Consumer protection Act	
		Objectives	Explain consumer rights and Consumer protection Act	
		Teaching method	Interaction	
		Materials	Slide show through projector, different Act chart	
		Evaluation	Short question	
		Learning achievement	To understand about the consumer rights and Consumer protection Act	
		Books	Fundamental of foods, Nutrition and diet therapy 2007	
Day	Unit III			
1	Nutrition assessment and surveillance	Contents	Concept of malnutrition and under nutrition	
		Objectives	Conceptualize malnutrition and under nutrition	
		Teaching method	Interaction	
		Materials	Slide show through projector,	
		Evaluation	Short question	
		Learning achievement	To understand about the malnutrition and under nutrition	
		Books	A guide to nutritional assessment 1988	
1	"	Contents	Determinants of malnutrition in Nepal	

		Objectives	Discuss Determinants malnutrition in Nepal	
		Teaching method	Discussion	
		Materials	Slide show through projector,	
		Evaluation	Short question	
		Learning achievement	To understand about the malnutrition and under nutrition	
		Books	A guide to nutritional assessment 1988	
2	"	Contents	Methods of assessment of nutritional status: anthropometric measurement, Body mass index (BMI) and growth chart	
		Objectives	Explain the nutritional assessment methods and procedure	
		Teaching method	Discussion	
		Materials	Slide show through projector, with nutritional chart	
		Evaluation	Short question	
		Learning achievement	To understand about the malnutrition and under nutrition	
		Books	A guide to nutritional assessment 1988	
2	"	Contents	Nutritional surveillance and nutrition survey in nutrition education program me	
		Objectives	Discuss the Nutritional surveillance and nutrition education program me	
		Teaching method	Discussion	
		Materials	Slide show through projector with nutritional surveillance chart	
		Evaluation	Short question	
		Learning achievement	To understand about the Nutritional surveillance procedure	
		Books	A guide to nutritional assessment 1988	
Day	Unit III			
1	"	Contents	Situation of hunger and malnutrition in Nepal and world	
		Objectives	Discuss the hunger and malnutrition in Nepal andworld	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about the hunger and malnutrition	
		Books	Nutrition in public health, principles, policies and practices 2007	
1	"	Contents	Food security in Nepal	
		Objectives	Explain situation of food production and food security in Nepal	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning	To understand about food security system	

		achievement		
		Books	National nutrition policy and strategies of Nepal 2004	
1	"	Contents	Malnutrition, obesity problems and nutritional deficiency diseases in Nepal	
		Objectives	Illustrate the situation malnutrition and nutritional deficiency diseases in Nepal	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about food and nutritional deficiency diseases in Nepal	
		Books	National nutrition policy and strategies of Nepal 2004	
1	"	Contents	Rehabilitation of severely malnourished children	
		Objectives	Discuss the needs of community rehabilitation center for severely malnourished children	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about the different types of malnourished children	
		Books	National nutrition policy and strategies of Nepal 2004	
Day	Units IV			
1	Nutrition education, policy and planning	Contents	Concept of nutrition education	
		Objectives	Describe basic concept of nutrition education	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about importance of nutrition education	
		Books	Nutrition education. Linking research , theory and practice 2007	
Day	Units IV			
1	"	Contents	Different views of nutrition education	
		Objectives	Explore different views of nutrition education	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about importance of nutrition education	
		Books	Nutrition education. Linking research , theory and practice 2007	
1	"	Contents	Need and scope of nutrition education	
		Objectives	Discuss need and scope of nutrition education	
		Teaching method	Discussion	
		Materials	Slide show through projector	

		Evaluation	Short question	
		Learning achievement	To understand about importance of nutrition education	
		Books	Nutrition education. Linking research , theory and practice 2007	
1	"	Contents	Setting for nutrition education	
		Objectives	Identify setting for nutrition education	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about setting for nutrition education	
		Books	Nutrition education. Linking research , theory and practice 2007	
1	"	Contents	Challenges of nutrition education in the least developed country like Neal	
		Objectives	Explore Challenges of nutrition education in the least developed country like Nepal	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand challenges of nutrition education	
		Books	Nutrition education. Linking research , theory and practice 2007	
		Objectives	Explain Link between theory, research and program me planning	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about the theory research and program me	
		Books	Nutrition education. Linking research , theory and practice 2007	
Day	Unit IV			
1	"	Contents	Stepwise procedure for designing/planning Nutrition education	
		Objectives	Illustrate stepwise procedure for designing/planning Nutrition education	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To develop the skill about nutritional planning	
		Books	Nutrition education. Linking research , theory and practice 2007	
1	"	Contents	Nutritional policy and strategies of Nepal	
		Objectives	Analyze strong and weak point of nutritional policy	

			and strategies of Nepal	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To develop the skill of policy formation	
		Books	Nutrition education. Linking research , theory and practice 2007	
1	"	Contents	Nutritional program me's in Nepal	
		Objectives	Write an overview nutrition program me's in Nepal including multi-sect oral intervention	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To develop the skill for the program me	
		Books	Nutrition education. Linking research , theory and practice 2007	
1	"	Contents	Multi-sect oral nutrition interventions in Nepal	
		Objectives	Discuss the multi-sect oral nutrition interventions	
		Teaching method	Discussion	
		Materials	Slide show through projector	
		Evaluation	Short question	
		Learning achievement	To understand about nutrition interventions	
		Books	Nutrition education. Linking research , theory and practice 2007	
1	Implementing Nutritional Education Programme	Contents	Developing printed materials, visual and audio-visual aids in nutrition education	
		Objectives	Describe need for developing printed materials, visual and audio-visual aids in nutrition education	
		Teaching method	Demonstration	
		Materials	Audio- visual aids	
		Evaluation	Short answer question	
		Learning achievement	Use of audio-visual aids	
		Books	Reference book	
1	"	Contents	Guidelines for developing and using tea\hing and supportive materials	
		Objectives	To prepare guideline	
		Teaching method	Review the guideline	
		Materials	Guideline	
		Evaluation	Short question related to review.	
		Learning achievement	To develop the review skill	
		Books	HDI Report anew York	
1		Contents	Basic communications model	

		Objectives	Explain basic communication model	
		Teaching method	Demonstration	
		Materials	Using the communication materials	
		Evaluation	Short question	
		Learning achievement	To understands the importance of communication model	
		Books	HDI Report new York	
1		Contents	Understanding learning style	
		Objectives	Explore different material	
		Teaching method	Discussion	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	Development understanding	
		Books	HDI Report anew York	
1	"	Contents	Implementing teaching and learning in group	
		Objectives	Discuss the process of implementing teaching	
		Teaching method	Lectures	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	Skill of group learning	
		Books	HDI Report anew York	
		Evaluation	Short question	
		Learning achievement	Skill of oral learning	
		Books	HDI Report anew York	
1		Contents	Mass media and social marketing	
		Objectives	To know about mass media and social marketing	
		Teaching method	Mass study methods	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development skill of mass media	
		Books	Human Development Report: New York	
1	"	Contents	Nutrition education in online/ distance mode	
		Objectives	To know about nutrition education through online/ distance mode	
		Teaching method	Online study methods	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development skill of online/ distance mode	
		Books	HDI Report anew York	
1	"	Contents	Working with children, adolescent, youth and adults	
		Objectives	To know about working with children, adolescent, youth and adults	
		Teaching method	Field study methods	

		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development skill of Field study	
		Books	Human Development Report: New York	
1	"	Contents	Working diverse cultural groups	
		Objectives	Discuss how to work diverse cultural groups	
		Teaching method	Group participation methods	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development skill of online/ distance mode	
		Books	HDI Report anew York	
1	"	Contents	Nutrition education as change agent in the society	
		Objectives	To know about changing style of nutrition	
		Teaching method	Discussion	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development changing style of nutrition	
		Books	Human Development Report: New York	
1	"	Contents	Local and nutritional nutrition education program me	
		Objectives	To know about Local and nutritional nutrition education program me	
		Teaching method	Field study methods	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development skill of Field study	
		Books	Annual population Report MOHP	
1	"	Contents	Ethics in nutrition education	
		Objectives	To know about ethical value of nutrition education	
		Teaching method	Review methods	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development skill of review	
		Books	Human Development Report: New York	
1	"	Contents	Evaluation of nutrition education program me	
		Objectives	To know about nutrition education program me	
		Teaching method	Discussion	
		Materials	Slide show for multimedia	
		Evaluation	Short question	
		Learning achievement	To development changing style of nutrition	
		Books	Human Development Report: New York	

Prepared By
Signature
Name

Verified By
Signature
Name

Approved By
Signature
Name

Subject Teacher HOD Campus Chief

Affiliated to Tribhuvan University

Sukuna Multiple Campus, Sundarharaincha – 12, Morang

Teaching Plan of the Faculty Academic Year: 2076/077

Faculty/Teacher	Janardan Guragain	Department	Social, Health & Population
Level	Bachelor (Bed 2nd Yer)	Year	Second
Subject	Population Situation of Nepal	Course No.	428
Full Marks	100	Total hour	150

Detail Plan of Action for Course Facilitation

Day	Unit -I		
2	Sources of population data in Nepal	Contents	Meaning and types of sources of population data
		Objectives	Discuss the meaning and types of sources
		Teaching method	Discussion
		Materials	Lecture notes
		Evaluation	Short question
		Learning achievement	To understand the sources
		Books	Population situation of Nepal
2	"	Contents	Population census and operation
		Objectives	Identify and use of census
		Teaching method	Interaction
		Materials	Teaching notes
		Evaluation	Short question answer
		Learning achievement	To understand need and importance of census
		Books	Population situation of Nepal
2	"	Contents	Vital registration system
		Objectives	Discuss the vital registration system
		Teaching method	Lecture note with interaction

		Materials	Teaching notes
		Evaluation	Short question
		Learning achievement	To understand need and importance vital registration
		Books	Population situation of Nepal
2	"	Contents	Sample survey and its types
		Objectives	Explain the concept and process of sample survey
		Teaching method	Lecture methods
		Materials	Lecture note with interaction
		Evaluation	Short question
		Learning achievement	To development skill of sample survey
		Books	Population situation of Nepal
2	"	Contents	Sources of population data
		Objectives	Explain the concept and process and uses of various
		Teaching method	Interaction with student and teacher
		Materials	Some Reports which was prepared by previous student
		Evaluation	Workshop question
		Learning achievement	To development surveying method
		Books	Some Reports
Unit II	Population Characteristics of Nepal		
3	"	Contents	Population size and growth rate
		Objectives	Discuss the size and growth rate of population
		Teaching method	Discussion , Interaction methods
		Materials	Lecture notes
		Evaluation	Short question
		Learning achievement	To development skill analyzing
		Books	Population of Nepal
5	"	Contents	Population distributions by ecological zones, development regions and R/U area
		Objectives	To analyze Population distributions by ecological zones, development regions and R/U area
		Teaching method	Analyzing methods
		Materials	Notes
		Evaluation	Short question
		Learning achievement	To development skill of analyzing
		Books	Population of Nepal
5	"	Contents	Population density by national, ecological and development regions
		Objectives	To analyze the population density
		Teaching method	Discussion
		Materials	Lecture notes
		Evaluation	Short question

		Learning achievement	To development skill of analyzing
		Books	Population of Nepal
5	"	Contents	Age and sex composition
		Objectives	Discuss the age and sex composition
		Teaching method	Discussion
		Materials	Lecture notes
		Evaluation	Short question
		Learning achievement	To development skill of analyzing
		Books	Population of Nepal
Unit III	Social Characteristics		
5		Contents	Religious composition by national, ecological R/U areas
		Objectives	Discuss the religious composition in Nepal by different aspect
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population monograph 2014
5	"	Contents	Lingual composition by national, ecological R/U areas
		Objectives	Discuss the lingual composition by national, ecological R/U areas
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population monograph 2014
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population monograph 2014
5	"	Contents	Educational composition by national, ecological R/U areas
		Objectives	Explain the educational composition by national, ecological R/U areas
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population monograph 2014
Unit	Level and		

IV	Trend of Fertility		
3	"	Contents	Level and Trend of Fertility in Nepal
		Objectives	Discuss the level and trend of fertility in Nepal
		Teaching method	Discussion by tabulation method
		Materials	Tabulated data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population situation of Nepal
3	"	Contents	Crude birth rate
		Objectives	Explain the crude birth rate
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population situation of Nepal
3	"	Contents	Age specific birth rates
		Objectives	Explain the age specific birth rates
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population of Nepal
3	"	Contents	Total fertility rates in Nepal
		Objectives	Discuss the total fertilityrates in Nepal
		Teaching method	Discussion by tabulation method
		Materials	Tabulated data
		Evaluation	Some question for student
		Learning achievement	To understands TFR
		Books	Population situation of Nepal
3	"	Contents	Determinants of high fertility in Nepal
		Objectives	Explain the determinants of high fertility in Nepal
		Teaching method	Discussion and interaction
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To understand determinants of fertility
		Books	Population monograph 2014
2	"	Contents	Interaction about Fertility differential and determinant
		Objectives	Describe the differential and determinants of fertility
		Teaching method	Interaction between teacher and student
		Materials	Determinants charts

		Evaluation	Some question for student
		Learning achievement	To understand determinants of fertility
		Books	Population monograph 2014
Unit V	Level and	Trend of Mortality	
3	"	Contents	Level and Trend of mortality in Nepal
		Objectives	Discuss the level and trend of mortality in Nepal
		Teaching method	Discussion by tabulation method
		Materials	Tabulated data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population situation of Nepal
3	"	Contents	Crude death rate
		Objectives	Explain the crude death rate
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population situation of Nepal
3	"	Contents	Age specific death rates
		Objectives	Explain the age specific death rates
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Population of Nepal
3	"	Contents	IMR
		Objectives	Explain the IMR
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To understands IMR
		Books	Population situation of Nepal
3	"	Contents	Child and under five years mortality rates in Nepal
		Objectives	Describe the Child and under five years mortality rates
		Teaching method	Discussion and demonstration
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To understand determinants of fertility
		Books	Population situation of Nepal
3	"	Contents	Maternal mortality rates

		Objectives	Explain the Maternal mortality rates in Nepal
		Teaching method	Discussion and interaction
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To understand determinants of fertility
		Books	Population monograph 2014
2	"	Contents	Interaction about mortality
		Objectives	Describe the different types of mortality
		Teaching method	Interaction between teacher and student
		Materials	Determinants charts
		Evaluation	Some question for student
		Learning achievement	To understand determinants of fertility
		Books	Population monograph 2014
Unit VI	Level and	Trend of migration	
4	"	Contents	Level and trends of internal migration
		Objectives	Discuss the Level and trends of internal migration
		Teaching method	Discussion and demonstration
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To understand Level and trends of internal migration
		Books	Population situation of Nepal
4	"	Contents	Level and trends of international migration
		Objectives	Explain the Level and trends of international migration
		Teaching method	Discussion and interaction
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To understand about migration
		Books	Population monograph 2014
4	"	Contents	Age and sex composition of emigrants in Nepal
		Objectives	Describe the Age and sex composition of emigrants
		Teaching method	Interaction
		Materials	Migration data
		Evaluation	Some question for student
		Learning achievement	To understand about migration
		Books	Population monograph 2014
		Objectives	Discuss the Educational status of emigrants
		Teaching method	Discussion and demonstration
		Materials	Tabulated data about the Educational status
		Evaluation	Some question for student
		Learning achievement	To understand about the Educational status

		Books	Population situation of Nepal
4	"	Contents	Cause and consequences of internal migration
		Objectives	Explain the Cause and consequences of internal migration
		Teaching method	Discussion and interaction
		Materials	Some tabulated data
		Evaluation	Some question for student
		Learning achievement	To understand about migration
		Books	Population monograph 2014
Unit VII	Level and	trends of Nuptiality	
4	"	Contents	Level and trends of age at marriage
		Objectives	Describe the Level and trends of age at marriage
		Teaching method	Interaction
		Materials	Population monograph
		Evaluation	Some question for student
		Learning achievement	To understand marriage age
		Books	Population monograph 2014
4	"	Contents	Age at marriage by ecological zones
		Objectives	Explain age at marriage by ecological zones
		Teaching method	Interaction
		Materials	Population monograph
		Evaluation	Some question for student
		Learning achievement	To understand marriage age
		Books	Population monograph 2014
4	"	Contents	Age at marriage by development region
		Objectives	Describe the age at marriage by development region
		Teaching method	Interaction
		Materials	Marriage data
		Evaluation	Some question for student
		Learning achievement	To understand marriage age
		Books	Population monograph 2014
4	"	Contents	Age at marriage by Rural Urban areas
		Objectives	Explain age at marriage by Rural Urban
		Teaching method	Interaction
		Materials	Rural Urban data
		Evaluation	Some question for student
		Learning achievement	To understand differential by R./U marriage
		Books	Population monograph 2014
		Materials	Marriage data
		Evaluation	Some question for student
		Learning achievement	To understand marriage age
		Books	Population monograph 2014

Unit VIII	Economic	Characteristics	
3	"	Contents	Level and trends of urbanization in Nepal
		Objectives	Discuss the Level and trends of urbanization in Nepal
		Teaching method	Discussion
		Materials	Urbanization data
		Evaluation	Some question answer about urbanization
		Learning achievement	To understand about urbanization
		Books	Population monograph 2014
3	"	Contents	Level and trends of urbanization by ecological zones
		Objectives	Explain the ecological urbanization
		Teaching method	Interaction
		Materials	Ecological data
		Evaluation	Some question for student
		Learning achievement	To understand about ecological urbanization
		Books	Population monograph 2014
3	"	Contents	Level and trends of urbanization by development region
		Objectives	Describe the development urbanization
		Teaching method	Discussion
		Materials	Developmental data
		Evaluation	Some question for student
		Learning achievement	To understand about urbanization
		Books	Population monograph 2014
3	"	Contents	Level and trends of labor force
		Objectives	Explain the Level and trends of labor force
		Teaching method	Discussion
		Materials	Labor data
		Evaluation	Some question for student
		Learning achievement	To understand about the situation of labor force
		Books	Population monograph 2014
4	"	Contents	Age sex participation in economic activities
		Objectives	Explain the participation in economic activities
		Teaching method	Discussion
		Materials	Economic data
		Evaluation	Some question for economic activities
		Learning achievement	To understand about income and occupation
		Books	Population monograph 2014
4	"	Contents	Distribution of active population by occupation
		Objectives	Explain the economically active and inactive population
		Teaching method	Discussion
		Materials	Economic data

		Evaluation	Some question for economic activities
		Learning achievement	To understand about income and occupation
		Books	Population monograph 2014

Prepared By
Signature
Name
Subject Teacher

Verified By
Signature
Name
HOD

Approved By
Signature
Name
Campus Chief

Affiliated to Tribhuvan University

Sukuna Multiple Campus, Sundarharaincha – 12, Morang

Teaching Plan of the Faculty Academic Year: 2076/2077

Faculty/Teacher	Janardan Guragain	Department	Social, Health & Population
Level	Bachelor (Bed 3rd)	Year	2076
Subject	Teaching method of Population	Co sure No.	439
Full Marks	100(Th. 80 + pr. 20)	Total hour	150

Detail Plan of Action for Course Facilitation

Day	Unit –I		
	Introduction	to teaching population Education	

3		Contents	Concept/meaning and importance of teaching method in population education
		Objectives	Explain the Concept/meaning and importance of teaching method in population education
		Teaching method	Discussion
		Materials	Lecture notes
		Evaluation	Short question
		Learning achievement	To understand the method of teaching
		Books	Method of teaching population education
2	"	Contents	Principles of teaching population education
		Objectives	Explain the Principles of teaching population education
		Teaching method	Discussion
		Materials	Teaching notes
		Evaluation	Short question answer
		Learning achievement	To understand about the teaching principle
		Books	Method of teaching population education
3	"	Contents	Factors determining the selection of teaching method
		Objectives	Explain the Factors determining the selection of teaching .
		Teaching method	Lecture note with interaction
		Materials	Teaching notes
		Evaluation	Short question
		Learning achievement	To understand need and importance teaching method
		Books	Method of teaching population education
3	"	Contents	Phases of teaching population.
		Objectives	Explain the Phases of teaching population
		Teaching method	Lecture methods
		Materials	Lecture note with interaction
		Evaluation	Short question
		Learning achievement	To development skill of teaching method
		Books	Method of teaching population education
Unit II	communication		
2	"	Contents	Concept and role of Communication
		Objectives	Explain the concept and role of Communication
		Teaching method	Lecture
		Materials	Some contemporary examples
		Evaluation	Short question
		Learning achievement	To develop skill of teaching method
		Books	Teaching method of population

2		Contents	Nature, purpose and basic types of Communication
		Objectives	Discuss the Nature, purpose and basic types of Communication
		Teaching method	Discussion
		Materials	Lecture notes
		Evaluation	Short question
		Learning achievement	To development skill of Communication
		Books	Teaching method of population
2	"	Contents	Model of Communication
		Objectives	To analyze the model of Communication
		Teaching method	Analyzing methods
		Materials	Notes
		Evaluation	Short question
		Learning achievement	To development skill of analyzing
		Books	Teaching method of population
2	"	Contents	Barriers of Communication
		Objectives	To analyze the Barriers of Communication
		Teaching method	Discussion
		Materials	Lecture notes
		Evaluation	Short question
		Learning achievement	To development skill of analyzing
		Books	Teaching method of population
2	"	Contents	Characteristics of Communication
		Objectives	Discuss the Characteristics of Communication
		Teaching method	Discussion
		Materials	Lecture notes
		Evaluation	Short question
		Learning achievement	To development skill of analyzing
		Books	Teaching method of population
2	"	Contents	Factors affecting Communication
		Objectives	Discuss the Factors of Communication
		Teaching method	Discussion
		Materials	Some factors
		Evaluation	Some question for student
		Learning achievement	To understands Factors of Communication
		Books	Teaching method of population
2	"	Contents	Critical issue in Communication
		Objectives	Explain some issue in Communication
		Teaching method	Discussion
		Materials	Some models of Communication
		Evaluation	Some question for student

		Learning achievement	To understands issues of
		Books	Teaching method of population
2		Contents	Caste & ethnical composition by national, ecological R/U a
		Objectives	Explain the caste & ethnical composition by national, ecological R/U areas
		Teaching method	Discussion by tabulation method
		Materials	Tabulation data
		Evaluation	Some question for student
		Learning achievement	To give the answer
		Books	Teaching method of population
Unit III	Approaches	& method of population	
4	"	Contents	Teacher – centered methods
		Objectives	Explain the different types of Teacher – centered methods
		Teaching method	Discussion method
		Materials	Some definition chart
		Evaluation	Some question for student
		Learning achievement	To understands the lecture, demonstration & question answer
		Books	Teaching method of population
10	"	Contents	Student centered methods
		Objectives	Apply the different types of student centered methods
		Teaching method	Discussion
		Materials	Some models of project report, case study etc.
		Evaluation	Some question for student
		Learning achievement	To understands the report writing skill
		Books	Teaching method of population
4	"	Contents	Group participatory approach
		Objectives	Explain the different types of group participatory approach
		Teaching method	Discussion
		Materials	Model of group discussion
		Evaluation	Some question for student
		Learning achievement	To understand habit of group discussion
		Books	Teaching method of population
4	"	Contents	Open and distance learning education
		Objectives	Explain the open and distance education
		Teaching method	Discussion method
		Materials	Some examples
		Evaluation	Some question for student
		Learning achievement	To understands the what is open and distance education

		Books	Teaching method of population
4	"	Contents	Materials focus methods
		Objectives	Explain the materials focus methods
		Teaching method	Discussion method
		Materials	Some examples
		Evaluation	Some question for student
		Learning achievement	To develop the skill of computer based &video conference methods
		Books	Teaching method of population
Unit IV	Materials &	Media in population education	
2	"	Contents	Need and importance of teaching materials in pop. Ed
		Objectives	Explain the different types teaching materials
		Teaching method	Discussion demonstration method
		Materials	Some related materials
		Evaluation	Some question for student
		Learning achievement	To develop the skill of materials preparation
		Books	Teaching method of population
2	"	Contents	Principle of selection and use of teaching materials in pop. Ed.
		Objectives	Explain the different types teaching materials
		Teaching method	Discussion demonstration method
		Materials	Some related materials
		Evaluation	Some question for student
		Learning achievement	To develop the skill of materials preparation
		Books	Teaching method of population
10	"	Contents	Preparation and use of different materials
		Objectives	Explain the different types teaching materials
		Teaching method	Discussion demonstration method
		Materials	Some related materials
		Evaluation	Some question for student
		Learning achievement	To develop the skill of materials preparation
		Books	Teaching method of population
3	"	Contents	Electronic materials
		Objectives	Explain the electronic materials
		Teaching method	Discussion
		Materials	Some related materials
		Evaluation	Some question for student
		Learning achievement	To develop the skill of electronic materials
		Books	Teaching method of population
1	"	Contents	Use of Edgar Dales cone of experience
		Objectives	Explain the Edgar Dales cone of experience
		Teaching method	Discussion
		Materials	Construction of cone

		Evaluation	Some question for student
		Learning achievement	To develop the skill of Construction of cone
		Books	Teaching method of population
2	"	Contents	Community resource in teaching Pop. Ed.
		Objectives	Explain the Community resource in teaching Pop. Ed.
		Teaching method	Discussion
		Materials	Some Community reports
		Evaluation	Some question for student
		Learning achievement	To develop the skill of Community based discussion
		Books	Teaching method of population
Unit V	Planning		
2	"	Contents	Concept, need and importance of planning
		Objectives	Explain the Concept, need and importance of planning
		Teaching method	Discussion
		Materials	Some models of planning
		Evaluation	Some question for student
		Learning achievement	To understand need and importance of planning
		Books	Teaching method of population
6	"	Contents	Process of instructional planning
		Objectives	Explain the Process of instructional planning
		Teaching method	Discussion
		Materials	Some models of planning
		Evaluation	Some question for student
		Learning achievement	To understand process of planning
		Books	Teaching method of population
7	"	Contents	Types and components of instructional planning
		Objectives	Discuss the types of instructional planning
		Teaching method	Discussion
		Materials	Some types of planning
		Evaluation	Some question for student
		Learning achievement	To understand preparation of daily lesson plan
		Books	Teaching method of population
Unit VI	Evaluation	Of teaching population education	
3	"	Contents	Meaning and purpose of evaluation in teaching pop. ed.
		Objectives	Discuss the Meaning and purpose of evaluation in teaching pop. ed.
		Teaching method	Discussion

		Materials	Evaluation design
		Evaluation	Some question for student
		Learning achievement	To understand the how to evaluation
		Books	Teaching method of population
5	"	Contents	Types evaluation
		Objectives	Discuss the types of evaluation in teaching pop. ed.
		Teaching method	Discussion
		Materials	Evaluation design
		Evaluation	Some question for student
		Learning achievement	To understand about formative , summative And diagnosis
		Books	Teaching method of population
5	"	Contents	Tools of evaluation
		Objectives	Discuss the different types of tools
		Teaching method	Discussion
		Materials	Evaluation design
		Evaluation	Some question for student
		Learning achievement	To understand about performance, achievement and oral test
		Books	Teaching method of population
8	"	Contents	Non testing devices Tools and evaluation
		Objectives	Discuss the subjective, objective, & rating scale Anecdotal test
		Teaching method	Discussion
		Materials	Some design
		Evaluation	Some question for student
		Learning achievement	To understand the how to evaluation in different methods
		Books	Teaching method of population

Unit VII : Curriculum in population Education

2	"	Contents	Concept and meaning of population education curriculum
		Objectives	Discuss the Concept and meaning of population education curriculum
		Teaching method	Discussion
		Materials	Different subjects curriculum
		Evaluation	Some question for student
		Learning achievement	To understand about curriculum
		Books	Teaching method of population
2	"	Contents	Elements and process of curriculum development
		Objectives	Explain the process of curriculum development
		Teaching method	Discussion
		Materials	Different subjects curriculum
		Evaluation	Some question for student
		Learning achievement	To understand about curriculum
		Books	Teaching method of population

4	"	Contents	Organization pattern of of curriculum
		Objectives	Explain the Organization pattern of of curriculum
		Teaching method	Discussion
		Materials	Different point of curriculum
		Evaluation	Some question for different curriculum
		Learning achievement	To understand about Separate, Broad field, Integrated and Humanistic curriculum
		Books	Teaching method of population
5	"	Contents	Curriculum plan
		Objectives	Explain the types of Curriculum plan
		Teaching method	Discussion
		Materials	Different types of curriculum
		Evaluation	Some question for different curriculum
		Learning achievement	To understand about Continuous, Psychological, Cycle and Modified cycle plan
		Books	Teaching method of population
3	"	Contents	Factors to be considered in developing population education Curriculum
		Objectives	Identify the factors to be considered in developing population education Curriculum
		Teaching method	Discussion
		Materials	Factors of curriculum
		Evaluation	Some question about factors which is effect in curriculum
		Learning achievement	To understand about Factors to be considered in developing population education Curriculum
		Books	Teaching method of population
4	"	Contents	Components of Curriculum development
		Objectives	Explain the Components of Curriculum development
		Teaching method	Discussion
		Materials	Curriculum development Components chart
		Evaluation	Some question about Curriculum development Components
		Learning achievement	To understand about Components of Curriculum such as Objectives, Contents, Learning opportunities
		Books	Teaching method of population
4	"	Contents	Process of Curriculum development
		Objectives	Explain the process of Curriculum development
		Teaching method	Discussion
		Materials	Some process of Curriculum development
		Evaluation	Some question about Curriculum process
		Learning achievement	To understand about process of Curriculum such as need assessment , formulation of objectives , scope, Sequence etc.
		Books	Teaching method of population
2	"	Contents	Critical review of EPH curriculum grade 9&10
		Objectives	Review critically recent EPH curriculum grade 9&10
		Teaching method	Discussion

		Materials	Grade 9&10 EPH books
		Evaluation	Class work
		Learning achievement	To understand about reviewing process of Curriculum
		Books	Teaching method of population
		Books	Teaching method of population
Unit VIII	Practicum	in modern method of teaching population	
2	"	Contents	Orientation program me for Bed 3rd years student
1	"		Group formation
1	"		Topics selection
1	"		Library visit ,document study & interaction between teacher and student
		Objectives	Identify the issues and problems
		Teaching method	Discussion
		Materials	Multimedia / projector
		Evaluation	Class work
		Learning achievement	To understand about reviewing problems
		Books	Teaching method of population
5	"	Contents	Introduction
			Background of the study
			Identification of problems
			Objectives of the study
			Significant of the study
			Delimitations of the study
		Objectives	To prepare the introduction
		Teaching method	Discussion
		Materials	Multimedia / projector
		Evaluation	Class work
		Learning achievement	To understand about process of preparing introduction
		Books	Teaching method of population
5	"	Contents	Review and methodology
		Review	Review of the related literature
		Methodology	Study design
			Sources of data
			Data collection procedure
			Data collection tools
			Method of data collection
			Sample size
			Validity and rehabilitee
			Discussion and analysis
		Objectives	To include some literature and method of study
		Teaching method	Discussion
		Materials	Multimedia / projector
		Evaluation	Class work
		Learning achievement	To understand about process of preparing methodology
		Books	Teaching method of population

5	"	Contents	Data analysis and interpretation
			Data gathering
			Tabulation
			Data analysis
			Data collection procedure
2		Contents	Conclusion and recommendation
			Reference
			Appendix

Prepared By
Signature
Name

Verified By
Signature
Name

Approved By
Signature

Campus Chief

Annex 80: Some Samples of Ppt. Slide used in the Classroom

International monetary environment and system

- **Monetary policy:**
- Management of money supply , price , interest rate and foreign exchange to achieve macroeconomic stability in the areas like inflation, consumption , growth and liquidity.
- Actions of a central bank or other agencies that determine the size and rate of growth of the money supply
- **Monetary policy** is the process by which the monetary authority of a country, typically the central bank or currency board, controls either the cost of very short-term borrowing or the money supply, often targeting inflation rate or interest rate to ensure price stability and general trust in the currency
- The macroeconomic policy laid down by the central bank .
- Also known as the 'credit policy' or called 'NRB's money management policy' in Nepal.
- "A policy employing the central banks control of the supply of money as an instrument for achieving the objectives of general economic policy is a monetary policy."……**Prof. Harry Johnson,**

- **Monetary policy:**
- Management of money supply , price , interest rate and foreign exchange to achieve macroeconomic stability in the areas like inflation, consumption , growth and liquidity.
- Actions of a central bank or other agencies that determine the size and rate of growth of the money supply
- **Monetary policy** is the process by which the monetary authority of a country, typically the central bank or currency board, controls either the cost of very short-term borrowing or the money supply, often targeting inflation rate or interest rate to ensure price stability and general trust in the currency
- The macroeconomic policy laid down by the central bank .
- Also known as the 'credit policy' or called 'NRB's money management policy' in Nepal.
- "A policy employing the central banks control of the supply of money as an instrument for achieving the objectives of general economic policy is a monetary policy."……**Prof. Harry Johnson,**

Two aspects of monetary policy:

1. **Expansionary Monetary Policy**

- Increase the money supply in the economy by decreasing interest rates, purchasing government securities by central banks, and lowering the reserve requirements for banks.

2 . **Contractionary Monetary Policy**

- Decrease the money supply in the economy by raising interest rates, selling government bonds, and increasing the reserve requirements for banks. It is used to control inflation levels.
- **Objectives of Monetary Policy**
- The primary objectives of monetary policies are the management of inflation or unemployment, and maintenance of currency exchange rates.
- Its objectives include:

a. Price and economic stability =(monitoring inflationary pressure, liquidity , consumption , growth and economic deflation.
b. Full employment
c. Foreign exchange stability .

MBS 1ST Sem

Writing Reports and Proposals

gunarajp3@gmail.com

Unit 3: Contents

I. Planning reports and proposals

II. Writing reports and proposals

III. Completing reports and proposals

Reports and proposals

- A report is a logical presentation of facts and information.

- A proposal is a special analytical type of report prepared to get products, plans, or projects accepted.

Reports and proposals contd...

❑Reports and proposals are the "major leagues" of business communication. These are the tools you use to analyze complex problems, educate audiences, address opportunities in the marketplace, win contracts, and even launch new companies through compelling business plans.

❑ They have the same steps in writing : planning---writing—completing. Proposals are a special category of reports that combine information delivery and persuasive communication.

Common Purposes of a Report

To inform : the interested parties about the happenings related to a person, place, event, etc..as observed or discovered, without putting in analysis, interpretation, conclusion, suggestion etc.

To analyze : reports which apart from presenting facts and figures also analyze them (analytical reports), findings—interpretation—conclusion.

To recommend: suggest some action or idea, besides analyzing and interpretation the facts and figures, prescribe a particular course of action or a set of activities to help meet the desired objective.

To persuade : to persuade the concerned party to accede to the request put forward or to be considered for acceptance.(proposal is a kind of persuasive report)

To decide : help the management arrive at conclusions based on the findings—form the basis for decision making.

Development in HRM Concepts

- HRM at current situation is the continuous development in various theories and practices. Different psychologist, Scholars, researchers, Management experts and engineers have contributed a lot for development of HRM concept. James watt, Robert Owen, Charles Babes, Chester Bernard, Maslow, Taylor, Henry Foyal, Elton Mayo McGregor etc. are the main contributors in development of HRM. The development of HRM concept can be described in the following phases:

1. Pre-scientific management (Industrial revolution) Era (1820-1840)

- HRM in early days was out of the scope of mgt.
- Hiring and firing was common.
- Incentives and rewards were uncertain.
- Poor employee relation in the organization.
- Robert Own – Emphasis of human needs.
- Andrew Ure- He published " The philosophy of manufacturers" and he included human factors are important part of manufacturing and emphasis on employees welfare.

2. The Personnel Management Era (1856-1901)

- Started record keeping of employees
- Emphasized recruitment, selection, training and development
- Organizations started thinking workers as employees i.e. personnel.
- Organizational thinkers started planning for personnel's welfare, health and hygiene care, physical and financial protection, compensation management.
- Employees started grouping in the form of trade union for the welfare of member.

3. Scientific Management Era(after 1901)

- Focused productivity of employees and organization
- Division of work
- Harmonize relation between management and workers
- Time study
- Piece rate system
- Separation of planning from doing
- Scientific selection and training of employees
- Functional foremanship

4. Human relation movement Era (1920-1930)

- Organization consider labour or worker are the member of team or whole organization
- Willingness to work is important to improve efficiency and effectiveness
- Employees are the greatest assets to an organization
- Human relation are essential for optimal level of production and productivity.

5. Human Resource Management Era (1980 and onward)

- HRM is an important domain of overall management
- Positive approach to HR and talent management
- Discourages hiring and firing the employees
- HRM emphasis social responsibility, social well-being and relationship between employers and employees.
- Employee of an organization were considered as valuable resources.
- Training and development focused on changing attitude and development of basic skills of employees.

6. Strategic HRM Era (21st Century)

- Formulating and implementing HR policies and practices that develop the employees competencies and behaviors the company needs to attain its strategic plan.
- Emphasized integration of individual goals and corporate goals of the organization
- Seeing the people of the organization as a 'strategic resource' for the achievement of competitive advantages
- Maintain good employee relation in the organization

Recruitment process is the first step in creating a powerful resource base. The process undergoes a systematic procedure starting from sourcing the resources to arranging and conducting interviews and finally selecting the right candidates.

Business Statistics

Introduction

Learning objectives.....

- ✓Meaning and concept of statistics
- ✓Uses of statistics
- ✓Functions of statistics
- ✓Limitation of statistics
- ✓Collection of data
- ✓Types of data
- ✓Methods of collecting the primary data
- ✓Sources of secondary data

What is statistics.....

Historical background:

- ✓Derived from the Latin word "status" and German word "statstik"
- ✓Meaning the political state
- ✓Previously it was used for collecting information needed for state.
- ✓Science of statecraft.
- ✓In modern times scope of statistics has considerable enlarged.
- ✓Used in economics, science, business, research, bank etc.

Definition of statistics

- ✓Aggregate of numerical facts and figures
- ✓Quantitative information or numerical facts collected systematically.
- ✓Science of counting
- ✓Science of averages
- ✓Science of estimates and probabilities
- ✓Various methods or techniques adopted for the collection, presentation, analysis and interpretation of the figures.

Functions of statistics

1. Statistics simplifies complexity
2. Statistics present the fact in a definite form
3. Statistics facilitates comparison
4. Help in formulation of policies
5. Helps in forecasting
6. Formulating and testing hypothesis

Market Segmentation, Targeting and Positioning

Unit-4

Learning objectives.....

- ✓Concept of market and market segmentation.
- ✓Objectives of market segmentation.
- ✓Process of market segmentation.
- ✓Targeting the market: concept and types of target market, focusing marketing program
- ✓Product positioning for target market: concept and process of product positioning.

Meaning of Sampling

- ✓ Small portion chosen from the population for studying its properties.
- ✓ Part of the population.
- ✓ Small portion of population and consider to be representative.
- ✓ Generalization
- ✓ For example, blood testing

Annex 81: Student Field Trip Report

सुकुना बहुमुखी क्याम्पस शैक्षिक अध्ययन अवलोकन प्रतिवेदन

इलाम स्थित श्री अत्तुमा रहेका लाप्चा जातिका समाजिक सास्कृति पक्षको अध्ययन अवलोक भ्रमण

१) कार्यक्रमको परिचयः

सुकुना बहुमुखी क्याम्पस मानविकी सङ्कायका हामी प्रथम, द्वतिय र तृतिय बर्षका विद्यार्थीहरु शैक्षिक अध्ययन अवलोकनका लागि मिति २०७६-११-०२ गते हाम्रो क्याम्पस पयटकीय क्षेत्र इलाम भ्रमणका लागि ३० जनाको टोली अध्ययन वा अवलोकनमा निस्कीयौं ।

२) भ्रमणको उद्देश्य :

हाम्रो भमणको मुख्य उद्देश्य इलाम जिल्लाको पुरातात्विक वस्तु सो क्षेत्रमा वसोवास गर्ने लोपोन्मुखलाप्चा जातिको सामाजिक सास्कृति र उनीहरुको ऐतिहासिक पक्षको अध्ययन गर्नुथियो ।

३) सञ्चालन अवधी :

मध्यान्यको करिव १:३० मा हाम्रो क्याम्पस परिसरबाट निस्केको थियौ, इलाम जस्तो प्राकृतिक सैदर्न्यताले भरिपूर्ण ठाँउमा अध्ययन अवलोकनका लागि जान पाउँदा हामी सम्पूर्ण विद्यार्थी साथीहरु ल्गायत गुरुहरु पनि एकदमै खुसी वा हर्सिद भएका थियौं । मध्यान्यको समयमा हिडेको कारणले हामीलाई नास्ता खानका लागि झापाको झिलझिले स्थित एक सुन्दर ठाँउमा बसले रोक्यो , त्यहाँ नास्ता खाएपछि केही बेरमै हाम्रो यात्रा पुन सुरु भयो । कविर ३:४५ तिर हामी झापाको चारआलिमा अवस्थित एक विद्यालयको अध्ययन गर्दै तराइको सम्म बाटोलाई काट्दै सुन्दर क्षेत्रतफ प्रस्थान गर्‍यौ । रमाइलो भौगोलिक वातावरणमा रमाउदै र सुन्दर सौदर्यको फोटो लिदै यात्रा तय हुदै गयो । पछाडि इलाम क्षेत्रको घुमाउरो बाटो र विच विचमा गाडिले साथ नदिएर विग्रीएको कारणले गर्दा कविर ७:०० बजे तिर मात्र हामी सूर्यादय नगरपलिका अन्तुडाडाको एक होम स्टेमा पुग्यौं र हाम्रो त्यो साँझको बास पनि त्यही थियो । त्यहाँ रमाइलो र चिसो ठाँउमा एकछिन आराम गरी हामीले खाना खायौ त्यसपछि हाम्रो रमाइलो पल वा क्षण नृत्य गर्ने थियो सङ्गै पढेका साथीहरु र गुरुहरुसँग नाच्न पाउँदा हामीलाई लाग्यो स्वतन्त्रको परिभाषा हाम्रो आजको साँझ अनी खुसी र रमाइलो हाम्रो लागि अविष्मर्णीय क्षण बन्यो । २,४ घण्टाको नृत्य पछि हाम्रे पहिलो साझलाई रमाइलो गर्दै सुत्यौ । भोली पल्टको हाम्रो पहिलो अवलोकन सूर्य उदय भएको हेर्ने थियो । करिब बिहानको ५:३० हामी सूर्यदय नगरपालिकाको भ्यू टावरमा पुग्यौ धुम्म परेको मौसमको कारणले हामीले विहानी पखको सूर्यलाई हेन सकिनौं । त्यसपछि हामीले फिधिमा आएर खाना खायौं । निरन्तर रुपमा त्यसपछि कन्यायमा केही बेर फोटो खिची रमाइलो गर्दै त्यहाँ अवस्थित धार्मिक तथा पर्यटकीय स्थल पाथीभराको अध्ययन पछि हाम्रो अवलोक भ्रमण सफल पार्दै आफ्नो घरतिर फर्केका थियौ ।

सहभागिताः

१) रिता खत्री
२) पितम्वर खनाल
३) गिता ढुङ्गाना
४) रक्षा ढुङ्गाना
५) शुम्भु चम्लागाई
६) सुनील कटुवाल
७) सुनील बस्नेत
८) सुमन धमला
९) एरिका दाहाल
१०) मञ्जरी अधिकारी
११) कतिवता
१२) करिना थापा
१३) आषा घिमीरे
१४) सौरब बजगाई
१५) सहिन बस्नेत
१६) युवराज श्रेष्ठ

१७ दिनेश आचार्य
१८ नीरा राई
१९ सुमिक्ष राई
२० सन्दीप कोइराला
२१ सृजना दाहाल
२२ विमु मगर
२३ ऋषि राई
२४ अञ्जना कटुवाल
२५ विजय तोलाडुगी

मरहरु :

- खगेन्द्र प्रसाद सुवेदी
- विदुर सुवेदी

५. मुख्यमुख्य क्रियाकलाप :

स्थानीय आलविद लाप्चासँग लिइएको तस्वीर

शैक्षिक अध्ययन तथा अवलोकनमा निकिएको हामी सवप्रथम भैगोलिक वातावरण तथा त्यहाँ रहेको लाप्चा जातिको सामाजिक तथा उनीहरुको सांस्कृति र ऐतिहासिक जनजीवन नियाल्नु हाम्रो प्रमुख उद्देश्य रहेको थियो । सोही उद्देश्य अनुरुप हामीले सूयोदय नगरपालिका वडा नं. ४ मा अवस्थित श्री माध्यमिक विद्यालय, श्री अन्तु इलामका प्रधानाध्यापक वेनुभक्त प्रसाई लगायत त्यहाँ अवस्थित आदरणीय गुरुवर्गहरुले हामीलाई सो जातिको बारेमा धेरै कुराहरु दसाउनु भयो । उहाँको भनाइ अनुसार लोपोन्मुख लाप्चा जातिहरु परापूमक कालदेखि नै पूवी इलामम मात्र रहेको बताउनु भयो । यो जातिको भाषा, सांस्कृति भेषभुषा र चालचलन हाम्रो भन्दा धेरै फरक रहेको पाइयो । उनीहरुले जन्मेदेखि लीएर क्रमशः विवाह र मृत्युपछि गरिने लाप्था जातिको शैक्षिक अवस्था र आर्थिक अपस्थालाई अध्ययन गर्दा उनीहरुको जीवनस्तिर सामान्य रहेको र शैक्षिक क्षेत्रमा उनीहरु माध्यमिक सम्मको शिक्षा आर्जन गर्ने र त्यसपछि पितापुर्खाको आयस्रोतमा निर्भर रहने सो जनक माध्यकि विद्यालयका प्रध्यान्याध्यपकले दसाउनुभयो, उहाँको अनुसार जनक माध्यमकि विद्यालय फिक्कल इलाममा पनि लाप्चा जातिका वालबलिकाहरु अध्ययन गर्न आउने र यो एकदम कम सङ्ख्यामा रहेको उहाँले बताउनु भयो । सो स्कूलको तथ्याङ्कलाई हेर्दा जम्मा अध्ययनरत विद्यार्थीहरु लगभग ४०० जना रहेको र त्यसमध्ये लोपउन्मुख लाप्चा जातिका विद्यार्थीहरु २६ जना मात्र अध्ययन गर्न आउने प्रधानाध्यापकले बताउनु भयो ।

मुख्य कुरो त त्यहाँ बसोबास गर्ने लाप्चा जाति धेरै पहिलादेखि बस्दै आएको र स्वगीय जनक बहादुर लाप्चाको स्मृतिमा यो स्कुलको नाम जनक माध्यमिक रहेको उहाँले बताउनु भयो । त्यसपछि हामीले त्यहाँ अध्ययनरत स्वयम लाप्चा जातिका बालबलिकालाई भेटेर उनीहरुको सामाजिक अध्ययन गर्ने आग्रह गऱ्यौ तर यो सनिवार हुनेको कारणले सम्पूर्ण विद्यार्थीहरु स्कुलमा उपस्थित नरहेको र विहानी संकायमा केचिङ्ग पढ्नका लागि कक्षा १० मा अध्ययनरत छात्रा विद्यार्थी अलविद लाप्थासँग भेटी उनीहरुको परिवेशको बारेमा सोधेका थियौ तर उनीलाई पनि आफ्नो संस्कार संस्कृति त्यती राम्रो ज्ञान नभएको र सबै कुरा आफूले नबुझेको उनले बताइन । उनका अनुसार यो जातिको आफ्नै भाषा, जन्म मृत्यूमा गरीने चालचलन पनि धेरै फरक रहेको पाइयो ।

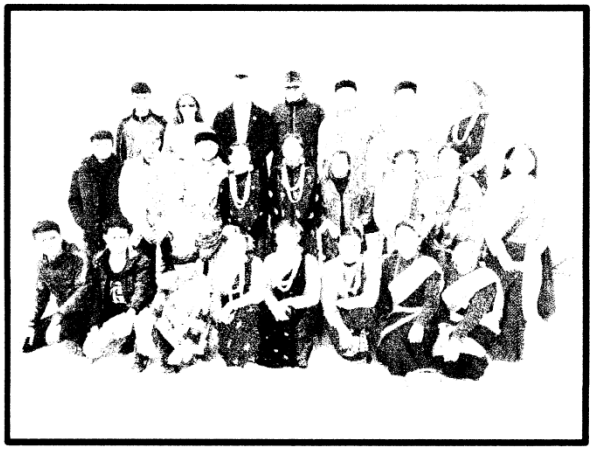
लाप्चा जातिको भेषभूषामा

हाम्रो समयलाई मध्यनजर गर्दै लोपोन्मुख जाति र नया परिवेशमा गुरुहरुसँग हामीले फोटो खिच्ने निर्णय गरियौ केही समय फोटो खिची सकिए पश्चयात त्यहाँका गुरुहरुले हामीलाई सम्मानका साथ चिसो बिहानीमा इलामको आगनिमा चिया खाएर जान अनुरोध गराउदै सोही अनुरोधलाई स्वीकादै सँगै बसेर चिया पियौ । हामीले अध्ययन

गर्नु पर्ने क्षेत्र अझै बाँकी रहेकाले त्यहाँबाट हामी विदा भई कन्यामम्मा केही बेर लाम्चा जातिलाई सम्मानका स्वरुप हामीले उनीहरुको आफ्नो मौलिक पोसक लगाई केही तस्वीरहरु खिचौं । त्यसपछिको हाम्रो अर्को अवलोकन त्यहाँ अवस्थित धार्मिक क्षेत्र पाथिभरा मन्दिरको दर्शन गर्नु थियो, गाडीबाट ओरलिएर करिब ३० मिनेट उकालो बाटो पार गरेपछि पुगिने मन्दिरको दर्शन गर्न पाउँदा हामीले एकदमै खुसी थियो । केही क्षण मन्दिरको दर्शन तथा अवलोकन गरी हामी आफ्नो गृह जिल्ला तर्फ करिब २:३० तिर त्यहाँ फकियौ ।

६) भ्रमणको उपलब्धि :

निकै ठूलो पर्यटकीय गन्तव्य बोकेको पूर्वी जिल्ला इलामको अध्यापन अवलोकन र त्यहाँ अवस्थित लाप्चा जातिको सामाजिक सास्कृति जनजीवनको बारेमा हामीले धेरै कुरा जान्यौ । वास्तवमा हामीले कुनै ठाँउको अध्ययन अवलोकन नगरी यहा ठाँउलाई राम्ररी नियाल्न नसकिने रहेको कारणले यस्ता उस्ता समयमा बसोबास गर्ने लोयोन्मुख अध्ययन अवलोकमा निस्कनु अतिनै जरुरी छ, कतिपय कुराहरु किताबी ज्ञानबाट पढेर भएतापनि हाम्रो विषयको बास्तविक ज्ञान समाजमा रहेको हुन्छ त्यसैले समय मिलाएर वेलाबखतमा यस्ता समाजको अध्ययन गर्न जरुरी हुने रहेछ भन्ने प्रमुख ज्ञान यस शैक्षिक अवलोकनबाट पाएका छौं ।



धन्यवाद :

यस शैक्षिक अध्ययन आवलोकभर विभिन्न ठाउं र यस समयमा हाम्रो यात्रालाई सफल पारी दिने हुने मनकामना ट्राभल एण्ड टुरिजम प्रा.लि र हामीलाई घुमाउनुहुने आदरणीय गुरुहरु डम्बेन्द्र सुवेदी र विदुर सर लगायत आर्थिक सहयोग गरेर हाम्रो शैक्षिक भ्रमण सफल पारी दिने क्याम्पस प्रसासन र स्वीयूलाई विशेष धन्यवाद दिन चाहन्छौं ।

प्रविदेक
सहभागी विद्यार्थी
सुमन धमला
मानवकी स्नातक तह दोस्रो वर्ष

REPORT ON MANAGEMENT INFORMATION SYSTEM

BOTTLERS NEPAL TERAI PVT. LTD.

BBA PROGRAM

SUKUNA MULTIPLE CAMPUS

Campus Chief

BBA Director

DATE: 8th Magh 2076

2019

ıbmitted By:

son Basnet

Submitted To:

Biraj Subedi

AKNOWLEDGEMENT:

Report writing is one of the integral parts of BBA program. The report work in our academic course is prescribed to develop our skills, ability and confidence level. It is the matter of pride to have the privilege of report assignment, presentation and so on.

Every project either big or small is successful largely due to the effort of a number of wonderful people who have always given their valuable advice or lent a helping hand.
Expression of thanks adequately carries deep felt of thankfulness for help, advice and encouragement given by our facilitators and who directly as well as indirectly assisted in preparing this report.

On the very outset of this report, we sincerely appreciate the inspiration, support and guidance of all those people who have been instrumental in making this assignment a success. We entire student of BBA third semester; Sukuna Multiple Campus, are extremely grateful to our honourable sir, **Mr. Biraj Subedi** for conscientious guidance and encouragement to accomplish this report. Without his active guidance, help, cooperation & encouragement, we would not have made headway in this assignment. Similarly, we are ineffably indebted to "Tribhuvan University" -Faculty of Management" for including such an attractive skill building work in our syllabus. At this juncture, we feel deeply honoured in expressing our sincere thanks to entire Sukuna family for their continuous support, guidance and enormous help which have made this task possible.

Our special thanks and appreciations also go to our **Director of BBA program** Mr. Krishna Prasad Acharya, **Campus Chief** Mr. Chandra Mani Rai, **Lecturer of BBA** program Mr. Trilochan Sitaula for their co-operation, advice, help and support, our friends who directly or indirectly assisted me to complete this report, and all the staffs of **Bottlers Nepal (Terai) Pvt. Ltd**. Chitwan & to all those who knowingly and unknowingly helped on preparing this report. Lastly, we also apologize for spelling, grammatical & other mistake in this report.

Thank You!

Table of Contents

1. Introduction.....1
   1.1 Preview.....1
   1.2 Significance of MIS.....2
2. Objectives of Report.....3
3. Background.....4
4. Methodology.....5
   4.1. IT & IS Used In Coca-Cola.....6
   4.2. Types of System.....7/8
5. Findings.....9
6. Conclusion.....10
7. Recommendation.....11
8.Appendices.....12

1. INTRODUCTION

1.1 Preview:

Before learning other things about MIS, we have to learn about the meaning of MIS. Management Information system (MIS) is an information system which is introduced to provide efficiency and effectiveness in strategic decision making. IT not only consists of computing technologies like hardware, software rather it also includes management, technology, and whole organization.

The term Management Information systems as a plural sense are used in business schools for the purpose of studying. MIS professionals help organizations to maximize the benefit from investments in personnel, equipments, and business process. These days, MIS has been important part of all types of organizations. It performs activities like collecting information from transaction processing system

(TPS) and delivering to Executive support system (ESS). It gathers data from internal sources and external sources. It provides answers to semi-structured problems. It gives facility for 'what-if' and 'goal-seeking' analysis.

Thus, it can be said that, MIS is a broad generic class of information system which is used by middle lower level management to provide needed information for them to monitor and control the business and predict future performance.

1.2. Significance of MIS.

MIS plays important role in an organization. IT provides various advantages in an organization to achieve its strategic objectives which are as follows:-

1) Operational excellence: MIS helps to achieve operational excellence by minimizing old and traditional process of working. It minimizes the Paper intensive works by the use of computing technology. MIS tools helps in achieving efficiency, high productivity, especially with changes in business practices.

2) Facilitates for other purpose: The use of MIS is not limited to a particular place or a department. It can be used in any place and we can derive utility from it as per our requirement. It can be used in all the departments of an organization to collect their information and to take right decisions.

3) Customer supplier intimacy: MIS provides data and information related to customers and the firm can respond to their complaints by aligning its business process according to their needs. Similarly, MIS regularly provides information about its inventory level and goods sold so that supplier can make supply at quick time. It helps to maintain good relationship with suppliers and customers.

4) Competitive advantages: Competitive advantage is achieved when a firm produces something unique, better and at low cost than its competitors. MIS helps to achieve competitive advantages. Apple Inc., Wal-Mart, Big Bazaar, achieves competitive advantages by the use of MIS.

5) Improved decision making: The decisions made on basis of forecast, guesses, and luck may not be true in all the cases for decision making. The outcome of it may be poor .So; MIS can be used to take effective decisions based on real time data about market provided by it.

2. OBJECTIVES OF REPORT

Objective provides the track for conducting any kinds of work. Thus, the major objective of preparing this project is listed below:-

- To study the present state of Bottlers Nepal (Terai) Pvt. Ltd.
- To analyze the feasibility and importance of use of Information Technology IT & Information System IS there.
- To find the upcoming threats and problems that may occur by the use of IT & IS.
- To provide the suggestion to overcome them

3. BACKGROUND:

3.1. History of Coca-Cola

We are here to refresh the world and make a difference" The initiation of this beverage begun with this slogan in the Atlanta, USA. The Coca-Cola Company is an American Multinational Corporation, and manufacturer, retailer, and marketer of non-alcoholic beverage concentrates and syrups. The company is best known for its flagship product Coca-Cola, invented in 1886 by pharmacist John Stitch Pemberton in Atlanta, Georgia. The Coca-Cola Company is the world's largest beverage company, refreshing consumers with more than 500 sparkling and still brands and more than 3,800 beverage choices. Its portfolio features 20 billion-dollar brands, 18 of which are available in reduced-, low- or no-calorie options. More than 1.9 billion servings of their beverages are enjoyed by consumers in more than 200 countries each day. Coca Cola is consumed on earth and in space.

Coca-Cola History in Nepal

In Nepal, Coca-Cola, imported from India, was first introduced into Nepal in 1973, with local production of Coca-Cola beginning in 1979. Bottlers Nepal Limited (BNL) is the only bottler of Coca-Cola products in Nepal, and has two bottling plants; namely Kathmandu (Bottlers Nepal Limited – BNL) and Bharatpur (Bottlers Nepal (Terai) Limited).

All consumer concerns are dealt with in a fair, timely and friendly manner, so as to satisfy them and resolve their concerns. Marketing and advertising communications are focused on POS (point-of-sale), Radio, TV, hoardings, truck backs, etc. Emphasis is also placed on Consumer Price to enforce Price Compliance. Marketing and advertising communications are customised to suit to local sentiments – social, religious, ethnic. Innovative packages and pack sizes are offered to give better value to consumers and ease of storage to retailers. Prices and packs are introduced in a format that is affordable to all segments of society. The approach by the Nepal operation to environmental issues is guided by a simple principle to conduct their business in ways that protect, preserve and enhance the environment.

4. METHODOLOGY:

We followed the following method for efficient and effective outcome of our report:

- Field visit to Bottlers Nepal Terai Pvt. Ltd. Bharatpur, Chitwan
- Interrogation with the supervisors and local staffs.
- Internet research
- Consultant with experts

5. FINDINGS:

4.1 IT & IS Used In Coca-Cola:

Coca-cola system is secured and confidential system that its production techniques and brand is very secret and confidential as per law and regulation set by the coca-cola company. Thus, we are only able to abstract the following informations about IT & IS used by this firm. And as like other beverages, it used general plastic bottle packaging, labelling and drying the bottle for preventing it from chemical reaction and oxidation.

Involvement of information system

It uses a Transaction Processing System (TPS) whereby the company's activities are subdivided to individual indivisible transaction processes. These processes are;

- Manufacture of beverage solvent and syrups
- Distribution of the concentrates to local and foreign bottlers
- Production of soft drinks through mixing of solvents with carbonated water by bottle and can operations
- Packaging of finished products
- Distribution to wholesalers and retailers

4.2 Types of Software

Software from IBM together with Enterprise Resource Planning ERP system is the most widely used software in Coca Cola Company. These IT solutions have enabled the company in fast decision making and better product quality while at the same time reducing the cost of operation. All the entities thus; Operations, Marketing, Accounting, Inventory and Human resources have a common system that enables consistent reporting of management and operational units. Apart from this closing of books either locally or globally, purchasing, financing are all done concurrently. It also ensures that employees, customer, and suppliers are on the same frame of reference. In Chitwan, SAP application include Accounting, Planning and Budgeting, Procurement, Employee self service and others that run on an Internet network. Manufacturing plants have Project Systems implementation that oversees Inventory Management, Material Management, Production Planning and Sales and Distribution. The IBM server RS/6000 enables more than 1000 users concurrently. We visited the Coca Cola Bottlers Nepal (Terai) ltd, Chitwan, After Meeting Mr. Naresh Panuru the production manager of Bharatpur branch; we come to know that there are two different Information System which are working under a main Information System.

Following is the hierarchy of Information System with Departments in which they are implementing:

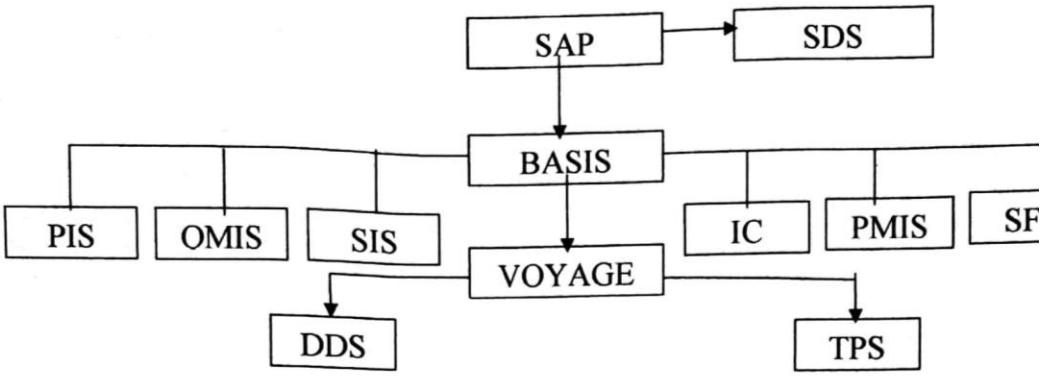


Fig: Hierarchy of Information System

SAP= System Application Product
IC= Inventory controlling
PMIS= Plant Maintenance Information System
SFIS= Shop Floor Information System
PIS= Purchasing Information System
QMIS= Quality Management Information System
SIS= Sales Information System
DDS= Decision Supporting System
TPS= Transaction Processing System

Detail Activities of Information System of Bottlers Nepal (Terai) ltd, the organization used specially two types of technology for securitizing data and analyze collective data, find out new ideas and improve production process. The two technologies used by bottles Nepal (Terai) ltd. Are as follows:

- Voyage Information System (Decision Supporting System)
- Fit Information System (Transactional Processing System)

1. Fit Information System:

In Bottlers Nepal (Terai) ltd fit Information system is act as a Transaction Processing System in which serves to support operational level: Start from taking order from retails/wholesalers to delivering them in their warehouse or retail shops. Activities / functions of FIT information system are as follows:

i. Placing Order:

First activity of sale and distribution channel is taking order from retailers or customer. Sales Persons of Bottlers Nepal (Terai) ltd visit their customer 2-3times in a week to take order of their retailers or customer. The Represented of the Bottlers Nepal (Terai) ltd use mobile point of sale (MPOS) to record the order by:

- By name of Retailer or Customer
- Quantity
- Address

- Location
- Payment Method (Before the delivery or after the delivery)

ii. Supplies:

Bottlers Nepal (Terai) ltd, Bharatpur branch order the supplies of Coke Drink and another brand. Form different bottling plant around the country, the decision of the ordering the certain demand of coca cola and other product get from Voyage (Decision Supporting System). The demand for coke and other product varies from day to day according to its need.

iii. Shipment:

- Each shipment bear cost
- Loading Cost (From Port in Cargo Truck)
- Unloading Cost (All the way to warehouse)
- Port Warehouse Cost
- All the cost is been recorded on daily bases in main sale and distribution system BASIS (Bottlers Nepal (Terai) ltd. Advanced Standard Information System)

2. Voyage Information System:

In Bottlers Nepal (Terai) ltd, Voyage Information system is act as a Decision Supporting System in which serves to support to Middle Level and help them to take decision about Supplies and help to identify expenses in daily, weekly or monthly bases, and find way to overcome them. Some Activities/Functions of Voyage information system are as follows:

i. Shipping File:

Voyage Information System contains the full information and file of shipping files which are provided by the Fit Information System to the BASIS. BASIS helps to give information access to Voyage in the shape of Graphs and Diagrams with the previous record and comparison with them.

ii. Port Distance:

Information like shipping files same as recorded of Port Distance. But in Port Distance the destination of Shipment is already been given with the time and the full address of the port warehouse.

iii. Fuel Consumption:

Voyage IS containing full information and complete detail files of fuel consumption being use on daily bases by a single branch and by categories:

- Motorbikes
- Manager Vehicles
- Head of Department Vehicles
- Big Loading and Unloading Machine
- Trucks
- Other Carriage and Frights

iv. Restriction File:

Each branch has selective region or area of delivery their demand coke and other product and some restriction area. Voyage contains all the information with him, with the name and address complete information of branch. Help the branch head to identify their task and restriction task not to perform or limited by head office.

Benefits of using MIS:

Using a computerized database helps create a paperless environment and cut costs that could otherwise go to storage of paper documents. This also helps to reduce the amount of time used to navigate through files for individual customer files thereby increasing efficiency.

6. CONCLUSION

In conclusion Coca Cola ought to enforce work vicinity safety, inclusive place of business, replenishing of water and reforestation. Coca Cola must collaborate with bottling businesses' partners to be safer for working surroundings save you accidents or illness and to have safe behaviour. Coca Cola have to additionally cautious use water because it's far utilized by Coca Cola in many liquids and scarce of water can be a massive trouble in destiny. New companies venturing into international cooperation should understand that although it is a progressive move, it is a move full of variables to be taken care of especially adherence to international processes and policies. There is also the risk of altering precious company values if the international company influence is overwhelming, and that needs to be balanced.

Vision, mission and values:

Vision Statement:
To make every Nepali's first choice of refreshment available within easy reach.

Mission Statement:
To build a community driven, customer focused profitable, sustainable and socially responsible business in Nepal.

Values:

- Passion for Winning
- Leadership
- Integrity
- Accountability
- Teamwork
- Citizenship
- Empowerment

7. RECOMMENDATION:

Some recommendations are explained as follows:

1. The packaging for Coca-Cola does not affect significantly from PET and Cans, so that if the company tend to transform the packaging material in order to lower the cost, then there is no need to worry about. Just keep in mind that whatever the packaging material it is, as long as the design and shape is attractive.
2. The price offered for Coca-Cola is needed to be monitored due to the challengers arises and several consumers tend to find any soda that has best price for value for them. So it is needed to do benchmarking on challengers' pricing strategy.
3. The volume is the most important things for consumers in which they tend to find the huge size for them to sharing. This can be point out several things. The marketing program is already good to target full market coverage, but it is needed to take more focus to the Coca-Cola with large or sharing size.
4. Even though the consumers tend to find the biggest volume possible, it is needed to consider the diminishing marginal utility which will lead to lower consumer satisfaction if the portion given too much.
5. For further research, the scope of research may expand bigger into the whole company target market, with more sample size so that it may cover up to one country preferences.
6. The product under research can be done in all variants or any other product. It can be using other Coca-Cola Amatil Indonesia products such as Fanta, Sprite, A&W, Aquarius, Minute Maid, Schweppes, Ades and Frestea.
7. Further research may come with the additional method or using another analysis technique, using mixed method for deeper problem analysis which will get fit and lead to very reliable information that can be implemented for company.

Tribhuvan University
Faculty of Management

Sukuna Multiple Campus

Sundarharaicha-12,Morang
QAA certified by UGC, Nepal

1888

A STUDY ON MANAGEMENT SYSTEM OF HOMESTAY OF SHREE ANTU

Campus Chief

2075/03/04

BBA Director

SUKUNA MULTIPLE CAMPUS
Sundarharaicha

SUBMITTED BY

NIRAV TIMALSENA

NIRAJAN DHAKAL

ROJINA POKHREL

NISHA RAUT

SMRITI POUDEL

CHHABI GURAGAIN

MANISHA BISTA

DIWAS RAI

SUBMITTED TO

SUKUNA MULTIPLE CAMPUS

INDRAPUR, MORANG

TRIBHUWAN UNIVERCITY

Preface

This is the report about the management system of homestay in Shree Antu. Shree Antu is a very beautiful place surrounded by hills of tea garden located in eastern Nepal, Ilam. This place is regarded as an important destination for local and foreign tourists in eastern Nepal. For the service of tourists, many homestays are brought into operation in this place. And this report is all about the management system of those home-stays.

In this report we have tried topoint out the strength, weakness, opportunities, and problem of management system of home-stay in Shree-antu. We(students of BBA, 2nd semester, Sukuna Multiple Campus) have visited the place along with our class mates and five teachers who had helped us by providing the facilities as guides to us in our research process. We are humbly very thankful towards the teachers, friends, our parents, people we met in Shree Antu, for helping us directly or indirectly in making this report. And most importantly, we are very thankful to our faculty members and collage administration for providing us this golden opportunity to make this report.

Contents

General background 1

Objectives 2

Rational of the study 3

Limitation of the study 3

Research methodology 4

- Source of data: 4
- Data collection methods 4
- Selection of samples: 5

Data presentation and analysis 5

- Homestay system in Shree Antu: 5
- National policies on homestay: 6
- Conservation and homestay activity in antu dada: 7
- Demographic aspects: 8
  - Number of members involved in homestay: 8
  - Motivational factors 8
- Homestay capacity and service 11
  - Installed Accommodation Capacity: 11
- Rooms and bed charges: 11
- In rooms services: 12
- Financial aspects 13
  - Capital investment: 13
  - Loan arrangement: 13

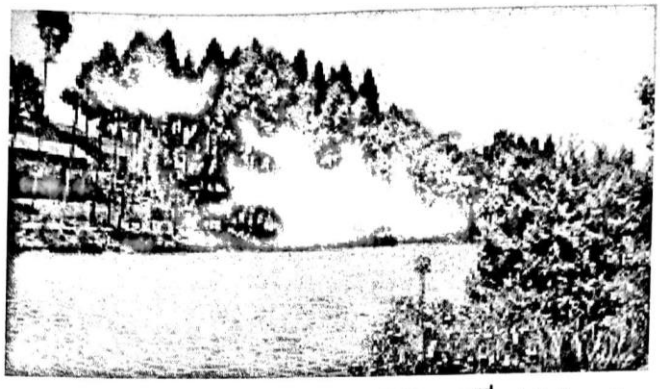
Problems in management system of homestay 13

- External problems 14
- Internal problems: 15

Conclusion and recommendation 16

- Conclusion: 16
- Recommendation: 17
  - Public sector initiatives: 18
- Private sector initiatives: 18
  - Financial sector initiative: 19

General background



Shree Antu is very beautiful homestay village in Ilam, a district of eastern Nepal with an altitude of 1544m from see level. Shree Antu offers spectacular mountain views of world's 3rd highest mountain i.e. Mt. kanchanjanga to nepal's lowest land kechana(60m). The very renown fact of Shree Antu is, it is considered as one of the best sunrise view point in the Himalayas for having beautiful tea garden landscapes and mountains on its views! Not only that, Shree Antu offers beautiful views of Indian hill stations like Darjeeling, mirik etc.

Shree Antu with its reachness in natural bio-diversity, it is equally rich in having cultural diversity as well. Thus, it makes Shree Antu as a perfect eco- cultural homestay tourism destination in Nepal. Shree Antu village homestay has many attractions like, the most beautiful and largest tea garden in the asia with spectacular mountains views, Nepal's only Lepchavillage with interesting Lepcha cultures and museum, and activity wise, we can visit in tea garden hiking, cycling, visit tea factory to see the process of how the teas in Himalayas are blended and many more ways to explore Shree Antu.

Objectives

The main objective of our study is to prepare a report showing the overall information and conditions of the management system of homestays in Shree Antu and as well finding out the strength, weakness, opportunities, and threat of those homestays.

Following points are listed out to more clearly specify our objectives of the study:

1) To study and analyze the demographic, financial, administrative, and marketing aspects of homestay.
2) To study and analyze the socio-economic impact of the homestays on different factors of local community i.e. of Shree Antu.
3) To measure sustainability of homestay.
4) To find out the strengths, problems and weaknesses in management system of homestays.
5) To make aware about the services, general ideas about the homestay, and Shree Antu and management systems of those homestay to the readers.
6) To recommend appropriate measures for solving the problems and sharing more possibilities for the development of management system of homestays.

One of the objectives of the study is also to learn something new and have something new experience to our self as well.

Rational of the study

There is lack of ample studies on management system of homestay in Shree Antu. This report is believed to be a step forward for enriching students, researchers, resource persons, and others with facts and figures about homestays in Shree Antu. This study also highlights on the problem of homestays operators in Shree Antu and also recommends appropriate measures to promote such programs.Moreover, some of the formulated recommendations of this report will be applicable for other and future homestay programs in different regions. This is expected to help policy makers in Nepal in setting long-run strategies for tourism-led development of the country.

Limitation of the study

Due to chosen research design and other factors this research study has some limitations which constrain the meaningfulness of the acquired results. As we have the limited time to conduct the research, we are compiled to bound by various limitations and conditions.

- It uses the information and opinions obtained from the respondents. The respondents' biased opinions can influence the results.
- We didn't visit each and every homestay. We only examine the samples. Examining samples may not provide sufficient information as a whole.
- We didn't concern local authorities like municipality office, police station, regarding those business organization.

- Our research depends upon honesty of interviewee or employee working there. That may not be accurate and reliable.
- We have taken approx. value in some cases because finding exact values was not possible for us.

It has to be taken into account that the mentioned limitations are possible source of bias for the presented results and that the results are not necessarily valid for the entire homestays in Shree Antu.

Research methodology

Source of data:

Data and information have been collected from both primary and secondary sources. The respondents from homestay and non-homestay households, guests who visited this place earlier and focus group discussion are the primary sources of information. Newspapers, different publications, and internet sites are the secondary sources of information.

Data collection methods

For collecting primary data and information for the study, semi-structured interviews have been undertaken with the owners and employees of the homestays, and with some people or exports met during the study visit. Similarly, discussion has been made with the focus group viz. the locals and the exports other than the respondents.

For collecting secondary data and information for the study, study relevant news of different newspapers have been

studied. Internet sites have been used to download relevant reports and information about the Shree Antu and the homestays.

Selection of samples:

There are more than 50 homestays in Shree Antu. Among them 44 homestays have been registered and other homestays are not registered yet as of June 2019. Among those registered homestays we have selected 10 homestays as sample for the purpose of study. We also we have selected 9 guests and visitors, randomly from the homestays for having their review about the homestays.

Data presentation and analysis

Homestay system in Shree Antu:

There were63registered community-basedhomestays in antu as of survey July, 2014. But as per the local people and the owners of homestay recently there are 44 registered homestays. And there are also some privatelyown homestays which are not registered. However, the information about the number and capacities of homestay in antu dada is not been published yet.

Information gathered from a number of research reports, publications and personal inquiries has shown that about 44 homestays have been registered and in operation in Shree Antu. The joint capacity of all this homestays is about 338

beds in 120 rooms. With this capacity in hand the antu dada homestays can serve about fifty two thousand eight hundred and fourty persons per night every year.

National policies on homestay:

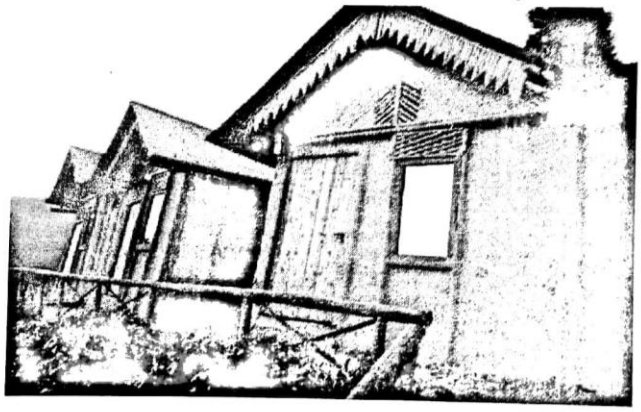
With the objective to share tourism benefits with the rural community, deliver tourism service with rural participation, improving living standard of community through income generation, use self- employment for rural and local development, informs the tourists about rural traditions, arts, culture and livelihoods and give this opportunities to experience them, and make arrangement of simple and easy step for tourists the GON issued homestay operating guidelines, on august 2011 to be effective from September 2011. Some of the key feature covered in the guide lines are as follows:

- The guideline has permitted to arrange maximum 4 separate rooms and maximum 2 beds in each room. Additionally, this guideline has clearly specified how the room, toilets, bathroom and kitchen should be managed.
- The guideline has required to form a 5 member homestay operation and management committee.
- The guideline has specified the key duties and responsibilities of the committee. Like, maintaining records of the guests and income received, monitoring the households, preparing location maps, preparing menu etc.
- The guideline has set a provision for formation of District Homestay Coordination Committee (DHCC) with members of DDC that looks after tourism sector of the

district as a coordinator and representatives from government offices related to infrastructure development, health, education, drinking water etc.

Conservation and homestay activity in antu dada:

Shree Antu is one of the important destination of tourists in eastern Nepal. The largest tea garden of Asia is located in this place. And it is known of its beauty and view of sunrise and many more. Instead of it various problems are being faced by the people and the homestay. There is not proper facility of drinking water, the roads linked with this place is not safe, limited numbers of financial institute is in operation and so on. So, this place and the homestay have to be conserved. Manyactivities and projects are operating by the local municipalities and the homestay committee as well. Like, the municipality is trying and are busy in providing the clean drinking water facility in this place. And also, the municipality with collaboration to homestay committee have come up with a project name Antu Dada Beautification Project with the purpose of making Shree Antu clean and more beautiful, and also by providing all the infrastructure facility in the homestay and in the place as well.



Demographic aspects:

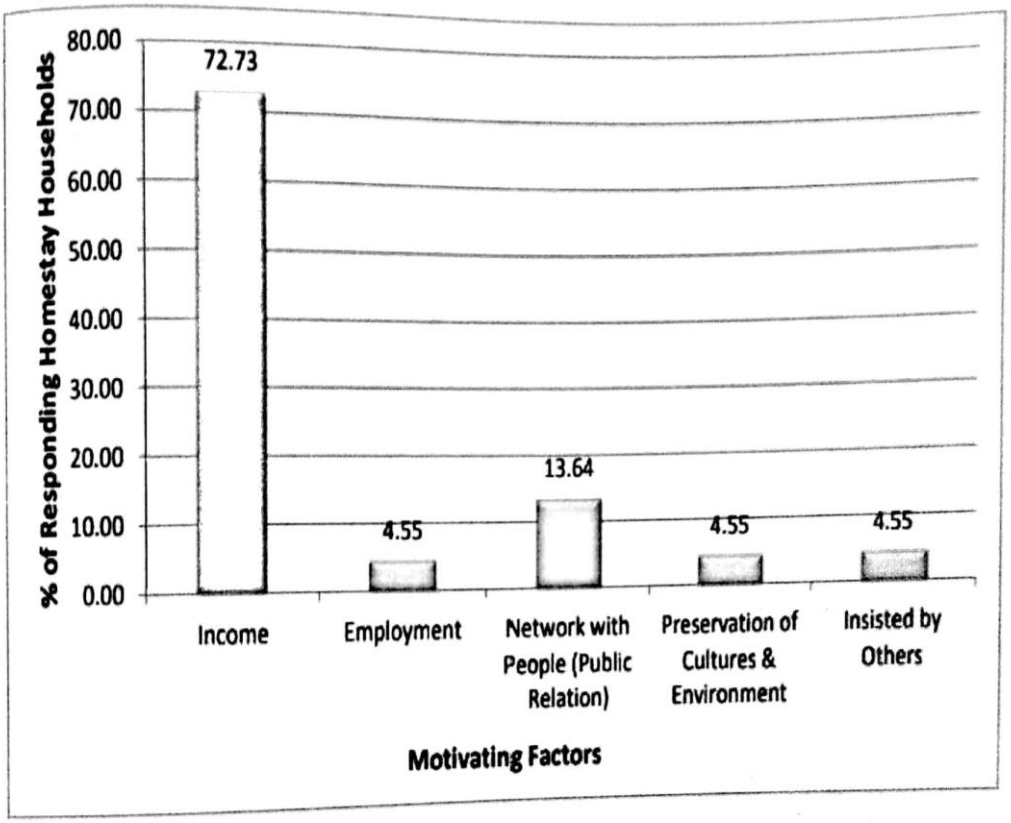
Number of members involved in homestay:
Table below presents the gender-wise classification of total number of family members of all the households involved in homestayaproximatly:

S.N.	Gender	Number	Percent
1	Male	132	60
2	Female	88	40
	Total	220	100

As mentioned above ,220 members are involved in homestay. Among them 60% are male and 40% are female.

Motivational factors
During the study, the key respondents from all 10 samples homestay were asked to mention about the factor thatprimarily motivate their family to adopt their homestay. Following figures shows the findings:

Figure 1: Factors of Motivation

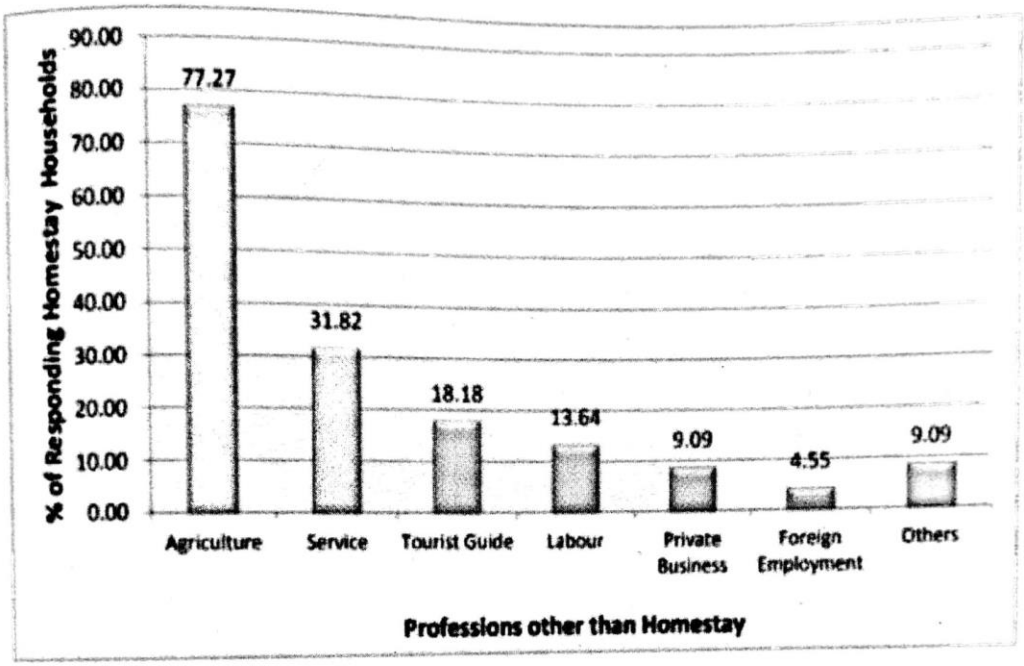


The findings as figured above show that income was the initial motivating factor for 72.7 percent households to adopt homestay business. Similarly, network with people (public relation) was key factor for 13.6 percent households, and each of employment, preservation of cultures & environment and insistence from others for 4.5 percent households. Though most of the households expressed their agreement on contribution of homestay in women empowerment and social unity, none of these households expressed any of these two as primary drivers for homestay business. (Annexure-3)

Other Professions of Homestay Households

Some of the homestay households were involved in multiple professions. Alternative professions in which homestay family members were involved are agriculture, service in government offices or non-government or private institutions, tour guiding, labour, private business, foreign employment, etc. (Annexure-3)

Figure 2: Other Professions of Homestay Households



As per the study findings, 77.3 percent homestay households or their members were also involved in agriculture, 31.8 percent were also in the service of the government or non-government or private institution, 13.6 percent were also paid workers, 9.1 percent were also having their own private businesses, 4.5 percent were also in

A farmer [redacted] ploughing the field for growing paddy

10

Homestay capacity and service

1. Installed Accommodation Capacity:

The number of rooms and bed capacity available in for guests' stay in the homestay are given in the following table:

S.N	Room types	No. of rooms	No. of beds
1	Single bed room	11	11
2	Double bed room	90	270
3	Triple bed room	19	57
	Total	120	338

As mentioned in the table, the homestay households have arranged 120 rooms for guests' stay. There are 11 single bed rooms having 11 beds, 90 double bed rooms having 270 beds and 19 triple bed room having 57 beds. With this capacity in hand , this homestays can accommodate for thirty seven thousand seven hundred and sixty persons-night every year.

However, there are several fluctuation in flow of guests. Dev badhur Shrestha of Dev stay said, "Friday and Saturday has more number of people then other day, as Saturday being holiday and people like to visit in ashar, shrawan, badhra and aswin because of favourable climate."

Rooms and bed charges:

Basically, homestays' in antu, charges Rs.1000 per room per night. Some other homestay charges Rs. 200 per bed at a night.

n rooms services:

n the most of the homestay rooms, one can find a small tool, a mirror, a water jug, a mosquito net, a mattress, a pillow and a blanket cover with cotton cloths, all arranged for the guest rest and the convenience. The homestays have also arranged light and towels. One may find attached bathroom as well.

Based on the information provided by the respondents, it is known that-all homestay households clean off the guest rooms and change bed cover daily as required.

Financial aspects

Capital investment:

Most of the homestay invest less than 1 lakh for the capital goods. Some other homestay may invest up to 1-5 lakh amount as well. The size of investment differed from one another according to their priority and importance to be invest in. Mainly, they invest in development of the infrastructure like hut, bed, and other room stuffs like bed cover, curtain, mirror, table, etc. It has been estimated that the average investment in homestays of Shree Antu is around Rs.56 thousand.

Loan arrangement:

We have observed that only 50% used external finance for developing homestay infrastructure. They take loans from various sources like, cooperatives, friends and relatives, and only few take loans from banks.

Problems in management system of homestay

Homestay activities in Shree Antu have created an alternative source of income for the concerned families. However, the internal and external problems, which the families face during the operations have made entire homestay activity full of challenges. The respondents from homestay households, communities, and the guests of homestay have pointed out following problems relating homestay in Shree Antu:

External problems: the following problems are related to the system and outsiders which are not under the control of the homestay households:

- **Poor road network:**the road that links Shree Antu to mechi highway is graveled which is dusty and dangerious. Due to poor road network guests feel tired after travelling to this place. As one of the guest, Sudhan Acharya said, "the place is beautiful and enjoyable but road networks to this place de-motivate us to revisits."
- **Lack of public transportation:** Due to lack of public transportation means to this place, one cannot easily find antu village. They have to either rely on their own private vehicles or hire high-cost transportation means.
- **Lack of pure water supply:** Guest have to buy mineral water to have clean drinking water. The residents' said there is not facility of supply of pure drinking water.
- **Distant market:** Although, there is small market but the market is not well settled.
- **Misbehavior of guests:** According to homestay households, the behaviour of some guests have created problems for the households at times. Some guests arrive very late. They even do not order foods at time. Due to this the host family has to stick up for their orders. The households have also experienced some guests coming with sexual intentions. Due to these experiences, the female members do not present themselves while serving

rinks to their guests. Guests even behave rudely with guest family after drinking.

Internal problems:

The following problems are related to homestay households and the community:

- **Lack of capital:** some of the households do not have enough finance to improve the capital assest in homestays.
- **Lack of skills and trainings:** The households said they still lack proper cook and hospitality skills due to which some of their guests get unsatisfied with their service.
- **Lack of camera and museum:** The antu homestay committee do not have good camera to film their cultures, events with purpose to promote the homestay. They even do not have a separate Museum to show their rare cultural tools and ornaments.
- **Linguistic problem:** The households cannot speak in English language while communicating with foreign guests. In lack of bilingual guides, they cannot communicate with this guests.

Conclusion and recommendation

Conclusion:

Despite potentiality to grow and efforts made to promote the tourism sector of Nepal, the sector has failed to contribute significantly in the country's GDP. A reason for such poor performance might be low accommodation capacity with the tourism industries in Nepal. To develop alternative touristic destination, meet the government's target of 2 million tourists by 2020 and distribute tourism benefits up to the common people, the government has issued homestay operating guidelines in 2011. Encouraged by so and also to promote conservationbase livelihoods, the people in suryodayamunicipality has engaged in this business. In order to study this homestay's management system, 20 different respondents from homestay households, guests, and non-homestay household were selected. The findings of the study have been concluded as given below:

- Presently, there are 44 households included in the homestay system who have registered. There are also other privately-owned homestays but not have been registered.
- Initially, income was the main motivating factor for these households for taking homestay professions.
- Apart from homestay, households also take other professions, mainly agriculture.
- Most of the households have invested less than 1 lakh in homestay infrastructure and only few have invested more than 1 lakh.
- The present capacity of this homestay is 138 beds.

- Neither the committee nor the government agencies have done much to promote this homestay in domestic market. The visitors have, however, gained information about this place through their friends, relatives and social network as well as participation in programs, meetings and seminars.
- The households are simply satisfied with their homestay business and are also simply committed to involve in this activity for longer periods.
- The guests are highly satisfied with there visit to this place. The committee is also giving proper plans and monitoring for the success of this homestay.
- The committee is bringing up the project name antu dada beautification project with the aim to improve the management system of homestays and to solve the maximum number of problems that are being encounter by the visitors and the local people. This project also aims to attract more tourist in 2020. This project is the small support for visit Nepal 2020.
- The municipality is also working on providing proper facility of pure drinking water in the community. As the condition of drinking water has being major problem for the households.

Recommendation:

To deal with the problem relating to management system of homestay of Shree Antu, this study suggest to take following necessary measures by the public sector, private sector and financial sector :

Public sector initiatives:

- Government have to allocate sufficient budgets for construction or improvement of the roads linking to all homestay places.
- It has to ease route permission process for public vehicles travelling to all homestay places.
- Put eye catching hoarding boards about homestay on pubic places like parks, cinema halls, bus stops etc.
- Provide subsidies to all homestay households on the cost of constructing as well as improving their house.
- Show a half-hour homestay tourism program on a weekly basis through public sector broadcasting networks.
- Government should have a policy of facilitating registration of organic homestay systems. It should give proper training to the households for organic farming and also provide subsidies on purchase of quality seeds.
- Necessary mechanism should be arranged to supply pure and clean drinking water.

Private sector initiatives:

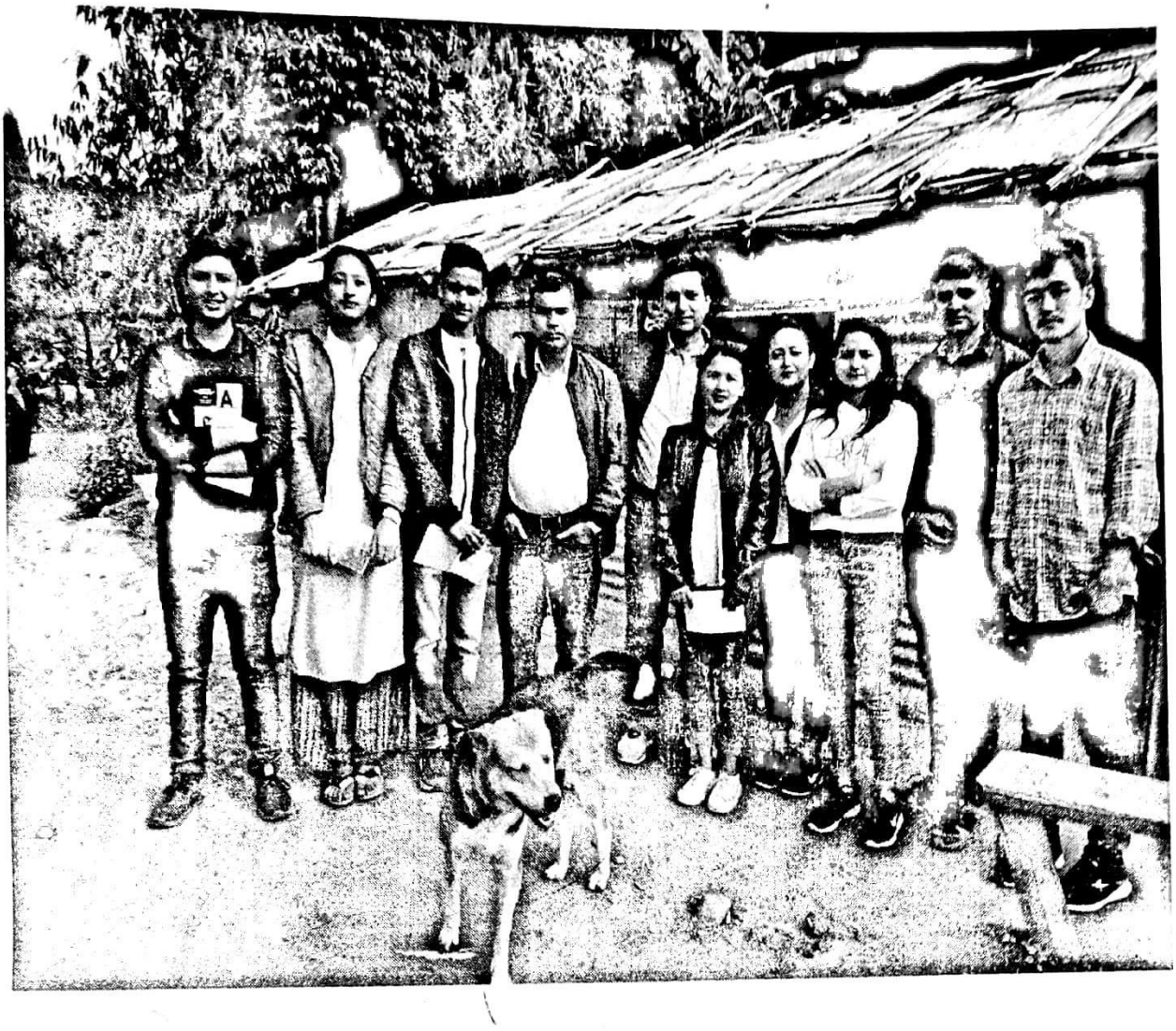
- Antu dada homestay committee should focus on putting direction boards at different places along the Mechi highway.

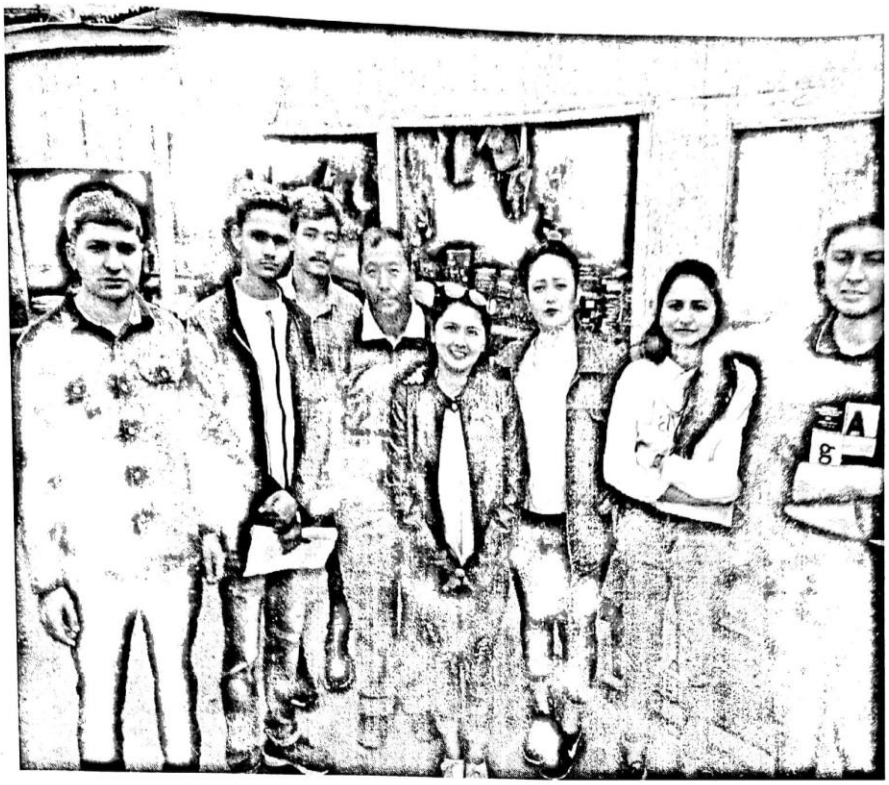
- Committee should arrange trainings to the households to improve the skills relating to cooking, service delivery, hospitality and communication.
- Committee should coordinate with various travel and tour agencies to bring guests to the village under some package programs.
- A plan for building view tower around the community should be initiate. It will add more interest to people for visiting this place.

Financial sector initiative:

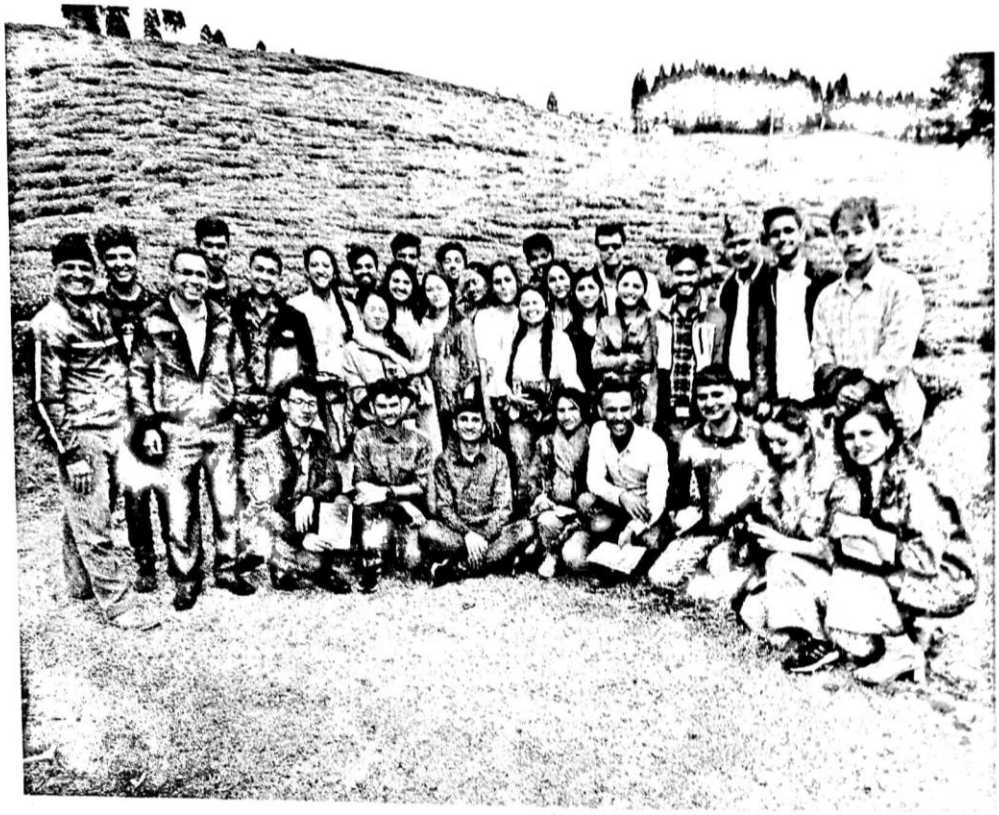
Bank and financial institutions should provide concessional credit to homestay operators for constructing new homestay premise for improving the existing one. NRB should motivate BFIs for lending loan in low interest rate to homestay households by considering such credit as made in deprived sector.

Some memory we have capture during the stud our team with visitors of Antu from Kathmandu and local resident rocky in front of us.





Our team with Dev B. Shrestha, one of the owners of homestay.



1914

A Report On

"KOSHI TAPPU WILDLIFE RESERVE"

In partial fulfillment of the requirement for the 4 year Bachelor of science(B.SC) fourth year science program [Environment & biodiversity 402]

Submitted By :

Name : Yogesh kaiki (Group Leader)

T.U Regd. No. : 5-2-0214-0376-2015

Exam Roll No. : 502140040

Submitted To :

Department of Science

Sukuna Multiple Campus

Sundarharaincha-12

Campus Chief

Scanned with CamScanner

Chapter 1

INTRODUCTION

1.1 Background:

An area of land that is protect and managed in order to preserve a particular type of habitat and it's flora and fauna which are often rare or engaged. Simply, it can be understood as a bio reserve or natural reserve that is a protect area of importance for wildlife, flora, fauna or features of geological and other special interest which is preserved or managed for conservation and to provide special opportunities for study or research. The Koshi Tappu Wildlife Reserve is protected area in Terai of Eastern Nepal covering 175 sq. km(68 sq. miles) of wetland in sunsari, sapatri and udayapur districts. It comprises extensive mud fleets reed beds and fresh water marshes in the flood plain of Saptari river and ranges in altitude from 75-81m (246 to 266). Koshi tappu wildlife reserve has covered a place itself is a bird watcher's paradise. The vegetation of the reserve is mainly grassland also consisting of swampy marshes and wetlands which are even listed in Ramsar convention list.

1.2 History:

Koshi tappu wildlife reserve was established in 1976 in order to preserve the habitat for the only remaining population of wild buffalos (bubalus arna). In 1987, koshi tappu was declared a ramsar site by international ramsar convention, a wetland of international significance. Government of Nepal has declared the Buffer zone (173.5 sq. km) surrounding in the reserve in 2004. In 2005, the koshi barrage was identified as one of 27 important bird areas of Nepal by BCN (Birds Conservation Nepal).

1.3 Objectives:

The preliminary objectives of the study can be summarized as below:

- To study the geo-physical condition of the reserve.
- To observe their vegetation and situation of fauna especially the ones in verge of extinction, rare and endangered list.
- To study the climatic periphery of the reserve.
- To study the history and location of the reserve.

Scanned with CamScanner

Campus Chief

Chapter 2
Literature Review

The term 'wildlife' comprise the summation of every biotic resources especially flora and fauna that interact continuously with the geo-physical situation in a wideness area. The goal of wildlife conservation is to ensure that nature will be around for future generation to enjoy and also to recognize the importance of wildlife and wilderness of humans and other species alike.

The Koshi Tappu Wildlife Reserve was established in 1976 to preserve habitat especially for remaining population of Buffalos or Arna. During 1997 to 1998 an interview survey was conducted in the west Kasaha VDC adjacent to the east of the reserve to investigate the extent of park. Government of Nepal has declared the buffer zone (173 sq. km) surrounding in the Reserve in 2004.In 2005, the reserve together with the Koshi Barage was identified as one of 27 important Bird Areas of Nepal(Source: BCN,2005).

2.1 Location:

Koshi Tappu wildlife reserve is located on the bank of the Saptakoshi River, one of the three main tributaries of Gangez in the eastern part of Nepal somewhat similar to rectangle shape. It stretches south of the saptatokshi to the Indian border and lies in the Sunsari, Saptari and Udayapur districts in the range of altitude from75-81m. It lies in the foot plains of the Koshi Rriver in the south Eastern Terai.

2.2 Climate:

The Reserve experiences three distinct seasons: summer (February through May) is intensely hot with minimum precipitation. Shade temperature can reach 40^{o}c. The monsoon starts in late May, early June and last until September bringing frequent rainfall. The rainfall is greatest during July but high humidity and temperature are experienced throughout the season. Winter (October to January) is characterized by clear skies and moderate temperature but is still quite cold.

2.3 Vegetation:

The vegetation of the Reserve is mainly characterized by mixed deciduous reverie forest, grassland and marshy vegetation. The coverage of grassland is 68% compared to only about 6% of forest, which is predominated by Indian rosewood. Patches of catechu forest are more

Scanned with CamScanner

Campus Chief

prevalent towards the northwestern part. The grasslands near the running water bodies are maintained by the annual flooding and grazing by wildlife. The Sapta Koshi River, a tributary of the Ganges, causes rapid and intense flooding during the rainy season. In the extensive wetlands, 514 plant species are found including kapok, sugarcane, reed, cattail, eel grass, and species of Eichhornia, Pistia, *Pithecellobium dulce,* lemna, Hydrilla, Azolla and lotus. Some of the invasive species of Koshi tappu area are *Eupatorium sp., Lantana camara, Parthenium sp., Mikania micrantha,etc.*

2.4 Fauna:

A wide range of animals inhabit the protected area. In its water courses and ponds, 200 species of fish have been recorded, most of which are resident. Two toad species, nine frog species, six lizard species, five snake species and eleven turtle species are recorded. Gharial and mugger crocodile occur as well.

2.5 Mammals:

The 31 species of mammals recorded include the Asian elephant, spotted deer, hog deer, wild boar, smooth-coated otter and golden jackal. The Ganges river dolphin has been sighted in the Koshi River. Gaur and blue bull have declined in numbers. Nepal's last remaining population of about 150 wild water buffalo inhabits the area. This population has now grown to a total of 432 individuals with an annual growth rate of 7.27 percent, according to the latest census carried out in 2016. With this upsurge in the population, authorities are planning a possible transfer of some wild water buffaloes to the flood plains of Chitwan National Park where they have been extirpated around 1950's. If the proposed translocation happens, this will present a natural Predator-Prey scenario since wild water buffaloes in Koshi Tappu has been lacking their natural predators in the form of tiger, leopard and dhole for quite a long time.

2.6 Birds:

Notable among the 485 bird species are watercock, Indian nightjar, dusky eagleowl, black-headed cuckooshrike, white-tailed stonechat, striated grassbird, large adjutant stork, Pallas's fish eagle, common golden-eye, and gullbilled tern. Swamp francolin and rufous-vented grass babbler occur as well.

In spring 2011, 17 Bengal floricans were recorded from nine different sites along a 39 km (24 mi) north-south stretch of the Koshi River. Seven were males and 10 were females. Only five individuals were recorded

Scanned with CamScanner

Campus Chief

outside the reserve, two pairs north of Koshi Tappu, and one female seen twice near the Koshi Barrage area.

2.7 Reptiles, Amphibians and fishes:

Different kinds of reptiles, amphibians and fishes are found in the Koshi Tappu Wildlife Reserve and around the bank of Saptakoshi River. Some of them are Toad, Frog, Lizard, Snake, Turtle, Crocodile, Gharial etc.

The Koshi River is home to more than 200 species of fishes as well as 2 toad species, 9 frog species, 6 snake species, 11 turtle species and gharial as well as mugger crocodiles.

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY MORANG
Estd. 2048

Campus Chief

Scanned with CamScanner

Chapter 3
Study Area

The study area of report i.e., Koshi Tappu Wildlife Reserve lies on the Estern Nepal extended to mainly the three districts: Sunsari, Saptari and Udaypur. The geometry of the area looks somewhat rectangular located at 26° 39'N to 87°0'E with the total area 175km^2 (68 sq miles). It was designated at Ramsar site in 17th december, 1987. The neareast city of reserve is Inaurwa.

The study was mainly confined to the introduction , history, location, climate,vegetation, animals(mammals, reptiles), birds and fishes. In regard to the visitor 's accomodation facilities, there is a well provision of hotels, lodges, and a daily bus service(dual) from ktm to kakarvitta, Biratnagar and finally through Jamuha to Kusaha(Hedquarter of Reserve). In additiion phone booths are well managed.

People usually earn their daily livelihoods through fishing as well as tourism industry has been a prominent source of local as well as national income through the reserve.

3.1 How to get?

Daily bus (day and night) service is available from kathmandu to Kakarvitta, Biratnagar.Visitors should get off the bus at Jamuha, 4km from Laukahi walk, 2.5km to reserve headquarter. The road of Kusaha is marked by signboard on the main highway. There is also daily flight to Biratnagar. Visitors flying to Biratnagar will have to take a bus and should stop at Jamuha. The Reserve Headquarter is located at Kusaha, Sunsari district. There are few lodges and tea stalls near the Reserve Headquarter. Visitors are advised to carry first aid kit including medicine for intestinal disorders. There is also a phone booth at the Headquarter.

Campus Chief

Scanned with CamScanner

Chapter 4

METHODOLOGY

Particularly we apply primary as well as secondary methods during survey or research work. In regard to do this, there were both direct as well as indirect methods being applied during study work, which is here by listed below:

4.1 Direct observation (Field visit):

First of all, we visited headquarter of the reserve (Kusha) where we with consulted some workers, staffs, members of the reserve committee together valuable facts and information about the reserve. We got to know about the fisheries, type of fishes, vegetation, fauna, etc. Besides that, we observed the periphery of the reserve with the help of guide and got to know about the climate, biotic resources as well as the conservational status of the reserve.

4.2 Communication with local people:

We applied direct interview methods to gather information about the reserve. The conservation between our team and residents was much more helpful in summarizing facts about-Koshi Tappu wildlife reserve.

4.3 Internet searching and web:

Another or secondary method of the data collection was internet searching. We went through different websites in search of information about the reserve. Google and Google maps were supporting applications during our tasks. Multiple cited facts and information on internet were additional support.

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

Campus Chief

Scanned with CamScanner

5.3 Recommendation:

As we know Koshi Tappu Reserve presently encompass much of the diverse flora and fauna which are the basis of neutrality and reserve desigination to Ramsar list along with the current status and patterns of conservation much plans and programmers need to be initiated and conceptualized in order to make the reserve the best natural reserve among the whole nation which in turn will provide natural diversity flourished tourism industry and a basis for protection to rare as well as endangered spp. Of the area. Some listed recommendation would be similar as:

1. the invasion of the other spp. i.e. invasive spp should be checked properly especially to the aquatic environment which are crucial towards deterioration.
2. Besides that, the species number their population count and even more feeding, breeding shelter etc need to be properly accounted.
3. Government should actively increase the number of workers in the reserve so as to ensure effective conservation as in-situ.
4. Along with rising human effluents and tourisms industry the reserve must be freed away from encroachment pollution as well as illegal poaching hunting as well as anti trade activites.
5. Local people must realize the importance of the reserve and should try to enroll effective conservational measures in order to create property security and a feeling of realization towards the reserve protection.
6. The reserve must be given attention by other conservational agencies as well as Ramsar protection group must be equally mobilized towards the reserve development and to flourish species diversity in addition to the conservation of endangered species of both flora and fauna.

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2040

Campus Chief

Scanned with CamScanner

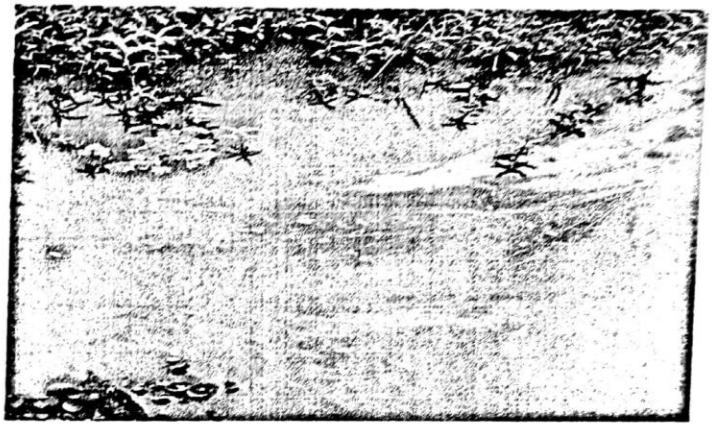
Reference

- *A Report of Koshi Tappu Wildlife Reserve 2015.*
- Baral H. S and Insk (2005), *Important Bird Areas In Nepal key Sites For Conservation Of Birds.*
- *Conservation Nepal, KTM And Bird Life, International Cambridge.*
- *GON/MOFSC (2015), Nepal Biodiversity Strategy And Action Plan (2014-2020). Minestry Of Forest And Soil Conservation.*
- *K. P Karki, T.B(2003), Park-People Conflicts In K. T. W. L. R Our Nature(2003).*

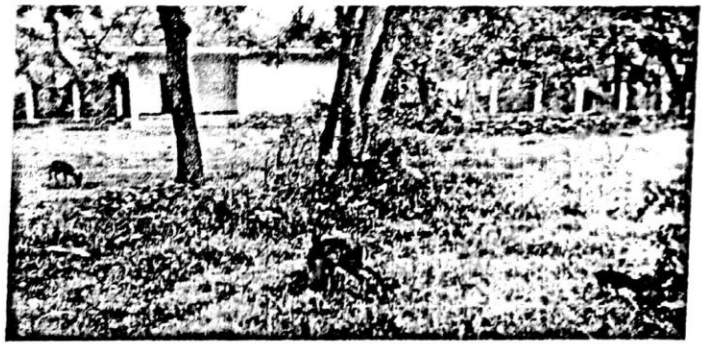
Campus Chief

Scanned with

Vegetation



Aquatic ecosystem



Conserved Deer

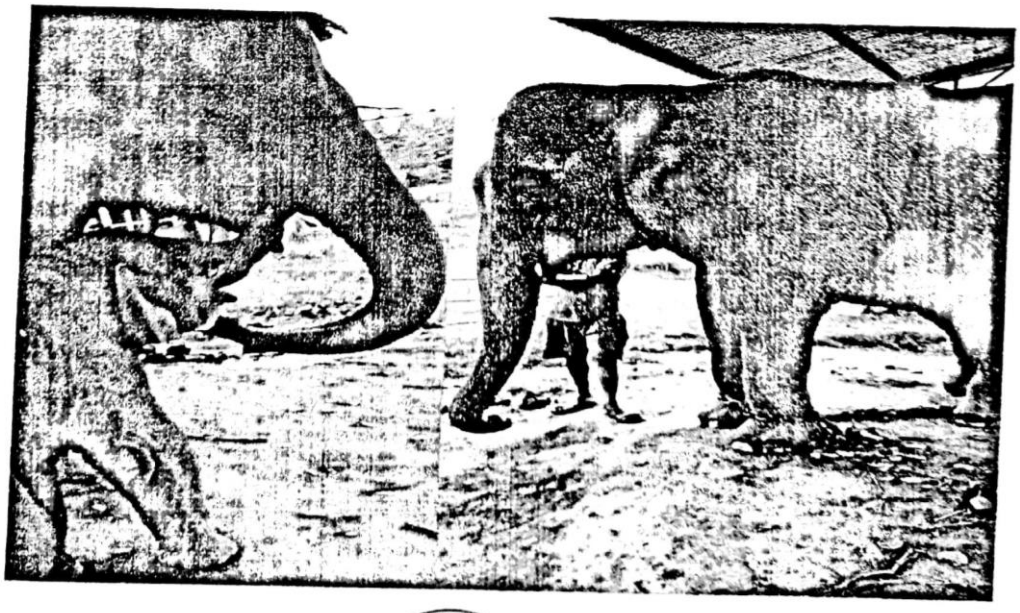
SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA
Estd 2064

Campus Chief

) Scanned with

Annexes

Group photo in front of Koshi-Tappu office



Elephant in hattisar

Scanned with

Campus Chief

Annex 82: Decision for Setting up of Multimedia Projectors

२०७३

आज मिति २०६९ साल मङ्सिर ७ गते आइतवार का दिन धुकुटा बहुमुखी क्याम्पस आन्तरिक गुणस्तर सुनिश्चितता कमिटी (IQAC) को बैठक बसिरहेका संयोजक श्री क्याम्पस प्रमुख श्री चन्द्रमणि राईको अध्यक्षतामा बस्यो। बैठकले निम्न प्रस्तावमाथि छलफल गर्‍यो।

उपस्थिति

१.	श्री चन्द्रमणि राई	- संयोजक	
२	श्री सुरेन्द्रबहादुर थापा	- सदस्य	
३	श्री ललितबहादुर कार्की	"	
४	श्री केशवराज पंतुराई	"	
५	श्री अर्जुनराज अधिकारि	"	
६	श्री मेघनारायण कार्की	"	
७	श्री बलराम पोखरेल	"	
८	श्री इन्द्रप्रसाद तिमिल्सिना	"	
९	श्री गुरुप्रसाद अधिकारी	"	
१०	श्री राजकुमार कोमा	"	
११	श्री नवराज चापागाईं	"	
१२	श्री युवराज खुवेदी	"	
१३	श्री दीपक राई	"	

प्रस्तावहरू:

१. Academic Auditors नियुक्ति सम्बन्धमा
२. स्नातकोत्तर तहमा अध्ययन सम्बन्धमा
३. लक्षित समुदायसम्म सहयोगात्मक पहुँच तथा विस्तार कार्यक्रम सञ्चालन सम्बन्धमा।
४. मल्टि मिडिया प्रोजेक्टर खरिद सम्बन्धमा।
५. पुस्तकालय व्यवस्थापन सम्बन्धमा।
६. क्याम्पसको सेवाग्राहक सेवा निर्माण सम्बन्धमा।
७. पाठ्यक्रम सुधारका थप सुझाव सम्बन्धमा
८. वार्षिक योजना निर्माण सम्बन्धमा।
९. क्यालेण्डर निर्माण सम्बन्धमा।

१०. विद्यार्थी अनुभव सर्वेक्षण सम्बन्धमा ।
११. व्यावसायिक समुदाय सम्बन्ध सर्वेक्षण सम्बन्धमा ।
१२. प्राथमिक उपचार एकाइ गठन सम्बन्धमा

प्रस्ताव नं. १. शैक्षिक लेखापरीक्षक Academic Auditors नियुक्ति सम्बन्धमा छलफल गर्दा यस व्यावसायको शैक्षिक गुणस्तर लगायत विविध पक्षको मूल्याङ्कन गरी Academic Audit तयार गर्ने रहेछ। जो प्रतिवेदन IQAC मा पेश गर्नुका साथै १ महिनाको समय सीमा तोकेर कार्य गर्ने जिम्मेवारी सहित १ Academic Auditors को कार्यदल निर्माण गर्ने निर्णय गरियो। यस कार्यदलले आ.व. को शैक्षिक गतिविधिको लेखा परीक्षण गरी प्रतिवेदन बुझाउनु पर्ने छ। सो को लेखा सुविधा सम्बन्धमा व्यावसायको ~~[illegible]~~ परामर्श हुने छ।

१. संयोजक - डा. अर्जुनकुमार बराल
२. सदस्य - डा. उद्धवप्रसाद पोखरेल
३. सदस्य - डा. रमेश घिमिरे

प्रस्ताव नं. २ स्वमूल्याङ्कन फाराम अध्ययन सम्बन्धमा छलफल गर्दा विभिन्न विभागहरु मार्फत प्राप्त भएका प्राध्यापकहरुका स्वमूल्याङ्कन फाराम तयार तथा टेवोट गरी अध्ययन गरियो। आउन बाँकि रहेका स्वमूल्याङ्कन फाराम यथाशिघ्र प्राप्त गरी तोकिएका जिम्मेवार व्यक्तिबाट अध्ययन तथा मूल्याङ्कन गरी साथै २ पत्रको अन्तिम निर्णय आगामी बैठकबाट गर्ने सहमति गरियो।

→

प्रस्ताव नं. ३ लक्षित समुदाय स्वस्थ सहायताद्वारा पहुँच तथा विस्तार कार्यक्रम सञ्चालन सम्बन्धमा छलफल गर्ने का.व. २०६९।१०६ को नीति, कार्यक्रम र बजेटमा समेत उल्लेख भए बमोजिम व्यावसायिक सेवा क्षेत्र मित्रता कुने विद्यालयमा विद्यालय र बाल क्लिनिकको आवश्यकतालाई मध्यनजर गर्दै यस संग सम्बन्धित समितिले आवश्यक गृहकार्य गरेर IQAC मा जानकारी गराउने लागि अनुरोध गर्ने र IQAC समेतको सिफारिशका आधारमा व्यावसायिक सञ्चालक समितिबाट निर्णय गरेपछि बजेटमा उल्लेख भएको ३ वटा बाल स्वास्थ्य सहायताद्वारा पहुँच तथा विस्तार कार्यक्रम सञ्चालन गर्ने निर्णय गरियो।

प्रस्ताव नं. ४ माटो मिडिया प्रोजेक्ट जडान सम्बन्धमा छलफल गर्दा डडेलधुरा उपप्रमुख- ज्यूले शिक्षण सिकाइ क्रियाकलापलाई सहज सापेक्ष प्रविधि मैत्री बनाउने उद्देश्यले यस का.व.को बजेटमा उल्लेख भए बमोजिम थप २६ वटा माटो मिडिया प्रोजेक्ट खरिद गर्ने र उक्त माटो मिडिया प्रोजेक्टर कक्षा नं. ८, ९, १०, ११, १२, १४, १५, १८, १९, २०, २१, २२, १११, ११९, ११६, १२०, १२१, समाहल, १११, १११ र शिक्षण भवनको चौथो तलामा व्यवस्थापन गरिएको बी.बी.ए. को कक्षा कोठामा ४ वटा जडान गर्ने निर्णय गरियो। यस बोर्डको गत वर्षे देखि नै सञ्चालनमा रहेका माटो- मिडिया प्रोजेक्टर थप आवश्यकता अनुसार सञ्चालनमा ल्याउने निर्णय गरियो।

प्रस्ताव नं. ५ पुस्तकालय व्यवस्थापन सम्बन्धमा छलफल गर्दा पुस्तकालय व्यवस्थापन समितिको योजनालाई व्यवस्थित ढङ्गले सञ्चालन गर्न सहयोग पुऱ्याउने निर्णय गरियो। पुस्तकालयमा Open Access दिने, eLibrary सञ्चालन गर्ने, वाचनालयलाई व्यवस्थित बनाउने गरी आम्दानीले विनियोजन गरेको बजेटको खर्च सदुपयोग समेत गर्ने निर्णय गरियो।

प्रस्ताव नं. ६ क्याम्पसको संगठनात्मक संरचना निर्माण सम्बन्धमा छलफल गर्दा SAT र पदाधिकारी समेतको सहयोगमा क्याम्पसको संगठनात्मक संरचनाको प्रस्ताव तयार गरिएको हुँदा आगामी सञ्चालक समिति समक्ष निर्णयार्थ लैजाने निर्णय गरियो।

प्रस्ताव नं. ७ पाठ्यक्रम सुधारका लागि सुझाव सम्बन्धमा छलफल गर्दा विषय शिक्षकले सिकाइ गर्दा अनुभूति गरिएका कमिकाट र इतर आवश्यक नहुने विषयका पाठ्यक्रम तथा पाठ्यवस्तुका सन्दर्भमा आफ्ना आफ्ना विषय विभागमा छलफल गरी पाठ्यक्रमका आवश्यक थपिएको सुधारका लागि IQAC ले सबै विषय विभाग र सङ्कायहरूबाट सुझावका लिखित आदेश गर्ने र सुझाव प्राप्त भएमा पाठ्यक्रम सुधारका लागि सरोकारवाला निकायमा प्रेषण गर्ने निर्णय गरियो।

प्रस्ताव नं. ८ वार्षिक योजना निर्माण सम्बन्धमा छलफल गर्दा सबै विषय विभाग, कार्यक्रम, सङ्काय का आफ्ना आफ्ना वार्षिक योजना माग गर्ने र विभागीय प्रमुख, सङ्कायहरू तथा कार्यक्रम प्रमुख र पदाधिकारीको सहभागितामा प्रस्तावले वार्षिक कार्ययोजना निर्माण गरी IQAC मार्फत क्याम्पस सञ्चालक समितिमा पेश गर्ने। यी विविध कार्यहरू र क्याम्पसको

Annex 83: List of Laptops, Desktops & MM Projectors

सुकुना बहुमुखी क्याम्पस

सुन्दरहैँचा १२, मोरङ

डेस्कटप कम्प्युटर विवरण

क्र.स.	ब्रान्डको प्रकार र विवरण	खरिद मिति	प्रयोजन/ उद्देश्य (कक्षा शिक्षण/ कार्यालय प्रयोजन)	जिम्मेवारी (कार्यालय प्रमुख/शाखा प्रमुख /व्यक्तिको नाम)	जिम्मेवारी लिए/ दिएको मिति	कैफियत
१	Dell Desktop	आ.व.	कार्यालय प्रयोजन	-	-	
२	Dell 11-90	२०७४/०८/१५	ICT ल्याब	अर्जुन महतो	२०७४/१०/१५	
३	" 11-50	२०७६/१०/१२	BBA ल्याब	कुछ प्रसाद पाण्डे	२०७६/१०/१२	
४	" -90	२०७६/१०/१९	कार्यालय प्रयोजन (कक्षा)	शिक्षा सहायक	२०७६/१०/१९	
५						
६						
७						
८						
९						
१०						

शाखा प्रमुखको नाम र हस्ताक्षर:

तयारी मिति:

क्याम्पस प्रमुख

जम्मा थान:- 84 +14 +4 = 102

सुकुना बहुमुखी क्याम्पस

सुन्दरहरैंचा १२, मोरङ

ल्यापटप कम्प्युटर विवरण

क्र.स.	ब्रान्डको प्रकार र विवरण	खरिद मिति	प्रयोजन/ उद्देश्य (कक्षा शिक्षण/ कार्यालय प्रयोजन)	जिम्मेवारी (कार्यालय प्रमुख/शाखा प्रमुख /व्यक्तिको नाम)	जिम्मेवारी लिए/ दिएको मिति	कैफियत
१	MSi - २० थान	२०६९।०३।२८	कक्षा शिक्षण	विवरण हेर्नुहोस	२०६९।०३।२०	
२	Dell - १६ "	२०६०।०८।२०	कक्षा शिक्षण तथा कार्यालय प्र.	" " RMC-1	२०६०।०८।२०	
३	lenovo - १२ "	२०७३।०२।२६	" "	" "	२०७३।०२।२६	
४	Dell - १२ "	२०६४।०१।१५	" "	" "	२०६४।०१।१५	
५	Dell - १४	२०६५।०४।३	" "	" "	२०६५।०४।०३	
६	Dell - १४	२०६६।०४।०२	" "	" "	२०६६।०४।०६	
७	Acer - १४	२०६६।१०।१९	" "	खेर शाखा	२०६६।१०।१९	
८	१०२ थान					
९						
१०						

शाखा प्रमुखको नाम र हस्ताक्षर:

०६६।११।३०

क्याम्पस प्रमुख

तयारी मिति:

24 + 3 = 27
जम्मा थान

सुकुना बहुमुखी क्याम्पस

सुन्दरहरैंचा १२, मोरङ

मल्टिमिडिया प्रोजेक्टर विवरण

क्र.स.	ब्रान्डको प्रकार र विवरण	खरिद मिति	प्रयोजन/ उद्देश्य (कक्षा शिक्षण/ कार्यालय प्रयोजन)	जिम्मेवारी (कार्यालय प्रमुख/शाखा प्रमुख /व्यक्तिको नाम)	जिम्मेवारी लिए/ दिएको मिति	कैफियत
१	Epson - 90	[illegible]	कक्षा शिक्षण	—	—	
२	Epson - 80	2068/10/21	〃 〃	—	—	
३	BenQ - 2		सेमिनार हल क्याबिन	—	—	
४						
५						
६						
७						
८						
९						
१०						

शाखा प्रमुखको नाम र हस्ताक्षर: [illegible] 068/19/30

क्याम्पस प्रमुख

तयारी मितिः

सुकुना बहुमुखी क्याम्पस
सुन्दरहरैंचा नगरपालिका, मोरङ
स्था.: २०४८

1932

ल्यापटप वितरणसम्बन्धी विवरण

विश्वविद्यालय अनुदान आयोग र यस क्याम्पसबीच भएको सम्झौताअनुसार उच्च शिक्षा सुधार परियोजनाअन्तर्गत खरिद गरिएका **ल्यापटप कम्प्युटर** मापदण्ड निर्धारण समितिको सिफारिसका आधारमा तपसिलका प्राध्यापकहरूलाई वितरण गरिएको बेहोरा प्रमाणित गरिन्छ ।

वितरण मिति ०७६/०४/०६ गते

तपसिल

क्र.सं.	नाम	पद	कैफियत
१	नरप्रसाद भण्डारी	HERP Focal Person	कार्यालय प्रयोजनका लागि
२	शक्तिकपुर थापा	शिक्षण सहायक	
३	फडिन्द्रकुमारी भण्डारी	शिक्षण सहायक	
४	तुलसीराम पौडेल	शिक्षण सहायक	
५	धर्मकुमारी कालाखेती	शिक्षण सहायक	
६	मदनबहादुर थापा	शिक्षण सहायक	
७	कल्पना मिश्रा	शिक्षण सहायक	
८	हेमराज दाहाल	शिक्षण सहायक	
९	राजकुमार निरौला	शिक्षण सहायक	
१०	जितेन्द्र लिम्बू	शिक्षण सहायक	
११	लेखबहादुर धिमाल	शिक्षण सहायक	
१२	रमेश खतिवडा (ख)	शिक्षण सहायक	
१३	विराज सुवेदी	शिक्षण सहायक	
१४	मोहनकुमार कार्की	शिक्षण सहायक	

रेकर्ड किपर ६६।१९।३०

सुकुना बहुमुखी क्याम्पस सुन्दरहरैचा नगरपालिका, मोरङ स्था.:२०४८

क्याम्पस प्रमुख ६६।१९।३०

क्याम्पस प्रमुख

ल्यापटप वितरणसम्बन्धी विवरण

विश्वविद्यालय अनुदान आयोग र यस क्याम्पसबीच भएको सम्झौताअनुसार उच्च शिक्षा सुधार परियोजनाअन्तर्गत खरिद गरिएका **ल्यापटप कम्प्युटर** मापदण्ड निर्धारण समितिको सिफारिसका आधारमा तपसिलका प्राध्यापकहरूलाई वितरण गरिएको बेहोरा प्रमाणित गरिन्छ ।

वितरण मिति ०७५/०५/०३ गते

तपसिल

क्र.सं.	नाम	पद	कैफियत
१	प्रेमप्रसाद भट्टराई	क्याम्पस प्रमुख	कार्यालय प्रयोजनका लागि
२	बलराम पोखरेल	उपप्राध्यापक	
३	माया देवान	शिक्षण सहायक	
४	कृष्णप्रसाद आचार्य	शिक्षण सहायक	
५	महेशप्रसाद रेग्मी	शिक्षण सहायक	
६	अतुल भट्टराई	शिक्षण सहायक	
७	उमा ढुङ्गेल	शिक्षण सहायक	
८	नारायणप्रसाद सिग्देल	शिक्षण सहायक	
९	ज्ञानेन्द्र अधिकारी	शिक्षण सहायक	
१०	सूर्यप्रसाद अधिकारी	कर्मचारी	
११	रीता भण्डारी	कर्मचारी	
१२	पुष्पराज घिमिरे	कर्मचारी	
१३	लोकप्रकाश भट्टराई	कर्मचारी	
१४	विकास अधिकारी	कर्मचारी	

रेकर्ड ०७६/१११/३०

०७६/१११/३०

क्याम्पस प्रमुख

ल्यापटप वितरणसम्बन्धी विवरण

विश्वविद्यालय अनुदान आयोग र यस क्याम्पसबीच भएको सम्झौताअनुसार उच्च शिक्षा सुधार परियोजनाअन्तर्गत खरिद गरिएका **ल्यापटप कम्प्युटर** मापदण्ड निर्धारण समितिको सिफारिसका आधारमा तपसिलका प्राध्यापकहरूलाई वितरण गरिएको बेहोरा प्रमाणित गरिन्छ ।

वितरण मिति ०७४/०१/२५ गते

तपसिल

क्र.सं.	नाम	पद	कैफियत
१	चन्द्रमणि राई	HERP Focal Person	कार्यालय प्रयोजनका लागि
२	दीपकप्रसाद न्यौपाने	शिक्षण सहायक	
३	वासुदेव दाहाल	शिक्षण सहायक	
४	दीपक गौतम	शिक्षण सहायक	
५	जीवन सापकोटा	शिक्षण सहायक	
६	नीलकण्ठ दाहाल	शिक्षण सहायक	
७	टीकाप्रसाद उपाध्याय	शिक्षण सहायक	
८	दीपक भण्डारी	शिक्षण सहायक	
९	खगेन्द्रराज दाहाल	शिक्षण सहायक	
१०	रमेश खतिवडा क	शिक्षण सहायक	
११	प्रमिला गुरागाईं	कर्मचारी	
१२	युवराज सुवेदी	कर्मचारी	

रेकर्ड [illegible] १९१३०

क्याम्पस प्रमुख १९१३०

क्याम्पस प्रमुख

पुकुना बहुमुखी क्याम्पस सुन्दरहरैंचा नगरपालिका, मोरङ स्था.:२०४८

३

ल्यापटप वितरणसम्बन्धी विवरण

विश्वविद्यालय अनुदान आयोग र यस क्याम्पसबीच भएको सम्झौताअनुसार उच्च शिक्षा सुधार परियोजनाअन्तर्गत खरिद गरिएका **ल्यापटप कम्प्युटर** मापदण्ड निर्धारण समितिको सिफारिसका आधारमा तपसिलका प्राध्यापकहरूलाई वितरण गरिएको बेहोरा प्रमाणित गरिन्छ ।

वितरण मिति ०७३/०२/२६ गते

तपसिल

क्र.सं.	नाम	पद	कैफियत
१	विनोद भट्टराई	उपप्राध्यापक	
२	सुकदल लिम्बू	उपप्राध्यापक	
३	तोर्णराज पौडेल	उपप्राध्यापक	
४	अशोककुमार राई	उपप्राध्यापक	
५	शङ्कर देवान	उपप्राध्यापक	
६	प्रमोद निरौला	उपप्राध्यापक	
७	गुणराज नेपाल	उपप्राध्यापक	
८	बालकृष्ण खड्का	शिक्षण सहायक	
९	कृष्णप्रसाद भुर्तेल	शिक्षण सहायक	
१०	बालकुमार कालाखेती	शिक्षण सहायक	
११	खगेन्द्रप्रसाद सुवेदी	शिक्षण सहायक	
१२	प्रदीप पोखरेल	कर्मचारी	

रेकर्ड किपर 2073/9/30

क्याम्पस प्रमुख 2073/9/30

एकीकृत बहुमुखी क्याम्पस धरानचोक नगरपालिका, सुनसरी स्था.:२०४८

क्याम्पस प्रमुख

४

ल्यापटप वितरणसम्बन्धी विवरण

विश्वविद्यालय अनुदान आयोग र यस क्याम्पसबीच भएको सम्झौताअनुसार उच्च शिक्षा सुधार परियोजनाअन्तर्गत खरिद गरिएका **ल्यापटप कम्प्युटर** मापदण्ड निर्धारण समितिको सिफारिसका आधारमा तपसिलका प्राध्यापकहरूलाई वितरण गरिएको बेहोरा प्रमाणित गरिन्छ ।

वितरण मिति ०७०/०८/२० गते

तपसिल

क्र.सं.	**नाम**	**पद**	**कैफियत**
१	पीतकुमार श्रेष्ठ	उपप्राध्यापक	
२	प्रेमबहादुर तामाङ	उपप्राध्यापक	
३	डा. मोहनकुमार तुम्बाहाङ	उपप्राध्यापक	
४	अर्जनराज अधिकारी	उपप्राध्यापक	
५	हरिराम लिम्बू	उपप्राध्यापक	
६	गणेशप्रसाद दाहाल **२ थान**	उपप्राध्यापक	RMC Office प्रयोजनका लागि १ थान
७	नरेन्द्रकुमार राई	उपप्राध्यापक	
८	मुक्तिनाथ दाहाल	उपप्राध्यापक	
९	हर्कबहादुर गुरुङ	उपप्राध्यापक	
१०	गेहेन्द्र खनाल	उपप्राध्यापक	
११	उमादेवी गुरागाई	उपप्राध्यापक	
१२	ठाकुरप्रसाद सुवेदी	उपप्राध्यापक	
१३	देवीप्रसाद गौतम	कर्मचारी	
१४	प्रकाश मास्के	कर्मचारी	
१५	देवराज गिरी	कर्मचारी	

रेकर्ड किपर
०८/१११/२०

क्याम्पस प्रमुख

ल्यापटप वितरणसम्बन्धी विवरण

विश्वविद्यालय अनुदान आयोग र यस क्याम्पसबीच भएको सम्झौताअनुसार उच्च शिक्षा सुधार परियोजनाअन्तर्गत खरिद गरिएका **ल्यापटप कम्प्युटर** मापदण्ड निर्धारण समितिको सिफारिसका आधारमा तपसिलका प्राध्यापकहरूलाई वितरण गरिएको बेहोरा प्रमाणित गरिन्छ ।

वितरण मिति ०६९/०३/३० गते

तपसिल

क्र.सं.	नाम	पद	कैफियत
१	प्रेमप्रसाद भट्टराई	उपप्राध्यापक	
२	लक्ष्मीकुमार श्रेष्ठ	उपप्राध्यापक	
३	मोहनप्रसाद काफ्ले	उपप्राध्यापक	
४	कान्ता सुवेदी	उपप्राध्यापक	
५	चन्द्रमणि राई	उपप्राध्यापक	
६	मोहनप्रसाद श्रेष्ठ	उपप्राध्यापक	
७	केशवराज भट्टराई	उपप्राध्यापक	
८	मेघनारायण श्रेष्ठ	उपप्राध्यापक	
९	भानुभक्त भण्डारी	उपप्राध्यापक	
१०	उमानाथ भट्टराई	उपप्राध्यापक	
११	गुरुप्रसाद अधिकारी	उपप्राध्यापक	
१२	लक्ष्मीप्रसाद गुरागाई	उपप्राध्यापक	
१३	विदुर सुवेदी	उपप्राध्यापक	
१४	केदारमान श्रेष्ठ	उपप्राध्यापक	
१५	जनार्दन गुरागाई	उपप्राध्यापक	
१६	हरिबहादुर खत्री	उपप्राध्यापक	
१७	इन्द्रप्रसाद तिम्सिना	उपप्राध्यापक	
१८	ध्रुवप्रसाद नेपाल	उपप्राध्यापक	
१९	नरप्रसाद भण्डारी	उपप्राध्यापक	
२०	युवराज सिटौला	उपप्राध्यापक	

रेक्डु किपर ०६९/९/३०

२०६९/९/३०

क्याम्पस प्रमुख

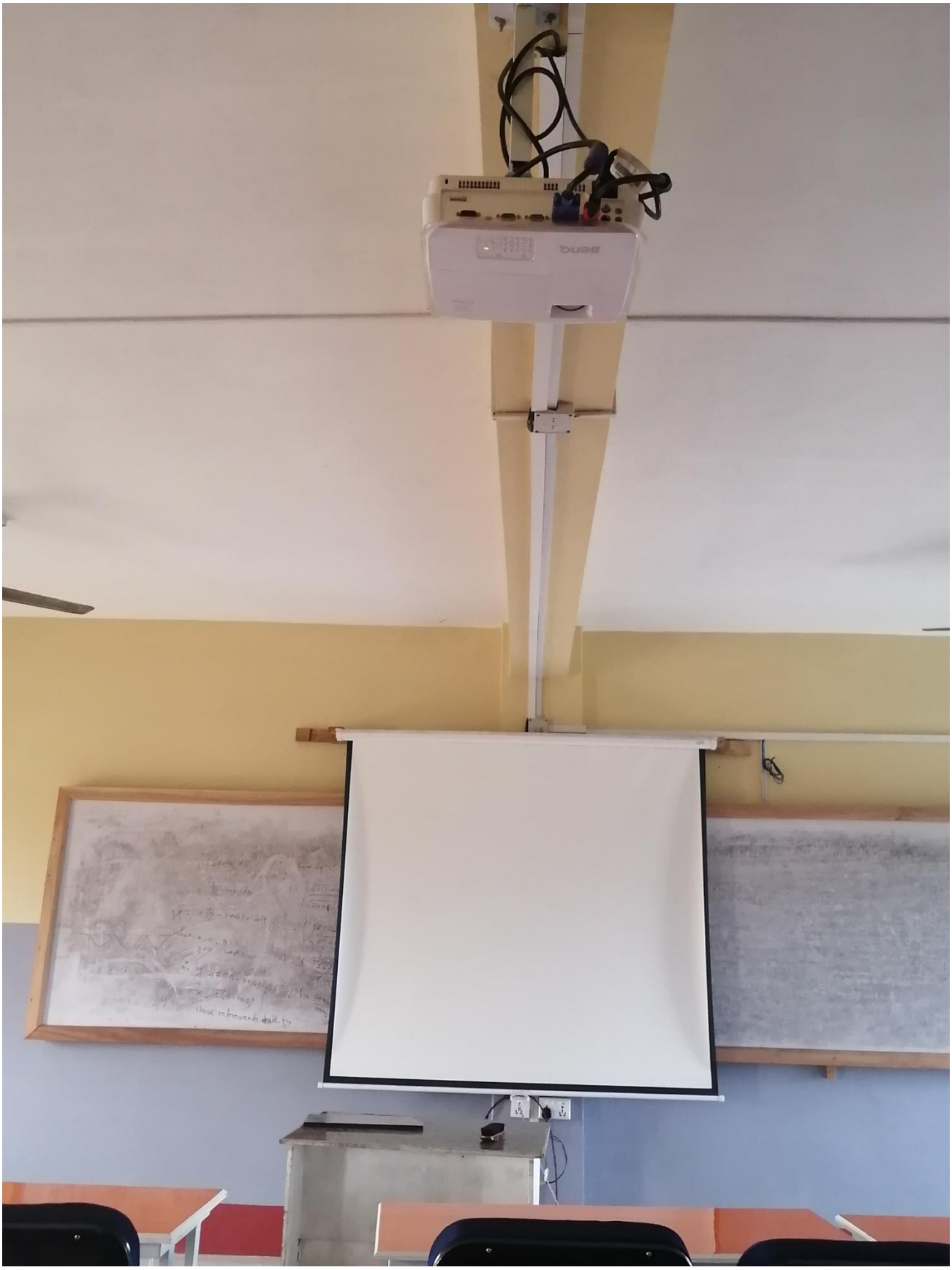
स्था : २०४८

६

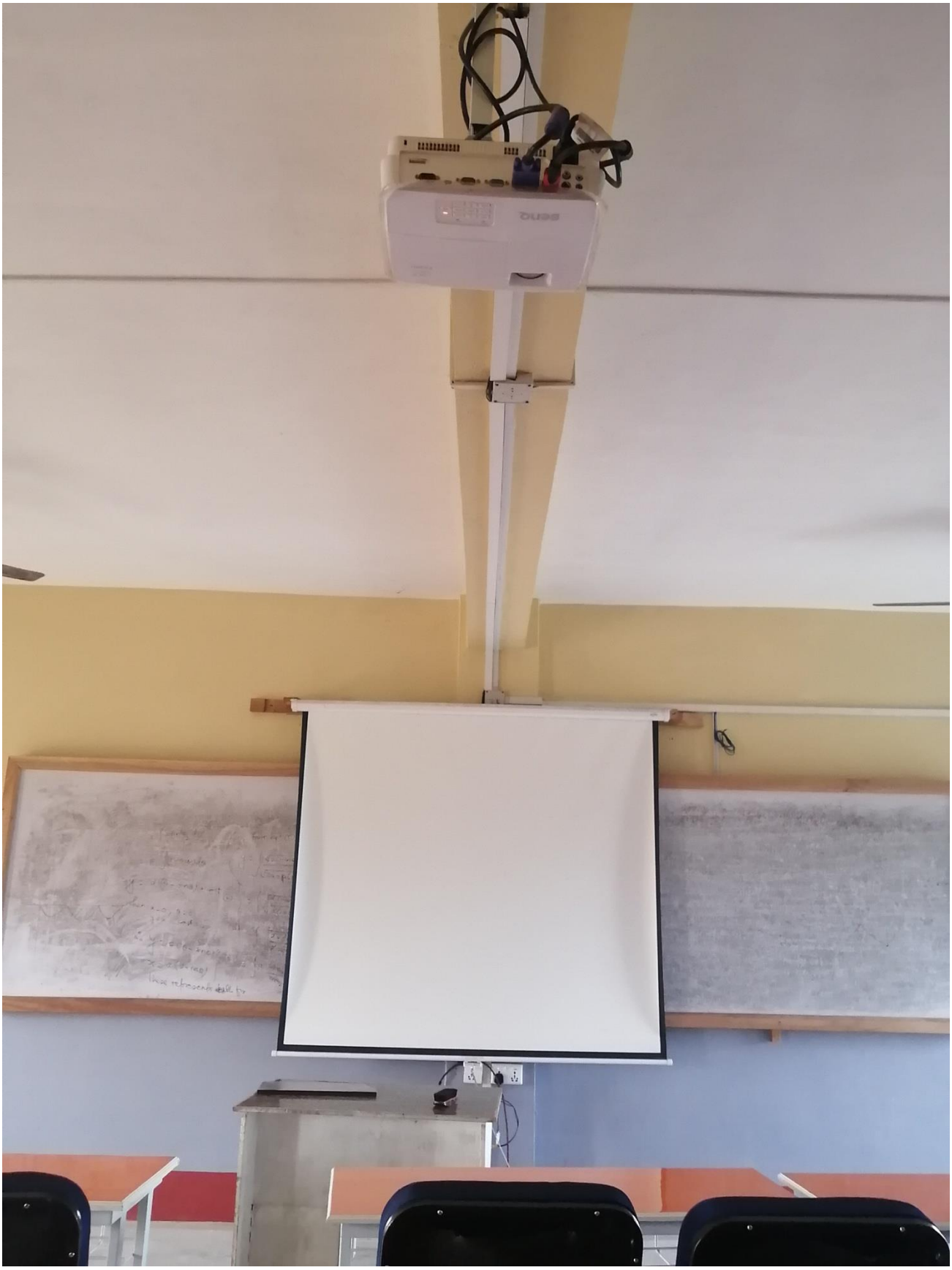
Annex 84: Photographs of the Computer Lab and Classroom with MM Projectors

1940

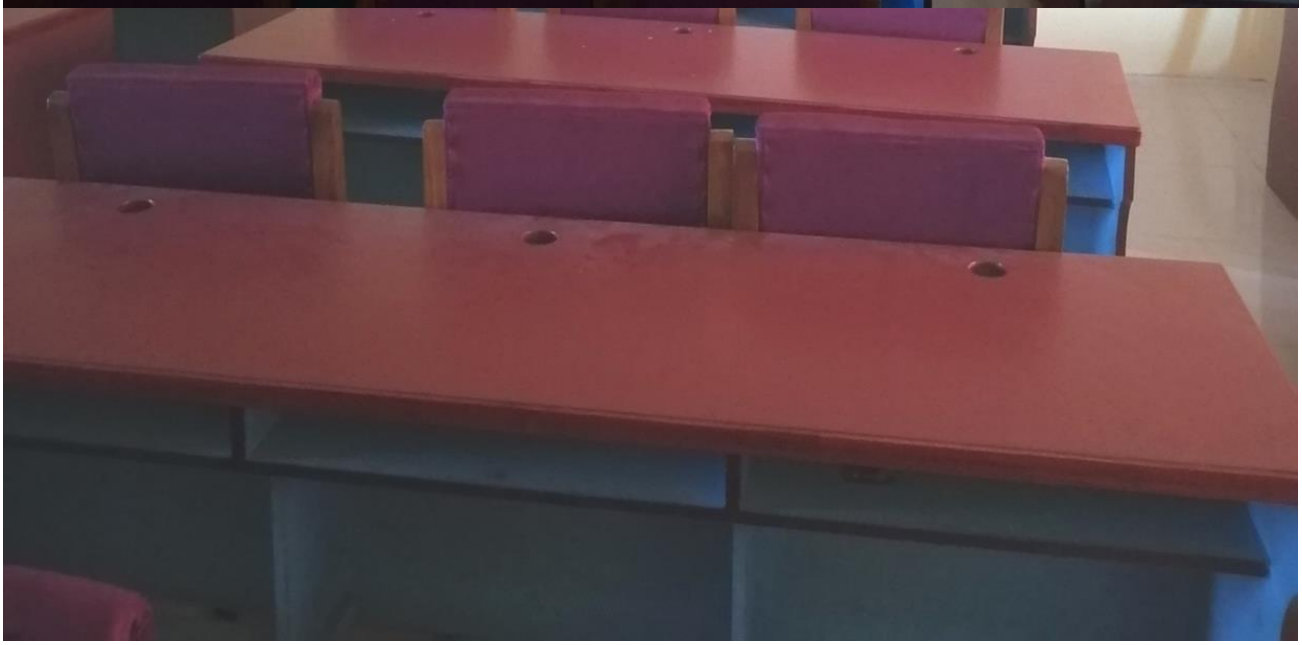
1941



1942

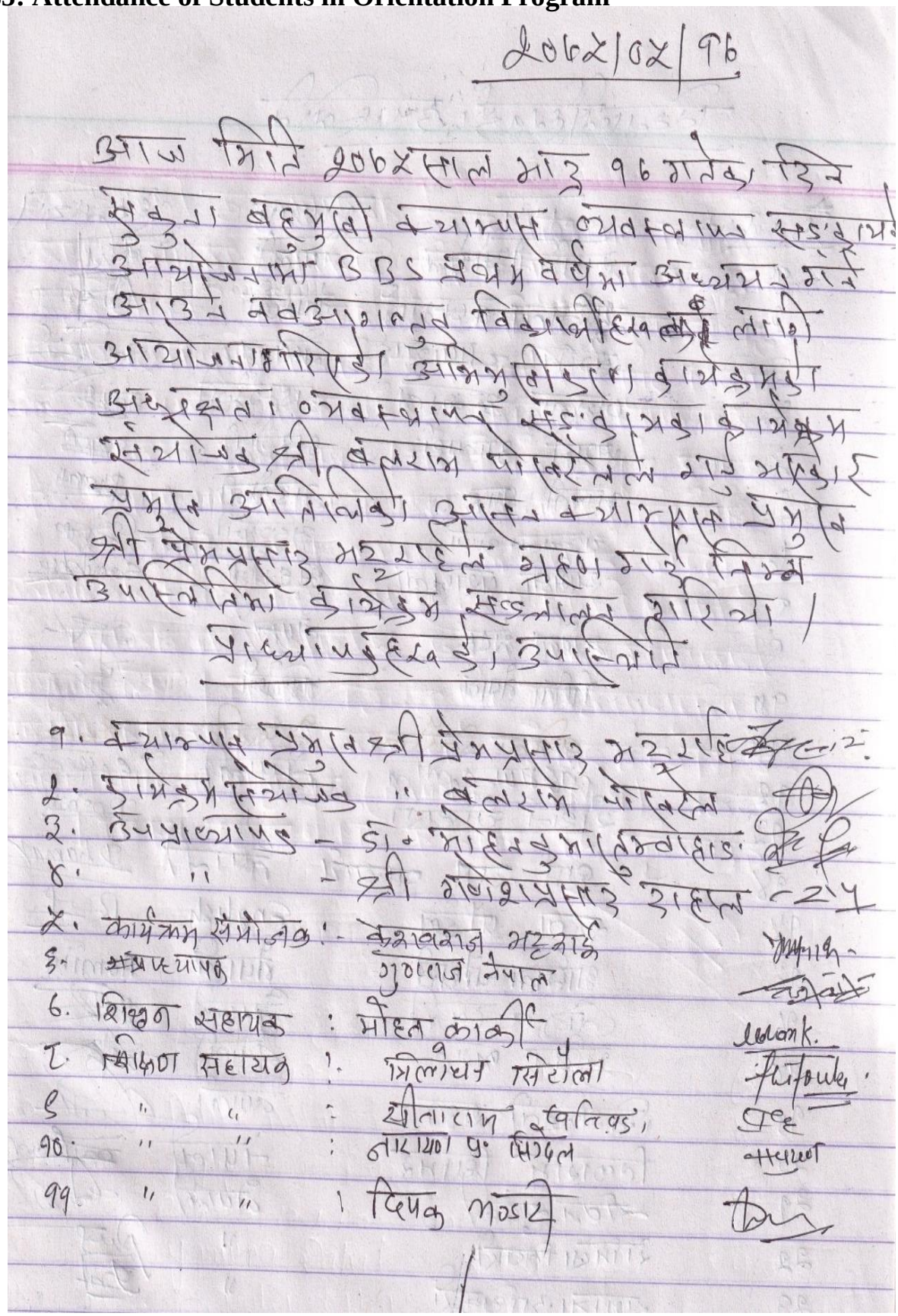


1943



1944

Annex 85: Attendance of Students in Orientation Program



२०६२/०२/१६

आज मिति २०६२ साल माघ १६ गते, दिन शुक्रवार बहुमुखी क्याम्पस व्यवस्थापन संकायको आयोजनामा BBS प्रथम वर्षमा अध्ययनरत नवआगन्तुक विद्यार्थीहरूको लागी आयोजना गरिएको अभिमुखीकरण कार्यक्रमको उद्घाटन व्यवस्थापन संकायका कार्यक्रम संयोजक श्री केशवराज भट्टराई ज्यूको अध्यक्षतामा क्याम्पस प्रमुख श्री प्रेमप्रसाद भट्टराईज्यूको मञ्चासीन भई दीप प्रज्वलन गरी कार्यक्रम सञ्चालन गरियो।

प्रमुखहरु, उपस्थिति

१. क्याम्पस प्रमुखश्री प्रेमप्रसाद भट्टराई
२. कार्यक्रम संयोजक " केशवराज भट्टराई
३. उपप्राध्यापक - डा. मोहनकुमार्तिम्बाडा
४. " - श्री गणेशप्रसाद शर्मा
५. कार्यक्रम संयोजक : केशवराज भट्टराई
६. प्रवक्ता गुणराज नेपाल
6. शिक्षण सहायक : मोहन काकी
८. शिक्षण सहायक : गिरीधर रसेली
९ " " : गीताराम खतिवडा
१०. " " : नारायण पु. सिंजेल
११ " " : दिपक गजुरेल

विद्यार्जीहरुको उपस्थिति

क्र.सं.	नाम	माध्यम	हस्ता
१	सावित्री पोखरेल	नेपाली	
२	सुस्मिता वजगाई	नेपाली	
३	संगीता चापागाई	नेपाली	
४	जमुना ढकाल	अङ्ग्रेजी	
५	सगुन आचार्य	अङ्ग्रेजी	
६	भारती शाह	अङ्ग्रेजी	
७	चञ्चला थापा	अङ्ग्रेजी	
८	समिक्षा पराजुली	अङ्ग्रेजी	
९	सबिता श्रेष्ठ	नेपाली	
१०	विनिता नेपाल	अङ्ग्रेजी	
११	बबिता निरौला	नेपाली	
१२	लक्ष्मण दुलाल	नेपाली	
१३	रोशन चौधरी	"	
१४	धर्म राम आचार्य	नेपाली	
१५	रुना पौडेल	English	
१६	आस्मिता चौधरी	नेपाली	
१७	सुष्मा बलायर	नेपाली	
१८	सुविन भण्ट	नेपाली	
१९	चित्रजिती शाह	नेपाली	
२०	टिकाराम किमिरे	नेपाली	
२१	रविन सुवेदी	नेपाली	
२२	रोमिला तिवारी	"	
२३	सुमित्रा अधिकारी	"	
२४	रश्मि बान्तवा	"	
२५	अमित खवास	"	
२६	हेम ब. पौडेल	"	
२८	रोशना खवास	"	
२९	सुस्मा खवास	"	
३०	राम कुमार थापा	"	
३१	मनोज अधिकारी	"	
३२	विशाल कुमार चौधरी	"	
	राम नारायण नामी	"	

क्र.सं.	नाम	मान्यता	हस्ताक्षर
33	sushan pradan	Eng	
34	Ayush Rajbhandari	Eng	
35	Roshni Rai	Eng	
36	Roshan khanni	eng	
37	Rabin Thapa	Eng	
38	Mahendra Dhakal	Eng.	
39	Roshan Dhakal	Eng.	
40	Nabin Khatiwada	Eng.	
41	kushal cho lehatsi	Eng	
42	Ramjit mehta	eng	
43	Rupak Kafle	Nepali	
44	Tapan Neupane	"	
45	Mahendera Sherpa	"	
46	Kisbita pokhrel	Eng	
47	pratima kattel	Eng	
48	Barsha Dhakal	Eng	
49	Durga Karki	Nepali	Durga
50	Sabitra Nepali	"	
51	Manju Bista	"	
52			
53			

प्रस्तुत अभिमुखिकरण कार्यक्रमलाई दुई चरणमा गरिएको थियो। उद्घाटन सत्रको कार्यपत्रिका व्यवस्थापन सङ्कायका संयोजक डा. बलराम पोखरेलले गर्नु भएको थियो। उक्त कार्यक्रममा अङ्ग्रेजी विभागका प्राध्यापक डा. मोहन कुमार तुम्बाहाङ्फेलज्यू प्रमुख अतिथि हुनुभयो, स्वागत गर्नु भएको थियो। क्याम्पसले पुऱ्याउने सेवा सुविधा र अनुशासनका विषयमा

आफ्ना धारला साथै नवआवन्तुक विद्यार्थी
लाई स्वागत गरी मरुवो थियो। उद्घाटन कार्य
को अन्तमा विविध अध्ययन गरे विद्यार्थीहरु
पालन गरी पर्ने नियम र सेवा सुविधा को विषय
व्यवस्थापन सङ्कायका संयोजन श्री बलराम पोखरे
स्पष्ट गरी मरुवो थियो। कार्यक्रमको अन्तमा
अङ्ग्रेजी विभागका सहायक तथा उपप्राध्यापक
गुणराज नेपालले power point slide बाट
~~[illegible]~~ वि.वि.एड. प्रथम वर्षका आउने नवआग
विद्यार्थीहरुलाई उच्च शिक्षाका सम्बन्धमा
अभिमुखीकरण गरी मरुवो थियो। यस कार्य
-क्रमको सञ्चालन अनुसन्धान तथा
रुकाइ (RMC - Sukuna) का प्रा.डा. गणेशप्र
दहाल ले सञ्चालन गरी मरुवो थियो।

आज मिति २०७५ साल फागुन १३ गते सोमबारका दिन यस सु० व० क्या, सुन्दरहैंचा, मोरङमा, व्यवस्थापन सङ्काय रम० वी० एड० प्रथम सिमेस्टरमा नयाँ भर्ना हुन चाहने विद्यार्थीहरुलाई क्याम्पसको नीति, प्रक्रिया, विषयगत शिक्षकहरुका अध्ययन अध्यापनका विधिका बारेमा अभिमुखीकरण कार्यक्रम सञ्चालनमा उपस्थित प्राध्यापक तथा विद्यार्थीहरु तपसिल बमोजिम रहेको छ।

उपस्थिति

१. श्री बलराम पोखरेल, कार्य० व्यवस्थापन सङ्काय
२. श्री लक्ष्मीप्रसाद गुरागाईं सदस्य "
३. श्री ध्रुवप्रसाद नेपाल " "
४ श्री नरेन्द्रकुमार राई " "
५ श्री अशोककुमार राई " "
६ श्री उमेश उप्रेती " "
७. श्री बालकुमार कुलाबेती " "
८ श्री गुणराज नेपाल " "
९ श्री खगेन्द्रराज दाहाल " "
१०. श्री अर्जुनराज आधिकारी सहायक क्या० प्र०
११. श्री सुन्दरलाल [illegible]
१२. श्री गणेश प्र० दाहाल
१३. श्री त्रिलोचन खतिवडा
१४ श्री दिपक गौतम
१५ श्री सीताराम खतिवडा
१६. श्री इन्द्र ब० सेन्ती
१७. " लक्ष्मीकुमार श्रेष्ठ (व्यायपन प्रमुख)
१८ " अमृतप्रसाद आचार्य

विद्यार्थीको उपस्थिति

क्र.सं.	विद्यार्थीको नाम	फोन नं.	हस्ताक्षर
1	सेला खतिवडा	9863618989	
2	दुर्गा दाहाल	9862221616	
3	सीता संग्रौला	9842302777	
4	Dapti Sherpa	9842256106	
5	सुजन खत्री	9812316532	
6.	Kiran Adhikari	9862178465	
7.	Pratiksha Panta	9865701145	
8.	Pratima Dahal	9842315333	
9.	माया राई	9862746871	
10	Sangita Chaudhary	9800974475	
11.	Sonika Adhikari	9862057768	
12.	Kushum Dhakal	9812332638	
13.	Shankar Singh Tamang	9842545712	
14.	Ashish Dhakal	9804390669	
15	Sanjiv Katuwal	9812346609	
16.	Nirmala Ghimire	9842163318	
17.	Binod B.K.	9824590690	
18	Arju Basnet	9819051252	
19	Rachana Khadka	9805375942	
20.	Sabita Khatiwada	9842380122	
21	Jiwan Basnet	9852023428	
22.	Ritesh Gajurel	9862133483	
23.	Arati Rai	9817201400	
24.	Taiwan Rai	9804347753	
25	Sugal Bhattarai	9842585463	
26.	Samir Koirala	9803712442	
27.	Milan Dahal	9823431148	
28.	Sujana Ghimire	9816312638	
29.	Yogaraj Khanal	9862153212	
30.	Gopal Pokharel	9862178427	
31.	Sanjhana Lamsal	9843563446	

32.	Ranju bhattarai	9842585440	
33	Bishwa Adhikari	9862259621	
34.	Bibek Guragain	9862261418	
35.	Yogendra Thapa	9861639644	
36	Jagat malla thakuri	9862032421	
37	Laxmi poddar	9805334933	
38.	Mira Gurung	9817317095	
39	Swikriti Pokhrel	9862057511	
40.	Sanjita Katwal	9800941687	
41	Narendra Raj Dahal	9863010210	
42	Sanjay Dahal	9862279220	
43	Ghanshyam Acharya	9852064320	
44.	Suman Basnet	9844691255	
45.	Meena Neupane	9810409447	
46.	Kabita Niroula.	9841634058	
47	Kul Prasad Giri	9862149178	
48	Ram Chandra Dhakal	9804014654	
49	Jyoti Khanal	9842090074	

अभिमुखीकरण कार्यक्रमको शुरुवात व्यवस्थापन संकायको कार्यक्रम संयोजकश्री बलराम पोखरेलले गर्नु भयो। कार्यक्रममा क्रममा हुने सामग्रीहरु समेत प्रस्तुत गर्नु भयो। त्यसपछि व्यवस्थापन श्री गुणराज नेपालले व्यावसायिक नीति नियम, semester system को सुरुवात teaching methodology को बारेमा प्रकाश पार्नु भयो। Semester system मा मूल्याङ्कन प्रणालीको बारेमा कार्यक्रम संयोजकले प्रकाश पार्नु भयो। त्यसपछि विद्यार्थीहरुको प्रश्नहरुको समेत जवाफ दिनु भयो। कार्यक्रमको समापन व्यवस्थापन प्रमुख श्री लक्ष्मी कुमार श्रेष्ठले व्यवस्थापन विशेष गरी विषयमा प्रकाश पार्नु भयो।

2068/2/12

आज मिति २०६८ साल मंसिर १३ गते शुक्रवार दिन सुकुन बहुमुखी क्याम्पस को आयोजनामा सञ्चालन तह प्रवेश वर्षमा नव आगन्तुक विद्यार्थीहरुलाई क्याम्पसको रीति नियम, अनुशासन सहित, पाठ्यक्रम लगायतका बारेमा अभिमुखीकरण गरिने कार्यक्रम अभिमुखिकरण कार्यक्रम (Orientation programme) मा निम्न अनुसार उपस्थिती रहेको छ।

उपस्थिती

१.	क्याम्पस प्रमुख : चन्द्रमणि राई	
२.	स. क्याम्पस प्रमुख : केशवराज भट्टराई	
३.	स. क्याम्पस प्रमुख : अर्जुनराज अधिकारी	
४.	कार्यक्रम संयोजक : बलराम पोखरेल	
५.	प्राध्यापक : लक्ष्मी प्रशाद गुरागाई	
६.	" गुणराज नेपाल	
७.	" गनेश प्र. दहाल	
८.	" शुकदल लिम्बु	
९.	" मोहन कुमार तुम्बाहाङ	
१०.	" ठाकुर प्र. अधिकारी	
११.	" उमानाथ भट्टराई	
१२.	" ठाकुर प्रसाद उपेदी	
१३	" बालकुमार कालावेन	
१४	" उमेश उप्रेती	
१५.	" सीताराम खतिवडा	
१६.	" खगेन्द्र राज दाहाल	
१७.	" नारायण प्र. सिलवाल	
१८.	" मोहन कुमार कार्की	
१९.	स्वयंसेवक सेवापती सन्तोष लिम्बु	
२०.	प्राध्यापक प्रेम ब. तमाङ	
२१	" इन्द्र ब. छेत्री	
२२.	कर्मचारी खड्ग प्र. खतिवडा	

क्र.सं.	नाम	कक्षा	हस्ताक्षर
१	Binda Khadka	BBS	Binda
२	Laxmi Thapa	BBS	Laxmi
३	pratibha Ghimire	BBS	pratibha
४	Laxmi phuyal	BBS	Laxmi
५	Asmita Khadka	BBS	Asmita
६	Yogisha chaudary	BBS	
७	Binita Parajuli	BBS	
८	Kasuna shrestha	BBS	
९	shraddha ojha	BBS	shraddha
१०	Deepa Baral	BBS	Deepa
११	susmita Rai	BBS	Rai
१२	Samita Gautam	BBS	
१३	Asha Rai	BBS	Asha
१४	Smriti Rai	BBS	Smriti
१५	Tika kamari Rai	BBS	Tika
१६	Arpana Rai	BBS	Arpana
१७	pramila Dhakal	BBS	pramila
१८	Susma Kaswar	BBS	Susma
१९	Ganga pathak	BBS	Ganga
२०	Nitu Limbu	BBS	Nitu
२१	Sajana Limbu	B.B.S(Eng medium)	Sajana
२२	Mamata Dhakal	B.B.S(Eng Medium)	Mamata
२३	Archana Ghimire	B.B.S.(Eng. Medium)	Archana
२४	Anukala Bhandari	BBS.(Eng medium)	Anuka
२५	Pabitra Tamang	B.B.S(Nepali medium)	Pabitra
२६	Anuradha Choudhary	B.B.S (Nepali medium)	Anuradha
२७	Barsha Basnet	B.B.S (Nepali medium)	Barsha
२८	Muna Dhimal	BBS(Eng medium)	Muna
२९	Sapana Limbu	B.B.S.(English)	Sapana
३०	sita limbu	B.B.S (English)	
३१	Sumitra Tamang	B.B.S(Eng medium)	Sumitra
३२	Rupa Khatri	B.B.S (English med)	Rupa
३३	Susma Dangal	B.B.S (Eng med)	

क्र.सं.	नाम	कुल	दस्तखत
३४	Sapana Karki	B.B.S	
३५	Rabina Koirala	B.B.S	
३६	Pabitra maya Karki	B.A	
३७	Sumitra Rai	B.A	
३८	Goma Bishwakarma	B.ED	
३९	Yashoda Budhathoki	B.ED	
४०	Gayatri nagar	B.Ed	
४१	Sangita Khatri	B.Ed	
४२	Kabita Dhakal	B.ED	
४३	Ranjana Sundas	B.ED	
४४	Goma Bohara	B.ED	
४५	Muna Dulal	B.ED	
४६	Manisha Khadka	B.ED	
४७	Susmita Rai	B.E.D	
४८	Anzala Sunuwar	B.E.d	
४९	Manita Limboo	B.E.d	Manita
५०	Sandhya Giri	B.E.d	
५१	Renuka Limbu	B.ed	
५२	Kushum Basnet	B.BS	
५३	Bipana Thapa	B.B.S	
५४	Babita neupane	B.B.S	
५५	Divya Bhandari	B.B.S	
५६	Sandhika Dahal	B.B.S	
५७	Niroj Acharya	B.B.S	
५८	Nitesh Simsma	B.B.S	
५९	Bikal Uhimire	B.B.S	
६०	pratima karki	B.ED	
६१	Nirmala Bhandari	BED	Nirmala
६२	Srijana Basnet	B.Ed	
६३	Manusa Bishwakarma	B.E.d	
६४	Anu Rai	B.Ed	Anu
६५	Aayusha Karki	B.Ed	Ayu
६६	Gyanu Chimire	B.Ed	

क्र.सं.	नाम	कक्षा	हस्ताक्षर
६६	Silas Thapa	BA 1st	
६८	Bibin damuwer.	BA 1st	
६९	Sanjog Sarki	B.B.S 1st year	
७०	padam prasad Acharya	B.B.S 1st year	
७१	Pasang Tamang	B.B.S. 1st year	
७२	Kumar Subedi	B.B.S 1st year	
७३	Bikash Mipaula	11	
७४	Amrit Bista	B.B.S. 1st ye	
७५	Shishor Loho	B.B.S. 1st year	
७६	Sagar Bista	B.B.S 1st year	
७७	Bikash Pokhrel	11 11	
७८	Sagar Chaudhary	11 11	
७९	Diwakar Bishwas Chaurasi	B.B.S 1st years	
८०	Dipak Khadka	BBS 1st year	
८१	Khagendra Basnet	BBS 1st year	
८२	Sushil Tamang	B.Ed 1st year	
८३	Bikash Poreguli	B.Ed 1st year	
८४	Manzil Khadka.	B.B.S 1st year	
८५	Avishek Basnet	BB.S. 1st year	
८६	Nikesh Rana magar	B.B.S. 1st year	
८७	Yogesh Khanal	B.B.S 1st y-r	
८८	Roshan Kafle	BB.S 1st y	
८९	Rishal Hurrgain	B.B.S 1st years	
९०	Jam Kuman Dhimal	B.B.S 1st year	
९१	Sonal Paudel	BBS 1st year	
९२	Lona Rej	B.Ed. 1st year	
९३	Deepak Bon	B.B.S 1st	
९४	karan Budhathoki	B.B.S 1st	
९५	Dhiraj Dhimal	B.B.S 1st yr	
९६	Bishal Thapa	BBS 1st yr	
९७	Bivek Nepali	BBS 1st yr	
९८	Toman Subedi	BBS 1st yr	
९९	Anil Thapa.	BBS 1st yr	

S.N.	नाम	कक्षा	दस्तखत
900	Samin Dahal	B.B.S / 1st year	
901	Anil Khatri	B.B.S / 1st year	
902	Santosh Rai	BBS / 1st year	
903	Bhupesh Subedi	BBS / 1st Year	
904	Manish Bhandari	BBS 1st year	
905	Umesh Raut	BBS 1st year	
906	Roman Rai	BBS 1st year	
907	Nikhil Upreti	BBS 1st year	
908	Bibesh Tamang	BBS 1st year	
909	Saurab Dahal	BBS 1st year	
910	Santosh Bhattrai	BBS 1st year	
911	Sapan Rai	BBS 1st year	
912	Jiwan Basfole	BBS. "	
913	Silas Magar	B.B.S. "	
914	Anish Niroula	BBS "	
915	Sagar Acharya	BBS "	
916	Anish Karki	BBS "	
917	Alson Bista	BBS "	
918	Pabas Gasnet	" "	
919	Min Kumar Shrestha	BBS 1st year	
920	Sanjib Chimire	BBS " "	
921	Raksha Hamal	BBS " "	Raksha
922	Madhu Rai	BBS " "	
923	Anjana Shrestha	BBS " "	
924	Suman Babu Adhikari	BBS " "	
925	Saroj Khawash	BBS " "	
926	Samir Thapa	BBS 1st year	
927	pradip Niraula	BBS " "	
928	Shalu Rimal	BBS 1st year	
929	Pratima Karki	BBS 1st year	
930	Usha Siwakoti	BBS 1st year	
931	Sarmila Gisi	BBS 1st year	
932	Renuka Bhattarai	BBS 1st year	Renuka

933)	Alisha Gurung	BBS 1st year	Alisha
934)	Grishma pokharel	BBS 1st year	Grishma
935)	Susmita Poudel	BBS 1st year	Susmita
936)	Sidha Basnola	BBS 1st year	Sudha
936	Kalpana Dhungana	BBS 1st year	Kalpana

प्रस्तुत orientation program क्याम्पस प्रमुख श्री चन्द्रमणि रईको अध्यक्षतामा सञ्चालन गरिएको हो। कार्यक्रममा स्नातक तह प्रथम वर्षका BBS, B.Ed र BA का नवआगन्तुक विद्यार्थीहरु उपस्थिति गराइएको हो। प्रस्तुत कार्यक्रमा सहायक क्याम्पस प्रमुख श्री अर्जुनराज अधिकारीले orientation कार्यक्रमको औचित्य प्रस्तुत गर्नुभएको थियो। उपस्थित विद्यार्थीहरुको तर्फबाट क्याम्पसबाट गोकुलेपाटन र अनुभव प्रस्तुत गरेको हो। क्याम्पसका उपप्राध्यापक श्री गुप्तराज नेपालले orientation सम्बन्धी slide show गर्नुभएको हो। अभिमुखिकरणका क्रममा पठनपाठन पद्धति, सेवा सुविधा, आचार संहिता, सम्भावना र चुनौतिहरु प्रस्तुत गरिएको हो। यस क्रममा स्व. वि. यु. क्याम्पसका श्री शान्तोष लिम्बूले विद्यार्थी हकहितका लागि खबियुले सहयोग गर्ने प्रतिबद्धता जाहेर गर्दै नवआगन्तुक विद्यार्थीलाई स्वागत गरिएको हो। अन्तमा क्याम्पस प्रमुखले क्याम्पसको नीति तथा कार्यक्रमहरु र यसबारे संस्थागत विकासका पक्षहरु प्रस्तुत गरेको हो। यस अभिमुखिकरण कार्यक्रमको सञ्चालन व्यवस्थापन संयोजकका संयोजक (coordinator) श्री बलराम पोखरेलले गर्नुभएको थियो।

आज मिति २०७६ साल फागुन ७ गते बुधबारका दिन यस श्री सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा मोरङ, व्यवस्थापन सङ्कायको कार्यक्रम संयोजक श्री बलराम पोखरेलको अध्यक्षतामा बैठक बसी तपसिल-का प्रस्ताव उपर छलफल गरी निम्नानुसार निर्णय गरियो।

उपस्थिति

१. बलराम पोखरेल - कार्यक्रम संयोजक - व्य.सं.
२. लक्ष्मीप्रसाद गुरागाईं - सदाच व्यवस्थापन सङ्काय
३. ध्रुवप्रसाद नेपाल - " "
४. नरेन्द्रकुमार राई - "
५. अशोककुमार राई - "
६. उमेश उप्रेती - "
७. दीपक भण्डारी - "
८. खगेन्द्रराज काहाल - "
९. माया देवान - "
१० मातृका थापा - "
११. नारायणप्रसाद सिग्देल - "
१२. त्रिलोचन सिरौला - "
१३. मोहनकुमार कार्की - "
१४. बालकुमार कोलाखेती - "
१५. गुणराज नेपाल - "
१६. इन्द्रबहादुर क्षेत्री - "
१७. सीताराम खतिवडा - "
१८. वासुदेव दाहाल - "

आमन्त्रित

१. चन्द्रमणी राई - क्या.प्रमुख
२. केशवराज भट्टराई - स. क्या.प्र.
३. अर्जुनराज अधिकारी - "
४. गणेशप्रसाद दहाल - प्रमुख (RMC) - २ "

प्रस्ताव तथा निर्णयहरू:

१. अभिमुखिकरण तथा कक्षा सञ्चालन सम्बन्धमा:
यस प्रस्ताव उपर आवश्यक छलफल गर्दा, यस

Page: .....

क्याम्पसमा एम० बी० एस० प्रथम सिमेस्टरमा ई.सं. (२०२०)

समूहका विद्यार्थीहरुलाई विषयगत संरचना, अपेक्षित उपलब्धी स्तर, क्याम्पसमा रहदा अपनाउनु पर्ने आचार संहिता, शुल्क र परीक्षा प्रणालीका सम्बन्धमा जानकारी दिने उद्देश्यले मिति २०७६-११-१४ गते बिहान ६:३० बजे क्याम्पस प्रमुख, कार्यक्रम संयोजक, सहकार्य सदस्य र सम्बन्धित विद्यार्थीहरुलाई भेला गराई अभिमूखिकरण कार्यक्रम सञ्चालन गर्ने निर्णय गरियो। साथै उक्त समूह (ब्याच)का विद्यार्थी हरुको कक्षा सञ्चालन मिति २०७६।११।१८ गतेबार शुरु गर्ने निर्णय गरियो। विगत वर्षमा एकवर्ष सेमेस्टर चलाइएकोमा यस पटक दुई वर्ष दुई वटा सेमेस्टर बनाई कक्षा सुचारु गर्ने समेत निर्णय गरियो।

४. कार्य तालिका निर्माण सम्बन्धमा : यस प्रस्ताव उपर छलफल गर्दा एम० बी० एस० प्रथम सिमेस्टरको कक्षा सुचारु गर्ने विषयगत वाँडफाँडका लागि बिहान ६:०० बजेदेखि ६:०० बजे सम्मको अवधि राखेर कार्य-तालिका निर्माण गर्न तपसिल बमोजिमको समिति बनाउने निर्णय गरियो।

तपसिल

१. बलराम पौखरेल - संयोजक
२. लक्ष्मीप्रसाद गुरागाईं - सदस्य
३. ध्रुवप्रसाद नेपाल — "

५. नतिजा विश्लेषण सम्बन्धमा : नतिजा विश्लेषण सम्बन्धमा छलफल गर्दा, यस क्याम्पसमा गैरसिङ वर्ष २०६८।६७ मा बी० बी० एस० चौथो वर्षमा अध्ययनरत विद्यार्थीहरुले आन्तरिक परीक्षामा प्राप्त गरेको अङ्क तालिका अनुसार को विश्लेषण गर्ने निर्णय गरियो।

क्र.सं.	विषय	सहभागी सङ्ख्या	उत्तीर्ण सङ्ख्या	प्रतिशत	अनुत्तीर्ण सङ्ख्या	प्रतिशत
१	Enterpreneurship	110	102	92.72%	8	7.28%
२	Co. Finance	~~82~~ 82	44	54%	38	
३	FMI	82	50	61%	32	
४	Investment	82	36	40%	46	
५	Service MKt	28	20	71%	8	
६	Selling	28	17	61%	11	
७	Advertising	28	17	61%	11	
८	B. Research	110	101	92%	9	
	Total					

उपरोक्त तालिकाबाट चौथो वर्षका विद्यार्थीहरुमा Co-Finance र Investment विषय शिक्षक सरहकलाई विद्यार्थी सक्रियताका जोड दिन अनुरोध गर्ने। उक्त विषयमा विद्यार्थी उत्तीर्ण प्रतिशत कमजोर रहेको देखियो। परीक्षामा सहभागि नभएका, ~~छुट~~ सहभागि भएपनि कम अङ्क प्राप्त गर्ने विद्यार्थीलाई आगामी परीक्षामा उच्च अङ्क ल्याउन सम्बन्धित विषय शिक्षकलाई प्रोत्साहन गर्नुका साथै अनुरोध गर्ने निर्णय गरियो। उक्त कक्षाका विद्यार्थीहरुसंगैलाई राखेर पृष्ठपोषण लिने कार्य एवम् पुरस्कार वितरण गर्ने समेत निर्णय गरियो।

यस कक्षाकक्षामा तेस्रो वर्षमा अध्ययनरत विद्यार्थी (अङ्ग्रेजी र नेपाली) दुवै माध्यमका पाठ्यक्रमका आन्तरिक परीक्षामा तपाईंको अनुरोधको नतिजा देखिएको छ।

क्र.सं.	विषय	सहभागि सङ्ख्या (नेपाली + अङ्ग्रेजी)	उत्तीर्ण सङ्ख्या	प्रतिशत
१	विद्युतीय	57+29 = 86	35+15 = 50	२८.२%
२.	सङ्गठनात्मक व्यवस्था	65+27 = 92	42+20 = 62	६७.४%
३.	रणनीतिक व्यवस्थापन	58+22 = ~~80~~	54+17 = 71	८८.८%
४.	वाणिज्य कानुन	58+21 = 79	49+19 = 68	८६%
५.	कर प्रणाली	60+25 = 85	51+18 = 69	८१.२%

Page: .....

उपरोक्त तालिका अनुसार, वित्तशास्त्र विषयमा कम उत्तीर्ण प्रतिशत देखिएको छ। उक्त विषयलाई उच्च अङ्क प्राप्त गर्ने विद्यार्थीलाई प्रोत्साहन गर्ने निर्णय गरियो। त्यस्तै गरी आन्तरिक परीक्षामा सबै विद्यार्थीलाई सहभागी हुन प्रोत्साहन गर्ने। परीक्षामा सहभागी भएर पनि कम अङ्क प्राप्त गर्ने विद्यार्थीलाई आगामी परीक्षामा उच्च अङ्क सम्बन्धित विषय शिक्षकबाट का लागि आवश्यक पृष्ठपोषण दिन लगायत निर्णय गरियो।

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धप्राप्त
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा, मोरङ
SUNDARHARAINCHA, MORANG
स्थापित : २०४८
☎ : ०२१ - ५४५६१७
☎ : ०२१ - ५४५७१७
फ्याक्स : ०२१ - ५४५७१७

पत्र सङ्ख्या :
चलानी नम्बर :

मिति : २०७६/११/११

सुकुना बहुमुखी क्याम्पस सुन्दरहरैंचा, नगरपालिका, मोरङ स्था. २०४८

विषय: **अभिमुखीकरण सम्बन्धमा।**

व्यवस्थापन सङ्कायअन्तर्गत एम.वि.एस.प्रथम सिमेस्टरमा भर्ना भएका विद्यार्थीहरूका लागि २०७६ साल फागुन १४ गते बुधबारका दिन बिहान ६:३० बजे देखि अभिमुखीकरण कार्यक्रम सञ्चालन गरिने भएको हुँदा सम्बन्धित सबै विद्यार्थीहरूलाई अनिवार्य उपस्थितिका लागि सूचित गरिन्छ।

२०७६/११/११
(क्याम्पस प्रमुख)

क्याम्पस प्रमुख

2066/9/18

आज मिति २०६६ साल माघ १४ गते बुधवारका दिन MBS प्रथम सिमेस्टरमा नयाँ भर्ना भएका विद्यार्थीहरुका लागि आयोजित अभिमुखीकरण (Orientation) कार्यक्रममा निम्न अनुसार उपस्थिति रहेको छ।

उपस्थिति

१. श्री चन्द्रमणि राई क्याम्पस प्रमुख
२. " अर्जुनराज अधिकारी उ. क्या. प्रमुख
३ " बलराम पौरखेल कार्यक्रम संयोजक
४ " गणेश प्र. दाहाल प्रमुख RMC
५ " नर प्रसाद मज्झि प्रमुख (SAT)
६ " लक्ष्मी प्रसाद गुरागाई उप-प्राध्यापक
6 " ध्रुवप्रसाद नेपाल " "
८ " नरेन्द्र कुमार राई " "
९. " अशोक कुमार राई " "
१०. " उमेश उप्रेती शि. स.
११. " बालकुमार कालावेती " "
१२. " दिपक मज्झि " "
१३. " खगेन्द्र राज दाहाल
१४ " मान्त्रिका थापा
१५ " त्रिलोचन सिटौला
१६ " मोहन कार्की
१६. " तुलसि रिमाल
१८. " गणराज नेपाल उप-प्राध्यापक
१९ " कृष्ण प्रसाद आचार्य शि. स.
२० " विदुर सुवेदी उप-प्राध्यापक

2066

विद्यार्थीहरुको उपस्थिति

क्र.सं.	विद्यार्थीको नाम	रोल नं.	फोन नं.	हस्ताक्षर
१	मनोज खड्गमा	१	९८४२२६५३९९	
२	इश्वरा सेवा	२	९८६९४६३९९७	
३	मुस्कान लामाछा	३	९८४०३४०६२३	
४	अरुण नारायण प्र. गुप्ता	४	9842870561	
५	रेखा गुरुङ	५		
६	कविता थापाल	६	9842392069	
७	कविता तिमिल्सिना	७		
८	नमुना पौडेल	८	9810533490	
९	रुक्मिता आचार्या	९	9829351526	
१०	प्रमोद कुमार पोरेयार	१०		
११	सोना कडुवाल	११	9812304460	
१२	अरुणता पौडेल	१२	9862132822	
१३	सिता नेपाल	१३	9816922314	
१४	पुना गुरुङ	१४	9811073435	
१५	विनोद कोमल	१५	9841844853	
१६	योगेश तिवारी	१६		
१७	कविता ज्याकुरेल	१७	9810418503	
१८	सोनम कार्की	१८		
१९	रन्जु खड्का	१९	9842128682	
२०	चेतना थापा	२०		
२१	प्रविन न्यौपाने	२१		
२२	सिधासन लिम्बु	२२		
२३	तारकला सार	२३		
२४	सप्ना चौधरी	२४		
२५	सिमला दिपिना रिजाल	२५		
२६	जानु गुरुङ	२६	9810505220	
२७	रेखा खड्का	२७	9862057950	
२८	विना खुवंको	२८	9849573000	
२९	युमेस खेवंको	२९	9813391334	
३०	कविता खड्का	३०	9815028202	

क्र. सं.	विधानसभा नाम	रोल नं.	फोन नं.	हस्ताक्षर
31	तुलसा रावो	31	9829999799	
32	उज्वल रक्षपाल	32	9842589050	
33	सूर्य विक्रम शाह	33		
34	सीता कार्वे	34	9847548040 9810474808	
35	रेखा कुमारी	35	9810545894	
36	आशीष मल्ले	36	9816392108	
37	राजेश देवाल	37	9842505090	
38	सुवास तामाङ	38	9811393927	
39	सुभाष उमा चौधरी	39	9819095726	
40	पवन थापा	40		
41	गायत्री पौडेल	41		
42	सुशीला सिंह	42	9819322310	S. Singh
43	रश्मिता गौतम	43		
44	~~सुरेन्द्र अधिकारी~~	44	9804360582	
45	आरती गुप्ता	45	9805300785	
46	सारदा चौधरी	46	9845573066	
47	प्रतिमा पौडेल	47	9824358175	
48	तुलसा सिवोला	48	9815381994	
49	सञ्जय कुमार गोरे	49	9861920757	
50	बबिता पाण्डे	50		
51	साधना देवाल	51		
52	प्रतिमा चापागाईं	52	9862202002	
53	सेतिल अधिकारी	53	9842531295	
54	रेनिमा तामाङ	54	9861127295	
55	अरिमन पराजुली	55	9842506979	
56	अमित गौतम	56	9803051571	
57	अमित बडाथोकी	57	9800938683	
58	हरि कार्की	58	9811009358	
59	सविन पराजुली	59	9840343602	
60	प्रमोद देवाल	60		
61	निशान घोगिरे	61	9807927872	
62	रवीन्द्र कार्की	62	9810535172	

1965

क्र.सं	विद्यार्थिनी नाम	रोल नं.	फोन नं.	हस्ताक्षर
६३	विनोद पोरो	६३	9810407711	विनोद
६४	सागर थरेठ	६४	9816380632	
६५	केशव ठाकुर	६५		
६६	सोजन पौडेल	६६		
६७	सौरव टकाल	६७	9817305215	Saurab
६८	उपासना गौतम	६८	9807305631	
६९	ऐश्वर्या पोरो	६९	9819038836	Tekri
७०	मैया घिमिरे	७०	9840743626	Maiya
७१	टिका ढकौपाल	७१	9862159650	Tika
७२	रमा अधिकारी	७२	9842596518	
७३	ललेस कुमार मण्डल	७३		
७४	मोहन विक्रम मल्ल	७४		
७५	प्रज्ञा कामत	७५	9808089483	
७६	विकाश बाल्टाला	७६		
७७	प्रकाश खुलाल	७७		
७८	सुस्मिता कोइराला	७८	9842559067	
७९	चिरञ्जीवी खुलाल	७९	9861127672	
८०	निशा लम्साल	८०	9842112485	
८१	सेजम राई	८१	9842245812	Sangam
८२	एलिसा चौधरी	८२	9816348300	
८३	राम कृष्ण टकाल	८३	9849333168	
८४	~~सरिता~~ सायका राई	८४		
~~८५~~	~~अनिता प्र~~			
~~८६~~	~~[redacted]~~			

MBS प्रथम सिमेस्टरमा नयाँ भर्ना भएका विद्यार्थीहरुका लागि आयोजित अभिमुखिकरण कार्यक्रम सञ्चालन व्यवस्थापन सहजकर्ता कार्यक्रम संयोजक श्री बलराम पोखरेलले गर्नु भयो। यस कार्यक्रममा समापनका व्यवस्थापन प्रमुख श्री चन्द्रमणि राईले गर्नु भयो। कार्यक्रमको सुरुमा उद्घाटन, बिचमा कार्यक्रम संयोजक बलराम पोखरेलले हुने नव आगन्तुक विद्यार्थीहरुलाई व्यवस्थापन, पारस्पर,

नीति/नियम, सेवा सुविधा, पठनपाठनको विधि, पुस्तकालय, छात्रवृत्ति, परीक्षा प्रणाली, विद्यार्थी आचार संहिता लगायतका बारेमा जानकारी गराउन यस्तो अभिमुखीकरण कार्यक्रम सञ्चालन गर्दै आएको छ। यस वर्ष MBS प्रथम सिमेस्टरमा अध्ययन गराउने प्राध्यापकहरुको परिचय समेत गराउन भयो।

अभिमुखीकरण कार्यक्रमको शुभारम्भ उपप्राध्यापक हरि कठमाण्डौं विश्वविद्यालयबाट M. Phil गरिरहनु भएका श्री गुणराज पौडेलले स्वागत मन्तव्य समेत प्रस्तुत गर्नु भयो। त्यसपछि MBS को प्रणाली अनुसार पठनपाठन हुने, सिमेस्टर प्रणाली अनुसार पठनपाठन हुनाको अघि र पछिका व्यवस्थापनमा विद्यार्थीले गर्नु पर्ने परिवर्तनका बारेमा प्रस्तुतीकरण गर्नु भयो। प्रस्तुतीकरण पछि, गत वर्ष, सिमेस्टरको नतिजामा ९०% भन्दा पहिलो सिमेस्टरमा ६२% विद्यार्थी उत्तीर्ण भएको समेत जानकारी गराउन भयो। यस MBS मा किन सिमेस्टर प्रणालीको प्रयोग भएको हो भन्ने समेत विद्यार्थीहरुबीच प्रकाश पार्नु भयो।

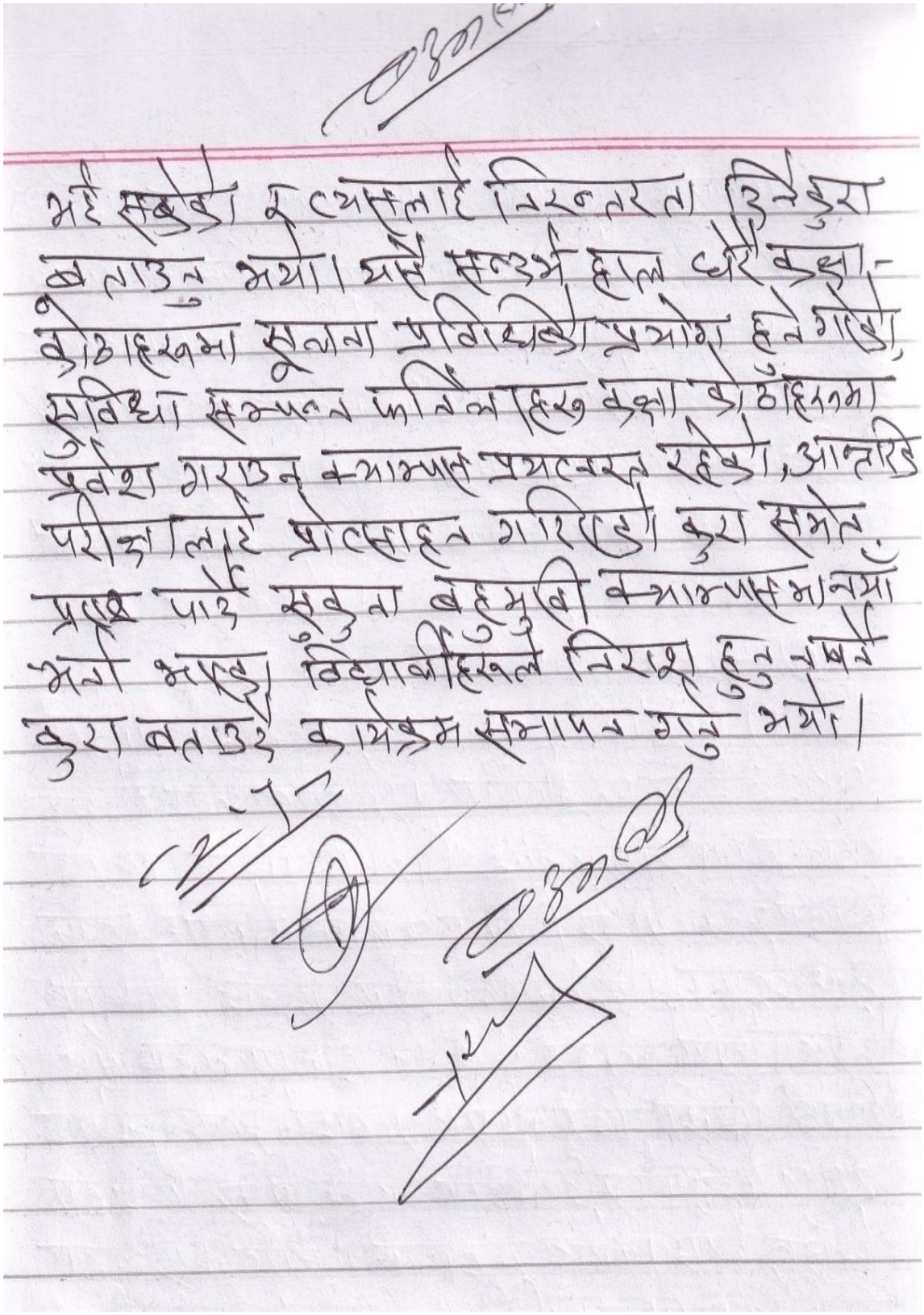
सञ्चालित कार्यक्रममा अङ्ग्रेजी विषयका उपप्राध्यापक एवम् QAA स्वमूल्याङ्कन ~~अध्ययन~~ समूहका संयोजक श्री नरप्रसाद भण्डारीले स्वागत्व सामग्रीको समेत प्रयोग गर्दै सिमेस्टर प्रणालीको मूल्याङ्कन पद्धतिका बारेमा प्रस्ट पार्नु भयो। यसले QAA प्राप्त व्यायामसँग प्राप्त नगरेको व्यायामसँग बीचको अन्तरका बारेमा प्रकाश पार्दै QAA को सुरुवात व्यायामको बारेमा प्राप्त गर्न्यो र अहिले नवीकरणका सिलसिलामा हुँदै गरेका कामहरुका बारेमा समेत जानकारी गराउनु भयो। अन्तमा

क्रमशः—

वहाँले हाल सेवा लम्बा SAA प्राप्त व्यावसायिकहरूको अवस्था बारेमा जानकारी गराउँदै SAA प्राप्त व्यावसायिकहरू उनीहरू हुने विधा पहिचान, प्रमाणीकरण अन्तर्राष्ट्रिय मान्यता प्राप्त तरिका हुन सक्ने बारेमा विश्व स्वास्थ्य संगठन सक्रिय व्यावसायिकहरू उनीहरूले महत्व पाउने बारेमा जानकारी गराउने भयो।

कार्यक्रमको अर्को चरणमा विद्यार्थीहरूबाट तत्काल प्रतिक्रिया (Feedback) लिने क्रम गरियो। प्रतिक्रिया दिने क्रममा धेरैजसो विद्यार्थीले अभिमुखीकरण कार्यक्रम-बारे आफूले पाठ्यक्रम प्रणाली र सिमेस्टर प्रणाली बीचको अन्तर प्रष्ट हुन सकेको बताउँदै आफूले यहि व्यावसायिक M. Ed. उनीहरू गरेको महत्व आफू बसेको कक्षा विधा विषयको पढाइले खासै काम नलाग्ने भएको हुनु MBS पढ्न इच्छुक रहेको बताउन भयो। साथै यहाँले अभिमुखीकरण प्रणाली अनुसरण गरिएको गतिविधिमा सहभागी हुने र अनुभवको नमूना कक्षा कार्यमा सम्बन्धन हुने बताउन भयो। प्रतिक्रिया दिने क्रममा केही सहभागीहरू गिरीले आफू +2 धनकुटामा पढेर तराई आई BBS पढेकाले व्यावसायिकबारे उनीहरू गरी हाल MBS अध्ययन गरे यहाँ आएको कुरा बताउँदै BBS पढ्न अलग आफू एउटा बैंक मेनेजर हुने सपना मनमा पालेर BBS उनीहरू गरेको तथ्य केही सीप हासिल गरेको र अब MBS अध्ययनबाट थप व्यवहारिक सीप हासिल हुने अपेक्षा गरेको बताउन भयो।

अन्त्यमा व्यावसायिक प्रमुख श्री जनकमणि रेग्मीले सुकुन बहुमुखी व्यावसायिक शैक्षिक केन्द्रका साथसाथै शैक्षिक गुणस्तर सुधारलाई समेत सरोकार राख्नुपर्ने सुझाव



आज मिति २०६४ असोज १ गते आइतबार दिन यस सुकुना बहुमुखी व्यायाम, मन्दा हाँचा-१२ का बी०बी० एस० चौथो पुरा गरी एस० बी० एस० कक्षा सञ्चालन सम्बन्धी विषयमा छलफल तथा अन्तर्क्रिया कार्यक्रममा सहभागी विद्यार्थीहरुको उपस्थिति निम्न अनुसार छ।

उपस्थिति :

१. प्रेमप्रसाद भट्टराई - क्याम्प्रo - [illegible]
२. बलराम पोखरेल - विभागीय प्रमुख - [illegible]
३. लक्ष्मीप्रसाद ज्ञवाली - " सदस्य [illegible]
४. ध्रुवप्रसाद नेपाल — " " [illegible]
५. नरेन्द्रकुमार राई — " [illegible]
६. उदयराज कुमार राई — " [illegible]
७ गणेशप्रसाद दहाल - [illegible] आर० एस० बी० प्रमुख [illegible]
८. दिपक मगराती - सदस्य - व्यवस्थापन विभाग [illegible]
९. विशाल बस्नेत - सहभागी विद्यार्थी [illegible]
१० ठगुलाय दाहाले — " 9842439549 [illegible] 9842439549
११. नगेन्द्र अधिकारि " 9862147461 [illegible]
१२. विक्रम साप्कोटा " 9842506516 [illegible]
१३ गौरव श्रेष्ठ " 9863628422 [illegible]
१४) लिखनाथ दहाल " 9862306025 / 9800941637 [illegible]
१५) बैशाख कु० घिमिरे " 9842584120 / 9825329054 [illegible]
१६) किरण अधिकारी " 9862178465 [illegible]
१७) ~~सृजना राई~~ सिर्जना राई 9804033818 [illegible]
१८) संगीता राई " 9810572764 [illegible]
१९) अञ्जु श्रेष्ठ " 9842585232 [illegible]
२०) प्रा० ना बुढाथोकी " " [illegible] 9862204206
२१) अर्चना बोगटी " " [illegible] 9843157154
२२) टिकाराम भट्टराई " " [illegible] 9862061525
२३) रश्मी घिमिरे " " [illegible] 9862034815
२४) संगीता गिरी " " [illegible] 9809091288
२५) दिक्षी महत " " [illegible] 9842339600
२६) नरेश घिमिरे " " [illegible] 9841434420
२७ सुनिला थापा " " [illegible] 9804375783

28 प्रतिक्षा पन्त सहभागी विद्यार्थी 9868701145
29 श्रवण रक्षाकर " " 9816377113
30 रोजिना सुवेदी (बेलबारी) " " 9816380893
31 मनिषा राई (बेलबारी) " " 9815341344
32 पूजा नेपाल " " 9817305230
33 सादिस्या श्रेष्ठ " " 9842068316
34. Apekshya Bhandari 9862764806

* यस कलफल कार्यक्रममा उत्तीर्ण विद्यार्थीहरुलाई टीका लगाएर बधाइ ज्ञापन गरी शुभकामना लिने दिने काम सम्पन्न गरियो।
* एम० बी० ए० को सेमेस्टर पद्धतिको बारेमा जानकारी दिइयो
* पहिलो सेमेस्टरको course of study को जानकारी दिइयो
* CMAT को परीक्षाको नमूना प्रश्नपत्र सम्बन्धी कलफल गरियो।
* विद्यार्थीहरुले उठाएका सवालहरुमा कलफल गरी आवश्यक निदान सम्पन्न गरियो।

Kiran Adhikari 9862178465

2068/9/19

आज मिति 2068 साल फागुन 9 गते सङ्गलबार दिन युवकका बहुमुखी व्यक्तित्व, व्यवस्थापन सङ्काय, एम. बी० एस० सेमेष्टर पद्धति अन्तरगत पहिलो सेमेष्टरमा सहभागी हुन चाहने विद्यार्थिहरु बीच भएको अन्तर-क्रिया कार्यक्रममा उपस्थित महानुभावहरुको नाम निम्नानुसार उपस्थिति रहेको छ।

उपस्थिति.

१. बलराम पोखरेल, अध्यक्ष, व्य० स०, सु० क० या.
२. लक्ष्मीप्रसाद गुरागाई सदस्य " सु० क० व्य०
३. धुवप्रसाद नेपाल " "
४. वासुदेव दाहाल " "
५. दीपक भण्डारी " "
६. प्रकाश पोखरेल " "
७. कृष्णप्रसाद आचार्य " "
८. धनेन्द्र काकी " "

सहभागी विद्यार्थिहरु

क्र.सं.	नाम	फोन नं.	हस्ताक्षर
1.	गणेश प्रसाद सुवेदी	9843379186	
2	रमनाथ काप्ले	9[illegible]8	
3.	नगेन्द्र अधिकारी	9[illegible]9	
4.	रोशन खनाल	9[illegible]0	
5.	ध्रुव कडुवाल	9[illegible]0	
6.	क्षितिज काकी	9[illegible]0	
7	[illegible]	9824380983	
8	ज्योति घिमाल	9810556350	
9.	रोजिना सुवेदी	9816380893	
10.	आस्मा श्रेष्ठ	9842177733	
11.	मल्लकला राई	9842496526	
12.	फाडिन्द्र फुयल	9894309089	
13	दीप कुमारी थापा	9842158154	
14	सँगिता गिरी	9800903138	

17)	सविता कडुवाल	9827388823	
18)	Surya Bikram Shrestha	9869284261	
19)	Subodha Timalsina	9841227297	
18)	Shrobon kumar Khowas	9816377113	
19	LEKHNATH DAHAL 9862306025	9800941697	
20)	Naresh Ghimire	9814342420	
21)	Prajya Kafle	9807909509	
22)	Pratiksha Panta	9868701145	
23)	Rashmi Ghimire	9862034815	
24)	Sushma Yadav	9803594244	
25)	Binam Sapkota	9842506516	
26)	Shoblit Khatri	9815090600	
27)	Kiran Adhikari	9862178465	
28)	Keshab Ghimire	9842584120	
29)	Bijaya Gautam	9819059898	
30)	Puja Nepal	9817305250	
31)	Rama Khadka	9800950944	
32)	Kanchan Phuyal	9819014848	
33)	Bishwadeep Rai	9827307922	
34)	~~Su~~		

आजको यस अन्तरक्रिया र दलफल कार्यक्रमम व्यवस्थापन सङ्कायका सदस्यहरुबाट CMAT मा सोधिने प्रश्नहरुको बारेमा सम्बन्धित उपस्थिति प्राध्यापकहरुबाट सहजीकरण गर्ने काम गरियो। समूह 'क' verbal ability सम्बन्धी प्रश्नहरुको बारेमा दाहाल सरबाट सहजीकरण गर्ने काम भयो भने समूह 'ख' Quantitative ability को घनेन्द्र पाण्डे र लक्ष्मीप्रसाद गुरागाईबाट सहजीकरण गर्ने काम सम्पन्न गरियो।

समूह 'ग' Logical Reasoning का प्रश्नहरू
राम पोखरेल सरबार सहजीकरण गर्ने काम भयो
समूह 'घ' General awareness का प्रश्नहरू धुवप्र.
ाल र दीपक मण्डारी सरले हलफल उत्तराई सहजीकर
ने काम गरियो।
समूह 'ङ' Business and Economics समूहका
प्रश्नहरू कृष्णप्रसाद आचार्य सरले हलफल गरी
आवश्यक सुझाव दिई सहजीकरण गर्ने काम भयो
डा. के.सी. व्यवस्थापन सङ्कायका अध्यक्ष बलराम
पोखरेल सरबाट भर्ना प्रक्रिया, CMAT मा सहभागिता
हुन चाहिने पूर्व शर्त लगायत विषयमा प्रकाश पार्ने
काम सम्पन्न गरियो। यस कार्यक्रममा विद्यार्थीका
जिज्ञासा, सुझाव लिनेदिने काम सम्पन्न गरी
कार्यक्रम ~~स्व~~ स्थगित गरियो।

आज मिति २०७२ वैशाख गते शनिवार दिन बस्ने सुचना वमो
व्यायपत्र का सहायक व्यायपत्र प्रध्यापक श्री केशवराज भट्टराई
को नियोजकत्वमा संचालित कोष लेखन (Thesis writing)
(एम ए दोस्रो वर्ष) अभिमुखिकरण कार्यमा उपस्थित
शिक्षक विद्यार्थीहरुको उपस्थिति विवरण हो।

शिक्षक उपस्थिति

१. श्री केशवराज भट्टराई सहायक व्याख्याता
२. श्री गणेश प्रसाद शाहाल RMC संयोजक
३. श्री अवतार गुरागाई स्वास्थ्य जनसंख्या विभाग प्रध्यापक
४. श्री कृष्णप्रसाद पुतेल उप प्राध्यापक
५. श्री लक्ष्मीकान्त पन्तेल शि० ए०
६. श्री का० व० कार्यालय शि० ए०
७. श्री भोजराज घिमिरे शि० ए०

विद्यार्थी उपस्थित

१ अशोककुमार राई
२ पार्वती राई
३ रञ्जिला कार्पले
४ सुशान राई
५ केशर बहादुर खड्का
६ सुरेश आले
७ रमजाकुमे राई
८ सन्तोष कुमार मण्डल
९ विशालकान्तु गौतम
१० केवलमान जादाइली
११ सन बहादुर राई
१२ दीपा राई
१३ कुम्भराज राई
१४ तेज कुमार राई
१५ पुष्पा विष्ट

१६	सीमा रिमाल	
१७	अनिता लिम्बू	
१८	दुर्गा देवी बगाले	
१९	कमला कडेल	
२०	Rabina Rai	
२१	मेमेदङ्ग चोङ्काङ	
२२	सरस्वती लिम्बु	
२३	मन कुमारी बान्तेल	
२४	रेखा तामाङ	
२५	गीता चापागाई	
२६	तिर्थना राई	
२७	नमुना सापकोटा	
२८	शान्ति छिङ्लाङ	
२९	यसोदा बराल	
३०	सविता राई	
३१	कमला कडेल	
३२	Darshan Perajuli	
३३	Karom Kumar Majhi	
३४	Dipak Limbu	
३५	Bikram Rai	
३६	भिम राज दाहाल	
३७	यसोदा राउत	
३८	पुष्पा भाक्य	
३९	प्रदीप निरौला	
४०	ध्रुव आचार्य	
४१	विकराम कुमार साह	
४२	भविष्य विक्रम पुलाल	
४३	Hemraj Dahal	
४४	Rajan Dahal	
४५	रिता खपि	
४६	राजु थापा	
४६	कृष्ण पराजुली	

Date: .....
Page: .....

आजमिति २०६६/११/१४ गते स्नातकोत्तर तह (एम
प्रथम सिमेस्टरको आमेसु खीइरक अर्यक्रम का उपस्थित प्रोफेस
तथा विद्यार्थी हरुको उपस्थिति निम्नानुसार उल्लेख गरिएको

उपस्थिति

१.	श्री चन्द्रमणि राई	क्याम्पस प्रमुख	-
२.	श्री केशवराज भट्टराई	सहायक क्याम्पस प्रमुख	
३	श्री बुद्धिराज अधिकारी	,,	
४.	श्री मेघलालायण श्रेष्ठ	,,	
५	श्री प्रेम बहादुर तामाङ	विभागीय प्रमुख अर्थिक	
६.	श्री प्रकाश प्रसाद अधिकारी	,, ,, अंग्रेजी	
७.	श्री उमानन्द भट्टराई	,, ,, नेपाली	
८.	श्री जनार्दन उप्रेती	,, ,, स्वास्थ्य तथा जनसंख्या	
९.	श्री गणेश प्रसाद ढकाल	,, ,, RMC	
१०	श्री शंकर दंगाल	,, सदस्य	
११	श्री कृष्ण प्रसाद आचार्य	निदेशक BBA	
१२	श्री नर बहादुर मगर	SAT प्रमुख	
१३	श्री मोहनराज खितिरि	विभाग सदस्य	
१४	श्री छत्तीस गौतम	,,	
१५.	श्री कृष्ण प्रसाद मुनाल	,,	
१६	श्री दीपकप्रसाद न्यौपाने	,,	
१७	श्री राजेन्द्र काकी	,,	

विद्यार्थी उपस्थिति

१.	ईश्वरनाथ शर्मा	६३१३३३०३६ (अंग्रेजी)	
२.	उमाकान्त चौलागाई	६८१८३१४०८० अंग्रेजी	
३.	बाल कुमार राई	६८१०६५८६६ अंग्रेजी	
४.	भुवन कार्की	६८६१०६३१९५ अंग्रेजी	
५.	पुर्ण बहादुर खत्री	९८१२३००६६८ English	
६.	विक्रम डंगोलकार	९८०७०८६७७२	English
७.	दिपा कुमारी राजवंशी	९८०५३३८३७०	English
८.	दिपा रक्त्री	९८१४३६४७६८	नेपाली

8.	सरिता बराल	9825310185		नेपाली
90.	इन्दिरा अधिकारी	9800951203	Indra	नेपाली
91.	सावित्रा खनाल	9862079319		नेपाली
92.	मनिषा लुईटेल	9824372599		स्वास्थ्य
93.	सरिता आइ.देम्बे	9811304717		अंग्रेजी
94.	डिम्पल लिम्बु	9803776816		POP-4
95.	जेनी राई	9810377893		"
96	लिला पाण्डा	9811351982		स्वास्थ्य
96	प्रेमिला खड्का	9810481934		Population
98	शुष्मा लिम्बु	9842762641	Susma	E. P. M.
99	सोवित्रा खतिवडा	9862000115		अंग्रेजी
20	दीपा भट्टराई	9805313403		English
29	प्रकाश भट्टराई	9862027239		English
22.	अश्विनीकुमार [illegible]	9842176251		English
23.	Bipin Satyal	9840571694		English
24.	Muna Rai	9812356319		English
25.	Nisha Neupane	9825781086		English
26	Tika Basnet	9842279862		Health
27.	Renuka Shrestha	9847464850		Health
28	Parasmani sharma	9842147152		EPM.
29	Karan Dhimal	9814384795		Epm.
30	Kamal Acharya	9842348515		E.P.M
31	Keshab Pd. Dahal	9817924734		Math.
32	Suman Ghimire	9842584022		Maths
33	Mahesh Gharki	9829378659		Maths
34	Muna Kala Rai	9804000344		English
35	Niraj kumar chaudhary	9804310334		EPM
36.	Laxmi Kumari Majhi	9807021241		Health
37.	Renu Adhikari	9842559376		E.P.M.
38.	Laxmimaya Khadka	9842072823		English
39.	Dhan Prasad Limbu	9842062078		English
40.	Bhadra maya limbu	9842061965		E.P.M.
41.	Mausami Pheundin	9843882800		English

Scanned with

एम ए प्रथम सिमेस्टर को अनिवार्य कार्यक्रम
क्यामपसमा दिनभर दौडे आजा खेल भए गरेको प्रगतिहरुको
प्रस्तुतिकरण सहित खुल्न आरिको कार्यक्रमको अध्यक्षता
पुष्कला बहुमुखी क्यामपसका क्यामपस प्रमुख श्री चन्दु भाई
राई ज्यूले गर्नु भको थियो/क्यामपसका अन्य पदाधिकारी हरु उपस्थित
क्यामपस प्रमुख श्री केशरजंग मड्डरी तथा श्री विजुनराज अधिकारी
विभागिय प्रमुखहरु श्री गणेश प्रसाद दाहाल तथा नरप्रसाद भण्डारी
लगायत अन्य अध्यापकगण हरु श्री कृष्ण प्रसाद आचार्य निर्देशक BBA,
श्री कृष्ण प्रसाद मुस्ले, श्री धनेश्वर देवान, श्री दिपक पोपाले र
एम ए प्रथम सिमेस्टरका विभिन्न विषयका ४४ जना विद्यार्थी हरुको
को उपस्थितिमा कार्यक्रम सञ्चालन भएको थियो।

पुष्कला बहुमुखी क्यामपस को परिचयात्मक कार्यक्रम तथा
भए गरेको प्रगति हरु SAI प्रमुख श्री नरप्रसाद भण्डारीद्वारा
गरिएको थियो भने त्यि पुष्टि गर्ने हरु RMC प्रमुख गणेश प्रसाद
दाहाल ले बताउनु भएको थियो साथै अन्तरक्रिया सहभागी विद्यार्थीहरु
कमल आचार्य, मौसमी पर्यौनि तथा रञ्जित कुमार चौधरी ले
आफ्नाप्ना जिज्ञासा राख्नु भएको थियो अन्तमा क्यामपस प्रमुख श्री
चन्दु भाई राई ले नए आगन्तुक विद्यार्थी हरुलाई उपयुक्त क्यामपस वातावरण
सम्बन्धि जानकारी गराएको थियो भने उक्त कार्यक्रमको संचालन श्री उमानाथ
मद्दराई ले गर्नु भको थियो।

Annex 86: Some Ppt. Slides in Student Orientation

Bhadra 12, 2076

Orientation program

Presenter
Gunaraj Nepal
Lecturer, Sukuna Multiple Campus
M.Phil. Scholar, Kathmandu University

Sukuna Multiple Campus
QAA Certified by UGC

Orientation overview

- ❑A video clip on Education
- ❑Why Orientation?
- ❑Sukuna Multiple Campus: How we stand united and different.
- ❑University education and its importance.
- ❑Career prospects for the graduates
- ❑Value of Passion, Commitment and hard work in higher education
- ❑Faculty strength
- ❑Changing times, changing perspectives

Orientation overview

A video clip on Education

About orientation

- ❑Introducing new students to the faculty and to the institution.
- ❑Making students feel connected to each other and to the campus.
- ❑Motivating students for higher/university education and career opportunities

Why orientation?

The transition to college is one of the biggest steps in your life. This event is all about getting ready for a four-years Bachelors Degree full of academic and social growth, making new friends, and starting your journey to higher/University education.

About SMC

- **QAA Certified Campus with more than 25 years of academic glory**
- **Ongoing HERP (Higher Education Reform Project)as a part of its academic advancement,**
- **Leading provincial campus and potential public university**
- **Growing as an academic hub for teachers and students in and around province no.1**
- **Regular classes (more regular than private ; little political intervention) and timely course completion**

About SMC

- **Nepal Topper in MBS, 72% pass result in First Sem.2075**
- **Multidisciplinary Faculties (Science, Humanities, Management, Education, ICT Education)**
- **BBA program with 80% result this year**
- **CCTV Camera coverage**
- **Pure drinking water**
- **Library with a wide range of books**
- **ECA and scholarships**
- **Its alumni on various places of recognition in the country**

1982

Faculty strength

- Experienced
- Academic and updated
- Student-friendly

What do you aspire to become ?

Future prospects for BBS graduates

- Officer
- Sales executives
- Human resource manager
- CEO
- Management consultant
- Accountant
- Entrepreneur
- Manager
- Lecturer, professior
- ……..??

Or

You will become a master of your own fate!

University education and its importance

- Enhances opportunities for career advancement. (Higher education= better job opportunities & higher income)
- Expands intellectual horizon of your mind.
- Cultivates the habits of reasoning, tolerance, humility, and reflection
- Gives a sense of satisfaction and honor
- Expands your social horizon
- Keeps you updated
- Makes you the driver of your own fate

University education and its importance

- Enhances opportunities for career advancement. (Higher education= better job opportunities & higher income)
- Expands intellectual horizon of your mind.
- Cultivates the habits of reasoning, tolerance, humility, and reflection
- Gives a sense of satisfaction and honor
- Expands your social horizon
- Keeps you updated
- Makes you the driver of your own fate

Passion, Commitment, Hard Work

- Interest vs. disinterest
- Present vs. future
- Classroom learning vs. self study
- Youthful desires vs. pressure from parents and teachers
- Independent/resourceful learning vs. notes- dependent learning

Changing times changing perspectives

BIG NO to flying/guest students

BIG YES to the concept of students as the managers of their learning & Teacher as a facilitator, a guide.

BIG NO to the practice of teachers as depositors and students as deposit box.

BIG NO to the concept of students as passive consumers.

Changing times changing perspectives

Today's youth

1985

WE as teachers

We are committed, enthusiastic, and intellectually and emotionally energetic in their work with students. We enjoy teaching. We love our profession.

You are welcome to SMC

We wish you all EVERY SUCCESS in higher education.

THANK YOU

1986

Annex 87: Result Analysis of the Students

Result Analysis of BBS 1st Year-2075

SN	Name of student	sex	faculty	Level	marks	division	%	Division
1	AAKASH DHAKAL	M	management	BBS I	144		28.8	F
2	ABISHA NIROULA	F	management	BBS I	149		29.8	F
3	ABULLES ALAM	M	management	BBS I	170		34	F
4	AJAYA RAJDHAMI	M	management	BBS I	120		24	F
5	AKASH KHATRI	M	management	BBS I	160		32	F
6	ALISHA GAUTAM	F	management	BBS I	27		5.4	F
7	ALISHA RAI	F	management	BBS I	145		29	F
8	AMAN GURUNG	M	management	BBS I	247	passed	49.4	II
9	AMARAWATI RAJBANSHI	F	management	BBS I	101		20.2	F
10	AMRITA BHAGAT	F	management	BBS I	166		33.2	F
11	ANIJA MAGAR	F	management	BBS I	114		22.8	F
12	ANISHA DHAKAL	F	management	BBS I	88		17.6	F
13	ANISHA GAHATRAJ BISHWAKARMA	F	management	BBS I	149		29.8	F
14	ANITA KHANAL	F	management	BBS I	303	passed	60.6	I
15	ANITA KUMARI KHAWAS	F	management	BBS I	66		13.2	F
16	ANITA SAH	F	management	BBS I	241	passed	48.2	II
17	ANJANA RAI	F	management	BBS I	20		4	F
18	ANJU GIRI	F	management	BBS I	88		17.6	F
19	ANU ADHIKARI	F	management	BBS I	220	passed	44	PASS
20	ANU GAHATRAJ	F	management	BBS I	0		0	F
21	ANU GHIMIRE	F	management	BBS I	23		4.6	F

22	ANU KALA BASNET	F	management	BBS I	206		41.2	F
23	ANU LAMICHHANE	F	management	BBS I	155		31	F
24	ANUP ACHARYA	M	management	BBS I	169		33.8	F
25	APEKSHYA NEPAL	F	management	BBS I	59		11.8	F
26	APSARA GHIMIRE	F	management	BBS I	81		16.2	F
27	ANUSHA SUBEDI	F	management	BBS I	185		37	F
28	ARUN DHIMAL	M	management	BBS I	84		16.8	F
29	ASHIKA TAMANG	F	management	BBS I	118		23.6	F
30	ASHMIKA SHRESTHA	F	management	BBS I	255	passed	51	II
31	ASHOK BISHWAKARMA	M	management	BBS I	177		35.4	F
32	ASLESHA DAHAL	F	management	BBS I	231		46.2	F
33	ASMA ADHIKARI	F	management	BBS I	153		30.6	F
34	ASMITA RAI	F	management	BBS I	179		35.8	F
35	BABINA RAI	F	management	BBS I	68		13.6	F
36	BABINA RAI	F	management	BBS I	100		20	F
37	BADAL SARDAR	M	management	BBS I	254	passed	50.8	II
38	BALIKA KHATRI	F	management	BBS I	244	passed	48.8	II
39	BARSHA KARKI	F	management	BBS I	56		11.2	F
40	BHAWANA ADHIKARI	F	management	BBS I	103		20.6	F
41	BHAWANA BHUJEL	F	management	BBS I	114		22.8	F
42	BHAWANA SUBEDI	F	management	BBS I	163		32.6	F
43	BHOLA RAM CHAUDHARY	M	management	BBS I	206	passed	41.2	PASS
44	BHUMIKA GHIMIRE	F	management	BBS I	163		32.6	F
45	BHUPENDRA POKHREL	M	management	BBS I	94		18.8	F
46	BHUPESH LIMBU	M	management	BBS I	23		4.6	F
47	BIBEK POUDEL	M	management	BBS I	38		7.6	F

48	BIJAY KUMAR RAJBANSHI	M	management	BBS I	284	passed	56.8	II
49	BIJAY SHRESTHA	M	management	BBS I	58		11.6	F
50	BIKKAL SARU MAGAR	M	management	BBS I	93		18.6	F
51	BIKASH TAMANG	M	management	BBS I	295	passed	59	II
52	BIKUL BHATTARAI	M	management	BBS I	292	passed	58.4	II
53	BIMAL ACHARYA	M	management	BBS I	179		35.8	F
54	BIMAL KUMARI MAHATO	F	management	BBS I	52		10.4	F
55	BIMAL LIMBU	M	management	BBS I	208	passed	41.6	PASS
56	BIMALA TIMSINA	F	management	BBS I	268	passed	53.6	II
57	BINDA KHATRI	F	management	BBS I	208	passed	41.6	PASS
58	BINOD LIMBU	M	management	BBS I	171		34.2	F
59	BINOD NIRAULA	M	management	BBS I	165		33	F
60	BIPIN GHIMIRE	M	management	BBS I	209	passed	41.8	PASS
61	BIRENDRA PANCHKOTI	M	management	BBS I	177		35.4	F
62	BISHAL KHATRI	M	management	BBS I	207	passed	41.4	PASS
63	BRIJESH LUITEL	M	management	BBS I	69		13.8	F
64	CHANDA CHAUDHARY	F	management	BBS I	0		0	F
65	CHANDRA KALA MAJHI	F	management	BBS I	87		17.4	F
66	CHHATRA BAHADUR THAPA	M	management	BBS I	179		35.8	F
67	CHHESANG TAMANG	M	management	BBS I	50		10	F
68	DAMAYANTI POKHREL	F	management	BBS I	117		23.4	F
69	DHANA CHAUDHARY	F	management	BBS I	119		23.8	F
70	DIKSHYA SHRESTHA	F	management	BBS I	158		31.6	F
71	DIKSHA TIMSINA	F	management	BBS I	235	passed	47	II
72	DILU OKHRABU	F	management	BBS I	164		32.8	FAILED
73	DIPENDRA BISTA	M	management	BBS I	221		44.2	FAILED

74	DIPTI SHRESTHA	F	management	BBS I	117		23.4	FAILED
75	DONA RAI	F	management	BBS I	189		37.8	FAILED
76	GAJENDRA THAPA	M	management	BBS I	101		20.2	FAILED
77	GANGA MAYA TAMANG	F	management	BBS I	69		13.8	FAILED
78	GOKUL DANGAL	M	management	BBS I	216		43.2	FAILED
79	GOMA CHAULAGAIN	F	management	BBS I	159		31.8	FAILED
80	GOPAL BASNET	M	management	BBS I	165		33	FAILED
81	GOVINDA KATUWAL	M	management	BBS I	170		34	FAILED
82	HEMAN GURUNG	M	management	BBS I	0		0	FAILED
83	HEM KUMAR LIMBU	M	management	BBS I	135		27	FAILED
84	HIMAL GIRI	M	management	BBS I	193	passed	38.6	PASS DIVISION
85	HIRA BHANDARI	F	management	BBS I	89		17.8	FAILED
86	JHARANA KARKI	F	management	BBS I	126		25.2	FAILED
87	JIT BAHADUR KHAWAS	M	management	BBS I	174		34.8	FAILED
88	JIT MAYA MAGAR	F	management	BBS I	128		25.6	FAILED
89	JIWAN KARKI	M	management	BBS I	260	passed	52	SECOND DIVISION
90	JUNU KALA KHATIWADA	F	management	BBS I	171		34.2	FAILED
91	KABITA BASNET	F	management	BBS I	196		39.2	FAILED
92	KALPANA LIMBU	F	management	BBS I	101		20.2	FAILED
93	KALPANA SHRESTHA	F	management	BBS I	266	passed	53.2	SECOND DIVISION
94	KAMALA DHAMALA	F	management	BBS I	221	passed	44.2	PASS DIVISION
95	KESHAV DANGAL	M	management	BBS I	117		23.4	FAILED
96	KIRAN BAHADUR KARKI	M	management	BBS I	55		11	FAILED
97	KIRAN DAHAL	M	management	BBS I	216		43.2	FAILED
98	KIRAN DAHAL	M	management	BBS I	84		16.8	FAILED
99	KIRAN RAI	M	management	BBS I	81		16.2	FAILED

100	KISHOR BHATTARAI	M	management	BBS I	304	passed	60.8	FIRST DIVISION
101	KRISHNA PRASAD DHAMALA	M	management	BBS I	153		30.6	FAILED
102	KUMAR BASNET	M	management	BBS I	165		33	FAILED
103	LAL BAHADUR JOGI	M	management	BBS I	20		4	FAILED
104	LATA KUMARI CHAUHAN	F	management	BBS I	271	passed	54.2	SECOND DIVISION
105	LAXMI BISTA	F	management	BBS I	202		40.4	FAILED
106	LAXMAN KUMAR KHATRI	M	management	BBS I	231	passed	46.2	SECOND DIVISION
107	LAXMI KHATIWADA	F	management	BBS I	176		35.2	FAILED
108	LAXMI SHRESTHA	F	management	BBS I	218		43.6	FAILED
109	LILA POKHREL	M	management	BBS I	283	passed	56.6	SECOND DIVISION
110	LOK MANI PHUYAL	M	management	BBS I	170		34	FAILED
111	MADHAV LUITEL	M	management	BBS I	0		0	FAILED
112	MAHENDRA BASNET	M	management	BBS I	113		22.6	FAILED
113	MAIYA DAHAL	F	management	BBS I	189		37.8	FAILED
114	MAMATA KARKEE	F	management	BBS I	125		25	FAILED
115	MAMATA PARAJULI	F	management	BBS I	238	passed	47.6	SECOND DIVISION
116	MAMATA RAI	F	management	BBS I	128		25.6	FAILED
117	MANDIRA DHAKAL	F	management	BBS I	65		13	FAILED
118	MANIMA RIJAL	F	management	BBS I	171		34.2	FAILED
119	MANISHA KARKI	F	management	BBS I	137		27.4	FAILED
120	MANISHA KARKI	F	management	BBS I	94		18.8	FAILED
121	MANISH GAUTAM	M	management	BBS I	218		43.6	FAILED
122	MANITA RAI	F	management	BBS I	200	passed	40	PASS DIVISION
123	MANOJ RAUT	M	management	BBS I	123		24.6	FAILED
124	MAUSAM CHAPAGAIN	M	management	BBS I	234	passed	46.8	SECOND DIVISION
125	MERINA PRADHAN	F	management	BBS I	49		9.8	FAILED

126	MILAN KHADKA	M	management	BBS I	154		30.8	FAILED
127	MILAN KHATIWADA	M	management	BBS I	254	passed	50.8	SECOND DIVISION
128	MILAN SUBEDI	M	management	BBS I	160		32	FAILED
129	MINA KUMARI THAKUR	F	management	BBS I	147		29.4	FAILED
130	MIN KUMAR SHRESTHA	M	management	BBS I	157		31.4	FAILED
131	MOHAMMAD SAMIR	M	management	BBS I	56		11.2	FAILED
132	MOUNATA BHANDARI	F	management	BBS I	151		30.2	FAILED
133	MUNA KHATIWADA	F	management	BBS I	222	passed	44.4	PASS DIVISION
134	NABIN BISTA	M	management	BBS I	279	passed	55.8	SECOND DIVISION
135	NABIN DHIMAL	M	management	BBS I	199	passed	39.8	PASS DIVISION
136	NABIN KATWAL	M	management	BBS I	75		15	FAILED
137	NAMRATA GURAGAIN	F	management	BBS I	118		23.6	FAILED
138	NAMRATA THAKUR	F	management	BBS I	167		33.4	FAILED
139	NARAYAN KHADKA	M	management	BBS I	182		36.4	FAILED
140	NIRMAYA RAUT	F	management	BBS I	133		26.6	FAILED
141	NISHA GHIMIRE	F	management	BBS I	102		20.4	FAILED
142	NISHA GURAGAIN	F	management	BBS I	169		33.8	FAILED
143	NISHA KALA RAI	F	management	BBS I	176		35.2	FAILED
144	NISHA NEUPANE	F	management	BBS I	210		42	FAILED
145	NISHA TAMANG	F	management	BBS I	45		9	FAILED
146	NISTA DHAMALA	F	management	BBS I	193		38.6	FAILED
147	NISHA PHUYAL	F	management	BBS I	107		21.4	FAILED
148	NITA RAI	F	management	BBS I	0		0	FAILED
149	NITESH KAFLE	M	management	BBS I	145		29	FAILED
150	PARSUNA BASNET	F	management	BBS I	231		46.2	FAILED
151	PASHUPATI BISTA	F	management	BBS I	49		9.8	FAILED

152	PHANINDRA KARKI	M	management	BBS I	216		43.2	FAILED
153	POOJA KHATI	F	management	BBS I	94		18.8	FAILED
154	PRABESH BASNET	M	management	BBS I	98		19.6	FAILED
155	PRABIN DHIMAL	M	management	BBS I	191		38.2	FAILED
156	PRADIP KHADKA	M	management	BBS I	290	passed	58	SECOND DIVISION
157	PRADIP RUMBA	M	management	BBS I	190		38	FAILED
158	PRAMIKA RAI	F	management	BBS I	62		12.4	FAILED
159	PRAMILA DAHAL	F	management	BBS I	40		8	FAILED
160	PRAMILA RAI	F	management	BBS I	27		5.4	FAILED
161	PRAMILA RIJAL	F	management	BBS I	136		27.2	FAILED
162	PRASHNA SHRESTHA	F	management	BBS I	110		22	FAILED
163	PRATIKSHYA DAHAL	F	management	BBS I	151		30.2	FAILED
164	PRATIMA DHAKAL	F	management	BBS I	79		15.8	FAILED
165	PRATIMA JYU THAKURI	F	management	BBS I	212		42.4	FAILED
166	PRAVIN ADHIKARI	M	management	BBS I	107		21.4	FAILED
167	PRIYANKA KARKI	F	management	BBS I	95		19	FAILED
168	PUJA RAI	F	management	BBS I	28		5.6	FAILED
169	PURNA BAHADUR KAFLE	M	management	BBS I	195		39	FAILED
170	RABINA LUITEL	F	management	BBS I	242	passed	48.4	SECOND DIVISION
171	RABINDRA KARKI	M	management	BBS I	118		23.6	FAILED
172	RADHA KHATRI	F	management	BBS I	73		14.6	FAILED
173	RADHIKA LAKAI KHADKA	F	management	BBS I	228	passed	45.6	SECOND DIVISION
174	RAJAN RAI	M	management	BBS I	23		4.6	FAILED
175	RAJAN TUDU	M	management	BBS I	118		23.6	FAILED
176	RAJ KUMAR RAUT	M	management	BBS I	158		31.6	FAILED
177	RAMADEVI TIMSINA	F	management	BBS I	308	passed	61.6	FIRST DIVISION

178	RAMESWOR KHAREL	M	management	BBS I	228	passed	45.6	SECOND DIVISION
179	RAM KUMAR CHAUDHARY KHAWAS	M	management	BBS I	181		36.2	FAILED
180	RANJANA KUMARI BHATTARAI	F	management	BBS I	176		35.2	FAILED
181	REBISHA KHAN THAKURI	F	management	BBS I	80		16	FAILED
182	REJINA KARKI	F	management	BBS I	160		32	FAILED
183	REKHA KARKI	F	management	BBS I	334	passed	66.8	FIRST DIVISION
184	RESHMA KUMARI DHIMAL	F	management	BBS I	163		32.6	FAILED
185	RESHMA SHRESTHA	F	management	BBS I	223		44.6	FAILED
186	RITA KATUWAL	F	management	BBS I	127		25.4	FAILED
187	RITIK RAI	M	management	BBS I	33		6.6	FAILED
188	RITU KARKI	F	management	BBS I	186	passed	37.2	PASS DIVISION
189	ROJINA BASNET	F	management	BBS I	145		29	FAILED
190	ROSHAN POUDEL	M	management	BBS I	37		7.4	FAILED
191	ROSHANI KATUWAL	F	management	BBS I	199		39.8	FAILED
192	ROSHNI THAPA	F	management	BBS I	66		13.2	FAILED
193	SABINA CHAUDHARY	F	management	BBS I	224	passed	44.8	PASS DIVISION
194	SABINA KALAKHETI	F	management	BBS I	110		22	FAILED
195	SABINA SHRESTHA	F	management	BBS I	206		41.2	FAILED
196	SABINA THAPA	F	management	BBS I	211		42.2	FAILED
197	SABITA BASNET	F	management	BBS I	225	passed	45	SECOND DIVISION
198	SABITA SUBEDI	F	management	BBS I	204		40.8	FAILED
199	SAGAR DARNAL	M	management	BBS I	180		36	FAILED
200	SAMIKSHA BK	F	management	BBS I	200	passed	40	PASS DIVISION
201	SAMIKSHA DHUNGEL	F	management	BBS I	141		28.2	FAILED
202	SAMIR DAHAL	M	management	BBS I	144		28.8	FAILED

203	SANAM KHAPANGI MAGAR	M	management	BBS I	0		0	FAILED
204	SANDHYA KARKI	F	management	BBS I	50		10	FAILED
205	SANDHYA LIMBU	F	management	BBS I	130		26	FAILED
206	SANDHYA NEUPANE	F	management	BBS I	248	passed	49.6	SECOND DIVISION
207	SANDHYA SHRESTHA	F	management	BBS I	162		32.4	FAILED
208	SANDHYA TAMANG	F	management	BBS I	48		9.6	FAILED
209	SANGITA BHANDARI	F	management	BBS I	262	passed	52.4	SECOND DIVISION
210	SANGITA KHANAL	F	management	BBS I	201		40.2	FAILED
211	SANJAYA SHRESTHA	M	management	BBS I	47		9.4	FAILED
212	SAPANA KARKI	F	management	BBS I	109		21.8	FAILED
213	SAPANA POKHREL	F	management	BBS I	137		27.4	FAILED
214	SARASWATI ADHIKARI	F	management	BBS I	173		34.6	FAILED
215	SARASWATI DHAMI	F	management	BBS I	208		41.6	FAILED
216	SARSWATI KUMARI KHAWAS	F	management	BBS I	99		19.8	FAILED
217	SARITA BISTA	F	management	BBS I	155		31	FAILED
218	SARITA KATWAL	F	management	BBS I	194		38.8	FAILED
219	SARITA OJHA	F	management	BBS I	142		28.4	FAILED
220	SARITA SHRESTHA	F	management	BBS I	125		25	FAILED
221	SAROJ BISTA	M	management	BBS I	77		15.4	FAILED
222	SARU DAWADI	F	management	BBS I	91		18.2	FAILED
223	SEWIKA DAHAL	F	management	BBS I	104		20.8	FAILED
224	SEEMA SHAH	F	management	BBS I	306	passed	61.2	FIRST DIVISION
225	SHANTIRAM ADHIKARI	F	management	BBS I	226	passed	45.2	SECOND DIVISION
226	SHARAD NEUPANE	M	management	BBS I	279	passed	55.8	SECOND DIVISION
227	SHILA PAHADI	F	management	BBS I	217		43.4	FAILED
228	SHREEJANA ADHIKARI	F	management	BBS I	79		15.8	FAILED

229	SHREELAL RAI	M	management	BBS I	174		34.8	FAILED
230	SHREYA SHRESTHA	F	management	BBS I	67		13.4	FAILED
231	SHYAM PRASAD CHAULAGAI	M	management	BBS I	169		33.8	FAILED
232	SHYAM PURI	M	management	BBS I	285	passed	57	SECOND DIVISION
233	SIKSHAN KARKI	M	management	BBS I	164		32.8	FAILED
234	SITA SUBEDI	F	management	BBS I	74		14.8	FAILED
235	SIWANI GUPTA	F	management	BBS I	110		22	FAILED
236	SMRITI RAI	F	management	BBS I	77		15.4	FAILED
237	SONIKA GAUTAM	F	management	BBS I	224		44.8	FAILED
238	SOVA ROKKA	F	management	BBS I	138		27.6	FAILED
239	SRIJANA GIRI	F	management	BBS I	135		27	FAILED
240	SUDESHNA BHATTARAI	F	management	BBS I	42		8.4	FAILED
241	SUDHIR ADHIKARI	M	management	BBS I	178		35.6	FAILED
242	SUJAN GIRI	M	management	BBS I	304	passed	60.8	FIRST DIVISION
243	SUJAN LUITEL	M	management	BBS I	150		30	FAILED
244	SUJAN TAMANG	M	management	BBS I	175		35	FAILED
245	SUJATA GHIMIRE	F	management	BBS I	181	passed	36.2	PASS DIVISION
246	SUJATA KARKI	F	management	BBS I	193	passed	38.6	PASS DIVISION
247	SUJATA LIMBU	F	management	BBS I	141		28.2	FAILED
248	SUJITA MISHRA	F	management	BBS I	95		19	FAILED
249	SUMAN BHATTARAI	M	management	BBS I	194		38.8	FAILED
250	SUMAN BHUSAL DARJI	M	management	BBS I	148		29.6	FAILED
251	SUMAN PARAJULI	M	management	BBS I	100		20	FAILED
252	SUMINA RAUT	F	management	BBS I	111		22.2	FAILED
253	SUMITRA RANA MAGAR	F	management	BBS I	100		20	FAILED
254	SUMITRA SHRESTHA	F	management	BBS I	118		23.6	FAILED

255	SUNAINA RAI	F	management	BBS I	58		11.6	FAILED
256	SUNDAR SIWA	M	management	BBS I	44		8.8	FAILED
257	SUNIL RAI	M	management	BBS I	183	passed	36.6	PASS DIVISION
258	SUNITA BASNET	F	management	BBS I	120		24	FAILED
259	SURAJ DAHAL	M	management	BBS I	77		15.4	FAILED
260	SURAJ SITAULA	M	management	BBS I	15		3	FAILED
261	SUSHMA ADHIKARI	F	management	BBS I	31		6.2	FAILED
262	SUSHMA KC	F	management	BBS I	204	passed	40.8	PASS DIVISION
263	SUSMA ACHARYA	F	management	BBS I	216	passed	43.2	PASS DIVISION
264	SUSMITA GHIMIRE	F	management	BBS I	219	passed	43.8	PASS DIVISION
265	SUSMITA KAFLE	F	management	BBS I	89		17.8	FAILED
266	SUSTIKA DAHAL	F	management	BBS I	108		21.6	FAILED
267	TARA GAUTAM	F	management	BBS I	210		42	FAILED
268	TILAK BAHADUR KHATRI	M	management	BBS I	201		40.2	FAILED
269	TOHID ANSARI	M	management	BBS I	155		31	FAILED
270	TULASA DANGI	F	management	BBS I	283	passed	56.6	SECOND DIVISION
271	TULASI KHAWAS	M	management	BBS I	113		22.6	FAILED
272	TUL KUMARI SHRESTHA	F	management	BBS I	225	passed	45	SECOND DIVISION
273	USHA ADHIKARI	F	management	BBS I	257	passed	51.4	SECOND DIVISION
274	VASKAR KARKI	M	management	BBS I	0		0	FAILED
275	YAMUNA DAHAL	F	management	BBS I	106		21.2	FAILED
276	YASHIKA RAI	F	management	BBS I	88		17.6	FAILED
277	YUBISH TAMANG	M	management	BBS I	182		36.4	FAILED

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

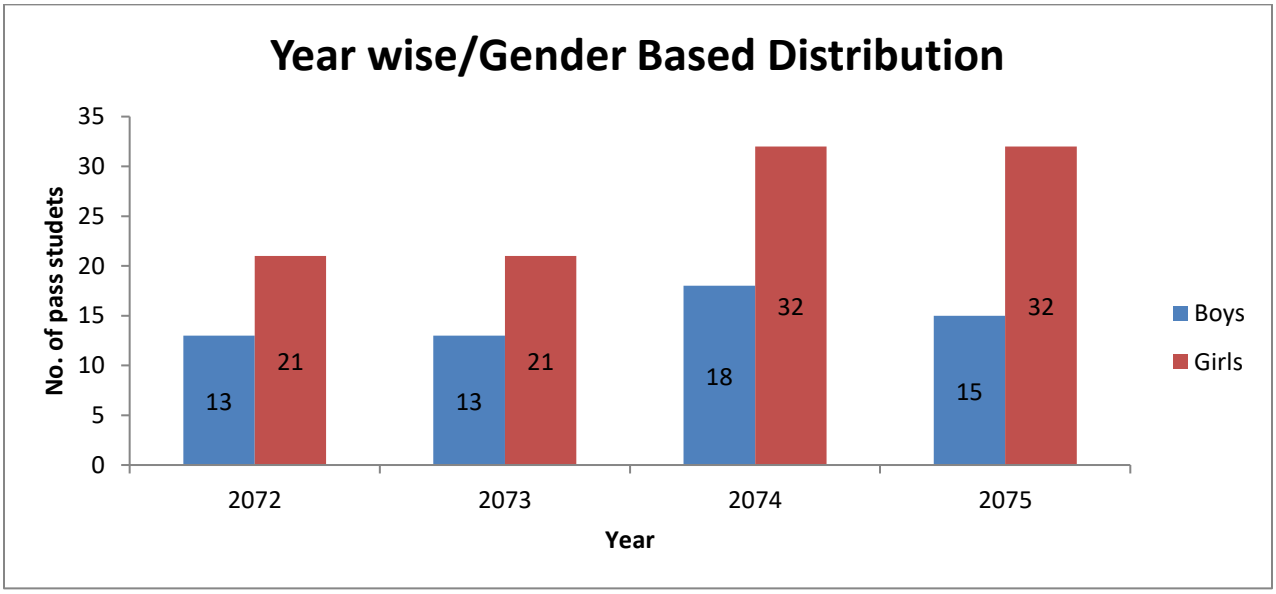
Campus Chief

SUKUNA MULTIPLE CAMPUS, SUNDARHARAICHA, MORANG

A glimpse of board exam results- 4Year BBS

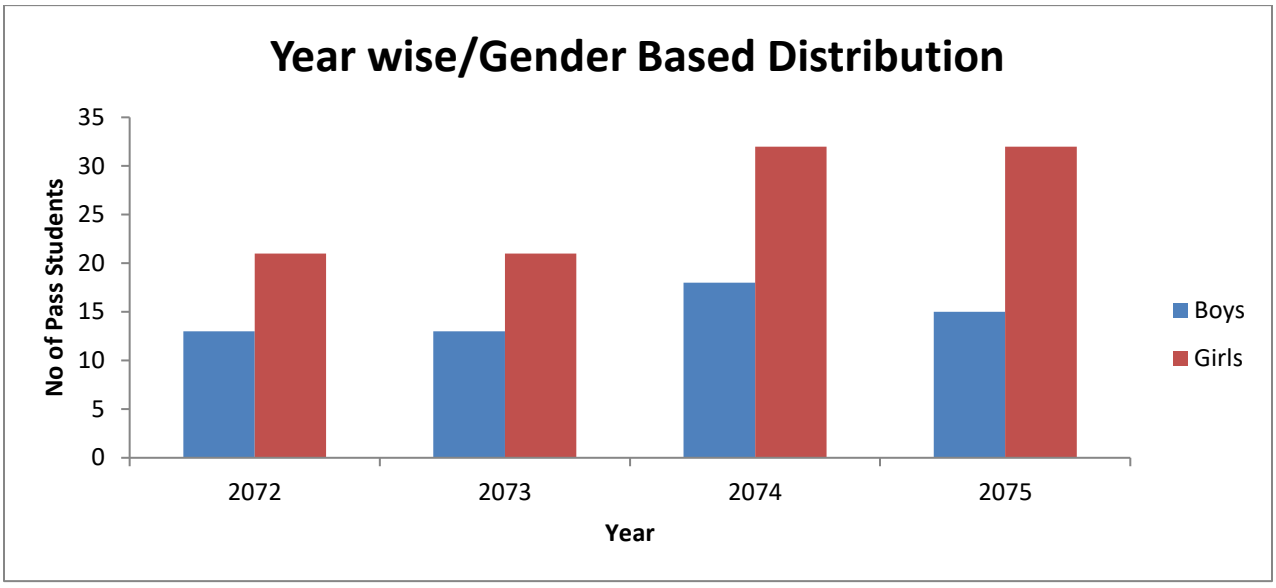
Overall result review based on gender

BBS-1st year (2072-2075)

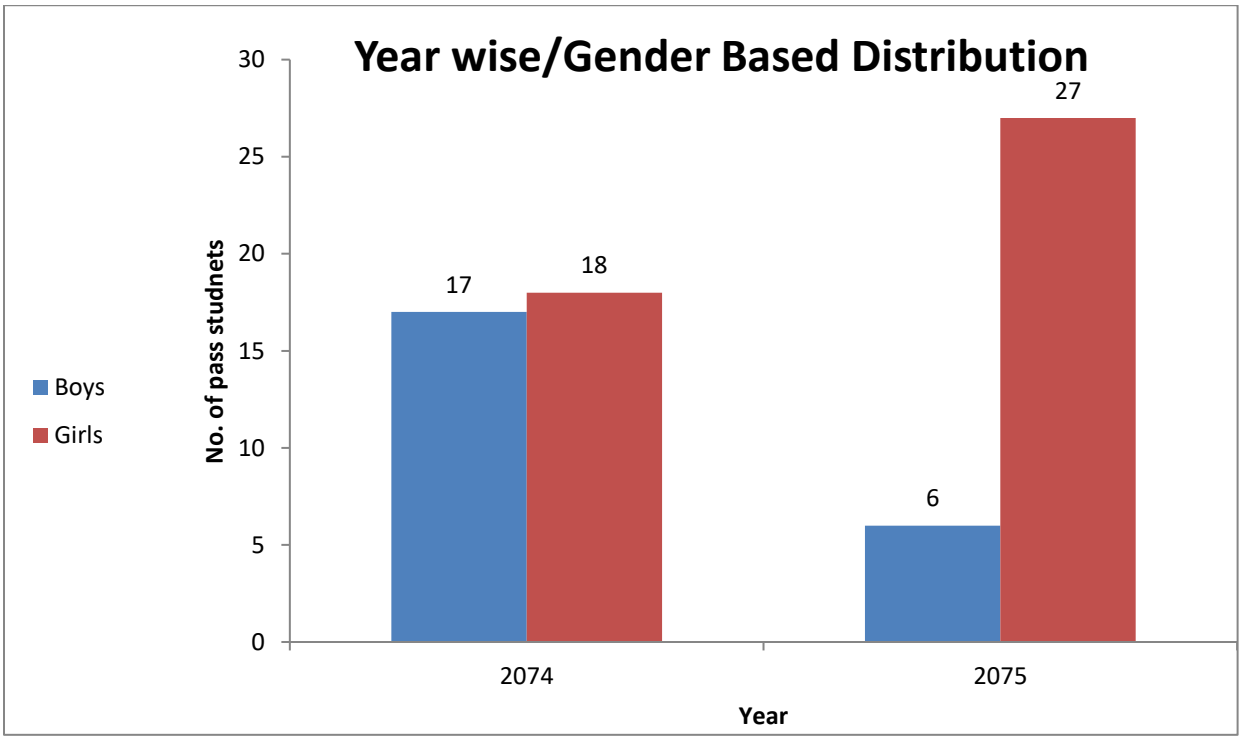


1998

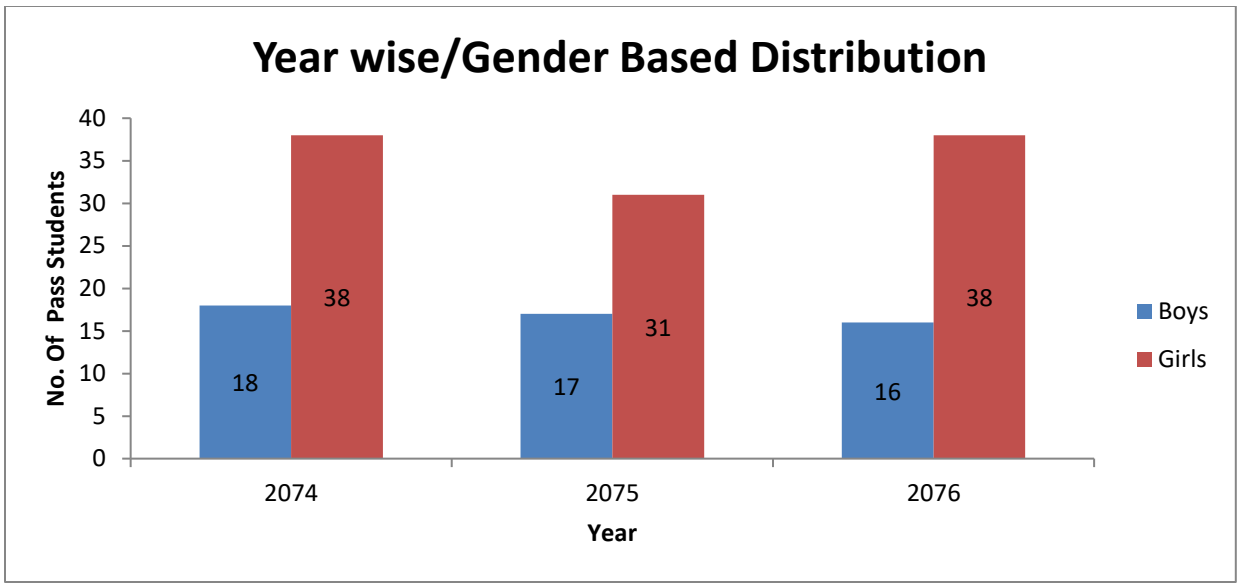
BBS 2nd Year (2072-2075)



BBS 3rd Year (2074-2075)

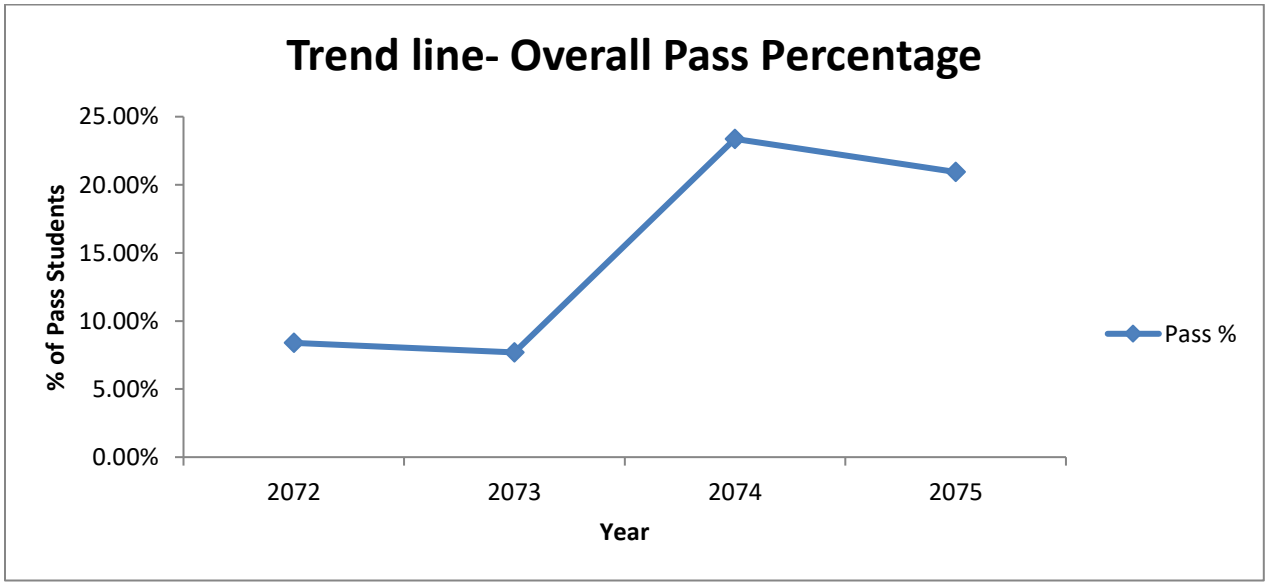


BBS 4th Year (2074-2076)

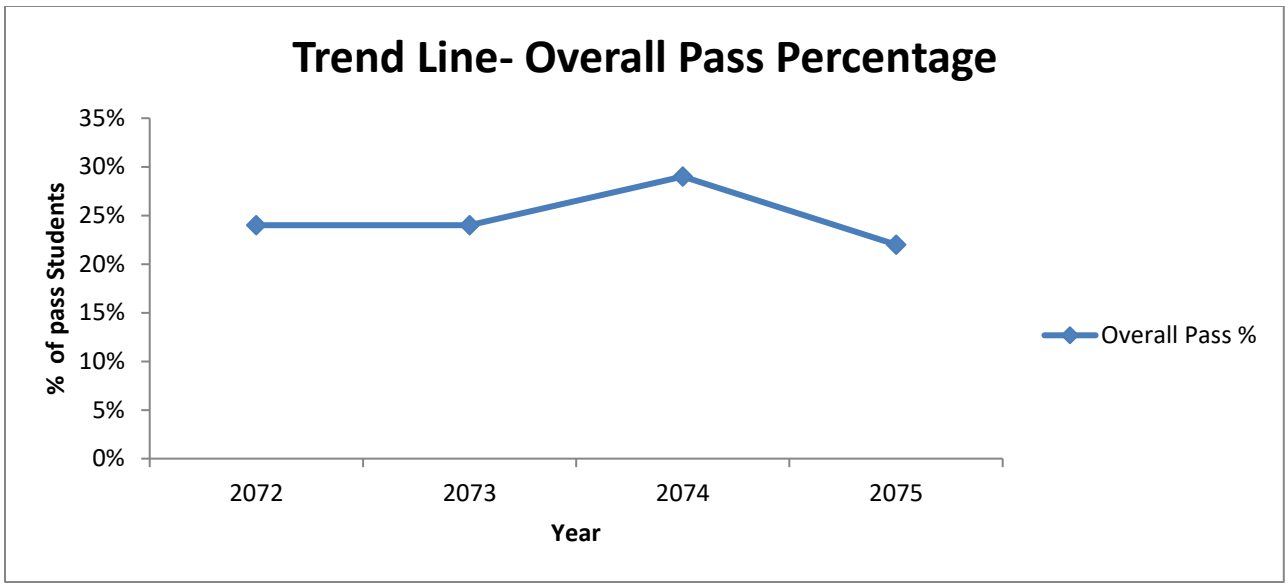


Overall result in percentage

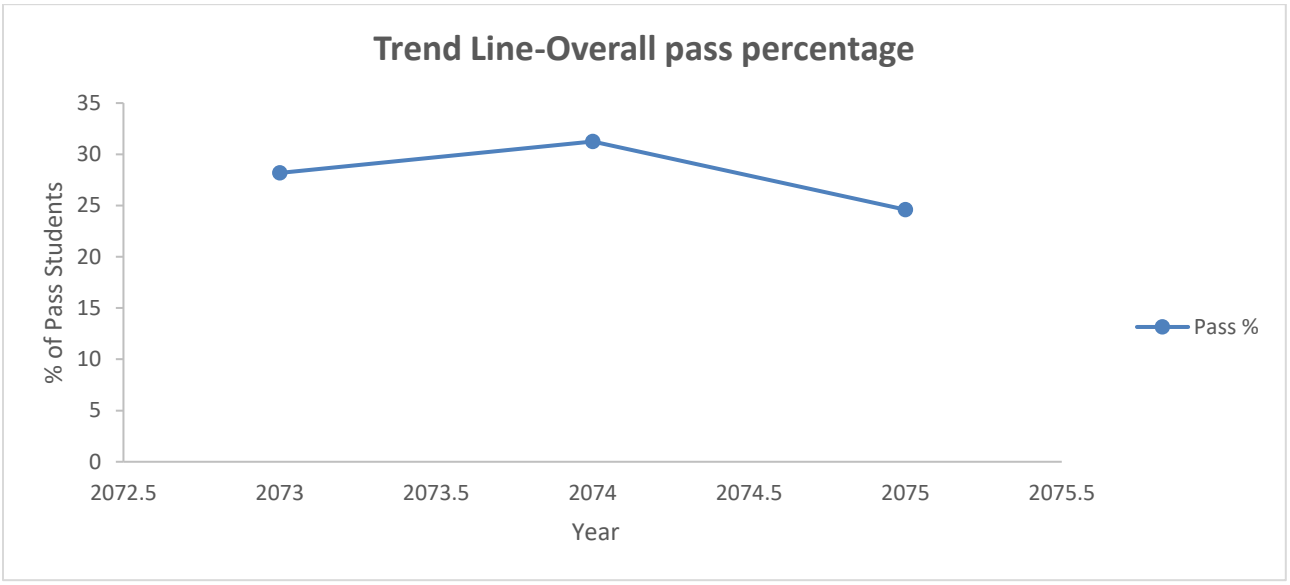
BBS-1st Year (2072-2075)



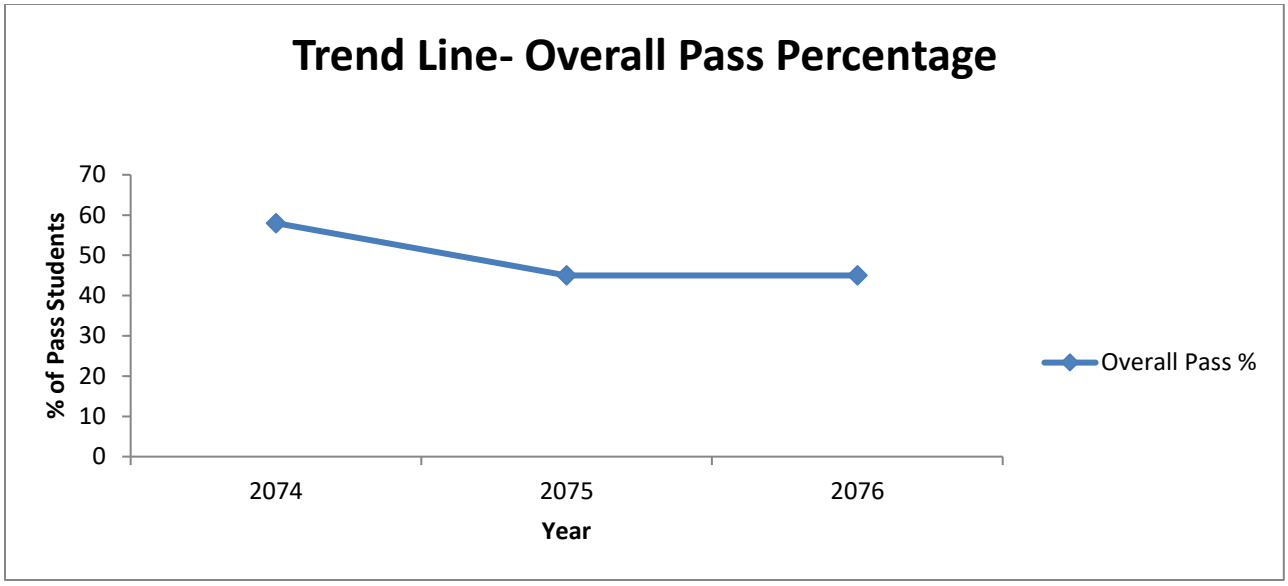
BBS-2ndYear (2072-2075)



BBS-3rd Year (2073-2075)



BBS- 4th Year (2074-2076)



SUKUNA MULTIPLE CAMPUS

SUNDARHARAINCHA, MORANG

Board exam data analysis

LEVEL: 4 YEARS B.B.S. FIRST YEAR 2075 (REGULAR)

1. **Overall result review**

2002

Details	Remarks	In %
No. of passed students No. of failed students	58 219	20.93 79.07
Total No. of students appeared in examination	277	100%

2. Statistics of student's participation on exam based on Gender.

Details	Remarks	In %
Male Female	106 171	38.26% 61.74%
Total	277	100%

3. Overall result review based on Gender

Details	Male	Female	Total
Passed Failed	24 82	34 137	58 219
Total	106	171	277

4. Statistics of student's exam performance based on subject.

Business English (MGT 201)

Details	Male	Female	Total	% in Total
Passed Failed	81 21	121 47	202 68	72.92% 24.54%
Absent	4	3	7	2.54%
Total	106	171	277	100%

Business Statistics (MGT 202)

Details	Male	Female	Total	% in Total
Passed Failed	45 41	54 93	99 134	35.7% 48.4%
Absent	20	24	44	15.9%
Total	106	171	277	100%

Business Economics (MGT 203)

Details	Male	Female	Total	% in Total
Passed Failed	66 33	106 58	172 91	62.1% 32.9%

2003

Absent	7	7	14	5%
Total	106	171	277	100%

Accountancy (MGT 211)

Details	Male	Female	Total	% in Total
Passed Failed	41 53	60 91	101 144	36.5% 52%
Absent	12	20	32	11.5%
Total	106	171	277	100%

Principle of Management (MGT213)

Details	Male	Female	Total	% in Total
Passed Failed	67 27	96 64	163 91	58.8% 32.9%
Absent	12	11	23	8.3%
Total	106	171	277	100%

LEVEL: 4 YEARS B.B.S. SECOND YEAR 2075 (REGULAR)

1. Overall result review

Details	Remarks	In %
No. of passed students No. of failed students	47 170	21.66% 78.34%
Total No. of students appeared in examination	217	100%

2. Statistics of student's participation on exam based on Gender.

Details	Remarks	In %
Male Female	85 132	39.17% 60.83%
Total	217	100%

3. Overall result review based on Gender

Details	Male	Female	Total
Passed Failed	15 67	32 97	47 164
Absent	3	3	6
Total	85	132	277

4. Statistics of student's exam performance based on subject

Macroeconomics (MGT 206)

Details	Male	Female	Total	% in Total
Passed	37	69	106	48.8%
Failed	41	57	98	45.2%
Absent	6	7	13	6%
Total	85	132	217	100%

Business Communication (MGT 205)

Details	Male	Female	Total	% in Total
Passed	65	97	162	74.7%
Failed	16	32	48	22.1%
Absent	3	4	7	3.2%
Total	85	132	217	100%

Cost and Management Accounting (MGT 212)

Details	Male	Female	Total	% in Total
Passed	52	74	126	58.1%
Failed	27	41	68	31.3%
Absent	9	14	23	10.6
Total	85	132	217	100%

Fundamental of Marketing (MGT 214)

Details	Male	Female	Total	% in Total
Passed	22	34	56	25.8%
Failed	60	89	149	68.7%
Absent	5	7	12	5.5%
Total	85	132	217	100%

Human Resource Management (MGT 216)

Details	Male	Female	Total	% in Total
Passed	49	73	122	56.2%
Failed	30	54	84	38.7%
Absent	5	6	11	5.1%

2005

Total	85	132	217	100%

LEVEL: 4 YEARS B.B.S. THIRD YEAR 2075 (REGULAR)

1. Overall result review

Details	Remarks	In %
No. of passed students	33	24.6%
No. of failed students	101	75.4%
Total No. of students appeared in examination	134	100%

2. Statistics of student's participation on exam based on Gender.

Details	Remarks	In %
Male	52	38.8%
Female	82	61.2%
Total	134	100%

3. Overall result review based on Gender

Details	Male	Female	Total
Passed	6	27	33
Failed	46	55	101
Absent	-	-	-
Total	52	82	134

4. Statistics of student's performance based on subject.

Business Law (MGT 204)

Details	Male	Female	Total	% in Total
Passed	16	34	50	37.3%
Failed	32	48	80	59.7%
Absent	4	-	4	3%
Total	52	82	134	100%

Financial Management (MGT 215)

Details	Male	Female	Total	% in Total
Passed	25	48	73	54.5%

Failed	21	27	48	35.8
Absent	6	7	13	9.7%
Total	52	82	134	100%

Business Environment and Strategic Management (MGT 217)

Details	Male	Female	Total	% in Total
Passed	28	54	82	61.2%
Failed	19	25	44	32.8%
Absent	5	3	8	6%
Total	52	82	134	100%

Taxation and Auditing (MGT 218)

Details	Male	Female	Total	% in Total
Passed	21	49	70	52.2%
Failed	22	27	49	36.6%
Absent	9	6	15	11.2
Total	52	82	134	100%

Organizational Behaviour (MGT 219)

Details	Male	Female	Total	% in Total
Passed	36	66	102	76.1%
Failed	10	11	21	15.7%
Absent	6	5	11	8.2%
Total	52	82	134	100%

LEVEL: 4 YEARS B.B.S. FOURTH YEAR 2075 (REGULAR)

1. **Overall result review**

Details	Remarks	In %
No. of passed students	46	44.2%
No. of failed students	58	55.8%
Total No. of students appeared in examination	104	100%

2. **Statistics of student's participation on exam based on Gender.**

Details	Remarks	In %
Male	33	31.7%
Female	71	68.3%
Total	104	100%

3. **Overall result review based on Gender.**

Details	Male	Female	Total
Passed	17	29	46

Failed	16	42	58
Absent	-	-	-
Total	33	71	104

4. Statistics of student's performance based on Subjects

Entrepreneurship and Enterprise Development (MGT 220)

Details	Male	Female	Total	% in Total
Passed Failed	27 3	62 6	89 9	85.6% 8.7%
Absent	3	3	6	5.7%
Total	33	71	104	100%

Business Research Methods (MGT 221)

Details	Male	Female	Total	% in Total
Passed Failed	27 4	55 15	82 19	78.9% 18.3%
Absent	2	1	3	2.8%
Total	33	71	104	100%

Final Project (MGT 401)

Details	Male	Female	Total	% in Total
Passed Failed	25 -	63 -	88 -	84.6 -
Absent	8	8	16	15.4
Total	33	71	104	100%

Fundamental of Selling (MKT 250)

Details	Male	Female	Total	% in Total
Passed Failed	3 -	23 -	26 -	89.7% -
Absent	-	3	3	10.3%
Total	3	26	29	100%

Fundamental of Advertising (MKT 253)

Details	Male	Female	Total	% in Total
Passed Failed	3 -	22 1	25 1	86.2% 3.4%
Absent	-	3	3	10.4%
Total	3	26	29	100%

Fundamental of service marketing (MKT 254)

2008

Details	Male	Female	Total	% in Total
Passed Failed	1 2	12 12	13 14	44.8% 48.3%
Absent	-	2	2	6.9%
Total	3	26	29	100%

Fundamental of Corporate Finance (FIN 250)

Details	Male	Female	Total	% in Total
Passed Failed	26 2	38 6	64 8	85.3% 10.7%
Absent	2	1	3	4%
Total	30	45	75	100%

Fundamental of Financial Market and Institute (FIN 252)

Details	Male	Female	Total	% in Total
Passed Failed	17 11	27 17	44 28	58.7% 37.3%
Absent	2	1	3	4
Total	30	45	75	100%

Fundamental of Investment (FIN 253)

Details	Male	Female	Total	% in Total
Passed Failed	22 5	38 6	60 11	80% 14.7%
Absent	3	1	4	5.3%
Total	30	45	75	100%

(*Highest Score= Sabal Rai & Barsha Poudel (359 i.e. 71.8%)

Level: MBS 1st Semester (2075)

1. **Overall result review**

Details	Remarks	In %
No. of passed students No. of failed students	17 7	70.83% 29.17%
Total No. of students appeared in examination	24	100%

2. **Statistics of student's participation on exam based on Gender**.

Details	Remarks	In %
Male Female	9 15	37.5% 62.5%
Total	24	100%

3. Overall result review based on Gender.

Details	Male	Female	Total
Passed Failed	5 4	12 3	17 7
Absent	-	-	-
Total	9	15	24

4. Statistics of student's performance based on Subject.

Marketing Management (MKT 511)

Details	Male	Female	Total	% in Total
Passed Failed	8 1	15 -	23 1	95.83% 4.17%
Absent				
Total	9	15	24	100%

Managerial Economics (ECO 512)

Details	Male	Female	Total	% in Total
Passed Failed	5 3	13 2	18 5	75% 20.83%
Absent	1	-	1	4.17%
Total	9	15	24	100%

Statistical Methods (MSC 514)

Details	Male	Female	Total	% in Total
Passed Failed	7 1	15 -	22 1	91.66% 4.17%
Absent	1	-	1	4.17
Total	9	15	24	100%

Organizational Behaviour (MGT 515)

Details	Male	Female	Total	% in Total
Passed Failed	6 2	14 1	20 3	83.33% 12.5%
Absent	1	-	1	4.17%
Total	9	15	24	100%

Managerial Communication (MGT 519)

Details	Male	Female	Total	% in Total
Passed Failed	8 1	15 -	23 1	95.83% 4.17%
Absent	-	-	-	-

Total	9	15	24	100%

(* Highest Score 3.54, Roma Khadka)

Level: MBS 2nd Semester (2075)

1. **Overall result review**

Details	Remarks	In %
No. of passed students	14	58.33%
No. of failed students	10	41.67%
Total No. of students appeared in examination	24	100%

2. **Statistics of student's Participation based on Gender.**

Details	Remarks	In %
Male	10	41.67%
Female	14	58.33%
Total	24	100%

3. **Overall result review based on Gender**

Details	Male	Female	Total
Passed	6	8	14
Failed	4	6	10
Absent	-	-	-
Total	10	14	24

4. **Statistics of students performance based on Subjects**

Financial Management (FIN 510)

Details	Male	Female	Total	% in Total
Passed	10	13	23	95.83%
Failed	-	1	1	4.17%
Absent	-	-	-	-
Total	10	14	24	100%

Human Resource Management (MGT 513)

Details	Male	Female	Total	% in Total
Passed	8	14	22	91.66%
Failed	1	-	1	4.17%
Absent	1	-	1	4.17%
Total	10	14	24	100%

Production and Operation Management (MSC 516)

Details	Male	Female	Total	% in Total

Passed Failed	7 3	11 3	18 6	75% 25%
Absent	-	-	-	-
Total	10	14	24	100%

Management Accountancy (ACC 517)

Details	Male	Female	Total	% in Total
Passed Failed	7 2	9 5	16 7	66.66% 29.17%
Absent	1	-	1	4.17%
Total	10	11	24	100%

Business Environment (MGT 518)

Details	Male	Female	Total	% in Total
Passed Failed	10 -	14 -	24 -	100% -
Absent	-	-	-	-
Total	10	14	24	100%

(* Highest score= 3.57, Prem Kumar Katuwal, 1st Division)

Internal Examination - 2076

MBS SECOND SEMESTER

Marks Ledger

Roll No	Name	Subjects					**Total**	**Percentage**	**Result**
		Account	Finance	HRM	Production	B.Environment			
1	TAIWAN RAI	1	1	25	29	33	**89**	*35.6*	Failed
2	SITA SANGROULA	27	18	31	41	30	**147**	*58.8*	Failed
3	SANJIV KATUWAL	0	1		1	7	**9**	*3.6*	Failed
4	SANJEEB SAMBA						**0**	*0*	
5	ASHISH DHAKAL	20	24	21	4	16	**85**	*34*	Failed

6	ARATI RAI	18	25	20	27	12	**102**	*40.8*	Failed
7	SUJANA GHIMIRE	24	22	23	29	16	**114**	*45.6*	Failed
8	SANJAY DAHAL						**0**	*0*	
9	SONIKA ADHIKARI						**0**	*0*	
10	KABITA NIROULA						**0**	*0*	
11	SUMAN BASNET						**0**	*0*	
12	TAYA RAI	6	15	23	25	20	**89**	*35.6*	Failed
13	BIBEK GURAGAIN	40	35	23	38	25	**161**	*64.4*	Passed
14	KIRAN ADHIKARI						**0**	*0*	
15	SANTOSH DHAKAL	35	36	22	29	20	**142**	*56.8*	Passed
16	ROJINA THAPA	21	11	23	31	25	**111**	*44.4*	Failed
17	KUL PRASAD GIRI	8	23	20	10	16	**77**	*30.8*	Failed
18	JIWAN BASNET						**0**	*0*	
19	MIRA GURUNG	12	7	19	22	17	**77**	*30.8*	Failed
20	SANJITA KATUWAL	2	4	20	23	11	**60**	*24*	Failed
21	LAXMI PODDAR						**0**	*0*	
22	SUSHMA POKHREL						**0**	*0*	
23	SHANKAR SINGH TAMANG						**0**	*0*	
24	SABITA KHATIWADA	28	18	29	35	28	**138**	*55.2*	Failed
25	PRATIKSHA PANTA	29	13	20	13		**75**	*30*	Failed
26	SUGAL BHATTARAI						**0**	*0*	
27	DURGA DAHAL	33	13	26	29	26	**127**	*50.8*	Failed
28	RAM CHANDRA DHAKAL	25	29	26	4	19	**103**	*41.2*	Failed
29	NIRMALA GHIMIRE	11	10	29	30	22	**102**	*40.8*	Failed
30	JENITA RAI	11	3		9		**23**	*9.2*	Failed
31	SHANKAR PRASAD BHANDARI	0	4	20	9	25	**58**	*23.2*	Failed

2013

32	SAMJHANA LAMSAL	18	14	20	25	18	**95**	*38*	Failed
33	MEENA NEUPANE						**0**	*0*	
34	MILAN DAHAL	7	11	20	2	19	**59**	*23.6*	Failed
35	SWIKRITI POKHREL						**0**	*0*	
36	BARSHA BHANDARI	5	9	25	28	17	**84**	*33.6*	Failed
37	SANGITA CHAUDHARY	26	21	25	31	26	**129**	*51.6*	Passed
38	BINOD BK	4	2	12	4	18	**40**	*16*	Failed
39	ARJU BASNET	3	1	13	3	6	**26**	*10.4*	Failed
40	PRATIMA DAHAL	7	9	25	20	18	**79**	*31.6*	Failed
41	RANJU BHATTARAI	6	14	22	18	14	**74**	*29.6*	Failed
42	DAPTI SHERPA	11	5	23	7	20	**66**	*26.4*	Failed
43	RACHANA KHADKA						**0**	*0*	
44	SILA KHATIWADA	6	14	23	29	22	**94**	*37.6*	Failed
45	SUDHAN BHARATI						**0**	*0*	
46	NARENDRA RAJ DAHAL						**0**	*0*	
47	GOPAL POKHAREL		37	25	40	23	**125**	*50*	Failed
48	JAGAT MALLA THAKURI	17	14	20	26	25	**102**	*40.8*	Failed
49	YOGENDRA THAPA	12	36	20		26	**94**	*37.6*	Failed
50	BISHWA ADHIKARI	13	30	18	2	13	**76**	*30.4*	Failed
51	KUSHUM DHAKAL	34	16	32	38	31	**151**	*60.4*	Failed
52	TIRTHA LUINTEL	32	17	27	37	26	**139**	*55.6*	Failed
53	GHANSHYAM ACHARYA						**0**	*0*	
54	SUJAN KHATRI	25	28	28	27	21	**129**	*51.6*	Passed
55	YOGARAJ KHANAL	23	22	21	31	21	**118**	*47.2*	Passed

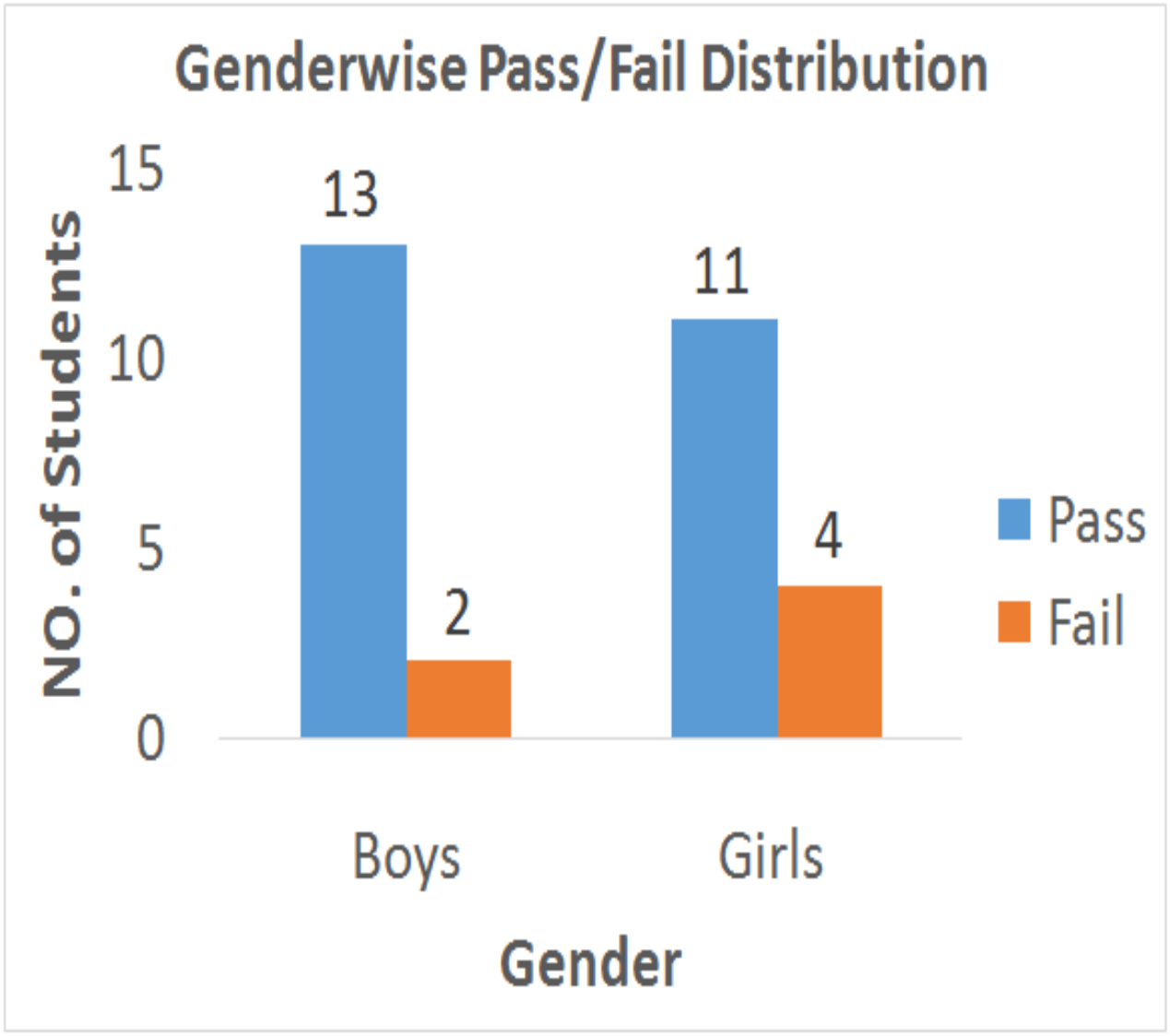
2014

56	DEEPIKA TAMANG	10	11	22	26	14	**83**	*33.2*	Failed
57	SAMIR KOIRALA	8	10				**18**	*7.2*	Failed
58	RITESH GAJUREL	2					**2**	*0.8*	Failed
59	INJU KALA RAI						**0**	*0*	
60	RAVINA DHIMAL	28	1	29	7	22	**87**	*34.8*	Failed
61	PRADIP KHATIWADA	8	7	20	18	18	**71**	*28.4*	Failed

Result Analysis of BBA

2015

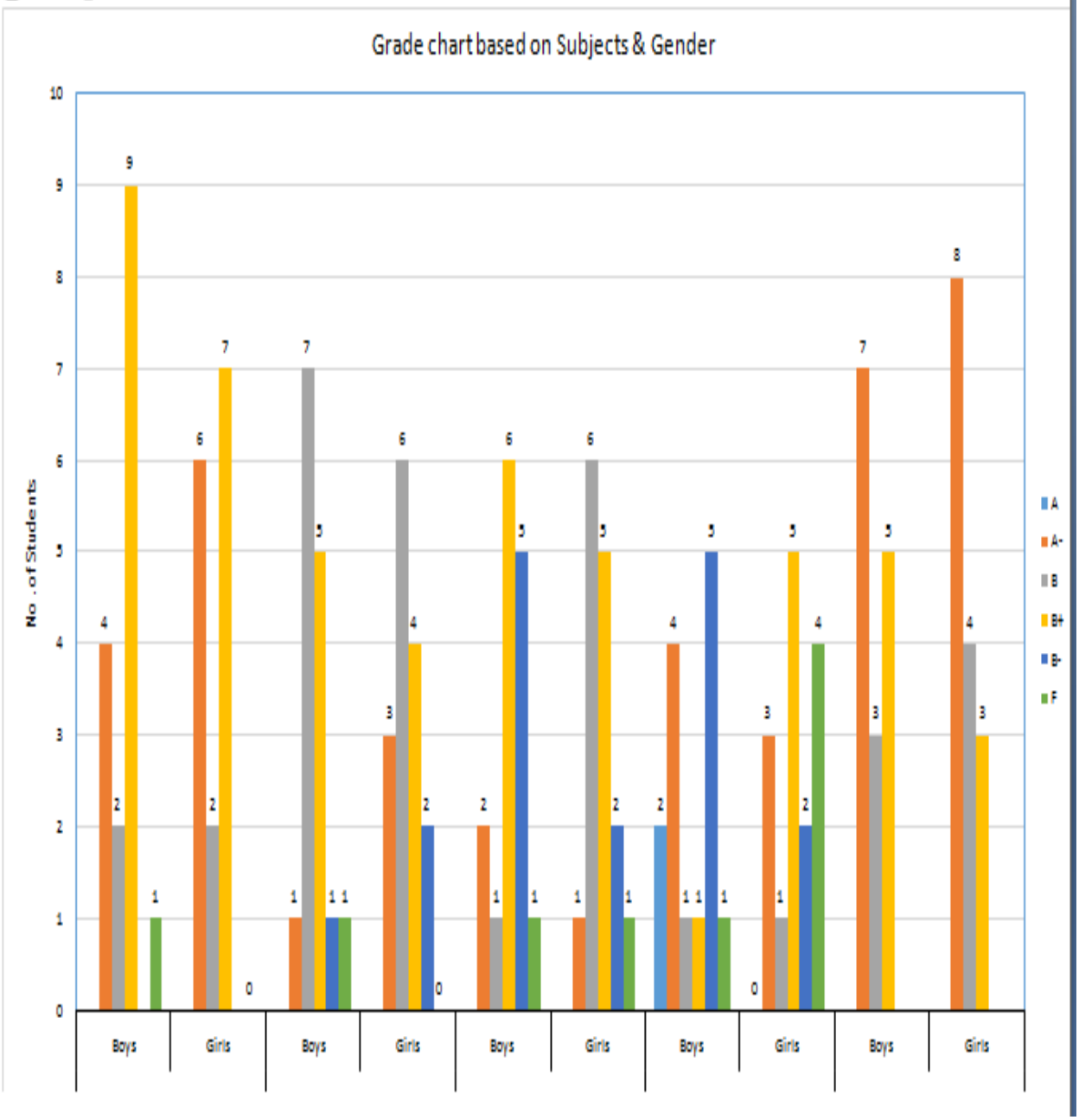
A GLIMPSE OF BOARD EXAM RESULT- BBA 1ST SEMESTER-2075



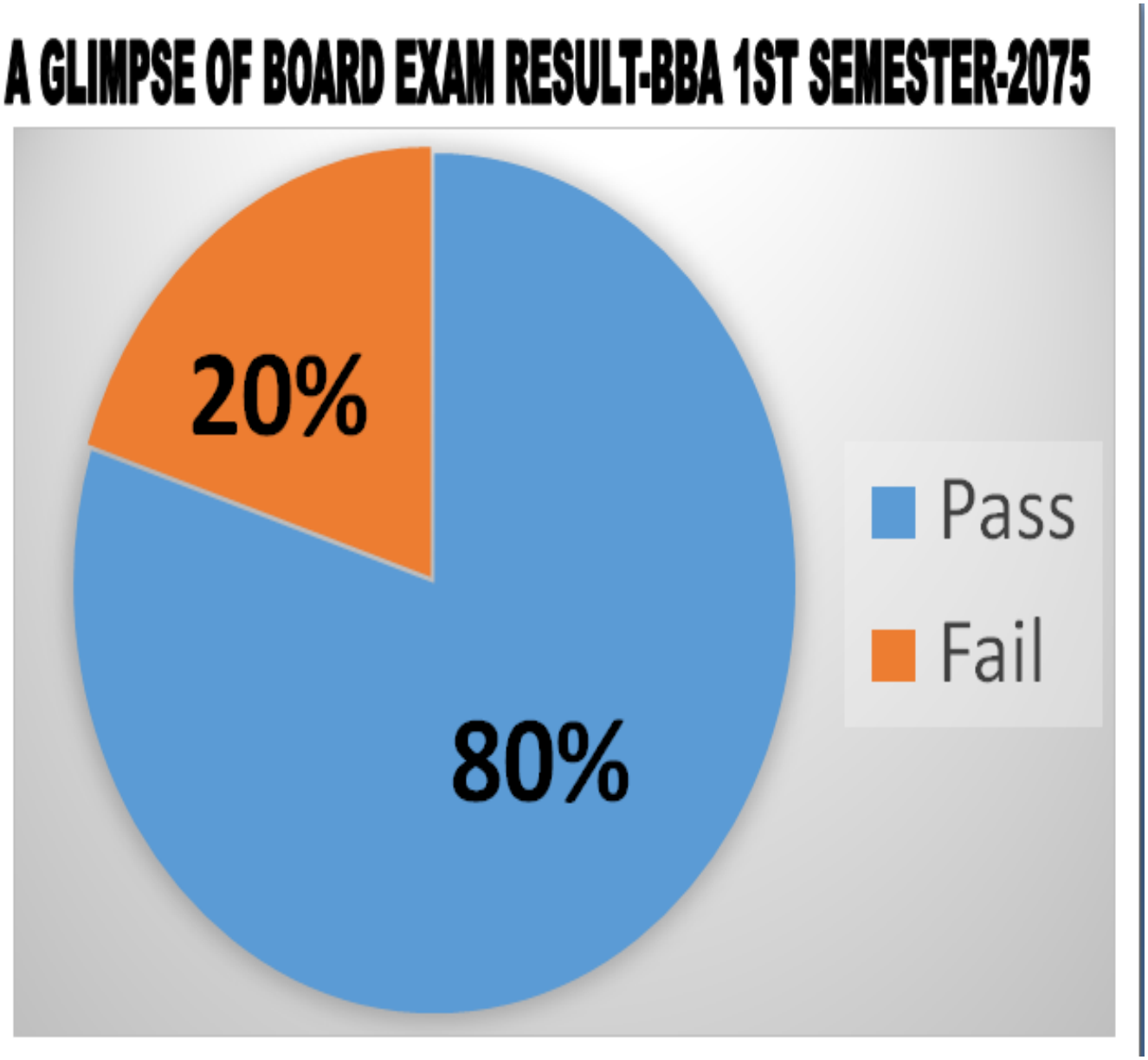
2016

SUKUNA MULTIPLE CAMPUS,SUNDARHARAICHA, MORANG

A glimps of board exam result-BBA first semester 2075

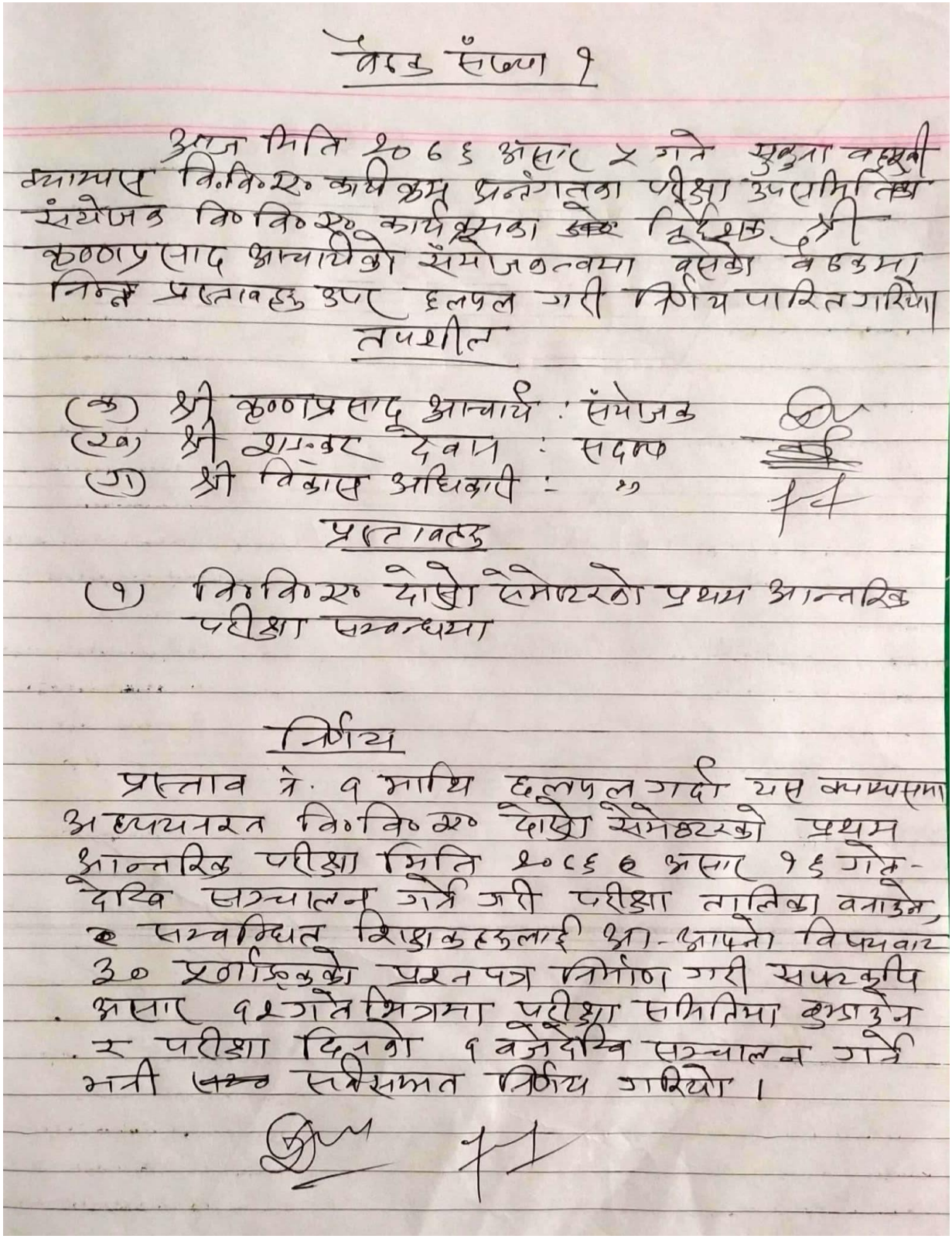


2017


A GLIMPSE OF BOARD EXAM RESULT-BBA 1ST SEMESTER-2075
20%
80%
Pass
Fail

2018

Annex 88: Minute Book of Internal Examination



बैठक संख्या १

आज मिति २०६६ असार २ गते सुक्रवार बसुन्धरा क्याम्पस बि.बि.ए. कार्यक्रम अन्तर्गतका परीक्षा उपसमितिको संयोजक बि.बि.ए. कार्यक्रमका बरिष्ठ शिक्षक श्री कृष्णप्रसाद आचार्यको संयोजकत्वमा बसेको बैठकमा निम्न प्रस्तावहरु उपर छलफल गरी निर्णय पारित गरियो।

तपशील

(क) श्री कृष्णप्रसाद आचार्य : संयोजक
(ख) श्री शङ्कर देवान : सदस्य
(ग) श्री विकास अधिकारी : "

प्रस्तावहरु

(१) बि.बि.ए. दोस्रो सेमेष्टरको प्रथम आन्तरिक परीक्षा सम्बन्धमा

निर्णय

प्रस्ताव नं. १ माथि छलफल गर्दा यस क्याम्पसमा अध्ययनरत बि.बि.ए. दोस्रो सेमेष्टरको प्रथम आन्तरिक परीक्षा मिति २०६६ असार १६ गते-देखि सञ्चालन गर्ने जरी परीक्षा तालिका बनाउने, सम्बन्धित शिक्षकहरुलाई आ-आफ्नो विषयवार ३० प्रतिशतको प्रश्नपत्र निर्माण गरी सफ्टकपि असार १२ गते भित्रमा परीक्षा समितिमा बुझाउने र परीक्षा दिनको १ बजेदेखि सञ्चालन गर्ने भन्ने सर्वसम्मत निर्णय गरियो।

बैठक संख्या २

आज मिति २०६६ श्रावण ८ गतेका दिन पुकुवा वि.व्य.प्स वि.कि.स. कार्यक्रम अन्तर्गतका आन्तरिक परीक्षा उपसमितिका संयोजक तथा कि.कि.स. कार्यक्रमका निर्देशक श्री कृष्णप्रसाद आचार्यको संयोजकत्वमा बसेको बैठकमा तपशीलका प्रस्ताव-माथि छलफल गरी निर्णय गरियो।

तपशील

उपस्थित :

(१) श्री कृष्णप्रसाद आचार्य (संयोजक)
(२) श्री शङ्कर देवात (सदस्य)
(३) श्री विकास अधिकारी (सदस्य)

प्रस्ताव :

(१) पुरक परीक्षा सञ्चालन सम्बन्धमा

निर्णय :-

प्रस्ताव नं. १ माथि छलफल गर्दा वि.कि.स. दोस्रो सेमेष्टरको प्रथम आन्तरिक परीक्षामा अनुपस्थित हुने र परीक्षा दिई असफल हुने विद्यार्थीहरुलाई पुनः परीक्षा लिने गरी साउन १३ गतेदेखि पुरक परीक्षा १२:३० देखि सञ्चालन गर्ने र सोको लागि सम्बन्धित विषयशिक्षकहरुलाई ३० प्रतिशतको प्रश्नपत्र निर्माण गरी परीक्षा समितिमा बुझाउन आग्रह गर्ने निर्णय गरियो।

बैठक संख्या ३

आज मिति २०६९ साउन ३० गतेका दिन सुकुना क० व्यायाम वि०वि०स० क्याम्पस अन्तर्गतका आन्तरिक परीक्षा उपसमितिको संयोजक वि०वि० स्नातक कार्यक्रमका निर्देशक श्री कृष्णप्रसाद आचार्यको संयोजकत्वमा बसेको बैठकमा तपशीलको उपस्थितिमा निम्न प्रस्तावमाथि छलफल गरी निर्णय पारित गरियो।

तपशील

(१) श्री कृष्णप्रसाद आचार्य (संयोजक, क्र स०)
(२) श्री शङ्कर देवान (सदस्य, ,,)
(३) श्री विकास अधिकारी (,, ,,)

प्रस्ताव:

(१) प्रिवोर्ड परीक्षा सञ्चालन सम्बन्धमा

निर्णय

प्रस्ताव नं. १ माथि छलफल गर्दा यस क्याम्पसमा अध्ययनरत वि०वि० स० दोस्रो सेमेस्टरका विद्यार्थीहरुको प्रिवोर्ड परीक्षा सञ्चालन गर्ने निम्न निर्णय गरियो:-

(क) प्रिवोर्ड परीक्षा भाद्र ८ गते देखि सञ्चालन गर्ने गरी परीक्षा तालिका बनाई प्रशासन, शिक्षक तथा विद्यार्थीहरुलाई अवगत गराउने।

(ख) परीक्षाका प्रश्नपत्र दोर्ड परीक्षाकलाई आधारमानि दोहो व्यायाम ६० प्रतिशतको तयार गर्ने सम्बन्धित शिक्षकहरुलाई जानकारी गराउने।

(ग) प्रश्नपत्र सफ्टकपिमा तयार गरी भाद्र २ गते सम्ममा परीक्षा समितिमा बुझाउने।

(घ) परीक्षा दिनको दोर्ड १ बजेदेखि सञ्चालन गर्ने।

Scanned with CamScanner

बैठक संख्या ४

आज मिति २०६९ साल भदौ २० गते का दिन सुइना बहुमुखी क्याम्पस वि॰वि॰स॰ कार्यक्रम अन्तर्गतका आन्तरिक परीक्षा उपसमितिका संयोजक यस वि॰वि॰स॰ कार्यक्रमका निर्देशक श्री कृ॰प्रसाद आचार्यको संयोजकत्वमा बसेको बैठकमा तपशिलको उपस्थितिमा निम्नप्रस्तावहरु माथि छलफल गरी निर्णय पारित गरियो।

तपशील

(१) श्री कृ॰प्रसाद आचार्य (संयोजक, प॰स॰)
(२) श्री शङ्कर देवान (सदस्य, प॰स॰)
(३) श्री विकाश अधिकारी (,, ,,)

आमन्त्रित:-

(१) श्री चन्द्रमणी राई (क्याम्पस प्रमुख)
(२) श्री इन्द्रप्रसाद तिम्सिना (शिक्षक)
(३) श्री अतुल भट्टराई (शिक्षक)
(४) श्री उत्सव थापा (शिक्षक)

प्रस्तावहरु

(१) वि॰वि॰स॰ प्रथम सेमेस्टरको बोर्ड परीक्षाको नतिजाको समिक्षा सम्बन्धमा

निर्णयहरु

सुइना बहुमुखी क्याम्पस, वि॰वि॰स॰ प्रथम सेमेस्टरको बोर्ड परीक्षाको नतिजाको विश्लेषण गर्दा निम्नानुसार रहेको पाइयो:-

(क) समग्रमा ८०% विद्यार्थीहरु परीक्षामा सफल भएको।

(ख) लिङ्गका आधारमा विश्लेषण गर्दा जम्मा १२ जना केटाहरुमा १२ जना सफलभएका र १२ जना केटीहरुमा ११ जना सफल भएका।

(ग) प्राप्त ग्रेडका आधारमा विश्लेषण गर्दा निम्नानुसार नतिजा रहेको पाइयो:

Scanned with

ग्रेड	केटा	केटी
A⁻	2 जना	२ जना
B+	२ जना	६ जना
B	६ जना	२ जना
Failed	२ जना	४ जना

(घ) विषयगत उपमा नतिजा विश्लेषण गर्दा निम्नानुसार रहेको छ।

विषय	पास	फेल
अङ्ग्रेजी/English	२९	१
Principles of Management	२९	१
Microeconomics	२८	२
Business Mathematics	२४	६
Computer System and IT Application	३०	—

माथि उल्लेखित नतिजाको विश्लेषणको आधारमा समिक्षा गर्दा यो सुचना नं० क्याम्पसको वि० कि० २० को प्रथम त्याज सम्बन्धी कारवाले गर्दा पनि नतिजा समग्रमा राम्रो नै रहेको बैठक द्वारा निष्कर्ष निकालियो र आउँदा सेमेस्टरको परीक्षाको नतिजा अझ सँख्यात्मक र गुणात्मक उपमा वृद्धि गर्ने आफ्नो तर्फबाट कटीबद्ध भई अघि लाग्ने पनी सर्वसम्मत निर्णय गरियो।

बैठक संख्या ४

आज मिति २०७६ साल मङ्सिर ६ गतेका दिन सुकुना क० व्यास्पस वि०कि० २० कार्यक्रम अन्तर्गतका आन्तरिक परीक्षा उपसमितिका संयोजक पद्म विकि २० कार्यक्रमका निर्देशक श्री कृष्णप्रसाद आचार्यको संयोजकत्वमा बसेको बैठकमा निम्न प्रस्तावहरुउपर छलफल गरी निर्णय पारित गरियो।

उपस्थित:-

(१) श्री कृष्णप्रसाद आचार्य (संयोजक, पद्म)
(२) श्री शङ्कर देवान (सदस्य, पद्म)
(३) श्री विकेश अधिकारी (,, ,,)

प्रस्ताव:-

(१) वि०कि० २० प्रथम २ तेस्रो सेमेस्टरका प्रथम आन्तरिक परीक्षा सम्बन्धमा

निर्णय:-

प्रस्ताव नं. १ उपर छलफल गर्दा यस व्यास्पस मा अध्ययनरत वि०कि० २० प्रथम २ तेस्रो सेमेस्टरका विद्यार्थीहरुको प्रथम आन्तरिक परीक्षा व्यवस्थित-उपमा सञ्चालन गर्ने तपसिलका निर्णयहरु गरियो:-

(क) दुवै ~~पद्म~~ सेमेस्टरका प्रथम आन्तरिक परीक्षा मङ्सिर २३ गतेदेखि सञ्चालन गर्ने परीक्षा तालिका बनाई व्यास्पस प्रशासन, शिक्षक तथा विद्यार्थीहरुलाई जानकारी गराउने।

(ख) सम्बन्धित विषय शिक्षकहरुलाई ३० प्रतिशतको प्रश्नपत्र निर्माण गरी सफ्टकपी मङ्सिर २० गते भित्रमा परीक्षा समितिमा बुझाउन अनुरोध गर्ने।

(ग) परीक्षा दिनको १ बजे देखि सञ्चालन गर्ने।

(घ) परीक्षाका लागि Invigilator सम्बन्धित कार्यक्रमका अध्यापन गर्ने प्राध्यापकहरुलाई पालो गरी बस्न अनुरोध गर्ने।

Scanned with CamScanner

बैठक संख्या ५

आज मिति २०७६ साल मङ्सिर ६ गतेका दिन सुचना वि० व्यास्पस वि०वि० रु० कार्यक्रम अन्तर्गतका आन्तरिक परीक्षा उपसमितिका संयोजक पद्म वि०वि० रु० कार्यक्रमका निर्देशक श्री कृष्णप्रसाद आचार्यको संयोजकत्वमा बसेको बैठकमा निम्न प्रस्तावहरु उपर छलफल गरी निर्णय पारित गरियो।

उपस्थित:-

(१) श्री कृष्णप्रसाद आचार्य (संयोजक, पद्म)
(२) श्री शङ्कर देवान (सदस्य, पद्म)
(३) श्री विकाश अधिकारी (,, ,,)

प्रस्ताव:-

(१) वि०वि०रु० प्रथम र तेस्रो सेमेस्टरका प्रथम आन्तरिक परीक्षा सम्बन्धमा

निर्णय:-

प्रस्ताव नं. १ उपर छलफल गर्दा पद्म व्यास्पस मा अध्ययनरत वि०वि०रु० प्रथम २ तेस्रो सेमेस्टरका विद्यार्थीहरुको प्रथम आन्तरिक परीक्षा व्यवस्थित-उपमा सञ्चालन गर्ने तपसिलका निर्णयहरु गरियो:-

(क) दुवै ~~परीक्षा~~ सेमेस्टरका प्रथम आन्तरिक परीक्षा मङ्सिर १३ गतेदेखि सञ्चालन गर्ने परीक्षा तालिका बनाई व्यास्पस प्रशासन, शिक्षक तथा विद्यार्थीहरुलाई जानकारी गराउने।

(ख) सम्बन्धित विषय शिक्षकहरुलाई ३० प्रतिशतको प्रश्नपत्र निर्माण गरी सफ्टकपी मङ्सिर २० गते भित्रमा परीक्षा समितिमा कुशाउन अनुरोध गर्ने।

(ग) परीक्षा दिनको १ घण्टे देखि सञ्चालन गर्ने।

(घ) परीक्षाका लागि Invigilator सम्बन्धित कार्यक्रममा अध्यापन गर्ने प्राध्यापकहरुलाई पालो गरी बस्न अनुरोध गर्ने।

Scanned with CamScanner

बैठक संख्या ६

आज मिति 2076 साल माघ १५ गते का दिन हुन्छ वि. व्यवस्थापन वि. वि. ए. कार्यक्रम अन्तर्गत परीक्षा व्यवस्थापन हेतु संयोजक श्री सुरेशप्रसाद जोशीज्यू ~~संयोजकत्वमा~~ बस्नु हुँदा निम्न प्रस्ताव उपर छलफल गरि निम्न निर्णयहरु गरियो :-

उपस्थिति

(क) श्री सुरेशप्रसाद जोशी (संयोजक, परीक्षा व्यवस्थापन समिति) उपस्थित
(ख) श्री रंजन पौडेल (सदस्य, " ") उपस्थित
(ग) श्री निराजा आचार्य (" " ") उपस्थित

प्रस्ताव :

(१) वि. वि. ए. प्रथम तथा तेस्रो सेमेस्टरका दोस्रो आन्तरिक परीक्षा सञ्चालन सम्बन्धमा ।

निर्णय :

(क) प्रस्ताव नं. १ उपर छलफल गर्दा यस व्यवस्थापन वि. वि. ए. प्रथम र तेस्रो सेमेस्टरका विद्यार्थीहरुको दोस्रो आन्तरिक परीक्षा सञ्चालन गर्न निम्न निर्णयहरु गरियो :-

(अ) दुवै सेमेस्टरका विद्यार्थीहरुको आन्तरिक परीक्षा माघ २६ गते देखि सञ्चालन गर्ने परीक्षा तालिका बनाई व्यवस्थापन प्रशासन, शिक्षक तथा विद्यार्थीहरुलाई जानकारी गराउने ।

(ख) सम्बन्धित शिक्षकहरुलाई ३० प्रतिशतको अङ्क-भारको निबन्धको प्रश्नपत्र तयार गरी प्रश्नपत्र माघ ३० गते भित्रमा सम्बन्धित विषयमा बुझाउन अनुरोध गर्ने निर्णय गरियो ।

(ग) परीक्षा दिने ठाउँ र बेञ्च तयार गर्ने

(घ) परीक्षा सञ्चालन गर्न आवश्यक निरीक्षकहरु वि. वि. ए. कार्यक्रम अन्तर्गत प्रशासन गर्ने प्राध्यापकहरुलाई पाल्नो गरि काम उठाउन गर्ने ।

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं. १, नेपाल
Province No. 1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र संख्या :
चलानी नम्बर :

2075-10-17

Sub : Notice for internal examination

This is to notify that the first term exam of BBA 1st Semester will be conducted according to the following schedule.

BBA 1st Semester

Date	Subjects
2075/10/21	MTH 201 Business Mathematics-I (IT)
2075/10/22	ENG 201 English-I (SD)
2075/10/23	MGT 201 Principles of Management (UT)
2075/10/24	ICT 201 Computer Systems and Information Technology Education (AB)
2075/10/25	ECO 201 Microeconomics (KPA)

Time: 12:00 PM to 1:30 PM

Note: 1. It is to be borne in mind that the internal exam is an important part of your internal assignment.

2. The absentees in the exam will be fined Rs. 200 per subject.

2075-10-17

Laxmi Kumar Shrestha
Campus Chief
Sukuna Multiple Campus

(०२१- ५४५७१७) 021-545617
Email: sukunac@yahoo.com
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717
Noticeboard: 161802154571

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.१, नेपाल
Province No.–1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

Date:2075-11-23

This is to notify all the students of B.B.A first semester that their pre-board examination will be held on the following date and time.

S.N	Date	Subjects	Full Marks	Exam Hours
1	2075-11-28	Business Math.	60	3hrs
2	2075-11-30	Microeconomics	60	3hrs
3	2075-12-02	English	60	3hrs
4	2075-12-04	POM	60	3hrs
5	2075-12-06	Computer Applications	40	2hrs

Time: 1:00 PM to 4:00 PM

Note: Absentees in the examination shall not be qualified for board examination.

२०७५-११-२३
Laxmi Kumar Shrestha
Campus chief

Campus Chief

(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१–५४५७१७) 021-54571
Noticeboard: 1618021545

2028

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAICHA MUNICIPALITY, MORANG
स्था. २०४८ प्रदेश नं.-१, नेपाल
Province No.–1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

Notice

Date: 8th Asar, 2076

This is to notify to all the BBA faculty-members and students that the first terminal examination of BBA second semester is scheduled to commence from 16th of Ashar. The examination schedule is as follows:

F.M. 30 Marks Time: 01:00 t0 02:30 PM

Date	Subject
16th Ashar, 2076	Business Mathematics-II (MTH 202)
17th Ashar, 2076	Human Resource Management (MGT 202)
18th Ashar, 2076	Macro Economics (ECO202)
19th Ashar, 2076	English-II (ENG202)
20th Ashar, 2076	Introductory Database (IT202)

(All the faculty-members concerned are requested to submit the soft-copy of the questions of their respective subject latest by 12th of this month.)

Notes to students:

- All the students concerned are informed to clear the remaining part of their first installment of total fees of the 2nd semester by 13th of this month and collect their admit cards from the fee-counter.
- The students with no admit cards will not be allowed to appear the exam.
- A significant part of the marks scored in this exam will be included in the final submission of the total internal assignment marks.
- There will be provision of re-examination for the failed ones on the payment of Rs. 200 per subject.
- There will be no provision for re-examination for the absentees without the earlier submission of evidence of genuine reasons.

2076-03-08
For, Campus Chief
क्याम्पस प्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.-१, नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

Notice

Date: 10th Shrawan, 2076

This is to notify to all the BBA faculty-members and students that the supplementary terminal examination of BBA second semester is scheduled to commence from 13th of Shrawan. The examination schedule is as follows:

F.M. 30 Marks Time: 12:30 t0 02:00 PM

Date	Subject
13th Shrawan, 2076	Business Mathematics-II (MTH 202)
14th Shrawan, 2076	Human Resource Management (MGT 202)
15th Shrawan, 2076	Macro Economics (ECO202)
16th Shrawan, 2076	English-II (ENG202)
17th Shrawan, 2076	Introductory Database (IT202)

(All the faculty-members concerned are requested to submit the soft-copy of the questions of their respective subject latest by 12th of this month.)

Notes to students:

- A significant part of the marks scored in this exam will be included in the final submission of the total internal assignment marks.
- There will be provision of re-examination for the failed ones.
- There will be no provision for re-examination for the absentees.
- There will be regular classes in 1st, 3rd & 4th periods.

2076-04-10
Campus Chief

०२१- ५४५६१७) 021-545617 (०२१- ५४५७१७) 021-545717, फ्याक्स: (०२१-५४५७१७) 021-545717
Mail: sukunac@yahoo.com Website: www. sukuna.edu.np Noticeboard: 161802154

Scanned with CamScanner

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.-१, नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
CAA Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

Notice

Date: 31st Shrawan, 2076

This is to notify to all the BBA faculties and students that the Pre-board Examination of BBA second semester is scheduled to commence from 8th of Bhadra. The examination schedule is as follows:

F.M. 60 Marks Time: 01:00 t0 04:00 PM

Date	Subject
8th Bhadra, 2076	Business Mathematics-II (MTH 202)
10th Bhadra, 2076	Macro Economics (ECO 202)
12th Bhadra, 2076	Human Resource Management (MGT 202)
14th Bhadra, 2076	Introductory Database (IT202)
15th Bhadra, 2076	English-II (ENG202)

(All the faculties concerned are requested to submit the soft-copy of the questions of their respective subject latest by 2nd of Bhadra.)

Notes to students:

- A significant part of the marks scored in this exam will be included in the final submission of the total internal assignment marks.
- There will be no provision of re-examination for the absentees.

.....
Campus Chief

क्याम्पस प्रमुख

Scanned with CamScanner

(०२१- ५४५६१७) 021-545617
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.१, नेपाल
Province No.–1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या :
चलानी नम्बर :

Notice

17th Marga 2076

Schedule for First Terminal Exam-2076

This is to notify to all the BBA faculties and students that the first terminal examination is scheduled in the following way:

Time: 01:00 P.M. to 2:30 P.M.

Date	First Semester	Sub Code	Third Semester	Sub Code
2076/08/23	Business Mathematics-I (MTH 201)	MTH 201	Financial Accounting ((ACC 201)	ACC 201
2076/08/24	Principles of Management (MGT 201)	MGT 201	Management Information System(ITC 203)	ITC 203
2076/08/25	English-I (ENG 201)	ENG 201	Business Finance(FIN 201)	FIN 201
2076/08/26	Micro Economics(ECO 201)	ECO 201	Business Communication(ENG 203)	ENG 203
2076/08/27	Computer and Information Technology Applications(ITC201)	ITC 201	Statistics(SIT 201)	SIT 201

.....
Campus Chief

Campus Chief

०२१- ५४५६१७) 021-545617
E-Mail: sukunac@yahoo.com
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717
Noticeboard: 1618021545717

Scanned with CamScanner

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, प्रदेश नं. १, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, PROVINCE NO.-1, NEPAL
स्था: २०४८ (ESTD. 1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या:
चलानी नम्बर:

Date: 2076-09-29

Notice

The students involved in both semester of BBA program are hereby informed that their classes will be postponed from 2076-10-01-2076-10-08. The students are required to prepare for the second terminal exam which is scheduled to commence from 20th of Magh 2076.

Exam Schedule

Time: 1:00-2:30 PM

Date	First Semester	Sub. Code	Third Semester	Sub. Code
2076-10-20	Business Mathematics-I	MATH201	Financial Accounting	ACC201
2076-10-21	Principle of Management	MGT201	Management Information system	IT203
2076-10-22	English-I	ENG201	Business Finance	FIN201
2076-10-23	Micro Economics	ECO201	Business Communication	ENG203
2076-10-24	Computer and information Technology Application	IT201	Statistics	SIT201

Note:

i. The reminder of the first installment should be cleared within 10th of mahg 2076 in order to attend in the examination.

ii. The students missing the exam will have to compulsory attend in the re-exam after paying Rs. 500/- per subject as penalty.

2076-9-29

Campus Chief

Campus Chief

फोन: ०२१-५४५६१७, ०२१-५४५७१७
e-mail:sukunac@yahoo.com, sukunamc2048@gmail.com
नोटिसबोर्ड: १६१८०२१-५४५७१७
website:www.sukuna.edu.np

Scanned with

आज मिति २०७६ साल साउन २० गतेका दिन बि.ए.र बि.एड. प्रथम वर्षको प्रवेश परीक्षा तयारी सम्बन्धी बैठक प्रवेश परीक्षा व्यवस्था समितिका संयोजक उमानाथ भट्टराईको अध्यक्षतामा बस्यो निम्न निर्णय गरियो ।

उपस्थिति

१. संयोजक : आनाथ भट्टराई
२. सदस्य : ठाकुरप्रसाद सुवेदी
३. " : वासुदेव दाहाल

प्रस्तावहरु

१. प्रश्नपत्र निर्माण सम्बन्धमा
२. प्रवेश परीक्षाको मिति निर्धारण गर्ने सम्बन्धमा र सञ्चालन सम्बन्धमा
३. उत्तरपुस्तिका परीक्षण सम्बन्धमा
४. नतिजा प्रकाशनका लागि सिफारिस गर्ने सम्बन्धमा

निर्णयहरु

१. उक्त सम्बन्धमा बि.ए. तथा बि.एड प्रथमको प्रवेश परीक्षा का लागि सम्बन्धित विषय शिक्षकहरुबाट सम्बन्धित विषयका १० वटाका दरले प्रश्न माग गरी प्राप्त प्रश्नहरुबाट १०० वटा बहुवैकल्पिक उत्तर रहेका प्रश्न तयार गर्ने भन्ने निर्णय गरियो ।

२. बि.ए. तथा बि.एड. प्रथमको प्रवेश परीक्षा मिति २०७६ साल साउन ३२ गतेका दिन बिहान ६:३० बजेदेखि १ घण्टा ३० मिनेटका समय दिई लिने भन्ने निर्णय गरियो ।

३. परीक्षा सञ्चालन भएकै दिन उत्तर कुञ्जिका तयार गरी, उत्तरपुस्तिका परीक्षण गर्ने निर्णय गरियो ।

४. मिति २०७६ साल भाद्र १ गते बिहान ९:३० मा Result प्रकाशन गर्ने गरी Result प्रकाशनका लागि क्याम्पस प्रमुखलाई सिफारिस गर्ने निर्णय गरियो ।

बैठक नं.: ३

Date:
Sign:

आज मिति २०६८/०४/१ गतेका दिन आन्तरिक परीक्षा समितिको बैठक समितिको संयोजक (संयोजक) श्री गुरुन प्रसाद अधिकारी को संयोजकत्वमा बसी निम्न उपस्थितिका निम्न प्रस्ताव उपर छलफल गरी निर्णय गरियो।

उपस्थिति:

१. संयोजक श्री गुरुन प्रसाद अधिकारी
२. सदस्य श्री जनार्दन उप्रेती
३. " श्री गोविन्द खनाल
४. " श्री खगेन्द्र प्र० पुडासैनी
५. " श्री प्रकाशराज चिलिटे

आमन्त्रित:

१. प्रेम बहादुर तामाङ विभागीय प्रमुख
२. भुवनदल लिम्बु " " सामाजिक
३. उमानाथ भट्टराई सदस्य सचिव

प्रस्ताव हरु

१. स्नातक तह प्रथम वर्षको दोश्रो आन्तरिक परीक्षा सम्बन्धमा
२. प्रश्न पत्रको हार्ड कपि समावेश गर्ने सम्बन्धमा
३. परीक्षा तालिका निर्णय तथा मिति तय सम्बन्धमा
४. उत्तरपुस्तिका परीक्षण र नतिजा प्रकाशन सम्बन्धमा
५. विविध

निर्णय नं. १: ~~प्रस्ताव~~ उपर्युक्त प्रस्ताव हरु मा छलफल गर्दा स्नातक प्रथम वर्ष (BBS तथा BA) को दोश्रो आन्तरिक परीक्षा सम्बन्धि छलफल गरि तपशिल बमोजिम निर्णय गरियो।

१. परीक्षा सञ्चालन मिति २०६९/आषाढ १२ गते देखि
२. परीक्षा सञ्चालन समय बिहान 6:30 देखि ९:००बजे

Scanned with

३. प्रश्न पत्र को हार्डकपि तुम्माउने अन्तिम मिति २०६६/४/२ गते

४. परीक्षा तालिका निम्नानुसार तथा अरु सोही अनुसारको सूचना आदि गर्ने निर्णय गरियो।

क्र.सं.	मिति	विषय
१.	२०६६/४/१२	Foundation of Edu: 412
		B.A. C. Eng.
२.	२०६६/४/१३	C. English
		B.A C. Nepali
३	२०६६/४/१४	C. Nepali 401
		B.A sociology
४	२०६६/४/१५	Maj. Eng., Eco, Nep, Math
		Science 416
		B.A. Maj. Eng, Nepali 311
५	२०६६/४/१६	Maj. Eng, Eco, Nep, Math
		Scienve 417
६	२०६६/४/१७	Minor POP, Health 418

मिति २०६६/श्रावण २४ गते शुक्रवार सम्मका उत्तरपुस्तिका परीक्षण गरी परीक्षा शाखामा झानेकोमी तुम्माउन अनुरोध गर्ने निर्णय गरियो।

२०८६।०४।२४ शुक्रबार

परीक्षाफल प्रकाशन

वि० स० तर्फ (प्रथम वर्ष)

क्र०	रो.नं.	नाम	कुल प्राप्ताङ्क	प्रतिशत
१	१५	सुजता दाहाल	९५	८८.४% I
२	९	सुमित कटुवाल	९४	८८.०% II

वि० स० तर्फ (प्रथम वर्ष)

क्र०	रो.नं.	नाम	कुल प्राप्ताङ्क	प्रतिशत
१	२१	शान्तिकुमार कार्की	१६०	५३.३३%
२	३१	पुष्पा राई	१४२	४७.३३%
३	१११	सावित्रा बोहोरा	१५३	५१.०%
४	९३	निशा काली	१४८	४९.०%
५ II	२५	सुमित्रकुमार गोस्वामी	१९२	६४.०%
६ I	५९	महेन्द्र पोखरेल	१९८	६६.०%
६	६	नारायण अधिकारी	१२२	४०.६६%
८	११	खपक कटुवाल	१५२	५०.६६%
९	४६	विपना कटुवाल	१४२	४७.३३%
१०	१५२	चन्द्रकला मर्सुले	१६०	५३.३३%
११ III	६३	खपक खड्का	१६९	५६.६६%
१२	१०२	रूपा लिम्बू	१४३	४७.६६%
१३	१०४	भूमिका अधिकारी	१६३	५४.३३%
१४	१०६	प्रतिमा थिङ्गुरे	१६३	५४.३३%
१५	१२९	प्रमोद तिवेला	११५	३८.३३%
१६	१३२	चन्द्रकला लेम्जेल	१४३	४७.६६%
१७	१६	सुमन थापा	१६६	५८.६६%
१८	१७	अभिषेक राई	१४८	४९.३३%
१९				

प्रथम :- ५९ महेन्द्र पोखरेल ६६.०%

दोस्रो :- २५ सुमित्रकुमार गोस्वामी ६४.०%

तेस्रो :- ६३ खपक खड्का ५६.६६%

Scanned with CamScanner

बैठक नं. ४

Date : .....
Page: .....

आज मिति २०६६/माघ १२ गते का दिन पुतली बहुमुखी क्याम्पसमा आन्तरगत सञ्चालित तेस्रो र चौथो सेमेस्टर आन्तरिक परीक्षा समिति को बैठक समितिका संयोजक उपाध्यापक श्री गुरु प्रसाद अधिकारीको संयोजकत्वमा बैठक बसी निम्न उपस्थिति सहित निम्न प्रस्तावहरुउपर छलफल गरी निर्णय गरियो।

उपस्थिति

१. श्री गुरुप्रसाद अधिकारी संयोजक
२. श्री अम्बर गुरागाई सदस्य
३. श्री पुष्पराज घिमिरे "

प्रस्तावहरु

१. स्नातक तह तेस्रो र चौथो (BA तथा Bed) वर्षको आन्तरीक परीक्षा सम्बन्धमा।
२. आन्तरिक परीक्षा व्यवस्थापन सम्बन्धमा।
३. परीक्षा तालिका सम्बन्धमा।

निर्णय नं. १. यस प्रस्ताव उपर छलफल गरी स्नातक तह मानविकी तेस्रो वर्ष तथा शिक्षाशास्त्र तेस्रो र चौथो वर्षको आन्तरिक परीक्षा मिति २०६६ पौष ६ गते देखि ६:३० को देखी ८:०० को समय सञ्चालन गर्ने निर्णय गरियो।

निर्णय नं. २. यस प्रस्ताव उपर छलफल गरी स्नातक तह मानविकी तेस्रो वर्ष तथा शिक्षाशास्त्र तेस्रो र चौथो वर्षको परीक्षाहरु लागि मिति २०६६ पौष ६ गते मिलेमा श्री आफ्नु विषय पढाउने उपाध्यापक प्रयोगशाला सहायक तथा विषयगत दुबै हरुक निगरानीमा हुनेगरीको समय सम्बन्धित समिति वा परीक्षा शाखाले मिलाउने गर्ने सर्वसम्मत निर्णय गरियो।

Scanned with CamScanner

Page: .....

निर्णय नं. ३. यस क्याम्पस अन्तर्गत इलाममा गाउँदै परीक्षा सञ्चालन को लागि निम्नानुसारको परीक्षा तालिका निर्धारण गरियो।

परीक्षा तालिका समय: बिहान 6:30 देखि ९:००बजे

मिति	बि.ए. तेस्रो वर्ष	बि.ए. चौथो वर्ष	बि.ए. तेह्रो वर्ष
2068/8/6	Ed 431 curriculum and Evaluation	Ed 442 : classroom Instruction Sc. Ed 444 ICT in Science edu. (Elective)	So. 406 Sociology of Development
2068/8/8	major 432 Nepali eng. ed math ed/sc ed/ Eco ed.	major 445 Nep/Eng/math SC./Eco Edi.	314 Nepali/Economics English
2068/8/10	Major 433 Nep/Eng/math SC./Eco ed.	major 446 Nep/eng/math / SC./Eco Ed.	315 Nep/Eco/Eng
2068/8/12	Major 434 Nep/eng/math SC./Eco ed.	minor 449 POP/HP/Nep/Eng Eco/SC. (448/449) (Plant & Animal)	So. 404 Research metho in sociology
2068/8/14	minor 439 HP/POP SC. 438/439 (Plant & Animal)	—	So. 405. Socio. of Demo Diversity & Inequality

Scanned with CamScanner

आज मिति २०६९/११/१३ गते का दिन कुशल बहुमुखी व्यायमसाङ्ग अन्तरगत मानदिहि तथा शिक्षा शास्त्र संकायको अन्तरिक परीक्षा समितिको बैठक बसिको संयोजक श्री गरुड प्रसाद अधिकारीको संयोजकत्वमा बैठक बाट्टे निम्न उपस्थिति सहित निम्न प्रस्ताव उपर छलफल गरी निर्णय गरियो।

उपस्थिति

१. श्री गरुडप्रसाद अधिकारी संयोजक
२. श्री जगदेव गुरागाई सदस्य
३. श्री पृथ्वीराज विष्ट ।।

प्रस्ताव हरु

१. स्नातक तह (B.A तथा B.Ed) प्रथम तथा द्वितीय वर्षको प्रथम अन्तरिक परीक्षा सम्बन्धमा
२. स्नातक तह (B.A. तथा B.Ed) तृतीय तथा चौथो वर्षको दोस्रो अन्तरिक परीक्षा सम्बन्धमा
३. परीक्षा नतिजा सम्बन्धमा
४. अन्तरिक परीक्षा व्यवस्थापन सम्बन्धमा

निर्णय नं.१२:- प्रस्ताव नं. १२२ को विषयमा छलफल गरि स्नातक तह प्रथम र द्वितीय वर्षको प्रथम अन्तरिक परीक्षा तथा तृतीय र चौथो वर्षको दोस्रो अन्तरिक परीक्षा मिति २०६९/११/२८ गते बुधबार को दिन, दोश्रो विहान 6.३० बजे देखि सञ्चालन गर्ने निर्णय गरियो।

निर्णय नं. ३, यस प्रक्रमाङ्क ३५८ देखि भएको गढी स्नातक तह बि. ए. तथा बि. एड प्रथम, दोस्रो, तेस्रो र चौथो वर्षको अध्यापन गराउनु हुने समूह प्राध्यापकहरु हरुले जा. का. आफुले अध्यापन गरेरको विषयहरु, प्रश्न पत्र मिति २०६६/११/२९ गते मंगलवार सिम तोकिएको दोंचाका वह वेकलिंक, विषयगत तथा वस्तुगत प्रश्न निर्माण गरी हरुले दोनिने काँपी सम्बन्धित परीक्षा शाखामा बुझाउनु पर्ने सबै सम्मत निर्णय गरियो

निर्णय नं. ४: यस प्रक्रमाङ्क ३५८ देखि भएको गढी परीक्षा सञ्चालनका लागि निम्नानुसारको परीक्षा तालिका निर्माण गर्ने निर्णय गरियो।

परीक्षा तालिका समय 6:30 – 9:00

मिति	बि.एड प्रथम	बि.एड दोस्रो	बि.एड तेस्रो	बि.एड चौथो
~~2066/11/25~~	G. Nepali Nep. Ed 401.	Psychology Edu. 421	curriculum & Evaluation Ed 431	Classroom Instruction Ed 442 ICT science Sc. Ed 444
2066/11/25	General English Ed. 411	Major – 422 Nep/Eng/Math Eco/Sc Ed	Major 432 Nep/Eng/Math Eco/Sc Ed	Major 445 Nep/Eng/Math Eco/Sc Ed
2066/11/30	Ed 412 Foundation of Education	Major 423 Nep/Eng/Math Eco/Sc Ed	Major 433 Nep/Eng/Math Eco/Sc Ed.	Major 446 Nep/Eng/Math Eco/Sc Ed
2066/12/02	Major 416 Nep/Eng/math/ Eco/Sc Ed.	Major 424 Nep/Eng/Math Eco/Sc Ed	Major 434 Nep/Eng/Math Eco/Sc Ed	minor 449 POP/HPE/Nep Eng/Eo Sc 448/449 (Plant & Animal)

Scanned with CamScanner

Date : .....

Page: .....

मिति	वि.ए पहिलो	वि.ए दोस्रो	वि.ए तेस्रो	वि.ए चौथो
2073/12/3	Major 417	Minor 427/428	Minor 439	
	Nep/Eng/Math	POP/HPE	POP/HPE/	
	ECO/SC Ed	SC (Plant & Ani)	SC Ed.	
			Plant 438	
			Animal 439	
	Minor 418	Minor 429	Minor 439	
2074/12/6	POP/HPE	POP/HPE	POP/HPE	
	SC (Plant & Ani)	SC (Environment)	SC - Plant - 438	
			Animal 439	

Annex 89: Teaching Staff recruitment in Last Two Years

Sukuna Multiple Campus

Sundarharaincha Morang

Teaching Staff recruitment in Last Two Years 2075/075 and 2075/076

S.No.	Name of Faculty	Date of Appointment	Department
1	Krishna Prasad Acharya	2075/09/01	Management
2	Dilli Ram Rai	2075/04/10	Science
3	Matrika Thapa	2075/04/10	Management
4	Trilochan Sitoula	2075/04/10	Management
5	Mohan Kumar Karki	2075/04/15	Management
6	UtsabThapa	2075/09/01	Management

Prepared by

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2042

Approved by

Campus Chief

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं-१ नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : २०७५/०७६
चलानी नम्बर : ७०२

मिति : २०७५/०४/३०

श्री मातृका थापा
बेलबारी-१०, मोरङ ।

विषय : <u>नियुक्ति पत्र ।</u>

उपर्युक्त सम्बन्धमा तपाईले यस क्याम्पसमा मिति २०७५/०३/३० गते प्रकाशित विज्ञापन अनुसार शिक्षक सेवा आयोगले छनोट प्रकृया पूरा गरी मिति २०७५/०४/११ मा गरेको सिफारिस तथा क्याम्पस सञ्चालक समितिको मिति २०७५/०४/२९ को निर्णयानुसार क्याम्पस नियमावली २०५४ (तेस्रो संशोधन २०७४) को परिच्छेद ८ को दफा ११.२ (इ) बमोजिम तपाईंलाई मिति २०७५/०४/१० देखि लागू हुनेगरी व्यवस्थापन सङ्कायअन्तर्गतका बिषयहरूको अध्यापनार्थ **अंशकालीन शिक्षण सहायक**का रूपमा नियुक्त गरिएको छ । तलबभत्ता तथा सेवाका सर्तहरू क्याम्पसको नियमानुसार हुनेछ । क्याम्पस प्रमुखको मातहतमा रही क्याम्पसको विधान नियमअनुसार कामकाज गर्नुहोला ।

.....
क्याम्पस प्रमुख
क्याम्पस प्रमुख

बोधार्थ :
१. लेखा शाखा,
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा-१२, मोरङ ।

(०२१- ५४५७१७) 021-545617
E-Mail: sukunac@yahoo.com
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717
Noticeboard: 1618021545717

Scanned with CamScanner

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.-१, नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : २०७५/०७६
चलानी नम्बर : ९४

मिति : २०७५/०४/३०

श्री डिल्लीराम राई
सुन्दरहरैंचा-५, मोरङ ।

विषय : नियुक्ति पत्र ।

उपर्युक्त सम्बन्धमा यस क्याम्पसको विज्ञान तथा प्रविधि अध्ययन संस्थानअन्तर्गत स्नातक तहमा **वनस्पतिशास्त्र** विषयको अध्यापन कार्य मिति २०७५/०४/०२ देखि गर्दै आउनु भएका तपाईलाई शिक्षक सेवा आयोगले मिति २०७५/०४/०९ मा गरेको सिफारिस तथा क्याम्पस सञ्चालक समितिको मिति २०७५/०४/२९ को निर्णयानुसार क्याम्पस नियमावली २०५४ को परिच्छेद ८ को दफा ११.२ (आ) बमोजिम मिति २०७५/०४/१० देखि लागू हुनेगरी सोही तहमा **वनस्पतिशास्त्र** विषयको अध्यापनार्थ **शिक्षण सहायक**का रूपमा कोर्स करारमा नियुक्ति दिइएको छ । तलबभत्ता तथा अन्य सुविधा क्याम्पसको नियमानुसार हुनेछ । क्याम्पस प्रमुखको मातहतमा रही क्याम्पसको विधान नियमअनुसार कामकाज गर्नुहोला ।

सर्तहरू :

१. सेवा अवधि २०७६ साल असारमसान्तसम्मको हुनेछ ।
२. दैनिक २ घन्टी अनिवार्य अध्यापन गर्नुपर्नेछ ।
३. दैनिक २ घन्टी भन्दा बढी अध्यापन गर्नुपरेमा क्याम्पसको नियमानुसार अन्य सुविधा पाइनेछ ।
३. आफ्नो जिम्माको कोर्स तोकिएको समयमा पूरा गर्नु पर्नेछ ।
४. अन्य सेवा सुविधाको हकमा क्याम्पसले तोकेबमोजिम हुनेछ ।

क्याम्पस प्रमुख
क्याम्पस प्रमुख

बोधार्थ :

१. लेखा शाखा,
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा-१२, मोरङ ।

(०२१- ५४५६१७) 021-545617
E-Mail: sukunac@yahoo.com
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717
Noticeboard: 1618021545717

Scanned with CamScanner

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.-१, नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : २०७५।७७६
चलानी नम्बर : ७०१

मिति : २०७५/०४/३०

श्री त्रिलोचन सिटौला
सुन्दरहरैंचा-०७, मोरङ ।

सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा, नगरपालिका, मोरङ
स्था. २०४८

विषय : <u>नियुक्ति पत्र ।</u>

उपर्युक्त सम्बन्धमा तपाईले यस क्याम्पसमा मिति २०७५/०३/३० गते प्रकाशित विज्ञापन अनुसार शिक्षक सेवा आयोगले छनोट प्रकृया पूरा गरी मिति २०७५/०४/११ मा गरेको सिफारिस तथा क्याम्पस सञ्चालक समितिको मिति २०७५/०४/२९ को निर्णयानुसार क्याम्पस नियमावली २०५४ (तेस्रो संशोधन २०७४) को परिच्छेद ८ को दफा ११.२ (इ) बमोजिम तपाईंलाई मिति २०७५/०४/१० देखि लागू हुनेगरी व्यवस्थापन सङ्कायअन्तर्गतका बिषयहरूको अध्यापनार्थ **अंशकालीन शिक्षण सहायक**का रूपमा नियुक्त गरिएको छ । तलबभत्ता तथा सेवाका सर्तहरू क्याम्पसको नियमानुसार हुनेछ । क्याम्पस प्रमुखको मातहतमा रही क्याम्पसको विधान नियमअनुसार कामकाज गर्नुहोला ।

.....
क्याम्पस प्रमुख
क्याम्पस प्रमुख

बोधार्थ :
१. लेखा शाखा,
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा-१२, मोरङ ।

(०२१- ५४५७१७) 021-545617
E-Mail: sukunac@yahoo.com
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717
Noticeboard: 1618021545717

Scanned with CamScanner

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.-१, नेपाल
Province No.–1, Nepal
स्थापित : २०४८ (1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : २०७५।७६
चलानी नम्बर : ९०१

मिति : २०७५/०४/३०

श्री त्रिलोचन सिटौला
सुन्दरहरैंचा-०७, मोरङ ।

सुकुना बहुमुखी क्याम्पस, नगरपालिका, मोरङ
स्था. २०४८

विषय : नियुक्ति पत्र ।

उपर्युक्त सम्बन्धमा तपाईले यस क्याम्पसमा मिति २०७५/०३/३० गते प्रकाशित विज्ञापन अनुसार शिक्षक सेवा आयोगले छनोट प्रकृया पूरा गरी मिति २०७५/०४/११ मा गरेको सिफारिस तथा क्याम्पस सञ्चालक समितिको मिति २०७५/०४/२९ को निर्णयानुसार क्याम्पस नियमावली २०५४ (तेस्रो संशोधन २०७४) को परिच्छेद ८ को दफा ११.२ (इ) बमोजिम तपाईंलाई मिति २०७५/०४/१० देखि लागू हुनेगरी व्यवस्थापन सङ्कायअन्तर्गतका बिषयहरूको अध्यापनार्थ **अंशकालीन शिक्षण सहायक**का रूपमा नियुक्त गरिएको छ । तलबभत्ता तथा सेवाका सर्तहरू क्याम्पसको नियमानुसार हुनेछ । क्याम्पस प्रमुखको मातहतमा रही क्याम्पसको विधान नियमअनुसार कामकाज गर्नुहोला ।

.....
क्याम्पस प्रमुख
क्याम्पस प्रमुख

बोधार्थ :
१. लेखा शाखा,
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा-१२, मोरङ ।

(०२१-५४५६१७) 021-545617 (०२१- ५४५७१७) 021-545717, फ्याक्स: (०२१-५४५७१७) 021-545717
E-Mail: sukunac@yahoo.com Website: www. sukuna.edu.np Noticeboard: 1618021545717

Scanned with CamScanner

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.-१, नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : २०७५।०७६
चलानी नम्बर : ९०६

मिति : २०७५/०४/३०

श्री मोहनकुमार कार्की,
बेलबारी-०५, मोरङ ।

विषय : नियुक्ति पत्र ।

उपर्युक्त सम्बन्धमा तपाईले यस क्याम्पसमा मिति २०७५/०३/३० गते प्रकाशित विज्ञापन अनुसार शिक्षक सेवा आयोगले छनोट प्रकृया पूरा गरी मिति २०७५/०४/११ मा गरेको सिफारिस तथा क्याम्पस सञ्चालक समितिको मिति २०७५/०४/२९ को निर्णयानुसार क्याम्पस नियमावली २०५४ (तेस्रो संशोधन २०७४) को परिच्छेद ८ को दफा ११.२ (इ) बमोजिम तपाईंलाई मिति २०७५/०४/१५ देखि लागू हुनेगरी व्यवस्थापन सङ्कायअन्तर्गतका बिषयहरूको अध्यापनार्थ **अंशकालीन शिक्षण सहायक**का रूपमा नियुक्त गरिएको छ । तलबभत्ता तथा सेवाका सर्तहरू क्याम्पसको नियमानुसार हुनेछ । क्याम्पस प्रमुखको मातहतमा रही क्याम्पसको विधान नियमअनुसार कामकाज गर्नुहोला ।

क्याम्पस प्रमुख

बोधार्थ :
१. लेखा शाखा,
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा-१२, मोरङ ।

क्याम्पस प्रमुख

(०२१- ५४५६१७) 021-545617
E-Mail: sukunac@yahoo.com
(०२१- ५४५७१७) 021-545717,
Website: www. sukuna.edu.np
फ्याक्स: (०२१-५४५७१७) 021-545717
Noticeboard: 1618021545717

Scanned with CamScanner

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं. १, नेपाल
Province No.-1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : २०७५/०७६
चलानी नम्बर : १०९२

मिति : २०७६/०२/०५

श्री उत्सव थापा
सुन्दरहरैंचा-१०, मोरङ ।

विषय : नियुक्ति पत्र ।

उपर्युक्त सम्बन्धमा तपाईले यस क्याम्पसमा दिवा सत्रमा मिति २०७५/०९/०१ देखि व्यवस्थापन सङ्काय अन्तर्गत स्नातक तह (बि. बि. ए.) मा अध्यापन गर्दै आउनु भएकोमा करार शिक्षकको पदपूर्तिका लागि भएको विज्ञापनबाट शिक्षक सेवा आयोगले मिति २०७५/१२/१३ मा गरेको सिफारिस तथा क्याम्पस सञ्चालक समितिको मिति २०७६/०२/०३ को निर्णयानुसार क्याम्पस नियमावली २०५४ (तेस्रो संशोधन २०७४) को परिच्छेद ८ को दफा ११.२ (आ) बमोजिम तपाईंलाई मिति २०७५/०९/०१ देखि लागू हुनेगरी व्यवस्थापन सङ्कायअन्तर्गत **व्यवस्थापनका सिद्धान्तहरू** बिषयको अध्यापनार्थ **अंशकालीन शिक्षण सहायक**का रूपमा **कोर्स करार**मा नियुक्त गरिएको छ । तलबभत्ता तथा अन्य सुविधा क्याम्पसको नियमानुसार हुनेछ । क्याम्पस प्रमुखको मातहतमा रही क्याम्पसको विधान नियमअनुसार कामकाज गर्नुहोला ।

सर्तहरू :

१. सेवा अवधि २०७६ साल असार मसान्तसम्मको हुनेछ ।
२. दैनिक बढीमा २ घन्टी अध्यापन गर्नुपर्नेछ ।
३. आफ्नो जिम्माको कोर्स तोकिएको समयमा पूरा गर्नु पर्नेछ ।
४. अन्य सेवा सुविधाको हकमा क्याम्पसले तोकेबमोजिम हुनेछ ।

क्याम्पस प्रमुख
क्याम्पस प्रमुख

बोधार्थ :

१. लेखा शाखा,
सुकुना बहुमुखी क्याम्पस, सुन्दरहरैंचा-१२, मोरङ ।

(०२१-५४५६१७) 021-545617 (०२१- ५४५७१७) 021-545717, फ्याक्स: (०२१-५४५७१७) 021-545717
E-Mail: sukunac@yahoo.com Website: www. sukuna.edu.np Noticeboard: 1618021545717

Scanned with CamScanner

Annex 90: Minute & List of Guest/Visitors

SN	Name	Designation	Institution	Visit Date
1	Badri Kumar Guragain	CEO	National Cooperative Bank Ltd.	2076/11/19
2	Arun Thapa	BBA Coordinator	College of Applied Business, Kathmandu	2076/11/02
3	Dr. Dhundi Raj Bhattarai	Lecturer	Nepal Commerce Campus	2076/10/17-18
4	RC Khanal	Author and School Administrator		2076/09/11
5	Sanjaya Shahu	Loan Officer	Nepal Bank LTd., Itahari	2076/04/32
6	Madhu Sudhan Pokhrel	Branch manager	Nepal Bank LTd.	2076/02/20
7	Yogendra Prasad Dahal	Loan Officer	Nepal Bank LTd., Itahari	2076/02/20
8	Prof. Dr. Dilli Raj Sharma	Dean	Faculty of Management, TU	2075/10/12
9	Dinesh Mani Ghimire	Asst. Dean	Faculty of Management, TU	2075/10/12
10	Santosh Pokhrel	Lecturer	Central Department of Management, TU	2075/09/11-12

Campus Chief

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2040

२०६६/१०/१६

आज मिति २०६६ साल माघ १६ गते शुक्रवार दिन M.B.S. दोस्रो सिमेस्टरमा अध्ययनरत विद्यार्थीलाई अतिथि प्राध्यापक डा० हुण्डिराज भट्टराई (नेपाल कम्प्यूटर व्यापमा बानेश्वर काठमाडौं) ले पाठ्यक्रममा आधारित भई दुई दिने कार्यक्रम सञ्चालन गर्नु भयो जसमा निम्नानुसार उपस्थिति रह्यो।

उपस्थिति (२०६६/१०/१६)

१. डा० हुण्डिराज भट्टराई
(उप प्राध्यापक नेपाल कम्प्यूटर व्यापमा काठमाडौं)
२. सहायक व्यापमा प्रमुख - श्री केशवराज भट्टराई
३. कार्यक्रम संयोजक - श्री बलराम पोखरेल
(व्यवस्थापन सङ्काय)
४ उप प्राध्यापक - श्री लक्ष्मीप्रसाद गुरागाईं
५ " - श्री ध्रुवप्रसाद नेपाल
६. " - श्री मोहन कुमार काफ्ले
७. " - श्री दिपक गौडाद्दी
८ " - श्री गोलोचन रेग्मी
९. उपप्राध्यापक (R.M.C प्रमुख) श्री गणेशप्रसाद दाहाल

तदारुक/हाजिरी उपस्थिति

क्र.सं.	नाम	रोल नं.	२०६९/१०/१६	२०६९/१०/१७
१	Dapti Sherpa	42		
२	Durga Dahal	२७	Dahal	Dahal
३	Sita Khatiwada	४४		
४	Sita Sangroula	२		
५	Sabita Khatiwada	२४		
६	Sugan Khatri	५४		
७	Sangita Chaudhary	३७		
८	Jeeta Rai	३०		
९	Kusham Dhakal	६१		
१०	Tirtha Luintel	५२		
११	Arati Rai	०६		
१२	Sujana Shimire	०७		
१३	Yogaraj Khanal	३५		
१४	Jagat Malla Thakuri	४८	Jagat	Jagat
१५	Ashish Dhakal	५		
१६	Gopal Pokharel	४७		
१७	Shankar Prasad Bhandari	३१		
१८	Bibek Goragain	१३		
१९	Ram chandra Dhakal	२८		
२०	Rayu Bhattarai			
२१	Pratima Dahal			
२२	Samjhana Lamsal		Sam	Sam

२०६६ साल माघ १८ गते शनिवारको उपस्थिति

१. डा० हरिराज मरुडाई
(उपप्राध्यापक नेपाल कम्प्युटर व्यवस्थापन क्याम्पस, कोटेश्वर)
२. व्यवस्थापन प्रमुख - श्री नन्दमणि रावल
३. कार्यक्रम संयोजक - श्री बलराम पोखरेल
(व्यवस्थापन संकाय)
४ उप प्राध्यापक - श्री लक्ष्मीप्रसाद गुरागाईं
५ " - श्री ध्रुवप्रसाद नेपाल
६. वि.व. - श्री मोहन कुमार कार्की
७. वि.व. - श्री दिपक पण्डित
८. इ.वि.प. - डा गिरीश्वर पोखरेला
९. प्रमुख अड्मेजी विभाग - श्री गुरुप्रसाद आचार्य

त्रिभुवन विश्वविद्यालय नेपाल
कम्प्युटर व्यवस्थापन कलेजका कोटेश्वरका उपप्राध्यापक डा० हरिराज मरुडाईले विषय विशेषज्ञका रुपमा MBS दोस्रो सिमेस्टर(मा अध्ययनरत विद्यार्थिहरुलाई २०६६ साल माघ १६ गतेका दिन Production and Operation Management (MSCS17) विषयमा Case analysis गर्ने सम्बन्धमा सहजीकरण गर्नुभयो त्यसै गरि मिति २०६६ साल माघ १८ गतेका दिन दिउँसो ६:१५ देखि ७:४५ सम्म र दिउँसो १०:३० देखि १२:१० सम्म Management Accountancy (Acc 517) विषयमा विद्यार्थिहरुका जिज्ञासाहरुको अनुसार सहजीकरण गर्नुहुँदा उक्त विषयको Case analysis सम्बन्धमा समेत विद्यार्थिहरुलाई प्रकाश पार्ने कार्य गर्नुभयो।

आज मिति २०७६ साल भाद्र १९ गते सोमबारका दिन सकुन बहुमुखी क्याम्पसको BBS प्रथम र दोस्रो सिमेस्टरमा अध्ययनरत विद्यार्थीहरुका लागि राष्ट्रिय सहकारी बैंक लिमिटेडका प्रमुख कार्यकारी अधिकृत श्री बद्रीकुमार गुरागाईंज्यू प्रमुख अतिथि तथा व्यक्तिगत रुपमा सञ्चालन गर्नुहुने उद्योग वाणिज्य तथा पेशागत विकास सम्बन्धी कार्यक्रममा निम्नानुसार उपस्थिति रहेको छ।

उपस्थिति

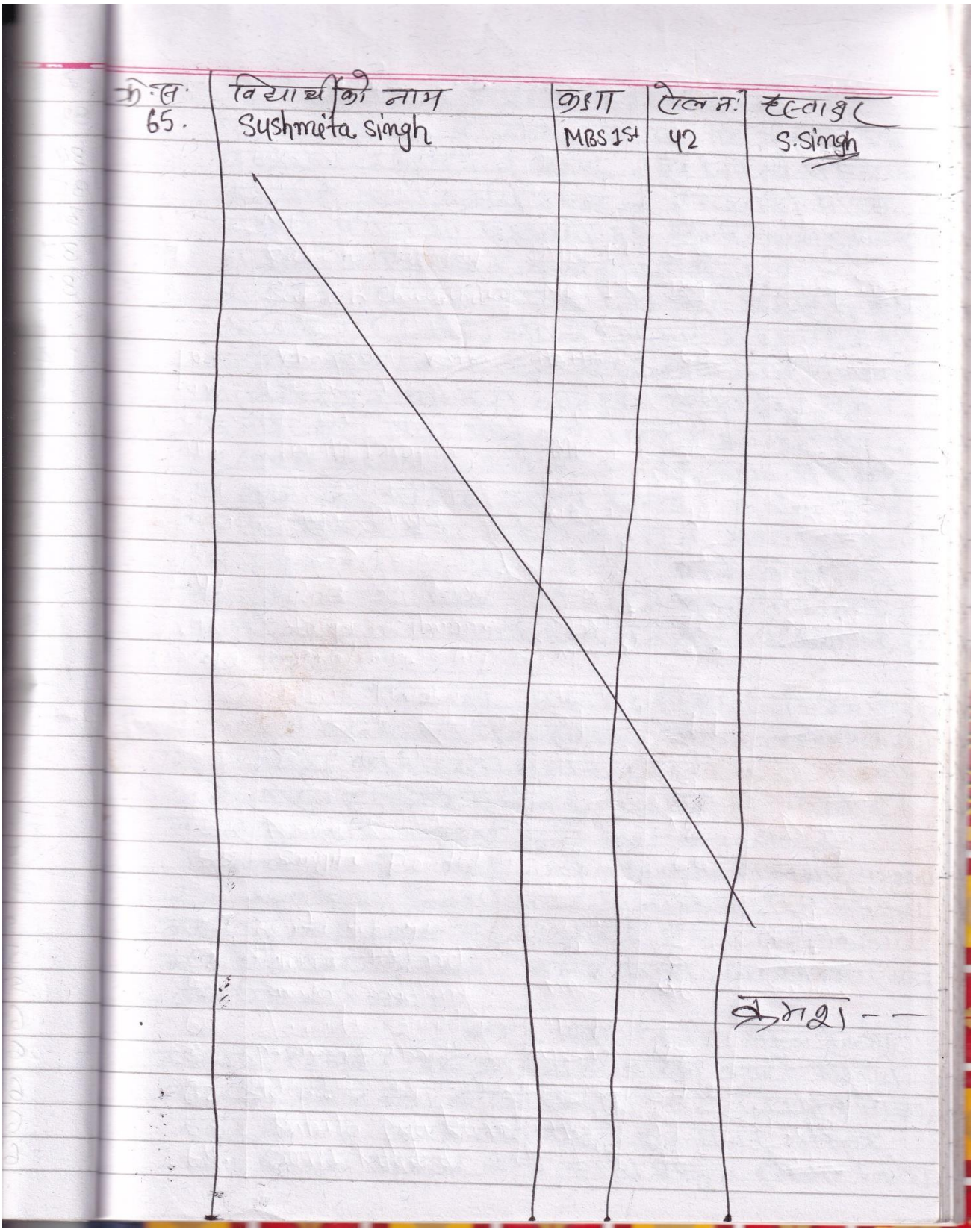
१. क्याम्पस प्रमुख - श्री [illegible]
२. राष्ट्रिय सहकारी बैंक लि.का प्रमुख कार्यकारी अधिकृत (CEO) - श्री बद्रीकुमार गुरागाईं
३. सहायक क्याम्पस प्रमुख - श्री [illegible]
४. कार्यक्रम संयोजक - श्री बलराम पौडेल (व्यवस्थापन संकायका)
५. शिक्षण सहायक - श्री [illegible]
६. स्वयंसेवक उपाध्यक्ष - श्री मिलन [illegible]

क्रमशः - - -

विद्यार्थी हाजरी उपस्थिति

क्र.सं	विद्यार्थीको नाम	कक्षा	रोल नं	हस्ताक्षर
१.	संगम राई	MBS 1st	31	
२.	सुस्मिता कोइराला	MBS 1st	78	
३.	सञ्जय गिरी	MBS 1st	49	
४.	रुमिसा गौतम	"	43	
५.	संगिता ओडारी	"	53	
६.	लोकेश कुमार मण्डल	MBS 1st	73	
७.	मुस्कान लामाछ	" "	3	
८	मनोज कुइयाल	"	9	
९.	विनोद गिरी	"	63	
१०.	उज्जवल खतवाल	"	32	
११	रमा वर्तोन	"	72	
१२	टिका धर्पाने	"	71	
१३	निशा लम्साल	"	80	
१४	ओनु भण्डारी	"	26	
१५	ईश्वा खड्का	"	20	
16	Surya B. shrestha	"	33	
17	Daya Gautam	"	68	
18	Chandra Narayan prasad Gupta	"	4	
19	Prakash Khulal	MBS 1st	77	
20.	Tara kala Rai	MBS 1st	23	
21.	Sonam karki	"	18	
22.	Sapana Chaudhary	"	24	
23	Ishwara Sinu	"	02	
24	Sarika Rai	"	84	Sarika
25	umesh subedi	"	29	
26	nawaraj adhikari	"	44	
27	[illegible]	"	041	
28	Bishwa Adhikari	MBS 2nd	50	
29	Ram chandra Dhakal	MBS 2nd	28	
30	BIBEKKUMAR-GURAGAIN	MBS 2nd	13	
31	Pramod Dhakal	MBS 1st	60	
32.	Sabin pargaili	MBS 1st	59	

क्र.सं	विद्यार्थीको नाम	कक्षा	रोल नं	हस्ताक्षर
33	Nishan Ghimire	MBS 1st	61	
34.	Tulosha Khatri	MBS 1st	31	
35	Elisha Chaudhary	MBS 1st	82	
36	Rejina Tamang	MBS 1st	54	
37.	Subash Tamang	MBS 1st	38	
38	Subash Chaudhary	MBS 1st	39	
39	Bikash Bastola.	MBS 1st.	76.	
40.	Khagendra Karki.	MBS 1st	62	
41	Hari Kafle	MBS 1st	58	
42.	Rekha Gurung	MBS 1st	05	
43	Asmita Parajuli	MBS 1st	55	
44	Deepina Rijal	MBS 1st	25	
45.	Pooja Bhujel	MBS 1st	14	
46.	Bimod Kafle.	MBS 1st	15	
47	Anita Budhathoki	MBS 1st	57	
48	Maiya Ghimire	MBS 1st	70	
49	pratima chapagai	MBS 1st	52	
50	kabita khadka	MBS 1st	30	
51	kabita Dahal	MBS 1st	6	
52	Pooja kafle	"	75	
53	Tulasha Niraula	"	48	
54	Asmita Poudel	"	12	
55	Sangita Poudel	"	66	
56	Radeksha Humagai	MBS 1st	35	
57	Ranjita Acharya	MBS 1st	9	
58	Namuna Pokharel	"	8	
59	Sarada chaudhary	MBS 1st	46	
60	Aarati Gupta	MBS 1st	45	
61	pratima pokhrel	MBS 1st	47	
62	Sherpa Karki	MBS 1st	34	
63	Kabita Pyakurel	MBS 1st	17	
64.	Sonra Kattuwal	MBS 1st	11.	


क्र.सं.
65.
विद्यार्थी का नाम
Sushmita singh
कक्षा
MBS 1st
रोल नं.
42
हस्ताक्षर
S.Singh

MBS प्रथम र दोस्रो सिमेस्टरमा अध्ययनरत विद्यार्थीहरुलाई रोजगार तथा उद्यमशिल बनाउन उत्प्रेरणा जगाउन र बैंक तथा वित्तीय संस्थाहरुमा कर्मचारी भर्ना प्रक्रिया, र रोजगारी पाउन प्रक्रिया परीक्षामा सहभागी हुने सम्बन्धमा जानकारी गराउन आयोजित कार्यक्रममा मुख्य व्यक्ति राष्ट्रिय सहकारी बैंक लि. का प्रमुख कार्यकारी अधिकृत (CEO) श्री बद्रीकुमार गौतमज्यू हुनुहुने व्यक्ति समक्षबन्न साथै कार्यक्रमका vision तथा mission हुन पर्ने कुरा, क्रय हुन्छ सामग्रीहरु समेत प्रयोग गरेर प्रस्ट पार्नु भयो। बहाल्ले आफ्नो 6/70 मा अध्ययन गर्दा नै आर्थिक क्षमता सबल बन्ने र सामाजिक प्रतिष्ठा समेत कमाउने vision लिएर हिंड्दा सफल बन्न सकेको बताउनु भयो। त्यसैगरी विनोद चौधरी, सुरेश अधिकारी पनि त्यही सफल भएको प्रस्ट पार्दै हरेकले सफलताको लागि यसरी नै vision र mission बनाउनु पर्ने कुरा प्रस्ट पार्नु भयो।

विश्वमा सफल संस्था विभिन्न संस्थाका CEO हरुको बारेमा अध्ययन गर्दा सात ओटा बानीहरुमा समान्तर रहेको कुरा प्रस्ट पार्नु भयो जसले हरेकलाई सफल हुन सहयोग पुऱ्याउने छ। बहाल्ले कुनचाहिं urgent कुन not urgent, कुन important, कुन not important पत्ता लगाई urgent र important कामलाई प्राथमिकता दिनु पर्नेकुरा बताउनु भयो। बहाल्ले आर्थिक सफलताको लागि सञ्चालित विद्यार्थीहरुलाई सफल उद्यमी तथा रोजगारदाता उत्प्रेरित गर्नु भयो।

बैंक तथा वित्तीय संस्थाहरुमा कर्मचारी नियुक्ति गर्ने प्रक्रियाको बारेमा आफ्नै सहकारी बैंकको अनुभवको बारेमा प्रकाश पार्दै लिखित परीक्षा, समूह छलफल, अन्तर्वार्ता कसरी सञ्चालन गरिन्छ तथा त्यसमा सफल बन्न कसरी प्रस्तुत हुने भन्नेबारेमा

विभिन्न क्षेत्रका उदाहरण सहित प्रकाश पार्नु भयो।

कार्यक्रममा अर्को क्रममा विद्यार्थीहरु सञ्जय गिरी, आस्मिता पौडेल, ललितकुमार मण्डल, तुलसा निरौला, चन्द्रनारायण गुप्तन, आरती गुप्तार, रामलखन चमारलले स्रोत व्यक्तिसँग आफ्नो जिज्ञासा राख्नु भयो। जसमा सञ्जय गिरीले Bank मा written test को pass mark कति हो भनेर प्रश्न गर्नु भयो, तुलसा निरौलाले आफ्नो interview दिँदा असफल भएको कारण आफ्नो कुरा बताउनु भयो। त्यसैगरी चन्द्रनारायण गुप्तनले interview मा कस्ता प्रश्नहरु सोधिन्छन् भनेर पढ्दा बेला के कस्ता प्रश्नहरु सोधे प्रयोजन हुन भनेर कुरा राख्नु भयो। यसरी आफ्ना प्रतिक्रिया तथा प्रश्नहरुबारे स्रोत व्यक्तिले उदाहरण सहित प्रकाश पार्नु भयो। रामलखन चमारले आफ्नो जिज्ञासा अन्तरवार्ता दिँदा भन्नु भयो। घटना स्रोत व्यक्तिले भनेको सँग हुबहु मिलेको। यसमा आफ्नो असफल हुने कारण समेत आफै प्रष्ट भएको कुरा बताउनु भयो।

कार्यक्रमको सुरुवात व्यवस्थापन क्षेत्रका कार्यक्रम संयोजक बलराम पोखरेलले गर्नु भयो जसमा स्नातकोत्तर प्रमुख जनकमणि दाहाल समेत स्नातकोत्तरले पठनपाठनको अतिरिक्त विद्यार्थीहरुको क्षमता अभिवृद्धि गर्ने कार्यक्रमलाई बेलाबेलामा सञ्चालन गर्दै आएको यो कार्यक्रम पनि त्यसैको शृङ्खला भएको बताउनु भयो। कार्यक्रमको अन्तमा स्रोत व्यक्ति चन्द्रनारायण गुप्तनलाई धन्यवाद ज्ञापन गरेपछि आउँदो दिनमा समेत यस्तै पाउने अपेक्षा गर्दै कार्यक्रम समापन गर्नु भयो।

मिति :- २०७२/०८/२८

आज मिति २०७२ साल भदौ २८ गते का दिन सकुशल बहुमुखी क्याम्पसमा सञ्चालन हुन गइ रहेको BBM कार्यक्रमको प्रारम्भिक अभिमुखीकरण क्याम्पस प्रमुख श्री प्रेमप्रसाद भट्टराईको अध्यक्षतामा सञ्चालन गरियो। जसका निम्नानुसार उपस्थिति रहेको छ।

१. क्याम्पस प्रमुख - श्री प्रेमप्रसाद भट्टराई
२. सहायक क्याम्प्रमुख - " चन्द्रमणि रावत
३. कार्यक्रम संयोजक - " बलराम पोखरेल (व्यवस्थापन सङ्काय)
४. कार्यक्रम संयोजक - " अतुल भट्टराई (B.Ed. ECT Programme)
५. विभागीय प्रमुख - श्री इन्द्रप्रसाद तिमिल्सिना (विज्ञान सङ्काय)
६. सहायक प्राध्यापक - " कृष्णप्रसाद आचार्य
७. अध्यक्ष - स्वविय - " सन्तोष लिम्बू
८. अध्यक्ष - अनेरास्ववियु (प्रा.ड.) - श्री मिलन बलेत
९. उपाध्यक्ष स्ववियु - " रञ्जु घिमिरे
१०. सदस्य - स्ववियु - " कमल कार्की
११. प्रतिनिधि - ने.वि.सङ्घ - " महमद सफि
१२. सहायक प्राध्यापक - श्री उत्सव थापा
१३. सभापति - ने.वि.सङ्घ - विजय तोलाङ्गी (व्यास्पस इकाइ समिति)

विद्यार्थीहरुको उपस्थिति

क्र.सं.	विद्यार्थीहरुको नाम	रोल नं.	हस्ताक्षर
१.	आयुश्मा राई	३	आयुश्मा राई
२.	अनिमा अधिकारी	१८	
३.	शर्मीला पोखरेल	१५	
४.	प्रतिमा कटेल	१६ १८	
५.	वर्षा बराल	२९	
६.	सतिष्ठा विष्ट	१६	
७.	निशा राउत	५५	
८.	लक्की ठाकुर	८	
९.	सन्जु पौडेल	१९	
१०.	नीराजन थकाल	१३	
११.	अर्जुन खड्का	१८	
१२.	निरभ तिमल्सेना		
१३.	Bishal Dahal	०५	
१४	समानबन्त	६	
१५	लोमस सुवेदी	०२	
१६	सन्तोष काकी	२६	
१७	धविलाक्ष गुरागाई	०९	
१८	निशान काफ्ले	१०	
१९.	देवेन्द्र प्रसाद पौडेल	२०	
२०.	मानिष न्यौपाने	२१	
२१	सुस्मिता निरौला	२५	
२२	सुमन राई	१५	
२३	हरि किशन राई	१७	
२४.	योगेश सुवेदी	०१	योगेश सुवेदी

कार्यक्रम सञ्चालन व्यवस्थापन सङ्कायका कार्यक्रम संयोजक बलराम पोखरेलले गर्नु भयो। जसमा सहायक क्यामपस प्रमुख श्री चन्द्रमणि राईले क्यामपसका बारेमा सङ्क्षिप्त टिप्पणी दिई स्वागत गर्नु भएको छ। उक्त

Scanned with CamScanner

कार्यक्रममा सबैको परिचय गरिसकु पछि सबै विद्यार्थीहरुलाई क्याम्पसको तर्फबाट रातो गुलाफको फूल क्याम्पस प्रमुख श्री प्रेमप्रसाद मरुरहेले स्वागत गर्नु भयो। त्यस पछि सहायक प्राध्यापक श्री मूलप्रसाद अर्याल्ले समग्र BBA कार्यक्रमको बारेमा प्रस्तुतीकरण गर्नु भयो। त्यस पछि BBA कार्यक्रम सन्दर्भमा विद्यार्थीहरुले राखेका जिज्ञासा हरुको बारेमा कार्यक्रम संयोजक बलराम पोखरेल ले जवाफ दिनु भयो। अन्त्यमा क्याम्पसको तर्फबाट आकाश जनाहरु ले कार्यक्रमको अध्यक्षता गर्ने क्याम्पस प्रमुख श्री प्रेमप्रसाद मरुरहेले कार्यक्रम समापन गर्नु भयो।

Scanned with CamScanner

मिति २०६२-०९-१९

आज मिति २०६२ साल पौष १९ गते बुधवारका ~~दिन~~ दिवसमा सुकुना बहुमुखी क्याम्पसमा अध्ययनरत BBA प्रथम सेमेस्टरका विद्यार्थीहरुलाई लक्षित गरी दुई दिने "अन्तरक्रियात्मक तथा कार्यशाला गोष्ठी" गि वि वैदेशिक व्यापार, व्यवस्थापन विभागका प्राध्यापनरत प्राध्यापक श्री सन्तोष पोखरेलको सहजीकरणमा सम्पन्न गरियो।

उपस्थित

आमन्त्रित : श्री सन्तोष पोखरेल

(१) श्री प्रेमप्रसाद भट्टराई (क्याम्पसप्रमुख)
(२) श्री लक्ष्मीकुमार श्रेष्ठ (स. क्या. प्र.)
(३) श्री चन्द्रमणी रुई (स. क्या. प्र.)
(४) श्री तुलाराम पोखरेल (वाणिज्य संयोजक, व्यवस्थापन)
(५) श्री कृष्णप्रसाद आचार्य (शिक्षक)
(६) श्री शङ्कर देवान ,,
(७) श्री इन्द्र प्रसाद तिम्सिना ,,
(८) श्री उत्सव थापा ,,
(९) श्री अतुल भट्टराई ,,

Scanned with CamScanner

विद्यार्थीहरूको उपस्थिति

क्र.सं.	विद्यार्थीहरूको नाम	रोल नं.	हस्ताक्षर
१	हविलाल अगाडे	७	
२	निरञ्जन विमलसेन।	२७	
३	निशान काफ्ले	१०	
४	नीराजन ढकाल	१३	
५	अर्जुन रावुका	१४	
६	सञ्जु पौडेल	१९	
७	लक्ष्मि कार्कुर	८	
८	निशा राउत	२२	
९	काजोल शाक्य।	६	
१०	आयुश्रा शुई	२	आयुश्रा शुई
११	प्रतिमा कट्टेल	२४	प्रतिमा
१२	शेजीना पोख्रेल	१६	
१३	वर्षा बरालं	२९	
१४	अनिमा अधिकारी	१८	
१५	सुस्मिता निरौला	२५	
१६	अमन चौधरी	१५	
१७	दिव्या राई	३०	
१८	मोनिस न्यौपाने	२१	
१९	देवेन्द्र प्र. लुइटेल	२०	
२०	लोमस खुवेदी	०२	लोमस खुवेदी
२१	सन्तोष काकी	२६	
२२	योगेश सुवेदी	०१	योगेश सुवेदी
२३	इमरान बरनेत	०५	इमरान
२४	विशाल दाहाल	०८	
२५	स्मृति पौडेल	११	
२६	लुना भण्डारी	०७	
२७	समिक्षा तिमिल्सेना	३१	
२८	रश्मिता खरेल	२४	
२९	सानिप्रा विष्ट	२२	
३०	टानु विश्व राई	१७	
३१	हयुक्त राई	१४	

Scanned with CamScanner

आज मिति २०६४ साल माघ १२ गते शनिबारका दिन वाणिज्य सङ्काय त्रिभुवन विश्वविद्यालयका डिन प्रा. डा. डिल्लीराज शर्मा, २ सहायक डिन दिनेशमणि घिमिरे, व्यास्पस प्रमुख, सहायक प्रमुखहरु, सञ्चालक समितिका पदाधिकारीहरु, विभागीय प्रमुख, व्यास्पसका प्राध्यापकहरु तथा वि.वि.ए. प्रथम सेमेस्टरका विद्यार्थीहरुको उपस्थितिमा सुकुना बहुमुखी व्यास्पसको विविए कक्षामा एक दिवसीय "कोर्स परिचयात्मक तथा अभिमुखीकरण कार्यक्रम" सु-सम्पन्न गरियो।

उपस्थिति:- हस्ताक्षर

(१) प्रा. डा. डिल्लीराज शर्मा (डिन, वाणिज्य सङ्काय, त्रि.वि)
(२) श्री दिनेशमणी घिमिरे (स. डि. " " ")
(३) श्री प्रेमप्रसाद भट्टराई (व्यास्पस प्रमुख)
(४) श्री देवेन्द्र मास्के (अध्यक्ष, व्या. सं. ए.)
(५) श्री लक्ष्मी कुमार श्रेष्ठ (स. व्या. प्र.)
(६) श्री केदार प्र. गुरागाई (खर्दार, वै.ए.)
(७) श्री तिलक प्र. ढकाल (" ")
(८) श्री विश्वेश्वर प्र. ढकाल (" ")
(९) श्री गणेश मास्के (" ") गणेश
(१०) श्री बलराम पोम्बेरेल (कार्यक्रम संयोजक)
(११) श्री केशु विरही (पत्रकार)
(१२) श्री कृष्ण प्र. आचार्य (संयोजक, विबिए)
(१३) श्री लक्ष्मी प्र. गुरागाई (प्राध्यापक)
(१४) श्री नरेन्द्र कु. राई (")
(१५) श्री शङ्कर देवान (")
(१६) श्री अतुल भट्टराई (शिक्षण सहायक)
१७) श्री खगेन्द्र राज दाहाल " "
(१८) श्री त्रिलोचन सेपाँला (" ")
१९. श्री नारायण पुनमिठेल " "
२०. श्री उत्थान थापा

Scanned with CamScanner

२१.	लोमस सुवेदी	(विद्यार्थी)	लोमसुवेदी
२२.	दिपेश राई	(विद्यार्थी)	Dipesh
२३.	योगेश सुबेदी	(विद्यार्थी)	योगेशसुबेदी
२४.	सन्तोष कार्की	(विद्यार्थी)	Santosh
२५.	चन्द्र विश्व राई	(विद्यार्थी)	Chandra
२६	सानिमा विष्ट	(विद्यार्थी)	Manisha
२७	भुवन राई	(विद्यार्थी)	Bhuvan
२८	प्रतिमा कहेल	(विद्यार्थी)	Pratima
२९.	शेलीना पोखरेल	(विद्यार्थी)	Shelina
३०	वर्षा वरालु	विद्यार्थी	Barsha
३१	सुस्मिता निरोला	विद्यार्थी	Sushmita
३२	अनिमा अधिकारी	विद्यार्थी	Anima
३३	निरुप तिमल्सिना	विद्यार्थी	Nirup
३४.	देवेन्द्र प्र. लुईटेल	विद्यार्थी	Devendra
३५.	आयुस्चा राई	विद्यार्थी	आयुस्चा राई
३६.	काजोल सापकोटा	विद्यार्थी	Kajol
३७.	अविक्क ठाकुर	"	Ankit
३८	सन्जु पौडेल	"	Sanju
३९.	निशा राउत	विद्यार्थी	Nisha
४०.	निराजन ढकाल	विद्यार्थी	Niraj
४१	रश्मिता रसैली	विद्यार्थी	Rashmita
४२.	समिक्षा तिमिल्सिना	विद्यार्थी	Samiksha
४३.	लुना भण्डारी	विद्यार्थी	Luna
४४.	स्मृति पौडेल	विद्यार्थी	Smriti
४५.	विशाल तामुल	विद्यार्थी	Bishal
४६.	एलमन बस्नेत	विद्यार्थी	Elman
४७	अमन श्रेष्ठ	विद्यार्थी	Aman
४८	दर्शिलाल गुरागाईं	विद्यार्थी	Darshilal
४९.	नविन आचार्य	विद्यार्थी	Navin
५०.	निशान काफ्ले	विद्यार्थी	Nishan
५१.	मनिस [illegible]	विद्यार्थी	Manish
५२.	[illegible]	विद्यार्थी	[illegible]

Scanned with CamScanner

आज मिति २०६६/०२/२० गतेका दिन तमासिल बगोजिमको स्थान र समयमा बि.बि.ए. कार्यक्रममा संबद्ध शिक्षकहरु, विद्यार्थीहरु र अतिथीहरु बिच एक दिने "फाइनान्सियल लिटरेसी" शीर्षकको अन्तर्गत एक दिने "अन्तर्क्रियात्मक तथा कार्यशाला गोष्ठी" नेपाल बैंक लिमिटेड बिराटचोक शाखा द्वारा पालुङ्भाका अतिथी हरु मधुसुदन पोखरेल (शाखा प्रबन्धक) र योगेन्द्र प्रसाद दाहाल (बजार अधिकृत) को समुपस्थितिमा सम्पन्न भयो।

उपस्थिति समय : १२:३०
स्थान : बि.बि.ए.को सामुदायिक कक्षाकोठा

उपस्थिति		हस्ताक्षर
१. मधुसुदन पोखरेल	(शाखा प्रबन्धक)	
२. योगेन्द्र प्रसाद दाहाल	(बजार अधिकृत)	
३. लक्ष्मीकुमारी बेदुवा	(क्याम्पस प्रमुख)	
४. चन्द्रमाया राई	(स.क्याम्पस प्रमुख)	
५. बलराम पोखरेल	(संयोजक, व्यवस्थापन संकाय)	
६. कृष्णप्रसाद आचार्य	(डाइरेक्टर, बि.बि.ए.कार्यक्रम)	
७. इन्द्र प्रसाद तिम्सिना	(शिक्षक)	
८. शंकर केवान	(शिक्षक)	
९. अतुल मङ्गराई	(शिक्षक)	
१०. त्रिलोचन सिथौला	(शिक्षक)	
११. सुशन राई	(विद्यार्थी)	
१२. सानिया विष्ट	(विद्यार्थी)	
१३. चन्द्र किरण राई	(विद्यार्थी)	
१४ लोमस सुवेदी	(")	
१५. दिवस राई	(")	
१६. योगेश सुबेदी	(")	
१७. विशाल दाहाल	"	
१८. मनस्न जंगम	"	
१९. सन्तोष कार्की	"	
२० निराजन कुकाल	"	

CS Scanned with CamScanner

21.	अर्जुन रावत का	विधार्थि	
22	दुर्विलाल गुरागई	"	
23.	देवेन्द्र प्रसाद कुरेल	"	
24.	अमन नेपाली	"	
25.	दिरश्र तिमलसेना	"	
26.	निशान कार्कले	"	
27.	निशा राउत	"	
28.	रश्मिता खरेल	"	
29.	सुस्मिता तिमिला	"	
30.	आयुस्ना खाई	"	
31)	सामिक्षा तिमलिना	"	
32)	सन्जु पंडित	"	
33)	वर्षा बरात	"	
34)	शैलीना पौडेल	"	
35)	अनिमा अधिकारी	"	
36)	लुना भण्डारी	"	
36)	विकास अधिकारी	कर्मचारी	

Scanned with CamScanner

मिति : २०६९/०४/३२

आज मिति २०६९ साल श्रावण ३२ गते शनिवार का दिन बुटवल उपत्यकाको व्यापारिक अध्ययनरत BBA तेस्रो तहका विद्यार्थीहरुलाई लक्षित गरी एक दिने पुनर्श्चर्याको कार्यक्रम नि.वि.कि. क्षेत्रिय क्याम्पस, लुम्बिनी विश्वविद्यालय MBA गरि हालु नेपाल बैंक लिमिटेड बुटवल शाखामा कार्यरत अधिकृतहरुबाट प्रस्तुत कार्यपत्रमा छलफल गरियो ।

उपस्थिति

अनुगमनमा : श्री हरिप्रसाद खरेल

१. श्री चन्द्रमणी रेग्मी (क्याम्पस प्रमुख)
२. श्री अर्जुन अधिकारी (ए.वी.पी.)
३. श्री बलराम पोद्दार (कार्यक्रम संयोजक/व्यवस्थापक)
४. श्री प्रमोद प्रसाद त्रिपाठी (कार्यक्रम निर्देशक, BBA/BBS)
५. श्री मिलनचन्द्र सिंहाली (सदस्य)

Scanned with CamScanner

विद्यार्थीहरुको उपस्थिति

क्र.सं.	विद्यार्थीहरुको नाम	रोल नं.	हस्ताक्षर
१.	चन्द्र किरण राई	१६	
२.	रानिमा तितर	२२	
३.	नुश्रत राई	१५	
४.	स्मृति पौडेल	११	
५.	लुना भण्डारी	०७	
६.	शेजीला पौड्याल	१६	
७.	अनिमा अधिकारी	१८	
८.	प्रतिमा कट्टेल	२८	
९.	दिपश राई	३०	
१०.	सन्तोष काकी	२६	
११.	रमसान तामाङ	०५	
१२.	लामस सुबेदी	०३	
१३.	योगेश सुबेदी	०१	
१४.	नीराजन थकाल	१३	
१५.	अर्जुन रावल	१४	
१६.	हविलाल गुरागाई	१	
१७.	मोनिका न्यौपाने	२१	
१८	निरभ तिमल्सेना	२०	
१९.	अंमन क्षेत्री	१५	
२०.	निशान कापले	१०	
२१.	आयुश्मा राई	०३	
२२.	रश्मिता रतरेन	२४	
२३.	निशा शउत	२३	
२४.	सुस्मिता तिरोला	२५	
२५.	सन्जु पौडेल	१९	
२६.			
२७.			
२८.			
२९.			
३०.			

CS Scanned with CamScanner

२०७६/०६/१८

आज मिति २०७६ साल कार्तिक १८ गते आइतबारका सुकुना बहुमुखीक्याम्पसको विविध कार्यक्रमअर्न्तगत बिबिए प्रथम वर्षप्रथम सेमेस्टरमा अध्ययनार्थ प्रवेश गरेका विद्यार्थीहरुलाई स्वागत तथा प्रथम र तेस्रो सेमेस्टरमा अध्ययनरत विद्यार्थीहरु बीच लगाई लक्ष्य गरी सञ्चालन गरिएको अभिमुखीकरण कार्यक्रम क्याम्पस प्रमुख श्री चन्द्रमणि राईको अध्यक्षतामा, क्याम्पस सञ्चालक समितिका श्री देशन अधिकारी अध्यक्षतामा प्रमुख आतिथ्यमा सम्पन्न गरियो ।

उपस्थिति

१. प्रमुख अतिथि : श्री केशव अधिकारी (व्या.स.स अध्यक्ष)
२. सभाध्यक्ष : श्री चन्द्रमणि राई (क्याम्पस प्रमुख)
३. अतिथि : श्री अर्जुनराज अधिकारी (व.क्याम्पस प्रमुख)
४. " : श्री नेत्रनारायण श्रेष्ठ (-"-)
५. " : श्री बलराम पौड्याल (संयोजक व्यवस्थापन समिति)
६. " : श्री उमानाथ भट्टराई (विभागीय प्रमुख, नेपाली)
७. " : श्री कृष्णप्रसाद आचार्य (संयोजक वि.वि.ए. कार्यक्रम)
८. " : श्री शङ्कर नेपाल (कम्प्युटर विभाग)
९. " : श्री गुणराज नेपाल (")
१०. " : श्री अतुल भट्टराई (कोष अधिकारी)
११. " : श्री खगेन्द्रराज दाहाल (व्य.विभाग)
१२. " : श्री त्रिलोचन सिटौला (")
१३. " : श्री भातृका थापा (")
१४. " : श्री विरज सुवेदी (फ्याकल्टि रिप्रेजेन्टेटिभ)
१५. " : श्री उत्तम थापा (व्य.विभाग)
१६. स्व.वि.यु. सभापति श्री सन्तोष लिम्बू
१७
१८
१९
२०
२१
२२
२३
२४

Scanned with CamScanner

विद्यार्थीहरुको उपस्थिति

बी.बी.ए प्रथम सेमिष्टरका विद्यार्थीहरुको उपस्थिति

~~२२~~ 01.	Susma Paudel	9804385353	
~~२३~~ 02.	Paragya kathet	9819322233	
~~२६~~03.	Sujata Thapa	9816315448	
~~२६~~ 04.	Jyoti Pandey	9810600820	
~~२६~~ 05.	Anisha Gurung	9804057807	
06.	Anjana Rai	9810518130	
07.	Aastha Karki	9810485853	
08.	Yasodha Koirala	9829313175	
09.	Alka Subedi	9824361178	
10.	Saloni Shah	9852642162	
11.	Ayusha Bhattarai	9862212912	
12.	Muhanuy Limbu	9804072587.	
13.	Prashna Thapa	9812394331	
14.	Priyanka Gautam	9862034530	
15.	Bandana Pokharel	9862221830	
16.	Bhenula Subedi	9815320888	
17.	Nidhi Subedi	9815300057	
18.	Subina Shrestha	9816352577	
19.	Bilam Basnet	9825358805	
20.	Sunita Subedi	9827332414	
21.	Samikshya Ghimire	9817343322	
22	Rajan Lamichhane	9807001446	
23.	Santosh Rai	9814374143	
24	Rabin Chaulagain	9810577859	
25	Saurav Karki	9827392487	
26.	Sandesh Karki	9800986055	
27.	Gaurav Koirala	9810477967	
28.	Shivaraj Dhakal	9804087269	
29.	Homraj Basnet	9810429749	
30.	Prasanna Thapa	9819083617	
31.	Bibash Bhattarai	9810497785	
32.	Dilip Babu Giri	9804301676	
33.	Rohit Karki	9842345250	

Scanned with CamScanner

बी.बी.ए तृतीय सेमिस्टरका विद्यार्थीहरुको उपस्थिति

01.	रोजीना पोखरेल	9819806085	
02.	वर्षा बराल	9808605012	
03.	प्रतिमा बडैल	9816301288	
04.	अनिमा अधिकारी	9862133000	
05.	चन्द्र किरण राई	9825398045	
06.	सुजन राई	9811041080	
07.	सानिधा विष्ट	9840641780	
08.	बीरजन कुकाल	9807046798	
09.	सन्जु पौडेल	9814810165	
10.	सुस्मिता निरौला	9814925852	
11.	आयुष्मा राई	9810447296	
12.	निशा राउत	9819382151	
13.	रस्मिता खरेल	9814036194	
14.	सन्तोष कार्की	9862233771	
15.	योगेश सुवेदी	9862183244	
16.	दविलाल गुरागई	9842429014	
17.	देवेन्द्र प्र. लुइटेल	9816368732	
18.	निरुभ कुमार सेन।	9811896706	
19.	रक्षीत पौडेल	9852292186	
20.	लुना भण्डारी	9810431343	
21.	जमन क्षेत्री	9825585801	
22.	लोमस सुवेदी	9817345229	
23.			
24.			
25.			
26.			
27.			

मिति : २०६६/०९/१९

आज मिति २०६६ साल पुस १९ गते शुक्रवारका दिन श्री सुकुना बहुमुखी क्याम्पस, सुन्दरडैहा-१२ बि.बि.ए. प्रथम सेमिष्टरका विद्यार्थीहरुका निम्ति एक दिने सेमिनार "Business Establishment & Motivation" विषयमा श्री आर.सी. रुनाल (लेखक, विद्यालय प्रशासक, अतिथि प्राध्यापक) को सहजीकरण र प्रस्तुतिमा सम्पन्न गरियो ।

उपस्थिति

* आमन्त्रित : श्री आर.सी. रुनाल (अतिथि प्राध्यापक)

① श्री ~~माधव~~ चन्द्रमणि राई (क्याम्पस प्रमुख)
② श्री मेघनारायण श्रेष्ठ (स.क्या. प्रमुख, दिवा सत्र)
③ श्री कृष्णप्रसाद आचार्य (डाइरेक्टर, विभिए कार्यक्रम)
④ श्री अतुल भट्टराई (शिक्षण सहायक, वि.वि.ए)
⑤ श्री त्रिलोचन सिरौला (शिक्षण सहायक, वि.वि.ए)
⑥ श्री रवीन्द्र राज्यवाहाल (" " ")

वि.नि.ए प्रथम सेमिष्टरका विद्यार्थीहरुको उपस्थिति.

क्रम संख्या	नाम	रोल नं	हस्ताक्षर
09	Ayusha Bhattarai	25	Ayusha
02	Aaloni Shah	28	Aaloni
03	Prashna Thapa	21	Prashna
08	Nunasung Limbu.	10.	
0८	Alka Subedi	1	Alka
0६	Aastha Karki	03	Aastha
06	Yasodha koirala	06	Yasodha
0८	Susma Paudel	31	Susma
0८	Pragya Kathet	8	Pragya
90	Sujata Thapa	11	Sujata
99	Priyanka Gautam	2	Priyanka
92	Bandana Pokharel	15	Bandana
93	Bhanuja Subedi	04	Bhanuja
98	Jyoti Pandey	12	Jyoti
9८	Anjana Rai	27	Anjana
9६	Anisha Gurung	26	Anisha
96	Saurav Karki	16	Saurav
9८	Santosh Rai	33	Santosh
9८	Rabin Chaulagain	30	Rabin
20	Gaurav Koirala	5	Gaurav
29	Sandesh karki	23	Sandesh
22	Rajan Lamichhane	34	Rajan
23	Shivaraj Dhakal	7	Shivaraj
28	Rohit Karki	29	Rohit
2८	Bibash Bhattarai	13	Bibash
2६	Dilip Babu Giri	24	Dilip
26	Prasanna Thapa	18	Prasanna
2८	Homraj Basnet	22	Homraj
29	Samiksha Ghimire	17	Samiksha
30	Subina shrestha	20	Subina

Scanned with CamScanner

2076/08/19

आज मिति 2076/08/19 गते शुक्रवारका दिन यस सूकुना बहुमुखी क्याम्पस, सुन्दरहैंचा-12 बि.बि.ए प्रथम सेमिष्टरका विद्यार्थीहरुका लागि एक दिने अवलोकन तथा अध्ययन भ्रमण ~~गर्न~~ आयोजना गर्ने निर्णय गरिएको छ। उक्त कार्यको लागि "पुर्वाञ्चल युथ आयल प्रा.लि." PLO, सुन्दरहैंचा-9, मोरङ मा गएर त्यस प्रतिष्ठानको विविध संरचना, उपकरण, व्यवस्थापन आदिको अवलोकन तथा अध्ययन गर्ने व्यवस्था मिलाइएको छ।

उपस्थिति:

(१) श्री चन्द्रमणि राई (क्याम्पस प्रमुख)
(२) श्री कृष्णप्रसाद आचार्य (निर्देशक, बीबीए)
(३) श्री अतुल बस्नेत (शिक्षण सहायक, बी.बी.ए)
(४) श्री उत्सव थापा (शिक्षण सहायक, बी.बी.ए)
(५) श्री त्रिलोचन सिटौला (शिक्षण सहायक, बी.बी.ए)
(६) श्री मातृका थापा (शिक्षण सहायक, बी.बी.ए)

2066/08/09

आज मिति 2066/10/09 गते बिहीवारका दिन सुकुना बहुमुखी क्याम्पस, सुकदरहरैचा-12 का बी.बी.ए प्रथम सेमिष्टरका विद्यार्थीहरुसँग शैक्षिक गतिविधि, उनीहरुका समस्या तथा विविध विषयमा क्याम्पस ~~सञ्चालक~~ सञ्चालक समिति, क्याम्पस प्रशासन, र बी.बी.एमा शिक्षण गराउनुहुने शिक्षक प्रतिनिधिहरुको उपस्थितिमा अन्तरक्रिया कार्यक्रम सञ्चालन गरियो ।

उपस्थिति

~~(१) सु.ब.क्या. सञ्चालक समिति~~

(१) केशवप्रसाद अधिकारी — सु.ब.क्या, सं.स.अध्यक्ष
(२) चन्द्रमणि राई — सु.ब.क्या. प्रमुख
(३) कृष्णप्रसाद आचार्य — बी.बी.ए कार्यक्रम निर्देशक
(४) अतुल महराई — बी.बी.ए शिक्षण सहायक
(५) शङ्कर देवान — " शिक्षक

अन्तरक्रियामा उठेका कुराहरु :

(१) चमेनागृहको गुणस्तर स्तरीय नभएको, स्वादिष्ट स्वास्थ्यवर्द्धक नभएको गुनासो ।
(२) शौचालयको उचित व्यवस्थापन तथा सरसफाई पर्याप्त नभएको गुनासो ।
(३) पाठ्य पुस्तकको यथेष्ट/पर्याप्त उपलब्धता नभएको गुनासो ।
(४) खेलकुद सामाग्रीहरुको छुट्टै प्रबन्ध गर्नुपर्ने माग ।

Scanned with CamScanner

बी.बी.ए प्रथम सेमिस्टरका उपस्थित विद्यार्थीहरु

क्र.स	विद्यार्थीको नाम	हस्ताक्षर
09	Nidhi Subedi	
02	Bilam Basnet	
03	Subina Shrestha.	
0४	Samikshya Ghimire	
0५	Binita Subedi	
0६	Munarung Limbu.	
07	Prashna Thapa	
0८	Ayusha Bhattarai	
0९	Pragya Kathet	
90	Sujata Thapa	
99	Susma Poudel	
92	Alka Dubedi	
93	Yashoda Koirala	
9४	Astha Karki	
9५	Anjana Rai	
9६	Anisha Gurung	
97	Jyoti Paadey	
9८	Bandana Pokharel	
99	Priyanka Gautam	
20	saurav karki	
29	Santosh Rai	
22	Shivaraj Dhakal	
23	Rabin chaulagain	
2४	Gaurav Koirala	
2५	Sandesh Karki	
2६	Rajan Lamichhane	
27	Rohit Karki	
2८	Bibash Bhattarai	
29	Dilip Babu Giri	

क्रमशः.

Scanned with CamScanner

क्रमशः ..

क्र.स	विद्यार्थीको नाम	हस्ताक्षर
30	Prasanna Thapa	
29	Homraj Basnet	

आज मिति २०६६ साल माघ १६ गते शुक्रवारका दिन सदुरा बहुमुखी क्याम्पसमा वि०वि०ए० प्रथम तथा तेस्रो सेमेस्टरका विद्यार्थीहरुलाई नेपाल कमर्स क्याम्पस, काठमाण्डौंका प्राध्यापक डा० ढुण्डीराज भट्टराईद्वारा एकदिवसीय अन्तरक्रियात्मक तथा गेष्ट लेक्चर प्रदान जिम प्राध्यापक तथा विद्यार्थीहरुको उपस्थितिमा सम्पन्न गरियो ।

उपस्थिति :-

(१) डा० ढुण्डीराज भट्टराई (सञ्चालक)
(२) श्री शङ्कर देवान
(३) श्री राजेन्द्रराज दाहाल
(४) श्री उत्सव थापा
(५) श्री त्रिलोचन खिँयोला
(६) श्री अतुल भट्टराई
(७) श्री विराज पौडेल
(८) श्री मातृका थापा
(९) श्री विकास अधिकारी
(१०) Mumeshwar Singh.
११) अन्जुला पौडेल
१२) प्रियंका गौतम
१३) बन्दना पोखरेल
१४) आस्था कार्की
१५) यशोधा कोइराला
१६) अल्का सुवेदी
१७) प्रज्ञा कलेत
१८) सुजता थापा
१९) सुष्मा पाँडेल
२०) सन्तोष राई
२१) राजुत लामिछाने
२२) सन्देश कार्की
२३) प्रेमराज बस्नेत
२४) शिवराज ढकाल
२५) रोहित कार्की

२६.	दिलिप बाबु गिरी		
२७.	बिवश भट्टराई		
२८.	प्रसन्न थापा		
२९.	निधि सुवेदी		
३०.	सुविना श्रेष्ठ		
३१.	बिनिता सुवेदी		
३२.	बिलम बस्नेत		
३३.	अनिसा गुरुङ		
३४.	अन्जना राई		
३५	ज्योति पाण्डे		
३६	आयुषा भट्टराई		
३७.	सलोनी साहा		
३८.	प्रश्ना थापा		
३९.	देवेन्द्र प्रसाद लुईटेल		(sem 3rd)
४०.	न्युप्रत राई		(sem 3rd)
४१.	सरिता गिरी		
४२	लोसम सुवेदी		
४३	दविलचन अगाडे		
४४.	अर्जुन खड्का		
४५.	सुसमता निरैला		
४६.	सन्जु पौडेल		
४७.	अनिमा अधिकारी		
४८.	शेजीना पोर्खेल		
४९.	प्रतिमा कडेल		
५०.	निशात काफले		
५१.	निरभ तिमल्सेना		
५२.	असन क्षेत्री		
५३.	मनिस ज्यौपाने		
५४.	स्मृति पौडेल		
५५	~~दन्द्र~~ लिचन राई		
५६.	योगेश सुवेदी		

Scanned with CamScanner

2066/11/2

आज मिति २०६६।११।२ गते शुक्रवारका दिन युहुना बहुमुखी क्याम्पसका विविए प्रथम तथा तेश्रो सेमेस्टर का विद्यार्थीहरुलाई ~~नेपाल कम्प्यु~~ कलेज अफ एप्लाइड बिजनेश काठमाण्डौंका फ्याकल्टी मेम्बर अरुण थापा द्वारा एक दिवसिय अन्तरक्रियात्मक तथा गेष्ट लेक्चर प्रदान निम्न प्राध्यापक तथा विद्यार्थीहरुको उपस्थितीमा गरियो।

उपस्थिति :

१. अरुण थापा (सहजकर्ता)
२. कृष्ण प्रसाद आचार्य (डाइरेक्टर)
३. शंकर दिवान
४. ~~इन्द्र~~ तिर्सिना
५. अतुल भट्टराई
६. विराज सुवेदी
७. उत्सव थापा
८. त्रिलोचन सिटौला
९. खगेन्द्रराज ढाहाल
१०. मातृका थापा
११. निराजन ढकाल
१२ अर्जुन रुइका
१३ धविलाल अवागई
१४ मानीषा विष्ट
१५. चन्दु किरण राई
१६. न्यूपत राई
१७. देवेन्द्र प्रसाद कुर्मेल
१८. निशात काफले
१९. मनिषा न्यौपाने
२०. शेलीना पौड्याल
२१. रश्मीता खरेल
२२. प्रतिमा कर्मेल
२३. अंकिमा अधिकारी

२४. लुना भण्डारी
२५. स्मृति पौडेल
२६ अमन ढेमी
२७ लोमस सुवेदी
२८ रलसन वस्नेत
२९ निशाल ढाडाल
३० सन्तोष कार्की
३१. बी चाँदेश्वर सुवेदी
३२. नुपासु लिम्बु (BBA 1st sem)
३३. अनिसा गुरुङ ,,
३४. अन्जना राई ,,
३५. ज्योति पाण्डे ,,
३६. सिमझा डिसिछे ,,
३७) कविता सुवेदी ,,
३८) सुदिक्षा श्रेष्ठ ,,
३९) कलम वस्नेत ,,
४०) निशा सुवेदी ,,
४१) दिलिप बाबु मिश्री ,,
४२) विक्रम भंडारी ,,
४३) रोशन चौलागाई ,,
४४ शिव राज ढकाल ,,
४५. होमराज वस्नेत ,,
४६. सन्देश कार्की ,,
४७ रतन लामिछाने ,,
४८. सन्तोष राई
४९ सौरभ कार्की ,,
५०. रोहित कार्की (BBA 1st Sem.)
५१. गौरव कोइराला (BBA 1st Sem)
५२. सुजता थापा (BBA 1st Sem)
५३ प्रदा कडेल (BBA 1st sem)
५४ सुस्मा पौडेल (BBA 1st Sem)
५५ मैनुला सुवेदी (BBA 1st Sem)

CamScanner

५६	बन्दना पोरवेल	(BBA 1st sem)	Bandana
५७	प्रियंका गौतम	(BBA 1st sem)	
५८	सलोनी साहा	(BBA 1st sem).	
५९	आयुषा भट्टराई	(BBA 1st sem)	
६०	प्रश्ना चापा	(BBA 1st sem)	

Scanned with CamScanner

Annex 91: List of Teachers participating in workshops/seminars/conferences					
SN	**Name of seminar/ conference/workshop**	**Organizer**	**Date**	**Name**	**Role**
1	Leadership, Planning and Proposal Writing Training for NGOs and Local Government Officials	Nepal English Language Teachers' Association (NELTA)	Mar. 3-5, 2020	Nara Prasad Bhandari Guna Raj Nepal	participants
2	Third Annual ELT and Applied Linguistics Conference	Department of English Education, TU	Feb. 21-22, 2020	Guna Raj Nepal	participant
3	National Conference on Integrating Biological Resources for Prosperity	Nepal Biological Society of Biratnagar; Botanical Society of Nepal; Ministry of Industry, Tourism Forest and Environmant, Province No. 1	Feb. 6-7, 2020	Dibya Raj Dahal	paper presenter
4	One day seminar on "Opportunity and Challenges in B. Ed. ICT"	Janamaitri Multiple Campus, Kathmandu	2076/10/29 BS	Arjunraj Adhikari Atul Bhhattarai	participants
5	A Workshop on Research Methodology and Dissertation Orientation	Faculty of Management Dean's Office	2076/10/10-11 BS	Balaram Pokharel Trilochan Sitoula Matrika Thapa Mohan Kumar Karki	participants
6	TESOL-NELTA Regional Conference and Symposium	Nepal English Language Teachers' Association (NELTA) Campus Chief	Nov. 20-23, 2019 SUKUNA MULTIPLE CAMPUS SUNDARHARAINCHA MUNICIPALITY MORANG Estd. 2048	Nara Prasad Bhandari Guna Raj Nepal	symposium and conference participants
				Guru Prasad Adhikari Shankar Dewan	conference participants
				Basudev Dahal	paper presenter and conference participant
7	Intl. Seminar held Development of Human Resource	Institute for Social Development and Research,"Ranchi, India	Sept. 2019,14-16	Dr. Mohan Kumar Tumbahang	Paper Presenter
8	30 Hour Workshop on Academic Writing for University Teachers	Kathmandu University, School of Education	July 15-19, 2019	Basudev Dahal	participant
9	Workshop on Research Writing and Publishing	Mahendra Morang Adarsha Multiple Campus, Biratnagar	May 8-12, 2019	Harka Bahadur Gurung Jiwan Sapkota	participants
	National Conference of Nepal	NELTA Province 3	March 2-3, 2019	Guna Raj Nepal	plenary speaker

10	English Language Teachers' Association (NELTA)				and participant
				Nara Prasad Bhandari Basudev Dahal	paper presenters and participants
				Guru Prasad Adhikari Shankar Dewan Ganesh Prasad Bhattarai	participants
11	Second Annual ELT and and Applied Linguistics Conference	Department of English Education, TU, Kirtipur	Feb. 9-11, 2019	Nara Prasad Bhandari Guna Raj Nepal	paper presenter and participant
12	A Workshop on MBS Semester : Course Dissemination, Orientation and Evaluation	Faculty of Management, Tribhuvan University	Feb. 16-17, 2019	Balaram Pokharel Laxmi Prasad Guragai Krishna Prasad Acharya	participants
13	प्राविधिक तथा व्यावसायिक शिक्षा समृद्धिको आधार		Jan. 26, 2019	Ganesh Prasad Dahal Nara Prasad Bhandari	paper presenters
14	उद्यमशीलताका लागि सहकारी : वर्तमान अवस्था, चुनौति र अवसरहरू (एक दिवशीय सेमिनार)	बचत तथा ऋण सहकारी सङ्घ मोरङ	2075/10/30	Ganesh Prasad Dahal	paper presenters
15	23rd International Conference of NELTA	Nepal English Language Teachers' Association (NELTA) Campus Chief	Feb. 15-17 2018 SUKUNA MULTIPLE CAMPUS SUNDARHARAINCHA MUNICIPALITY MORANG Estd. 2048	Shankar Dewan Guna Raj Nepal	paper presenters and participants
				Guru Prasad Adhikari Nara Prasad Bhandari Indra Bahadur Chettri Ganesh Prasad Bhattarai	participants
16	First ELT and Applied Linguistics Conference	Department of English Education, TU, Kirtipur	Feb. 9-10, 2018	Shankar Dewan Guna Raj Nepal	paper presenters and participants
17	Five Day Training for Proposal and Report Writing	Sundar Samudayik Sewa Sadan	2075/2/-23	Umanath Bhattarai	participant
18	Orientation of Semester System and Workshop on Case Study Teaching Method	Office of the Dean, Faculty of Management, Tribhuvan University	2074/10/26-2719	Balaram Pokharel Laxmi Prasad Guragai Dhruba Prasad Nepal	participants
19	नेपालको प्रदेश नं. १ को विकास र समृद्धिका सम्भावना (एक दिवशीय गोष्ठि)	पब्लिक क्याम्पस सङ्घ कोसी क्षेत्रीय समिति	2074/7/31	Ganesh Prasad Dahal Nara Prasad Bhandari Dhruba Prasad Nepal	paper presenters

Annex 92: Certificate, Appointment and Ramana

SUNDAR SAMUDAYIK SEWA SADAN

Sundarharaincha-6, Morang

This is certified that

Uma Nath Bhattarai

has successfully completed '***A Five-Day Training for Proposal and Report Writing***' conducted by Sundar Samudayik Sewa Sadan (SSSS) from 19th Jestha, 2075 to 23rd Jestha, 2075 at Gokulam Resort, Sundarharaincha-4, Morang.

Prakash Kumar Pokhrel)	(Gyanendra Subedi)	(Pit Kumar Shrestha)
Facilitator	***Chief Guest***	***Chairperson***
BICODEC	Mayor	SSSS, Morang
	Belbari Municipality, Morang	
	23rd Jestha, 2075	

पूर्वाञ्चल विश्वविद्यालय

परीक्षा व्यवस्थापन कार्यालय
विराटनगर

फोन : ०२१-५२३०२२, ५३८७०, ५४८७३
फ्याक्स : ०३७-५२१-५२३४१२
इमेल : puoexmgt@wlink.com.np
विराटनगर, नेपाल ।

पत्र संख्या : २०७८/०७१/०७२

चलानी नं. :

मिति:- २०७१।०४।२९

श्री जनार्दन गुरागाईज्यू,
सुकुना ब. क्याम्पस, इन्द्रपुर
मोरंग ।

विषय: बाह्य परिक्षकमा नियुक्ति गरिएको बारे ।

महाशय,

उपरोक्त सम्बन्धमा यस विश्वविद्यालयद्वारा २०७१ सालमा सञ्चालन गरिने शिक्षाशास्त्र संकाय अन्तर्गत एम..एड. दोस्रो वर्षको जनसंख्या (Population) विषयको प्रयोगात्मक परीक्षामा तपाईलाई अन्नपूर्ण कलेज, विराटनगर परीक्षाकेन्द्रको लागि बाह्य परिक्षकमा नियुक्ति गरिएको व्यहोरा सहर्ष जानकारी गराउँदै उक्त परीक्षा केन्द्रमा उपस्थित भई तपसिलका परीक्षा कार्यक्रम अनुसार कार्यसम्पादन गरी परीक्षार्थीहरुले प्रयोग गरेको उत्तरपुस्तिका, परीक्षार्थी उपस्थिति विवरण, लब्धाङ्क-पत्र तथा अन्य विवरण समेत अति गोप्य रुपमा यस कार्यालयमा उपलब्ध गराउनु हुन अनुरोध छ।

तपसिल

परीक्षा कार्यक्रम
(१) मिति:-
(२) समय:-

.....
रजि परीक्षा नियन्त्रक

बोधार्थ
१. श्रीमान् क्याम्पस प्रमुखज्यू
अन्नपूर्ण कलेज, विराटनगर ।

(बाह्य परीक्षकलाई आवश्यक सहयोग गरी प्रयोगात्मक परीक्षा सञ्चालन भईसकेपछि अनिवार्य रुपमा वहाँको उपस्थिति र रवाना भएको मिति प्रमाणित गरी पठाईदिनु हुन र नियमानुसारको पारिश्रमिक दिनु हुन)

त्रिभुवन विश्वविद्यालय
TRIBHUVAN UNIVERSITY
क्षेत्रीय परीक्षा नियन्त्रण कार्यालय
REGIONAL OFFICE OF THE CONTROLLER OF EXAMINATIONS
परीक्षा सञ्चालन शाखा)
पूर्वाञ्चल, विराटनगर, नेपाल
EASTERN REGION, BIRATNAGAR, NEPAL

च.नं.८५१.६७।०७८।७९

मितिः२०७६।०२।०९

श्री मेघनारायण श्रेष्ठ
सुकुना ब.क्याम्पस, सुन्दरहरैचा,मोरङ ।

विषय :- पर्यवेक्षक (अब्जरभर नियुक्ति ।

महाशय,

त्रि.वि.प.नि.का.द्वारा २०७६साल जेष्ठ १० गते देखि संचालन गरिने **४वर्षे स्नातकतह तेसोखण्डको** वार्षिक परीक्षाको स्नातकोत्तर क्याम्पस,विराटनगर परीक्षा केन्द्रको लागि यहाँलाई पर्यवेक्षक (अब्जरभर) नियुक्त गरिएको छ। सम्बन्धित केन्द्रमा उपस्थित भएर परीक्षा अवधिभर संलग्न निर्देशानुसार सुचारु एवं नियमित रुपमा परीक्षा सञ्चालन गर्न गराउन आवश्यकता अनुसार केन्द्राध्यक्षलाई सहयोग पुऱ्याई प्रत्येक दिन यस कार्यालयलाई परीक्षा सञ्चालन सम्बन्धी जानकारी टेलिफोनबाट, दिनुहुन अनुरोध छ ।

पुनश्चः परीक्षा सम्पन्न भैसकेपछि परीक्षा संचालन सम्बन्धिको दैनिक रिपोर्ट र विद्यार्थी संख्या समेत उल्लेख गरी १ प्रति यस कार्यालयमा र १ प्रति त्रि.वि.प.नि.का. बल्खुमा अनिवार्य रुपमा पेश गर्नुहुन अनुरोध गर्दछु ।

सह-परीक्षा नियन्त्रक
सह-परीक्षा नियन्त्रक
त्रि. वि. क्षे. प. नि. का.
पूर्वाञ्चल, विराटनगर

संलग्न
परीक्षा कार्यक्रम १ प्रति

बोधार्थ तथा कार्यार्थ

१. श्री लेखा शाखा,प.नि.का. बल्खु क्षे.प.नि.का.विराटनगर : निजलाई रु.....त्रि. वि. क्षे. प. नि.का. पूर्वाञ्चल, विराटनगर उपलब्ध गराई दिनुहुन ।

२. श्री क्याम्पस प्रमुख सुकुना ब.क्याम्पस, सुन्दरहरैचा,मोरंग पर्यवेक्षक मै नियुक्त भएको परीक्षा केन्द्रमा आवश्यक कामको व्यवस्था मिलाई दिनुहुन।

३.परीक्षा समाप्त भएको ६ महिना भित्र फाँटवारी पेश गरी फछ्यौंट गराइ सक्नु पर्नेछ ।अन्यथा त्रि.वि.प.नि.का. भुक्तानी दिन बाध्य हुनेछैन ।

त्रिभुवन विश्वविद्यालय

शिक्षाध्यक्षको कार्यालय

पाठ्यक्रम विकास केन्द्र

प्रमाण-पत्र

त्रि.वि. पाठ्यक्रम विकास केन्द्र, कीर्तिपुरले मिति २०७३/०१/०५—०७ गते (३ दिने) सम्म जनता बहुमुखी क्याम्पस इटहरीमा सञ्चालन गरेको स्नातक तहको अनिवार्य नेपाली विषयको क्षेत्रीय स्तरको अभिमुखीकरण/कार्यशाला (शिक्षण विधि तथा मूल्याङ्कन) गोष्ठीमा .....सुकुना बहुमुखी क्याम्पस, मोरङ..... का.....उमानाथ भट्टराई.....सहभागी हुनु भएकाले यो प्रमाण-पत्र प्रदान गरिएको छ।

प्रा.डा. व्रतराज आचार्य
अध्यक्ष
अनिवार्य नेपाली विषय समिति
त्रि.वि.पा.वि.केन्द्र

२०७३ वैशाख ७

प्रा.डा. गोपीन्द्र कुमार पौडेल
कार्यकारी निर्देशक
पाठ्यक्रम विकास केन्द्र
त्रि.वि. कीर्तिपुर

2090

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

कोसीहरैंचा न. पा., मोरङ

KOSHI HARAINCHA MUNICIPALITY, MORANG

स्थापित : २०४८

Estd. 2048

QAA certified by UGC, Nepal

☎ :०२१ - ५४५६१७

☎ :०२१ - ५४५७१७

फ्याक्स : ०२१ - ५४५७१७

पत्र सङ्ख्या :

चलानी नम्बर

मिति २०७२/०९/१३

विषय : बाह्य परीक्षकको रूपमा पठाइएको सम्बन्धमा ।

श्री जनार्दन गुरागाईं
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
कोसीहरैंचा, मोरङ ।

प्रस्तुत विषयमा त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालय, परीक्षा शाखा, स्मृतिभवनबाट टेलिफोनद्वारा प्राप्त जानकारीअनुसार श्री विराट क्याम्पस, विराटनगरमा स्नातक तह बि.एड. तेस्रो वर्षको **जनसङ्ख्या शिक्षा** विषयको अभ्यास शिक्षण बाह्य मूल्याङ्कनका लागि तपाईलाई खटाइएको हुँदा मिति ०७२/०९/१३ मा सम्बन्धित क्याम्पसमा सम्पर्क राखी बाह्य सुपरिवेक्षण गर्नुहोला ।

बोधार्थ

श्रीमान् क्याम्पसप्रमुखज्यू
श्री विराट क्याम्पस, विराटनगर, मोरङ ।

.....
क्याम्पसप्रमुख

E-Mail: sukunac@yahoo.com Website: www.sukuna.edu.np Noticeboard: 1618021545717

त्रिभुवन विश्वविद्यालय

स्नातकोत्तर क्याम्पस

(POST GRADUATE CAMPUS)

क्याम्पस प्रमुखको कार्यालय
पुरानो हवाई फिल्ड, विराटनगर, नेपाल

मूल भवन: ०२१-४७१३२७
विज्ञान भवन: ०२१-४३५२७५

पत्र सख्या :— ६४९/०६६/०७६ मितिः २०७६।०२।२६
चलानी न. :—

श्री मेधनारायण श्रेष्ठ,
सुकुना व. क्याम्पस, सुन्दरहरैचा, मोरङ ।

विषय : – रवाना दिइएको बारे ।

महाशय,

यस क्याम्पस केन्द्रमा मिति २०७६।०२।१० गते देखि २०७६।०२।२६ गते सम्म संचालन भएको ४ वर्षे स्नातकतह तृतीय खण्डको नियमित तथा आंशिक परीक्षा २०७६ को लागि मिति २०७६।०२।०९ गते यस क्याम्पसको केन्द्रमा संम्पर्क राखी पर्यवेक्षकको रुपमा आइ परीक्षालाई मर्यादित रुपले संचालन गर्न सहयोग गर्नु भएकोमा मिति ~~२०६५।०२।२७~~ २०७६।०२।२६ गते देखि लागु हुने गरी धन्यवाद साथ यो रवाना दिईएको छ ।

परीक्षा

उपस्थिति मिति : २०७६।०२।१०,१४,१९,२२,२६ = ५ दिन (४ वर्षे स्नातकतह तृतीय खण्ड)
जम्मा : ५ दिन

बोधार्थ

१. श्रीमान् क्याम्पस प्रमुख ज्यू
सुकुना व. क्याम्पस
सुन्दरहरैचा, मोरंग ।
२. श्री लेखा शाखा, प.नि.का बन्धु, काठमाण्डौ/
ई.प.नि.का.विराटनगर ।

डा. तिलकराम सरदार
(स.क्याम्पस प्रमुख)

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

इन्द्रपुर, मोरङ
INDRAPUR, MORANG

स्थापित : २०४८

☎ :०२१ - ५४५६१७
☎ :०२१ - ५४५७१७
फ्याक्स :०२१ - ५४५७१७

पत्र संख्या : CTY
चलानी नम्बर 066/067

मिति: २०७१/०३/१५

विषय : बाह्य परीक्षकको रूपमा पठाइएको सम्बन्धमा ।

श्री जनार्दन गुरागाईं
उपप्राध्यापक,
सुकुना बहुमुखी क्याम्पस
इन्द्रपुर मोरङ ।

प्रस्तुत विषयमा त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालय, परीक्षा शाखा, स्मृतिभवनबाट टेलिफोनद्वारा प्राप्त जानकारीअनुसार श्री दमक बहुमुखी क्याम्पस, दमकमा स्नातक तह बि.एड. तेस्रो वर्षको **जनसङ्ख्या शिक्षा** विषयको अभ्यास शिक्षण बाह्य मूल्याङ्कनका लागि तपाईंलाई खटाइएको हुँदा मिति ०७०/०३/१६ मा सम्बन्धित क्याम्पसमा सम्पर्क राखी बाह्य सुपरिवेक्षण गर्नुहोला ।

बोधार्थ

श्रीमान् क्याम्पसप्रमुखज्यू
दमक बहुमुखी क्याम्पस
दमक, झापा ।

क्याम्पसप्रमुख

E-Mail: sukunac@yahoo.com Website: www.sukuna.edu.np Noticeboard: 1618021545717

त्रिभुवन विश्वविद्यालय
शिक्षाशास्त्र संकाय
डीनको कार्यालय
डीनको कार्यालय
कीर्तिपुर

फोन : ४३३११९६
परीक्षा : ४३३१२८४
फ्याक्स : ४३३२०१३
webpage: www.tuioe.edu.np
mail: edudeanoffice@gmail.com

त्रि.वि., बल्खु, काठमाडौं ।

पत्रसंख्या च.नं. ९४९ ०७५ ०७६

मिति २०७५/१२/२५

श्री ... विभाग

...

...या राष्ट्रिय भाषा विषय समिति

...संकाय, त्रि.वि.

विषय: बैठकमा उपस्थित हुने बारे ।

उपरान्त विषयमा मिति २०७५ वैशाख ... गते नेपाली भाषा तथा राष्ट्रिय भाषा विषय समितिको ... बैठकमा सदस्यमा मनोनयन भएको सूचना प्राप्त भएकोले उक्त समितिको अध्यक्षबाट आयोजना भए बमोजिम यस पूर्ण बैठकमा उपस्थित हुन अनुरोध छ । साथै उक्त बैठकमा सहभागी भएबापत दैनिक भ्रमण भत्ता प्राप्त गर्न सकिने व्यहोरा समेत अनुरोध छ ।

धन्यवाद ।

स्थान: शिक्षाशास्त्र केन्द्रीय विभाग, त्रि.वि., कीर्तिपुर

समय: ११ बजे

भवदीय

...

सहायक डीन

https://mail.google.com/mail/u/0/#inbox?projector=1

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
कोसीहरैचा, मोरङ
KOSHIHARAINCHA, MORANG
स्थापित : २०४८
(विश्वविद्यालय अनुदान आयोगबाट QAA प्राप्त क्याम्पस)
फोन ०२१ ५४५३१७
फ्याक्स ०२१ ५४५३१७
सूचनाबोर्ड सेवा १६१८०२१५४५३१७
E-Mail: sukunac@yahoo.com
Web Site: www.sukuna.edu.np
मिति : २०७३ ०१ १९

पत्र सङ्ख्या : ८२१
चलानीनम्बर : २०८१/०६२

विषय : सेमिनारमा सहभागि भईदिनु हुन ।

श्रीमान् डा.दिनेशकुमार घिमिरे ज्यू
प्र-प्र-अध्या.

उपर्युक्त सम्बन्धमा नेपाल शिक्षाशास्त्री समाज र सुकुना बहुमुखी क्याम्पस कोसीहरैचा मोरङको आयोजनामा एक दिवशीय सेमिनार कार्यक्रम हुने भएकाले उक्त कार्यक्रमको छलफलमा सहभागि भईदिनु हुन अनुरोध छ ।

(पीताम्बर श्रेष्ठ)
क्याम्पसप्रमुख

१. कार्यक्रम हुने मिति : २०७३ साल वैशाख २५ गते शनिवार ।
२. समय : बिहान ८:०० बजे देखि अपराह्न ५.०० बजे सम्म ।
३. कार्यक्रमको विषयवस्तु र विषेशज्ञहरू :
   - Paradigm Shift in Instructional Pedagogy – Prof. Dr. Prem Narayan Aryal
   - Culture of Inquiry – Prof Dr. Basu Dev Kafle
   - Pedagogy for 21st Century Skills – Mr. Ganga Ram Gautam
   - Issues of Teacher Management in Schools – TESON Sukuna
४. कार्यक्रमका दिन चिया, नास्ता र खानाको व्यवस्था आयोजक बाट हुने छ ।

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, NEPAL

स्थापना : २०४८

☎ : ०२१ ☐५४५६१७
☎ : ०२१ ☐५४५७१७
फ्याक्स : ०२१ ☐५४५७१७
E-mail: sukunac@yahoo.com

पत्र सङ्ख्याः ०६५/०६७

चलानी नम्बर : ५५१

मिति : २०७५/१२/२९

श्रीमान् डिन ज्यू,
त्रि. वि., शिक्षाशास्त्र सङ्काय, डिनको कार्यालय
कीर्तिपुर, काठमाडौँ

विषय : सहभागी पठाइएको बारे ।

प्रस्तुत विषयमा त्यस कार्यालयको मिति २०७५/१२/२५ र प.सं. १४९१/२०७५-०७६ को पत्रानुसार नेपाली भाषा तथा राष्ट्रिय भाषा समितिका सदस्य तथा यस क्याम्पसका नेपाली भाषा शिक्षा विभागका प्रमुख उपप्राध्यापक श्री मेघनारायण श्रेष्ठलाई मिति २०७६/०१/०२ र ०३ गते हुने बैठकमा सहभागी हुन पठाइएको बेहोरा अनुरोध गर्दछु ।

क्याम्पस प्रमुख

चन्द्रमणि राई
सहायक क्याम्पसप्रमुख
सुकुना बहुमुखी क्याम्पस
सुन्दरहरैंचा, मोरङ

त्रिभुवन विश्वविद्यालय
शिक्षाशास्त्र संकाय
डीनको कार्यालय

कीर्तिपुर, काठमाडौं, नेपाल

फोन नं. ४३३११९६
फ्याक्स ०९७७-१-४३३२०१३

शिक्षा शास्त्र संकाय
डीनको कार्यालय
कीर्तिपुर

पत्र संख्या :-९३५/०७५/०७६

मिति:-२०७५/०१/०३

श्री मेघ नारायण श्रेष्ठ
सुकुना ब.क्याम्पस
मोरङ

विषय:-बिषय समितिको सदस्यमा मनोनयन गरिएको बारे ।

त्रिभुवन विश्वविद्यालय संगठन तथा शैक्षिक प्रशासन सम्बन्धी नियम २०५० को परिच्छेद ७७ नियम ३२१ को उपनियम १ ले व्यवस्था गरे अनुसार यहाँलाई यस सङ्कायअन्तर्गत **नेपाली भाषा तथा राष्ट्रिय भाषा शिक्षा** विषय समितिको सदस्य पदमा मिति २०७४/१२/१८ गतेदेखि लागु हुने गरी यस संकायको मिति २०७४/१२/१८ गतेको निर्णयानुसार मनोनयन गरिएको छ ।

अतः सम्बन्धित विषय समितिको अभिवृद्धि तथा शैक्षिक उन्नयनका लागि यहाँबाट विषय समिति अध्यक्षलाई आवश्यक सहयोगको अपेक्षा गर्दछु ।

बिषय समितिको सदस्य पदमा मनोनयन हुनु भएकोमा हार्दिक बधाई छ ।

प्रा.डा.कृष्णप्रसाद गौतम
डीन

बोधार्थ
श्री सुकुना ब.क्याम्पस
मोरङ

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

कोसीहरैंचा न. पा., मोरङ

KOSHI HARAINCHA MUNICIPALITY, MORANG

स्थापित : २०४८

Estd. 2048

QAA certified by UGC, Nepal

☎ :०२१ - ५४५६१७

☎ :०२१ - ५४५७१७

फ्याक्स : ०२१ - ५४५७१७

पत्र सङ्ख्या : ५२३

चलानी नम्बर २०७२/०७३

मिति २०७२/०९/१३

विषय : बाह्य परीक्षकको रूपमा पठाइएको सम्बन्धमा ।

श्री जनार्दन गुरागाईं
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
कोसीहरैंचा, मोरङ ।

प्रस्तुत विषयमा त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालय, परीक्षा शाखा, स्मृतिभवनबाट टेलिफोनद्वारा प्राप्त जानकारीअनुसार श्री विराट क्याम्पस, विराटनगरमा स्नातक तह बि.एड. तेस्रो वर्षको **जनसङ्ख्या शिक्षा** विषयको अभ्यास शिक्षण बाह्य मूल्याङ्कनका लागि तपाईंलाई खटाइएको हुँदा मिति ०७२/०९/१३ मा सम्बन्धित क्याम्पसमा सम्पर्क राखी बाह्य सुपरिवेक्षण गर्नुहोला ।

बोधार्थ

श्रीमान् क्याम्पसप्रमुखज्यू
श्री विराट क्याम्पस, विराटनगर, मोरङ ।

क्याम्पसप्रमुख

E-Mail: sukunac@yahoo.com Website: www.sukuna.edu.np Noticeboard: 1618021545717

त्रिभुवन विश्वविद्यालय
शिक्षा शास्त्र संकाय
डीनको कार्यालय
कीर्तिपुर, काठमाडौं, नेपाल

पत्र संख्याः-

मितिः-२०६८।६।६

विषयः- रमाना गरिएको बारे ।

श्री मेघ नारायण श्रेष्ठ
सुकुना वडा नं. ४ स्थित क्याम्पस
मोरङ्ग ।

तपाई यस संकाय अन्तर्गत अध्ययन अध्यापन हुने ३ वर्षे वी.एड. तेश्रो वर्ष, एक वर्षे वी.एड. तथा एम.एड. दोश्रो वर्षको अन्तमा गराइने प्रयोगात्मक पाठ्यांश शिक्षण अभ्यास कार्यक्रममा सम्बन्धन प्राप्त क्याम्पसहरुमा कार्यरत पुर्णकालीन शिक्षकहरुलाई बाह्य परिक्षकको रुपमा सरिक गराउन मिति २०६८।६।२ देखि २०६८।६।६ सम्म संचालन गरेको नेपाली शिक्षकहरुको लागि सञ्चालन गरिएको अभ्यास शिक्षण प्रशिक्षक प्रशिक्षण कार्यशाला गोष्ठीमा सहभागी भई कार्यक्रम सफल पारिदिनु भएकोमा धन्यबाद सहित कार्यक्रम अवधि र जातेआते बाटोको म्याद समेतको काज हुने गरी सम्बन्धित क्याम्पसमा हाजिर हुन जानहुन यो रमाना गरिएको छ ।

(प्रा.डा.प्रकाश मान श्रेष्ठ)
डीन

बोधार्थः
१. श्री लेखा शाखा
शिक्षाशास्त्र संकाय डीनको कार्यालय
त्रि.वि.कीर्तिपुर ।
२. श्री क्याम्पस प्रमुखज्यू
सुकुना वः क्याम्पस, मोरङ्ग ।

फोनः ४३३९९९६, फ्याक्सः ९७७-१-४३३२०१३, Email: foe_dean@hotmail.com

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

इन्द्रपुर, मोरङ

INDRAPUR, MORANG

स्थापित : २०६८

☎ :०२१ - ५४५६१७

☎ :०२१ - ५४५७१७

फ्याक्स :०२१ - ५४५७१७

पत्र सङ्ख्या : २३

चलानी नम्बर ०६९/०६२

मिति : २०७१/०४/११

विषय : बाह्य सुपरिवेक्षकको रूपमा पठाइएको सम्बन्धमा ।

श्री जनार्दन गुरागाई
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
इन्द्रपुर, मोरङ ।

प्रस्तुत विषयमा त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालय, परीक्षा शाखा, स्मृतिभवनबाट टेलिफोनद्वारा प्राप्त जानकारीअनुसार **श्री वर्ल्ड भिजन कलेज, राजविराज, सप्तरी**मा स्नातक तह बि.एड. तेस्रो वर्षको **जनसङ्ख्या शिक्षा** विषयको अभ्यास शिक्षण बाह्य मूल्याङ्कनका लागि तपाईलाई खटाइएको हुँदा मिति ०७०/०४/११ मा सम्बन्धित क्याम्पसमा सम्पर्क राखी बाह्य सुपरिवेक्षण गर्नुहोला ।

बोधार्थ

श्रीमान् क्याम्पसप्रमुखज्यू
वर्ल्ड भिजन कलेज,
राजविराज, सप्तरी

८।११

निक्याम्पसप्रमुख

क्याम्पस प्रमुख

E-Mail: sukunac@yahoo.com Website: www.sukuna.edu.np Noticeboard: 1618021545717

☎ ०२१-४६०१०४

श्री गोग्राहा उच्च माध्यमिक विद्यालय

(उच्च माध्यमिक शिक्षा परिषद्बाट सम्बन्धन प्राप्त)
बरगाछी, विराटनगर-५
मोरङ, नेपाल

पत्र संख्या :- २०६२।०६२
चलानी नं.:-१००

मिति :- २०६२।१२।२५

विषय: विषय विज्ञ छनौट गरिएको बारे ।

श्री सत्यनारायण शौच ज्यू
.....प्राध्यापक.....
शुकुना बहुमुखी क्याम्पस, डिल्ला

प्रस्तुत विषयमा यस विद्यालयको विद्यालय व्यवस्थापन समितिको मिति २०७२।१२।१९ गते बसेको बैठकको निर्णयानुसार सामुदायिक उच्च माध्यमिक तह शिक्षक व्यवस्थापन निर्देशिका २०७१ (संशोधित निर्देशिका) अनुसार उच्च माध्यमिक शिक्षक दरबन्दीमा शिक्षक करारमा नियुक्ति गर्नको लागि शिक्षक छनौट समितिमा विषय विज्ञ रहने प्रावधान अनुसार तपाईलाई नेपाली / शिक्षा विषयको विज्ञमा छनौट गरिएको हुंदा सधन्यवाद जानकारी गराईन्छ ।

.....
(विष्णुबहादुर भुजेल)
प्र.अ / सदस्य सचिव

Affiliated to TU Phone - 00977
Email: wovms

वर्ल्ड भिजन मोडर्न क्याम्पस
WORLD VISION MODERN CAMPUS
(WOVMS COLLEGE)
Rajbiraj, Saptari
राजविराज, सप्तरी
Estd. 2064

Ref No./ च.न. 96/२०६७१०८२ २०६१।४।१५

Sub./ विषय:- रकम फिर्ता दिइएको बारे

श्री जनार्दन गुरागाई
हाल :- वर्ल्ड भिजन मोडर्न क्याम्पस
राजविराज, सप्तरी

प्रस्तुत सम्बन्धमा त्रि० वि० वि० शिक्षा शास्त्र सेक्सन बोर्डको कार्यालयको पत्रानुसार यस क्याम्पसमा अध्ययनरत कि.ए. तेस्रो वर्षमा विद्यार्थीहरुको जनसंख्या विषयको सिलेबस अभावमा फाउरथ वा वाह्य परीक्षामा नियुक्त गई मिति २०६७।०४।१० गते सम्पन्न गरी मिति २०६७।४।१९, २२, २४ मा कार्य सम्पन्न गरी गएकोले तपाईलाई मिति २०६१।४।१४ गते देखि लागु हुने गरी स्व-व्यवस्थापन रकम फिर्ता दिइएको छ।

बोधार्थ

- श्रीमान् डी.ओ.ई.
त्रि० वि० वि० शिक्षा शास्त्र सेक्सन
डीनको कार्यालय कीर्तिपुर
- श्रीमान् क्याम्पस प्रमुख ज्यू
सुकुल वहुमुखी क्याम्पस
इ-प्रदर्श मोरङ

क्याम्पस प्रमुख

जनता बहुमुखी क्याम्पस

(०२५ - ५८१३००
५८००६४

इटहरी, सुनसरी
स्थापित : २०४५
(त्रिभुवन विश्वविद्यालय र उ. मा. शि. परिषदबाट सम्बन्धन प्राप्त)
विज्ञान, व्यवस्थापन, मानविकी, तथा शिक्षा शास्त्र संकाय

प.सं. ४४५/०७३
च.नं. ८८२

मितिः- २०७२/०९/०४

बिषयः-रवाना दिइएको बारे ।

श्री जनार्दन गुरागाईज्यू
सुकुना बहुमुखी क्याम्पस
इन्द्रपुर, मोरङ

महोदय,

उपरोक्त विषयमा यस क्याम्पसमा सञ्चालित शिक्षाशास्त्र सङ्काय अन्तर्गत स्नातक तह वि. एड. दोस्रो वर्षको जनसंख्या शिक्षा विषयको ~~जनसंख्या शिक्षा~~ **शिक्षण विधिको** प्रयोगात्मक कार्यको लागि तपाईंले मिति २०७२/०९/०२ गते यस क्याम्पसमा सम्पर्कगरी मिति २०७२/०९/०३ गते कार्य सम्पन्न गर्नुभएकाले स-धन्यवाद मिति २०७२/०९/०४ गते देखि लागु हुने गरी यो रवाना दिइएको व्यहोरा अनुरोध छ ।

बोधार्थ

१. सुकुना बहुमुखी क्याम्पस
इन्द्रपुर, मोरङ
२. त्रि.वि.प.नि. क्षे. कार्यालय
विराटनगर, मोरङ

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

कोसीहरैचा न. पा.-४, मोरङ

KOSHI HARAINCHA MUNICIPALITY, MORANG

स्थापित : २०४८

Estd. 2048

☎ :०२१ - ५४५६१७

☎ :०२१ - ५४५७७७

फ्याक्स :०२१ - ५४५७७७

पत्र सङ्ख्या : ९८१

चलानी नम्बर ०७२/७३

मिति २०७२/०६/१०

विषय : बाह्य परीक्षकको रूपमा पठाइएको सम्बन्धमा ।

श्री जनार्दन गुरागाईं

उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस

कोसीहरैंचा, मोरङ ।

प्रस्तुत विषयमा त्रि.वि. शिक्षाशास्त्र सङ्काय, डीनको कार्यालय, परीक्षा शाखा, स्मृतिभवनबाट टेलिफोनद्वारा प्राप्त जानकारीअनुसार श्री उर्लाबारी बहुमुखी क्याम्पस, उर्लाबारी मा स्नातक तह बि.एड. तेस्रो वर्षको ...विषयको अभ्यास शिक्षण बाह्य मूल्याङ्कनका लागि तपाईलाई खटाइएको हुँदा मिति ०७२/०६/१० मा सम्बन्धित क्याम्पसमा सम्पर्क राखी बाह्य सुपरिवेक्षण गर्नुहोला ।

बोधार्थ

श्रीमान् क्याम्पसप्रमुखज्यू

उर्लाबारी बहुमुखी क्याम्पस

उर्लाबारी, मोरङ

.....

क्याम्पसप्रमुख

E-Mail: sukunac@yahoo.com Website: www.sukuna.edu.np Noticeboard: 1618021545717

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

उर्लाबारी बहुमुखी क्याम्पस

उर्लाबारी, मोरङ

☎०२१-५४००६१

प. सं. :

च. नं. : ६५९/०६०-०६१

स्था.: २०४३

मिति : २०६१/३/२८

श्री जनार्दन गुराउँई

सुकुना नं० क्याम्पस

इनरुवा, मोरङ

विषय:- रवाना दिइएको बारे ।

महोदय,

प्रस्तुत विषयमा त्रि.वि. शिक्षा संकाय, डिनको कार्यालय (अभ्यास शिक्षण विभाग) परीक्षा शाखाबाट खटी आउनु भएका बाह्य परीक्षक श्री जनार्दन गुराउँई ले यस क्याम्पसको शिक्षा संकाय तर्फ स्नातक तह, तृतिय वर्षको जनसंख्या शिक्षा विषयको शिक्षण अभ्यास कार्यक्रम अन्तर्गत बाह्य परीक्षकको रुपमा खटी मिति २०७१/३/२० देखि मिति २०७१/३/२३ गते सम्म जम्मा ३ दिन भित्र आफ्नो जिम्मेवारी पुरा गर्नु भएकोले स-धन्यवाद यो रवाना पत्र दिइएको छ ।

भीमप्रसाद लामिछाने
क्याम्पस प्रमुख
उर्लाबारी परीक्षा केन्द्र

"अन्नपूर्ण एजुकेशन फाउण्डेशन" फोन नं. ५३३७२५

अन्नपूर्ण कलेज

पूर्वाञ्चल वि.वि. बाट सम्बन्धन प्राप्त

ANNAPURNA COLLEGE

विराटनगर

प.सं. 68/2069/062

च.नं.

मिति: 2069/05/06

श्री मान परिक्षा नियन्त्रक ज्यू
परिक्षा व्यवस्थापन कार्यालय
पुर्वाञ्चल विश्वविद्यालय
विराटनगर

विषय:- रवाला दिएको सम्बन्धमा ।

महोदय,

उक्त सम्बन्धमा व्यस कार्यालयको मिति:-2069/04/29 गं. 294 को पत्र अनुसार श्री जनार्दन गुरागाई लाई स्नातकोत्तर तह एम एड दोस्रो वर्षको अभ्यास शिक्षण कार्यक्रमको जन संख्या शिक्षा विषयको प्रयोगात्मक परिक्षाकालागि अन्नपुर्ण कलेज विराटनगर परिक्षा केन्द्रको लागि वाह्य परिक्षक नियुक्ति गरिएको हुदा उहाँले मिति:-2069/05/05 देखि मिति:-2069/05/06 सम्म आफ्नो कार्य सम्पन्न गर्नु भएकोले मिति:-2069/05/06 देखि लागु हुने गरि यो रवाना पत्र दिएको छ।

तोदार्चा

१. श्री सुकुना क्याम्पस
क्याम्पस

२. श्री

(क्याम्पस प्रमुख)
सुर्य प्रसाद नियौ

त्रिभुवन विश्वविद्यालय
TRIBHUVAN UNIVERSITY

५२१५४६/521546 (क्या.प्रमुख)
५२१७९१/521791 (स.क्या.प्रमुख)
५२०१५०/520150 (प्रशासन)
५२०११५/520115 (स्व.वि.यू.)

महेन्द्र बहुमुखी क्याम्पस
MAHENDRA MULTIPLE CAMPUS

धरान
DHARAN

सुनसरी, कोशी (नेपाल)
SUNSARI, KOSHI (NEPAL)

प.सं./Ref.No. ८८८/०६२/०६८

मिति/DATE.....२०६२/१०/२३...

श्री जर्नादन गुरागाँई
सुकुना क्याम्पस
इन्द्रपुर ।

विषय :– रवाना दिइएको बारे ।

महाशय,

यस क्याम्पसमा मिति २०६२/११/१० गतेदेखि संचालन भएको १ वर्षे बि.एड. गणित तथा जनसंख्या शिक्षा विषयको प्रयोगात्मक परीक्षाका लागि बाह्य परीक्षक भई मिति २०६२/११/९ गते यस केन्द्रमा सम्पर्क राखी निम्नानुसारका मिति र विवरण अनुसार परीक्षा संचालनका लागि सहयोग पुऱ्याउनु भएकोमा धन्यवाद दिदै मिति २०६२/११/१२ गतेदेखि लागु हुने गरी तपाईलाई यस परीक्षा केन्द्रबाट रवाना दिइएको व्यहोरा जानकारी गराउन चाहन्छु ।

केन्द्राध्यक्ष

परीक्षा संचालन भएका मितिहरू :– २०६२/११/१० र ११ गते जम्मा २ दिन ।

विवरण

सि.नं.	बाह्य परीक्षकको नाम	आन्तरिक परीक्षक	जम्मा विद्यार्थी संख्या	उपस्थित विद्यार्थी संख्या	कार्य दिन र सिफ्ट
१	जर्नादन गुरागाँई	मोहनप्रसाद उपाध्या	१६	९	२ दिन

वोधार्थ
१) श्रीमान् नियन्त्रक ज्यू,
परीक्षा नियन्त्रण कार्यालय
त्रि.वि. वल्खु, काठमाण्डौं ।
२) श्रीमान् क्याम्पस प्रमुखज्यू,
सुकुना क्याम्पस, इन्द्रपुर ।

Affiliated to Tribhuvan University

SUKUNA MULTIPLE CAMPUS

Indrapur, Morang
Estd: 2048

☎021-545617
☎021-545717
FAX 021-545717
Notice board Service 1618021545717
Website: www.sukuna.edu.np
E-Mail: sukunac@yahoo.com

Ref. No. 869 / 070/071

Date : 2071/03/08

Subject: Participation in Research Methodology Training cum Workshop

Mr. ...Janardan Gyawali...
....Lecturer.....
Sukuna Multiple Campus Indrapur, Morang

You are notified to participate in the Research Methodology Training cum Workshop to be held from 24th to 29th June 2014 (2071/03/10 to 15) at Sukuna Multiple Campus under the joint sponsorship of SMC and UGC to be resumed at 7:30 am. Mention is also made that the teacher will not be permitted to guide the master's level thesis if s/he fails to participate in the program.

318

Campus Chief

Research Methodology
Training Cum Workshop

Sukuna Multiple Campus
(Affiliated to TU)
CERTIFICATE

This is to certify that Mr./Mrs. JANARDAN GURAGAI .....

of Sukuna ..... *Multiple Campus* Indrapur, Morang .....

has successfully participated in the Training Program held from 24-29 June 2014 AD (10-15 Ashad 2071 BS) under the joint sponsorship of University Grants Commission (UGC) Nepal and Sukuna Multiple Campus (SMC) Morang.

(Laxmi Kumar Shrestha)	(Prof. Dr. Govinda Subedi)	(Pit Kumar Shrestha)
Program Co-ordinator	Chief Guest	Campus Chief

Date: 29 June 2014

Affiliated to Tribhuvan University

Sukuna Multiple Campus

(QAA Certified by UGC, Nepal)
Koshiharaincha, Morang

CERTIFICATE

This is to certify that Mr. /Mrs. JANARDAN GURAGAIN of Sukuna Multiple Campus .Koshiharaincha..Morang..... has actively participated in the training – cum – workshop on **CRITICAL THINKING METHODOLOGY** held from 10 to 12 June, 2016 (28 to 30 Jestha, 2073 B.S.) under the joint sponsorship of University Grants Commission (UGC), Nepal and Sukuna Multiple Campus.

Prof. Dr. Ganesh Bahadur Singh
Facilitator
Mahendra Ratna Campus, Tahachal
Kathmandu

2073-2-30

Pit Kumar Shrestha
Campus Chief
Sukuna Multiple Campus
Koshiharaincha, Morang

2110

पूर्वाञ्चल विश्वविद्यालय
परीक्षा व्यवस्थापन कार्यालय
विराटनगर ।
☎ : ५३२०२२/५३४८०० (Ext.113)
फ्याक्स : ९७७-२१-५२८४९१
इमेल : puoems@wlink.com.np

प.स.च.नं.:- ५०५ /०७६-०७७ मितिः-२०७६।०८।१६

श्री अर्जुन अधिकारीज्यू,

सुकुना ब. क्याम्पस, सुकुना ।

विषयः बाह्य परिक्षकमा नियुक्ति गरिएको बारे ।

उपरोक्त सम्बन्धमा, यस विश्वविद्यालयद्वारा शिक्षाशास्त्र संकाय अन्तर्गत २०७६ सालमा सञ्चालित वी. एड. तेस्रो वर्ष को श्री मदन आश्रित स्मृति ब. क्याम्पस, कर्खा, झापाका NED327M: **व्यवहारिक लेखन तथा भाषा सम्पादन** विषय लिएका परीक्षार्थीहरुको प्रयोगात्मक परीक्षाको लागि तपाईलाई बाह्य परिक्षकमा नियुक्ति गरिएको व्यहोरा सहर्ष जानकारी गराउँदै कलेजले तोकको केन्द्रमा उपस्थित भई तपसिलका परीक्षा कार्यक्रम अनुसार कार्यसम्पादन गरी परीक्षार्थीहरुले प्रयोग गरेको उत्तरपुस्तिका, परीक्षार्थी उपस्थिति विवरण, लब्धाङ्क-पत्र, नियुक्ति पत्रको प्रतिलिपी तथा अन्य विवरण समेत **अति गोप्य** रुपमा कार्यक्रम सकिएको ३ (तीन) दिन भित्र यस कार्यालयमा उपलब्ध गराउनु हुन अनुरोध छ ।

तपसिल

परीक्षा कार्यक्रम

(१) मितिः- २०७६।०८।२८

(२) समयः- विहान ०७ बजेदेखि

.....
सह-परीक्षा नियन्त्रक

बोधार्थ

१. श्रीमान् क्याम्पस प्रमुखज्यू,

श्री मदन आश्रित स्मृति ब. क्याम्पस, केर्खा, झापा । (बाह्य परीक्षकलाई आवश्यक सहयोग गरी प्रयोगात्मक परीक्षा सञ्चालन भईसकेपछि अनिवार्य रुपमा वहाँको उपस्थिति र रवाना भएको मिति प्रमाणित गरी पठाईदिनु हुन र नियमानुसारको पारिश्रमिक दिनु हुन)

२. श्रीमान क्याम्पस प्रमुखज्यू

सुकुना ब. क्याम्पस, सुकुना ।

पूर्वाञ्चल विश्वविद्यालय
परीक्षा व्यवस्थापन कार्यालय
विराटनगर, नेपाल ।

फोन : ०२१-५२०२०५, ५३०७०
फ्याक्स : ०२१-५२०२०६
इमेल : pueamg@wlink.com.np

च.नं. ९३६/२०६६/०६६ मिति: २०७६।०५।२४

श्री अर्जुनराज अधिकारीज्यू
उप प्राध्यापक
सुकुना बहुमुखी क्याम्पस,
सुकुना, मोरङ ।

विषयः- पर्यवेक्षक (अब्जरभरमा) नियुक्ति गरिएको बारे ।

महाशय,

उपरोक्त सम्बन्धमा, यस कार्यालयद्वारा २०७६।०५।२६ गतेदेखि २०७६।०६।१५ गते सम्म सुकुना बहुमुखी क्याम्पस, सुकुना,मोरङ केन्द्रमा सञ्चालन गरिने चिकित्साशास्त्र संकाय अन्तर्गत रहेका तोकिएका [illegible] **MPH/M.Pharmacy** शैक्षिक कार्यक्रमको दोस्रो र चौथो सेमेष्टर तथा रहेका [illegible] **B.Sc.Nursing/Post Basic Bachelor of Nursing** शैक्षिक कार्यक्रमको दोस्रो वर्षको परीक्षाको लागि यहाँलाई पर्यवेक्षक (अब्जरभरमा) नियुक्त गरिएको व्यहोरा सहर्ष जानकारी गराउँदछु । उक्त परीक्षा केन्द्रमा संचालन हुने परीक्षा अवधिभर संलग्न निर्देशन अनुसार सुचारु एंव नियमित रुपमा परीक्षा संचालन गर्न गराउन आवश्यकता अनुसार केन्द्राध्यक्षलाई सहयोग पुरयाई प्रत्येक दिन यस कार्यालयलाई उपयुक्त साधनबाट जानकारी गराउनु हुन पनि अनुरोध छ ।

संलग्न

१. परीक्षा कार्यक्रम - १ (एक) प्रति
२. निर्देशन - १ (एक) प्रति

बोधार्थः-

१. श्री आर्थिक प्रशासन
.....पेश्की स्वरुप उपलब्ध गराई दिनु हुन ।
२. श्री क्याम्पस प्रशासन

३.श्री केन्द्राध्यक्ष- त्यस परीक्षा केन्द्रमा आउनुभएका पर्यवेक्षक त्यस केन्द्रमा आइपुग्नु भएको मिति र परीक्षा भएको मितिहरु र परीक्षा सकिएपछि फर्कनु भएको मिति समेत यस कार्यालयलाई अनिवार्य जानकारी दिनु हुन ।

.....
परीक्षा नियन्त्रक

त्रिभुवन विश्वविद्यालयद्वारा सञ्चालनगरिएको

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

सुकुना बहुमुखी क्याम्पस, मोरङ
स्थापना: २०४८ (ESTD. 1992)
NAAA Certified by UGC, Nepal

पत्र सङ्ख्या: २८०
चलानी नम्बर: २०६६/०७६

मिति : २०७६/०६/१५

श्री अर्जुनराज अधिकारी,
सुकुना बहुमुखी क्याम्पस,
मोरङ।

विषय : **रमाना दिइएको बारे।**

उपर्युक्त सम्बन्धमा पूर्वाञ्चल विश्वविद्यालयद्वारा सञ्चालित यस सुकुना ब.क्या. केन्द्र, मोरङमा **PBN-II/BSN-II/MPH-II/ MPH-IV/MPHAR-II YEAR - 2076** को नियमित/ आंशिक समूहका विद्यार्थीहरूको परीक्षाका लागि पर्यवेक्षकका रूपमा २०७६/०५/२५ गते सम्पर्क राखी मिति २०७६/०५/२६ गतेदेखि २०७६/०६/१५ गतेसम्मको परीक्षामा सफलतापूर्वक पर्यवेक्षण गर्नुभएकोमा तपाइलाई मिति २०७६/०६/१६ गतेदेखि लागू हुने गरी यो रमाना पत्र दिइएको छ।

नोट : परिक्षा मितिहरु :

PBN-II/BSN-II/MPH-II/ MPH-IV/MPHAR-II YEAR -2076

मिति : =२०७६।०५।२६, २९, ३१, ०६।०१, २, ५, ६, ७, ८, ९, १०, १३, १४, १५ = **१४ दिन।**

२०७६।०६।१५
क्याम्पस प्रमुख

बोधार्थ
१. श्रीमान् नियन्त्रकज्यू
पू.वि.प.व्य.का., विराटनगर, मोरङ
२. श्रीमान् क्याम्पसप्रमुखज्यू,
सुकुना ब.क्या., मोरङ ।

फोन: ०२१-५४५६१७, ०२१-५४५७१७

angkasa

International Co-operative Alliance Asia and Pacific

中国供销合作社 CHINA CO-OP

Certificate of Attendance

Presented to

ARJUN RAJ ADHIKARI

for participation in the

ICA-AP / ACFSMC / ANGKASA
"Future of Cooperative Business In The Digital World"

which has been held

on

9th – 11th December 2018

at

Sunway Resort Hotel & Spa, Selangor

BALASUBRAMANIAN G. IYER
REGIONAL DIRECTOR
International Cooperative Alliance Asia-Pacific
(ICA-AP)

2114

प्रदेश सरकार

सामाजिक विकास मन्त्रालय

(शैक्षिक योजना तथा अनुसन्धान महाशाखा)

प्रदेश नं.१, विराटनगर, नेपाल

च.न - १५६०

मिति: २०७६।०८।११

विषय: कार्यदलमा मनोनयन गरिएको सम्बन्धमा ।

श्री अर्जुन अधिकारी (सहायक क्याम्पस प्रमुख)
सुकुना बहुमखी क्याम्पस सुन्दरहरैंचा ।

प्रस्तुत विषयमा चालु आ.व. २०७६।०७७ को वार्षिक बजेट तथा कार्यक्रममा उल्लेख भए बमोजिम पाँचथर, ताप्लेजुङ, तेह्रथुम, संखुवासभा र सोलुखुम्बु जिल्लाहरुमा एक एक वटा प्राविधिक शिक्षालय स्थापना गर्न यस मन्त्रालयको मिति २०७६।०७।२६ गते (माननीय मन्त्री स्तर) को निर्णय अनुसार गठित सम्भाव्यता अध्ययन कार्यदलको **सदस्यमा** तपाँइलाई मनोनयन गरिएको ।यसैसाथ संलग्न कार्यविवरण बमोजिमका जिम्मेवारीहरु पुरा गर्न कुशलतापूर्वक भुमिका निर्वाह गर्नुहुनेछ भन्ने अपेक्षा गरिएको छ ।

कार्यदलमा मनोनयन हुनुभएकोमा हार्दिक बधाई छ।

<u>कार्यदलका पदाधिकारीहरु</u>

श्री खडानन्द पराजुली,	विराटनगर, निवृत्त तालिम केन्द्र प्रमुख (अधिकृत दर्शौ)	- सयोजक
श्री अनु श्रेष्ठ,	पूर्वाचल क्याम्पस धरान	- सदस्य
श्री उमेश ओझा,	विराटनगर	- सदस्य
श्री अर्जुन अधिकारी,	सुकुना बहुमुखी क्याम्पस सुन्दरहरैंचा	- सदस्य
श्री भीमदेवान,	धरान १८	- सदस्य
श्री रुद्र वहादुर तामाङ,	मदन भण्डारी स्मृति प्रतिष्ठान उर्लाबारी	- सदस्य
श्री सत्यनारायणा चौधरी,	मनमोहन स्मृति पोलिटेक्निक बुढीगगा	- सदस्य
प्रतिनिधि अधिकृत स्तर,	CTEVT प्रदेश कार्यालय	- सदस्य
महाशाखा प्रमुख, शैक्षिक योजना तथा अनुसन्धान महाशाखा, सा.वि. मन्त्रालय		- सदस्य सचिव

(दिव्यराज कट्टेल)

अधिकृत दर्शौं

कार्यविवरणहरु

१. स्थान छनौट सम्बन्धमा
२. प्राविधिक शिक्षालय स्थापना, सञ्चालन तथा अनुमति प्रक्रियाको सम्बन्धमा
३. स्थापना हुने शिक्षालयको लागि आवश्यक पर्ने पूर्वाधार (जग्गा तथा भवन) तथा जनशक्ति सम्बन्धमा।
४. स्थानीय तहसँगको साझेदारीको मोडालिटी सम्बन्धमा
५. स्थानीय आवश्यकता बमोजिम पठनपाठन हुने विषयको सम्बन्धमा
६. लगानीको साझेदारी मोडालिटी सम्बन्धमा
७. व्यवस्थापन/सञ्चालक समितिको गठन प्रक्रिया सम्बन्धी
८. शिक्षालय प्रमुख, शिक्षक, प्रशिक्षक र कर्मचारीको नियुक्ति र व्यवस्थापन सम्बन्धमा
९. शिक्षालयको दिगोपनाका सम्बन्धमा
१०. कार्य अवधी २ महिनाको हुनेछ ।
११. अन्य थप सुझावहरु भएमा

LDTA>>> >>>Learning-Researching-Networking

Certificate of Participation

This Certificate is awarded to

Mr./Ms. ARJUN RAJ ADHIKARI SUKUNA CAMPUS, MORANG

for the successful participation in

Organized by

Ministry of Federal Affairs and General Administration, Local Development Training Academy and Japan International Cooperation Agency (JICA-ILGT-CERA Project) held on 18 November 2019, Lalitpur, NEPAL

Takujiro Ito, Ph.D
Chief Advisor
JICA-ILGT-CERA

18 November 2019

Pit Kumar Shrestha
Executive Director
LDTA

Tribhuvan University

Faculty of Management

This certificate is awarded to... Bala Ram Pokhakel

..... Sukuna Multiple Campus, Morang .....

in recognition of valued participation in ***A Workshop on MBS Semester: Course Dissemination, Orientation & Evaluation,*** organized by Faculty of Management, Tribhuvan University, Kirtipur, Kathmandu, Nepal, held on Feb 16-17, 2019 (Falgun 4-5, 2075) at Mahendra Morang Adarsha Multiple Campus, Biratnagar, Morang.

Sudha

Rector
Tribhuvan University, Kirtipur

Dean
Faculty of Management
Tribhuvan University, Kirtipur

2117

Faculty of Management

Biratnagar, Nepal

Certificate of Participation

This is to certify that Mr/Mrs/ Miss. Balram pokharel

has successfully participated in "Orientation of Semester System & Workshop on Case Study Teaching Method" organized by Office of the Dean, Faculty of Management, Tribhuvan University, Kritipur and managed by Mahendra Morang Adarsha Multiple Campus,Biratnagar, held on 26th and 27th Magh 2074

Prof. Dr. Dilli Raj Sharma
Dean, Faculty of Management
Tribhuvan University

Prof. Mahendra Narayan Yadav
Campus Chief
Mahendra Morang Adarsha Multiple Campus

Mr. Mohan Kumar Shrestha
Programme Coordinator

Date : 10th February 2018

2118

Tribhuvan University

Faculty of Management

This certificate of recognition is awarded to Balaram Pokharel *of* Sukuna multiple *Campus,* Morang *for his/her active participation in a two-day organized by Faculty of Management, Office of the Dean, Tribhuvan University from 18th to 19th Chaitra, 2073 (31st March to 1st April, 2017) held in Damak Multiple Campus, Damak-Jhapa.*

Uttam Prasad Bhattarai	Bishnu Hari Koirala	Prof. Dr. Prem Raj Pant	Pro. Dr. Dilli Raj Sharma
Campus Chief	**Programme Co-ordinator**	**Resource Person**	**Dean**
Damak Multiple Campus	Asst.Dean, Faculty of Management Tribhuvan University		Faculty of Management Tribhuvan University

Date: 2073/12/19

2119

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

CERTIFICATE

Transformations in ELT Methods: Addressing the 21st Century Classroom Contexts

This is to certify that

Basudev Dahal

presented a paper/symposium/talk/workshop on

at the

National Conference of NELTA

held at **Solidarity International Academy**, Hetauda, Nepal on March 2 - 3, 2019.

Kishor Parajuli	Motikala Subba Dewan	Ganesh Prasad Humagain
General Secretary	President	President
NELTA Province 3	NELTA	NELTA Province 3

Sponsored by: GRACE INTERNATIONAL EDUCATION | MIGRATION Since 2006 Connecting Life & Learning

2120

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

CERTIFICATE

This is to certify that Prof./Dr./Mr./Ms. BASUDEV DAHAL of

Sukuna -Multiple Campus, Morang participated in the

National Conference of NELTA

held at **Solidarity International Academy**, Hetauda, Nepal

on March 2 - 3, 2019.

2121

Kishor Parajuli General Secretary NELTA Province 3	**Motikala Subba Dewan** President NELTA	**Ganesh Prasad Humagain** President NELTA Province 3

Sponsored by: GRACE INTERNATIONAL

AMERICAN EMBASSY

This certificate is awarded to

Basudev Dahal

For completing

30-Hour Workshop on

Academic Writing for University Teachers

organized at Kathmandu University School of Education with support from the Regional English Language Office (RELO), U.S. Embassy, Kathmandu from July 15 to 19, 2019, and led by Dr. Sarah Henderson-Lee, Associate Professor & L2 Writing Director at Department of English, Minnesota State University, and English Language Specialist 2019.

2122

Laxman Gnawali, PhD
Professor and Associate Dean
Kathmandu University School of Education

Sarah Henderson-Lee, PhD
Associate Professor
Minnesota State University
English Language Specialist
U.S. Department of State

Paul Thomas
Public Affairs Officer
U.S. Embassy
Kathmandu

Mahesh Nath Parajuli, PhD
Professor and Dean
Kathmandu University
School of Education

July 19, 2019

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

CERTIFICATE

Theme: Ecological Approach to ELT: Prospects and Challenges

This is to certify that

presented a
paper/symposium/talk/workshop on

Prescribed Textbooks, Capsule Culture and Impact on Academic Performance
at the

held at **DAV Sushil Kedia Vishwa Bharati Higher Secondary School**, Jawalakhel, Lalitpur, Nepal

on 20-23 November 2019.

Ishwari Bdr. Adhikari	**Deborah Healey**	**Motikala Subba Dewan**
General Secretary	TESOL President	President

Sponsored by: vedanta Vedanta Publication

2123

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

Theme: Ecological Approach to ELT: Prospects and Challenges

This is to certify that Prof./Dr./Mr./Ms.

BASUDEV DAHAL

of Sukuna Multiple Campus, Morang

participated in

held at **DAV Sushil Kedia Vishwa Bharati Higher Secondary School**

Jawalakhel, Lalitpur on 20 - 23 November 20[illegible]

Mr. Ishwari Bdr. Adhikari	Ms. Deborah Healey	Ms. Motikala Subba Dewan
General Secretary	TESOL President	

Sponsored by: Vedanta Publication

2124

त्रिभुवन विश्वविद्यालय

शिक्षाशास्त्र संकाय

परीक्षा नियन्त्रण महाशाखा

वल्खु, काठमाडौं, नेपाल

प.सं.च.नं.: ००२/०७६/०७७

मिति : २०७६/४/९

श्रीमान् क्याम्पस प्रमुखज्यू,
सुकुना बहुमुखी क्याम्पस,
मोरङ्ग ।

बिषय : केन्द्राध्यक्षमा नियुक्त गरिएको बारे ।

उपर्युक्त सम्बन्धमा यस संकाय अन्तर्गत सञ्चालित सेमेष्टर प्रणालीमा आधारित स्नातक तह तेस्रो सेमेस्टरको त्यस क्याम्पस केन्द्रमा यही २०७६ साल श्रावण १३ गते देखि सञ्चालन हुने सत्रान्त परीक्षामा यहाँलाई केन्द्राध्यक्षमा नियुक्त गरिएको छ । अतः त्रि.वि. नियमानुसार मर्यादित तवरले परीक्षा सञ्चालन गर्नु हुन अनुरोध गर्दछु ।

.....
(वलराम राया)
सहायक डीन

पूर्वाञ्चल विश्वविद्यालय
परीक्षा व्यवस्थापन कार्यालय
विराटनगर, नेपाल ।

☎ : ५३२०२२/५३४८०० (Ext.111
फ्याक्स : ९७७-२१-५२८४९१
इमेल : puoemgt@wlink.com.n

प.सं./च.नं. ९८८/०६६/०६८ मितिः २०७६।०७।१४

श्री चन्द्रमणि राईज्यू
क्याम्पस प्रमुख
सुकुना बहुमुखी क्याम्पस, सुकुना । (९८५२०४१५८६)

विषयः- केन्द्राध्यक्षमा नियुक्ति गरिएको बारे ।

महाशय,

यस कार्यालयद्धारा मिति २०७६।०७।१६ र २० गतेदेखि २०७६।०८।१० गते सम्म सुकुना बहुमुखी क्याम्पस, सुकुना, मोरगं केन्द्रमा सञ्चालन गरिने **चिकित्साशास्त्र** संकाय अन्तर्गत **स्नातक तह ३ बर्षे PBNS प्रथम बर्ष, ४ बर्षे B.Sc.Nursing** शैक्षिक कार्यक्रमको **प्रथम बर्ष, B.Pharmacy/BPH दोस्रो** सेमेस्टरको साथै विज्ञान तथा प्रविधि संकाय अन्तर्गत **B.Sc.Forestry** दोस्रो, **B.Sc.(Hon)Ag. दोस्रो,चौथो,छैठौं** सेमेस्टरको परीक्षाका लागि यहांलाई **केन्द्राध्यक्ष** नियुक्ति गर्नुका साथै परीक्षा मर्यादित रूपमा संचालन गर्न आवश्यक व्यवस्था मिलाउनुहुन समेत अनुरोध गर्दछु। संलग्न निर्देशनानुसार परीक्षा संचालन गर्नु भई परीक्षा सकिनासाथ परीक्षाामा संलग्न केन्द्राध्यक्ष,निरिक्षक र कर्मचारीहरुको सक्कल हाजिरी संलग्न राखि खर्चको विवरण पेश गरी आफुले लिएको पेश्की फर्छर्यौट गर्नुपर्ने व्यहोरा समेत अवगतार्थ अनुरोध गर्दछु ।

परीक्षा केन्द्रको परीक्षा सम्बन्धी गतिविधी प्रत्येक दिन यस कार्यालयलाई उपयुक्त साधनबाट जानकारी गराउनुहुन पनि अनुरोध गर्दछु ।

.....
परीक्षा नियन्त्रक

संलग्न
१. परीक्षा कार्यक्रम - १ (एक) प्रति
२. निर्देशन - १ (एक) प्रति
३. अन्य कागजातहरु ।

बोधार्थः-
१. श्री आर्थिक प्रशासन
पू.वि. परीक्षा व्यवस्थापन कार्यालय
विराटनगर । **रू.६६,०००।००** (रू छैसठ्ठी हजार) मात्र पेश्की स्वरूप उपलब्ध गराई दिनु हुन ।
२. श्री क्याम्पस प्रमुख
.....
३. श्री क्याम्पस प्रशासन
.....

नोटः प्रश्नपत्र तथा उत्तरपुस्तिका नजिकको प्रहरी कार्यालयमा राख्न हुन ।

जनमैत्री बहुमुखी क्याम्पस
JANAMAITRI MULTIPLE CAMPUS
त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त (Affiliated with Tribhuvan University)
स्थापित : २०४७ (1991)

च.न. (Ref.No.): 229/2076

To

Campus Chief

Sukuna Campus

Morang

2076/10/26

Sub:- Participation on One day Seminar

Dear Sir,

JMC college is organizing a seminar on "***Opportunity and Challenges in B.Ed. ICT***" in association with Dean Office with active participation of Dean of Education, Asst. Deans, Subject Committee Members and other stack holders of the B.ED. ICT program . We are expecting an active participation of Campus Chief and HoD/Coordinators of all the ICT associate campuses and public campus.

The respective participants will be requested to discuss on the problems of B.Ed. ICT and their possible solutions on the day.

Program schedule is listed below:

Venue:- JMC Kuleshwor, Kathmandu

Date:- 2076/10/29 Wednesday

Time:- 10:00 am

Bhola Nath Ojha
Campus Chief
JMC

कुलेश्वर, काठमाडौं, फोन: ४२७७२०२, ४२८६२८३ Kuleshwar, Kathmandu, Tel.: 4277202, 4286283
T.U. Code No.: 263, Email: info@janamaitri.edu.np, Website: www.janamaitri.edu.np

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

कोसीहरैंचा, मोरङ

KOSHIHARAINCHA, MORANG

स्थापित : २०४८

Estd : 2048

QAA,certified by UGC, Nepal

☎ :०२१ - ५४५६१७

☎ :०२१ - ५४५७७७

फ्याक्स :०२१- ५४५७७७

पत्र सङ्ख्या :

चलानी नम्बर

मिति : २०७२/०९/३०

विषय : शिक्षक छनोटमा विषयविज्ञ भई कार्य गर्नुहुन ।

श्री ध्रुवप्रसाद नेपाल
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
कोसीहरैंचा, मोरङ ।

उपर्युक्त सम्बन्धमा श्री जनता उ. मा. वि कोसीहरैंचा-१४, मोरङको मिति २०७२/०९/२८ च.नं. को पत्रानुसार **व्यवस्थापन (लेखाशास्त्र)** विषयको शिक्षक छनोट गर्नका लागि विशेषज्ञ माग भई आएकाले तपाईलाई विशेषज्ञका रुपमा पठाइएको हुँदा मिति २०७२/१०/०३ गते हुने शिक्षक छनोटमा सम्बन्धित उ. मा. वि. मा सम्पर्क राखी कार्य सम्पन्न गर्नुहोला ।

बोधार्थ :

श्री जनता उ. मा. विद्यालय
कोसीहरैंचा-१४, मोरङ

.....
क्याम्पसप्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

कोसीहरैंचा, मोरङ

KOSHIHARAINCHA, MORANG

स्थापित : २०४८

Estd : 2048

QAA certified by UGC, Nepal

☎ :०२१ - ५४५६१७

☎ :०२१ - ५४५७१७

फ्याक्स :०२१- ५४५७१७

पत्र सङ्ख्या :

चलानी नम्बर :

मिति : २०७२/१०/१०

विषय : शिक्षक छनोटमा विषयविज्ञ भई कार्य गर्नुहुन ।

श्री ध्रुवप्रसाद नेपाल
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
कोसीहरैंचा, मोरङ ।

उपर्युक्त सम्बन्धमा श्री धीरनाथ संफूल विश्वास उ. मा. विद्यलय, डाँगीहाट-१, बलुवाही, मोरङको मिति २०७२/१०/०७ च.नं. ८३ को पत्रानुसार **व्यवस्थापन** विषयको शिक्षक छनोट गर्नका लागि विशेषज्ञ माग भई आएकाले तपाईंलाई विशेषज्ञका रुपमा पठाइएको हुँदा मिति २०७२/१०/११ गते हुने शिक्षक छनोटमा सम्बन्धित उ. मा. वि. मा सम्पर्क राखी कार्य सम्पन्न गर्नुहोला ।

बोधार्थ :

श्री धीरनाथ संफूल विश्वास उ. मा. विद्यालय
डाँगीहाट-१, बलुवाही, मोरङ

.....
क्याम्पसप्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

कोसीहरैंचा न. पा., मोरङ

KOSHI HARAINCHA MUNICIPALITY, MORANG

स्थापित : २०४८

Estd. 2048

☎ :०२१ - ५४५६१७

☎ :०२१ - ५४५७१७

फ्याक्स :०२१ - ५४५७१७

पत्र सङ्ख्या :

चलानी नम्बर :S२०/०७२/७३

मिति : २०७२/०८/११

विषय : शिक्षक छनोटमा विषयविज्ञ भई कार्य गर्नुहुन ।

श्री ध्रुवप्रसाद नेपाल
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
कोसीहरैंचा, मोरङ ।

उपर्युक्त सम्बन्धमा श्री जगन्नाथ डेडराज जनता उ. मा. वि भरौल, सुनसरीको मिति २०७२/०७/२९ च.नं. ३१ को पत्रानुसार **वित्तशास्त्र** विषयको शिक्षक छनोट गर्नका लागि विशेषज्ञ माग भई आएकाले तपाईंलाई विशेषज्ञका रुपमा पठाइएको हुँदा मिति २०७२/०८/१२ गते हुने शिक्षक छनोटमा सम्बन्धित उ. मा. वि. मा सम्पर्क राखी कार्य सम्पन्न गर्नुहोला ।

बोधार्थ :

श्री जगन्नाथ डेडराज जनता उ. मा. वि
भरौल, सुनसरी

.....
क्याम्पसप्रमुख

E-Mail: sukunac@yahoo.com Website: www.sukuna.edu.np Noticeboard: 1618021545717

National Institute For Research and Training (Pvt. Ltd.)

Registration No. 87898/068/069 (Company Registrar's Office) VAT/PAN: 600359681

Ref: Date:

Ref: **Consultancy agreement between NIRT and Mr. Ganesh Prasad Dahal**

Mr. GaneshPrasadDahal,
Belbaari-2, Morang

The team from the South Asia Education Global Practice of the World Bank is preparing a companion report to the World Development Report 2018, which focuses on Education and especially in school leadership theme such as how school leaders are trained, recruited, motivated and retained/removed.

In this regard, NIRT is helping the Bank team to collect the survey data on the role of principals in Nepal's school and NIRT would like to hire you as a Field Operation Manager for Morang and Sunsari districts with the following assigned task.

- Hire four data enumerators (2 for each district) to conduct field survey with head teachers.
- Conduct training program to enumerators for data collection.
- Coordinate with the school head teachers (as sampled by NIRT) and support enumerators to conduct survey
- Supervise the enumerators and ensure the quality of the work in both districts
- Maintain note of events as they happen, including challenges and risks that is encountered.
- Collect all survey forms from each enumerator and take note of any incomplete, inconsistent, or missing response. Communicate it to the Survey Director and determine next step for incomplete forms
- Facilitate to organize few FGDs with surveyed head teachers coordinating with the Bank's researcher
- Take advance from NIRT and make payment to the enumerators

1. Terms of Agreement and Remuneration:

The Field Operation Manager will be paid a lump sum of Rs. 25,000 for this task. As per the GoN Tax regulations, NIRT will deduct 15% as TDS at the time of payment. The full payment will be made after the completion of the task. However, FOM will get advance before proceed to field.

Anamnagar, Kathmandu, Tel: (977)- 1- 4417842, 9841398802, GPO Box 1089 Sundhara
E- mail: info@nirt.com.np, www.nirt.com.np

Scanned with CamScanner

National Institute For Research and Training (Pvt. Ltd.)

Registration No. 87898/068/069 (Company Registrar's Office) **VAT/PAN: 600359681**

Ref: Date:

2. Reporting:

You will report toSurvey Director

3. Contract Period

This consultancy agreement is for one month period spread from October 20 to November 20, 2017. This consultancy is effective from October 20, 2017.

4. Contractual Obligations

The rights and obligations of the consultant are strictly limited to the terms and conditions of the agreement. Accordingly, the consultant shall not be entitled to any benefit, payment, subsidy, compensation or entitlement, except as expressly provided in this agreement.

5. Termination

Either party will have to give at least one week notice to terminate this contract. However, if you make gross mistake that are damaging to the agency, the NIRT can terminate this contract without any notice. All personal behaviors must be of the highest character during the consultancy period.

If the above mentioned terms and conditions of this contract are acceptable to you, please give your signature hereunder.

Thank you,

.....

Ganesh Prasad Dahal
Field Operation Manager
Mobile No 9852041535
Date: October 20, 2017

.....

Laxman Acharya
Managing Director, NIRT
Mobile No 9841398802
Date: October 20, 2017

Anamnagar, Kathmandu, Tel: (977)- 1- 4417842, 9841398802, GPO Box 1089 Sundhara
E- mail: info@nirt.com.np, www.nirt.com.np

Scanned with CamScanner

बेलबारी नगरपालिका
नगर कार्यपालिकाको कार्यालय
बेलबारी, मोरङ
१ नं. प्रदेश

पत्र संख्या :- ०७४/७५
चलानी नम्बर :- 329

मिति :–२०७४।०७।०१

बिषय :- राजस्व परामर्श समिति गठन गरिएको सम्बन्धमा ।

प्रस्तुत बिषयमा मिति २०७४।०६।३१ गते बसेको नगर कार्यपालिकाको बैठकले तपशिल बमोजिमको समिति गठन गरिएको जनाकारी गराउदै जिम्मेवारी कार्यान्वयनको पूर्णसफलताको शुभकामना व्यक्त गर्दछु ।

१. संयोजकः उपप्रमुख	श्री ढाका कुमारी पराजुली
२. सदस्यः कार्यकारी अधिकृत	श्री गणेश प्रसाद दाहाल
३. सदस्यः मनोनित महिला सदस्य	श्री भगिमाया विशंखे , वडा नं –२
४.सदस्यः मनोनित सदस्य	श्री राम कुमार राई वडाध्यक्ष वडा नं. ४
५. सदस्यः स्थानीय उद्योग वाणिज्य संघको प्रतिनिधि	श्री
६. सदस्यः नेपाल चेम्बर अफ कमर्श प्रमुख वा प्रतिनिधि	श्री
७. सदस्य सचिवः लेखा अधिकृत	श्री टेकनाथ रेग्मी
८. सदस्य अर्थशास्त्र विज्ञ	श्री गणेश प्रसाद दाहाल ,वडा नं २
९. सदस्य लेखा विज्ञ	श्री छगनलाल तिम्सिना, वडा नं १

गणेश प्रसाद दाहाल
(कार्यकारी अधिकृत)
गणेश प्रसाद दाहाल
कार्यकारी अधिकृत

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.१ नेपाल
Province No.–1, Nepal
स्थापित : २०४८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : ०६४/०६५
चलानी नम्बर : ८८६

मिति : २०७५/०१/११

विषय : कर्मचारी छनोटमा विषेषज्ञ भई कार्य गर्नुहुन ।

श्री गणेशप्रसाद दाहाल
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
सुन्दरहरैंचा, मोरङ ।

उपर्युक्त सम्बन्धमा श्री सुन्दरपुर खानेपानी तथा सरसफाइ संस्था, सुन्दरहरैंचा, मोरङको मिति २०७५/०१/१० को पत्रानुसार उक्त संस्थामा कर्मचारी (कार्यालय सहायक) को छनोट गर्न विशेषज्ञ माग भई आएकाले तपाईंलाई विशेषज्ञका रुपमा पठाइएको हुँदा मिति २०७५/०१/११ गते सम्बन्धित संस्थामा सम्पर्क राखी कर्मचारी छनोटसम्बन्धी कार्य सम्पन्न गर्नुहोला ।

बोधार्थ :

श्री सुन्दरपुर खानेपानी तथा सरसफाइ संस्था
सुन्दरहैंचा, मोरङ ।

.....
दि. क्याम्पस प्रमुख

क्याम्पस प्रमुख

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

पथरी बहुमुखी क्याम्पस

शिक्षा शास्त्र, व्यवस्थापन तथा मानविकी सङ्काय

पथरीशनिश्चरे-१, मोरङ

स्था : २०६४

च.नं. : ३५२/२०७४/७५ मिति : २०७४/१२/२५

श्री गणेशप्रसाद दाहालज्यू,
उप-प्राध्यापक
सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैंचा, मोरङ

पथरी बहुमुखी क्याम्पस
पथरीशनिश्चरे-१,मोरङ
स्था:२०६४

विषय : रवाना सम्बन्धमा ।

महोदय,

मिति २०७४ साल चैत ५ गते सम्पर्कमा आई चैत ६ गतेदेखि २५ गतेसम्म त्रि.वि पनिका बल्खुद्वारा सञ्चालित स्नातक तह चौथो वर्षको परीक्षामा यस पथरी बहुमुखी क्याम्पसमा पर्यवेक्षकको रुपमा परीक्षालाई मर्यादित रुपमा सम्पन्न गर्न सहयोग गर्नुभएको हुँदा मिति २०७४ चैत २६ गतेदेखि लागु हुनेगरी यो रवाना पत्र दिइएको छ ।

सहयोगका लागि धन्यवाद ।

परीक्षा सञ्चालन भएका दिनहरू :
(चैत ६, ९, १३, २१, २३ र २५ गते)

चेतन पौडेल
क्याम्पस प्रमुख
पथरी बहुमुखी क्याम्पस
पथरीशनिश्चरे-१,मोरङ

वोधार्थ :

१) सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैंचा, मोरङ
२) त्रि.वि. क्षेत्रीय परीक्षा नियन्त्रण कार्यालय,
पूर्वाञ्चल, विराटनगर

Web : www.patharicampus.edu.np Email: patharicampus480@yahoo.com
☎ 021-555880/555480 Campus Chief : 9852028676 Notice Board: 161821555480

त्रिभुवन विश्वविद्यालय
TRIBHUVAN UNIVERSITY
क्षेत्रीय परीक्षा नियन्त्रण कार्यालय
REGIONAL OFFICE OF THE CONTROLLER OF EXAMINATIONS
(परीक्षा संञ्चालन शाखा)
पूर्वाञ्चल, विराटनगर, नेपाल
EASTERN REGION, BIRATNAGAR, NEPAL

प.सं. .....
च न.....२०७४।०७५

मिति: २०७४।१२।२९

श्री गणेशप्रसाद दाहाल,
सुकुना ब. क्याम्पस, सुन्दरहरैंचा,मोरङ ।

विषय :- पर्यवेक्षक (अब्जरभर) नियुक्ति ।

महाशय,

त्रि.वि.प.नि.का.द्वारा मिति २०७४।१२।०६ गतेदेखि संचालन गरिने ४ वर्षे स्नातकतह चौथोखण्डको वार्षिक परीक्षाको पथरी ब.क्याम्पस,पथरी,मोरङ, परीक्षा केन्द्रको लागि यहाँलाई पर्यवेक्षक (अब्जरभर) नियुक्ति गरिएको कुरा सहर्ष अवगत गराउँदछु । उक्त केन्द्रमा संचालन हुने परीक्षा अवधिभर संलग्न निर्देशानुसार सुचारु एवं नियमित रुपमा परीक्षा संचालन गर्न/गराउन आवश्यकता अनुसार केन्द्राध्यक्षलाई सहयोग पुऱ्याई प्रत्येक दिन यस कार्यालयलाई परीक्षा संचालन सम्बन्धी जानकारी टेलिफोनबाट, दिनुहुन अनुरोध छ ।

पुनश्चः परीक्षा सम्पन्न भैसकेपछि परीक्षा संचालन सम्बन्धिको दैनिक रिपोर्ट र विद्यार्थी संख्या समेत उल्लेख गरी अनिवार्य रुपमा १ प्रति यस कार्यालयमा र १ प्रति त्रि.वि.प.नि.का. बल्खुमा अनिवार्य रुपमा पेश गर्नुहुन अनुरोध गर्दछु ।

सह-परीक्षा नियन्त्रक
त्रि. वि. क्षे. प. नि. का.
पूर्वाञ्चल, विराटनगर

संलग्न
निर्देशन १ प्रति
परीक्षा कार्यक्रम १ प्रति
अन्य कागजात

बोधार्थ तथा कार्यार्थ

१) श्री लेखा शाखा, प.नि.का. बल्खु/क्षे.प.नि.का.बिराटनगर : निजलाई रु..... पेश्की उपलब्ध गराई दिनुहुन ।
२) श्री केन्द्राध्यक्ष , क) त्यस क्याम्पस बाट पेश्की लिएको छ , छैन सोको जानकारी पठाउने ।
ख) त्यस परीक्षा केन्द्रमा आउनु भएका पर्यवेक्षक आइपुगेको र फर्केको मिति र परीक्षा भएका मितिहरु,कमैसँग र परीक्षा सकिएपछि फर्कनु भएको मिति यस कार्यालयलाई अनिवार्य जानकारी दिनुहुन ।
३) श्री क्याम्पस प्रमुख, सुकुना ब. क्याम्पस, सुन्दरहरैंचा,मोरङ निजलाई पर्यवेक्षक भै तोकिएको केन्द्रमा जान आवश्यक काजको व्यवस्था मिलाई दिनुहुन ।

४) परीक्षा संचालनमा संलग्न जनशक्तिहरुको पारिश्रमिक सम्बन्धित केन्द्रबाट नै भुक्तानी लिनु हुन ।

Scanned with CamScanner
Phone No:- 021-461707/461721
Fax No.:- 021-461722

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
Affiliated to Tribhuvan University
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG
प्रदेश नं.-१ नेपाल
Province No.-1, Nepal
स्थापित : २०३८(1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या : ०६८/०७५
चलानी नम्बर : ९०३८

मिति : २०७५/०२/१०

विषय : विषेषज्ञका रूपमा कार्य गर्नुहुन ।

श्री गणेशप्रसाद दाहाल
उपप्राध्यापक, सुकुना बहुमुखी क्याम्पस
सुन्दरहरैंचा, मोरङ ।

उपर्युक्त सम्बन्धमा श्री जे. एस. मुरारका बहुमुखी क्याम्पस, लहान (सिरहा) को मिति २०७५/०२/०९ को पत्रानुसार उक्त क्याम्पसमा RMC सम्बन्धी विचार गोष्ठीमा विशेषज्ञ माग भई आएकाले तपाईंलाई मिति २०७५/०२/११ र १२ गते विशेषज्ञका रुपमा पठाइएको हुँदा सम्बन्धित क्याम्पसमा सम्पर्क राखी तोकिएको कामकाज गर्नुहोला ।

बोधार्थ :
श्री जे. एस. मुरारका बहुमुखी क्याम्पस
लहान (सिरहा)

प्रेमप्रसाद भट्टराई
क्याम्पस प्रमुख

क्याम्पस प्रमुख

०३१- ५४५६१७) 021-545617 (०३१- ५४५७१७) 021-545717, फ्याक्स: (०३१-५४५७१७) 021-545717
E-Mail: sukunac@yahoo.com Website: www. sukuna.edu.np Noticeboard: 1618021545717

Scanned with CamScanner

मदन भण्डारी स्मृति प्रतिष्ठान नेपाल
Madan Bhandari Memorial Academy Nepal

पत्र संख्या: २५६/०६८/०६५
चलानी नं.:

उलाबारी मोरङ्ग
स्थापित २०५०
मदन भण्डारी स्मृति प्रतिष्ठान नेपाल
उलाबारी, मोरङ्ग
२०५०

२०७५।०२।०३

श्रीमान् क्याम्पस प्रमुखज्यू,
सुकुना बहुमुखी क्याम्पस
सुन्दरहरैंचा– १२, मोरङ

विषय: काज सम्वन्धमा ।

उपर्युक्त सम्वन्धमा यस प्रतिष्ठानको मिति २०७५।०१।२८ गते सम्पन्न भएको शाखा अधिकृत र प्रशासन तथा लेखा उपसहायक पदका लागि भएको लिखित परीक्षाको उत्तरपुस्तिका परिक्षणका लागि मिति २०७५ साल जेठ ०३ गते विहिबारका दिन विशेषज्ञ सेवाका लागि त्यस क्याम्पसका उपप्रध्यापक श्री गणेशप्रसाद दहाललाई खटाइएको हुँदा सो दिनको लागि निजलाई काज दिई सहयोग पुऱ्याइदिनु हुन हार्दिक अनुरोध छ । आगामि दिनमा पनि त्यस संस्थाको सहयोगको अपेक्षा गरिन्छ ।

विनोद अर्याल
कार्यकारी निर्देशक

Phone No. +977-21410023/+977-21410212/+977-21410213 Fax No. +977-23410192 (Head Office)
+977-21410092 Agriculture Program +977-21541923 Engineering Program
+977-23400052 Health Science Program +977-23522267 Nursing Program
email: info@mbman.org.np website: www.mbman.org.np

☎ 023-460211

त्रिदेव बहुमुखी क्याम्पस चारआली
TRIDEV MULTIPLE CAMPUS CHARALI

मेचीनगर-१३, झापा (नेपाल)
Mechinagar-13, Jhapa (Nepal)

च.नं. / Ref.No. 932/०७५/०६८

मिति / Date २०७५/०१/१८

श्री गणेश प्रसाद दाहाल
उप प्राध्यापक
सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैचा,मोरङ्ग

विषय -रमाना दिएको सम्बन्धमा ।

यस त्रिदेव बहुमुखी क्याम्पस चारआलीको आयोजनामा मिति २०७५।०१।१८ गते विहान ८ वजे देखि संचालन भएको ***"अनुसन्धानात्मक लेख,प्रतिवेदन तथा SSR तयारी सम्वन्धी एक दिने कार्यशाला गोष्ठीमा"*** सहजकर्ता तथा प्रशिक्षकका रुपमा रही सफलतापुर्वक कार्य सम्पन्न गर्नु भएको हुँदा हार्दिक धन्यवाद सहित यो रमाना पत्र दिइएको छ ।

बोधार्थ

१. सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैचा, मोरङ्ग
२. विश्व विद्यालय अनुदान आयोग,
सानोठिमी भक्तपुर

माधव प्याकुरेल
क्या प्रमुख
Campus Chief
Madhab Pyakurel

त्रिभुवन विश्वविद्यालय
TRIBHUVAN UNIVERSITY
क्षेत्रीय परीक्षा नियन्त्रण कार्यालय
REGIONAL OFFICE OF THE CONTROLLER OF EXAMINATIONS
(परीक्षा सञ्चालन शाखा)

पूर्वाञ्चल, विराटनगर, नेपाल
EASTERN REGION, BIRATNAGAR, NEPAL

च.न. १९४६/७५।०७६

मिति: २०७६।२।१२

श्री ...रुपाराज्ञा नेपाल
...सुकुना क.प. क्याः.....।

विषय :- वाहय परीक्षक भई परीक्षा संचालन गर्ने बारे ।

महाशय,

त्रि.वि. द्वारा २०७५ साल चैत्र/वैशाख महिनामा सचालित **विज्ञान/ शिक्षा/ मानविकी** सकाय अन्तर्गत ४ **वर्षे स्नातकतह** चौथो खण्डको Eng. Ed. 444.5 विषयको प्रयोगात्मक परीक्षा मिति २०७६।२।१४ देखि सुरु हुने भएकोले सो विषयको परीक्षा सचालनको लागि यहालाई सहेद रत्न क.प. क्याः ईलाम केन्द्रमा वाहय परीक्षक नियुक्त गरिएको कुरा सहर्ष अवगत गराउदछु । अतः उक्त क्याम्पसको क्याम्पस प्रमुखसग मिति २०७६।२।१३ सम्ममा सम्पर्क राख्नु भई सो परीक्षा सचालन गरिदिनुहुन अनुरोध गर्दछु । साथै उक्त परीक्षा प्राप्ताइ विद्यार्थीको हाजिरी रेकर्ड तथा उत्तरपुस्तिकाहरु सिलवन्दी गरी गोप्यतापूर्वक परीक्षा सम्पन्न भएको सात दिन भित्र यस कार्यालयमा प्राप्त हुने गरी पठाउन हुन अनुरोध छ ।

परीक्षा संचालन हुने समयः १०:००

सहयोगका लागि धन्यवाद

सह-परीक्षा नियन्त्रक
नियन्त्रक
क्षे. प. नि. का.
विराटनगर

बोधार्थ तथा कार्यार्थ

१।श्री क्याम्पस प्रमुख ,...सुकुना क.प. क्याः..... :- निजलाई आवश्यक काजको व्यवस्था मिलाई दिनुहुन ।
२।श्री क्याम्पस प्रमुख, ...स.र.वि. क्याः ईलाम.....

क) त्यस क्याम्पसमा हुने प्रयोगात्मक परीक्षा तथा अभ्यास शिक्षणको लागि खटिएका मूल्याङ्कनकर्ता तथा विशेषज्ञहरु र वाहय परीक्षकहरुलाई त्रि.वि.कार्यकारी परिषदको मिति २०६५।२।९ को निर्णय न ४०६ अनुसार हुन आउने दैनिक तथा भ्रमण भत्ता तथा त्यस क्याम्पसले सम्बन्धन प्राप्त गर्दा गरेको सम्झौता बमोजिम प्रयोगात्मक परीक्षाको सम्पूर्ण खर्च त्यसै क्याम्पसबाट उपलब्ध गराउनु हुन ।

ख) प्रयोगात्मक परीक्षा सचालन भएको दिन सख्या, परीक्षा, सचालन सिफट तथा परीक्षामा उपस्थित परीक्षार्थी सख्या समेत खुलेको कार्यक्रम अनिवार्य खुलाउनु भई पत्र पठाई दिनुहुन ।

ग) श्री परीक्षा नियन्त्रण कार्यालय,वल्खु,काठमाण्डौ ।

Phone No:- 021-470605/470606/470607
Fax No.:- 021-470607
e-mail:- panikabrt57@gmail.com

पूर्वाञ्चल विश्वविद्यालय

चिकित्साशास्त्र संकाय

गोठगाउँ, मोरङ्ग

च.नं. 209/072/073

श्री
Gunaraj Nepal
Ithari

मिति: २०७२/०९/०८

विषय: प्राशिनकमा नियुक्ती गरिएको बारे ।

महोदय/महोदया,

उपरोक्त सम्बन्धमा, पू.वि. चिकित्साशास्त्र संकायद्वारा शैक्षिक सत्र २०७२/०७३ मा लिइने बि.एस्सी. नर्सिङ/पि.बि.वि.एन./बि.पि.एच/वि.फार्मेसी शैक्षिक कार्यक्रमहरूको पूनः प्रवेश परीक्षाको प्राशिनकमा प्रवेश परीक्षा मूल समितिको निर्णयानुसार यहाँलाई मनोनयन गरिएको व्यहोरा जानकारी गराइन्छ ।

तल उल्लेखित बिषयको वस्तुगत पूर्णाङ्क ..... को १ (एक) सेट प्रश्न-पत्र अति गोप्यताका साथ तयार गरी स्पष्ट बुझिने गरी आफ्नै हस्ताक्षरले लेखि वा स्वयमले कम्प्युटर टंकन गरी ४ (चार) दिन भित्र शिलबन्दी रुपमा यस मूल समितिमा बुझाउन हुन तथा म्याद भित्र कार्य सम्पादन गर्न असमर्थ भएमा २ (दुई) दिन भित्र सो कुराको जानकारी यस मूल समितिमा गराउनु भई सहयोग गर्नुहुन अनुरोध छ ।

नोट:

१. वस्तुगत प्रश्न (Objective Questions) संलग्न हुने बिषयको प्रश्न-पत्र साथ उत्तर कुञ्जिका (Answer Key) छुट्टै पानामा संलग्न गर्नु होला ।

Example: 1) Who is the father of Medicine?

e) Hipocrates b) Robert Koch c) Alexender Flemming d) Marie Curie

Key: a

२. पाठ्यक्रम अनुसार प्रत्येक प्रश्नको इकाई खुलाइदिनु होला ।

३. प्रश्नहरुको अंक विभाजन निम्नानुसार हुनेछ ।

Subject Area	Total No. of Questions	Marks (per question)	Total Marks
English	50	1	50

(डा. सिद्धार्थ कोइराला)
डीन एवम्
संयोजक
चिकित्साशास्त्र संकाय पूनःप्रवेश परीक्षा
मूल समिति

फोन नं.: ०२१-४२५००९, फ्याक्स नं.: ९७७-२१-४२५००८, इमेल: pucmasins@gmail.com गोठगाउँ, मोरङ्ग

TESOL International Association

hereby certifies that

Mr. Guna Raj Nepal

Attended the TESOL-NELTA Symposium on

Ecological Approach to English Language Teaching: Prospects and Challenges

Lalitpur, Nepal

Wednesday, 20 November 2019

Deborah Healey
TESOL President, 2019-2020

tesol international association

Christopher Powers
Executive Director

2142

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

Transformations in ELT Methods: Addressing the 21st Century Classroom Contexts

This is to certify that

Gunaraj Nepal

presented a plenary on

at the

National Conference of NELTA

held at **Solidarity International Academy,** Hetauda, Nepal on March 2-3, 2019.

Kishor Parajuli	Motikala Subba Dewan	Ganesh Prasad Humagain
General Secretary	President	President
NELTA Province 3	NELTA	NELTA Province 3

Sponsored by: GRACE INTERNATIONAL EDUCATION | MIGRATION Since 2006 Connecting Life & Learning

2143

AMERICAN EMBASSY

English Access Microscholarship Program, Nepal

Certificate of Participation

2144

This certificate is awarded to

Mr. Gunaraj Nepal

for facilitating a session in **Access Intensive Leadership Camp**
organized by Nepal English Language Teachers' Association (NELTA) in collaboration with the U.S. Embassy, Kathmandu at Ilam, Nepal from November 18 to November 21, 2018.

Kunjarmani Gautam
Coordinator
Access Program

Bishwa Raj Gautam
RELO Program Specialist
U.S. Embassy, Kathmandu

Motikala Subba Dewan
President
NELTA

Central Department of Education

This is to certify that

Guna Raj Nepal

presented a paper entitled

Teaching Within Four Walls: Should it Be a Personal Affair?

in the

Department of English Education
TU, Kirtipur
9-11 February 2019

Dr. Prem Phyak
Head & Conference Chair

KATHMANDU UNIVERSITY

Dhulikhel, Kavre, Nepal

Guna Raj Nepal

Mphil in Eng. Language Education

School of Education

Validity: 29/09/2021

MPSEEN190024

2146

त्रिभुवन विश्वविद्यालय
शिक्षाशास्त्र संकाय

डीनको कार्यालय
कीर्तिपुर, काठमाडौं, नेपाल
Faculty of Education
Dean's Office
Balkhu

फोन नं ४३३११९६
फ्याक्स ०१-४३३०१९६

दर्ता : ४८
आवेदक संख्या

पत्र संख्या च.नं. २०७६ २०७७/१९ मिति:- २०७६ ०८ २८

श्री गुरु प्रसाद अधिकारी
श्री उमानाथ अधिकारी
श्री जनार्दन पुराकोटी
श्री देवेन्द्रप्रसाद कुइकेल
सुकुना वहुमुखी क्याम्पस

विषयः- रमाना बारे ।

उपर्युक्त विषयमा यस संकायअन्तर्गत स्नातकोत्तर तह अन्तिम सेमेष्टरका विद्यार्थीहरुले गर्ने थेसिस लेखन कार्यलाई विषयगत एकरुपता कायम गर्ने उद्देश्यले मिति २०७६ ०८ २८ गते जनता वहुमुखी क्याम्पस, इटहरीमा भएको एक दिने कार्यशाला गोष्ठीमा सहभागी हुनु भएकोले मिति २०७६ ०८ २९ (वाटोको म्याद वाहेक) गतेदेखि सम्वन्धित क्याम्पसमा हाजिर हुनका लागि यो रमानापत्र दिइएको छ ।

प्रा.डा.कृष्ण प्रसाद गौतम
डीन

बोधार्थ तथा कार्यार्थ : श्री सुकुना वहुमुखी क्याम्पस, -उक्त अवधिको काज जनाई दिनु हुन ।

त्रिभुवन विश्वविद्यालय

क्षेत्रीय परीक्षा नियन्त्रण कार्यालय

पूर्वाञ्चल विराटनगर

मिति : २०७२।११।८

प्रमाण-पत्र

श्री [illegible] सूचना अधिकारी, इटहरी, मोरङ ।

त्रिभुवन विश्वविद्यालय क्षेत्रीय परीक्षा नियन्त्रण कार्यालय पूर्वाञ्चल विराटनगरद्वारा मिति २०७२।११।८ गते विराटनगरमा आयोजित **त्रिभुवन विश्वविद्यालय र यसको परीक्षा प्रणाली** विषयक विचार गोष्ठीमा यहाँको सक्रिय सहभागिताका लागि धन्यवाद यो प्रमाण-पत्र प्रदान गरिएको छ ।

प्रा. डा. तीर्थराज खनिया	डिल्लीराम उप्रेती	केशवराज बास्तोला	डा. उद्धवप्रसाद पोखरेल
उपकुलपति	रजिष्ट्रार	परीक्षा नियन्त्रक	सह-परीक्षा नियन्त्रक
प्रमुख अतिथि	विशिष्ट अतिथि	विशिष्ट अतिथि	सभापति

2148

Affiliated to Tribhuvan University

Sukuna Multiple Campus

(QAA Certified by UGC, Nepal)
Koshiharaincha, Morang

2149

CERTIFICATE

This is to certify that Mr. /Mrs. KESHAB RAJ GHATTARAI
of Sukuna Multiple Campus Koshiharaincha Morang has actively participated in the training – cum – workshop on held from 10 to 12 June, 2016 (28 to 30 Jestha, 2073 B.S.) under the joint sponsorship of University Grants Commission (UGC), Nepal and Sukuna Multiple Campus.

Prof. Dr. Ganesh Bahadur Singh
Facilitator
Mahendra Ratna Campus, Tahachal
Kathmandu

P Shrestha
2073-2-30

Pit Kumar Shrestha
Campus Chief
Sukuna Multiple Campus
Koshiharaincha, Morang

Tribhuvan University
Faculty of Management

Mahendra Morang Adarsha Multiple Campus

ORIENTATION CUM WORKSHOP ON RESEARCH METHODOLOGY

Certificate of Participation

2150

This is to certify that Mr/Mrs/ Miss....Khagendra Raj Dahal.....
has successfully participated in "Orientation cum Workshop on Research Methodology"
organized by Mahendra Morang Adarsha Multiple Campus, Biratnagar with support of
Office of the Dean, Faculty of Management, Tribhuvan University, Kirtipur
held on 29th and 30th August 2017

[illegible]	[illegible]	[illegible]
FOM	Campus Chief	Programme Coordinator
TU	MMAMC	MMAMC

Date: 30th August 2017

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

२०६४।०६४
९३२

मिति : २०७४/०५/१२

विषय : सहभागी पठाइएको सम्बन्धमा ।

श्रीमान् क्याम्पस प्रमुखज्यू,
महेन्द्र मोरङ आदर्श बहुमुखी क्याम्पस
विराटनगर, मोरङ ।

प्रस्तुत विषयमा ताहाँको मिति २०७४/०५/०६ च. नं. १९२/०७४ को पत्रानुसार व्यवस्थापन सङ्कायको आयोजनामा Orientation Cum Workshop Research Methodology सम्बन्धी मिति २०७४/०५/१३ र ०५/१४ गतेसम्म सञ्चालन हुने २ दिने कार्यशालामा यस क्याम्पसबाट **श्री खगेन्द्रराज दाहाल**लाई सहभागिताका लागि पठाइएको बेहोरा अनुरोध छ ।

बोधार्थ :

१. श्री खगेन्द्रराज दाहाल
शिक्षण सहायक
(होटल श्री कृष्ण, विराटनगरमा मिति २०७४ ०५ १३ गते बिहान ११:०० बजे सहभागी हुन जानुहुन ।)

क्याम्पस प्रमुख

Tribhuvan University

Faculty of Management

Certificate of Participation

This certificate is awarded to Mr. Krishna Prasad Acharya, Sukuna Multiple campus, Morang

in recognition of valued participation in ***A Workshop on MBS Semester: Course Dissemination, Orientation & Evaluation,*** organized by Faculty of Management, Tribhuvan University, Kirtipur, Kathmandu, Nepal, held on Feb 16-17, 2019 (Falgun 4-5, 2075) at Mahendra Morang Adarsha Multiple Campus, Biratnagar, Morang.

Sudha

Prof. Dr. Sudha Tripathi
Rector
Tribhuvan University, Kirtipur

Prof. Dr. Dilli Raj Sharma
Dean
Faculty of Management
Tribhuvan University, Kirtipur

2152

त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त

उर्लाबारी बहुमुखी क्याम्पस

मानविकी तथा सामाजिकशास्त्र, व्यवस्थापन र शिक्षाशास्त्र संकाय

उर्लाबारी, मोरङ

स्थापित: २०४३

पत्र संख्या :

चलानी नं.: १९५/०७६-०७७

फोन नं. ०२१-५४००६१

मिति: २०७६/०९/०४

श्री लक्ष्मी प्रसाद गुरागाईज्यू,
सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैचा, मोरङ्ग।

विषय:- रवाना दिइएको बारे ।

महोदय,

उपरोक्त सम्बन्धमा मिति २०७६।०४।३१ मा यस क्याम्पसमा प्रकाशित वि.न. १।०७६-०७७ र वि.न. २।०७६-०७७ का लेखापाल र कार्यालय सहायक पदको लागी तपाई सुकुना बहुमुखी क्याम्पसको तर्फबाट पर्यवेक्षकमा नियुक्त भई मिति २०७६।०८।१४ गते भएको लिखित, मौखिक तथा प्रयोगात्मक परीक्षा व्यवस्थित एवं मार्यादित ढंगले संचालन सम्पन्न गर्न आईदिनु भएकोमा सधन्यवाद साथ यो रमाना पत्र दिईएको व्यहोरा अनुरोध छ ।

बेधराज भट्टराई
क्याम्पस प्रमुख
उर्लाबारी बहुमुखी क्याम्पस

2154

Tribhuvan University

Faculty of Management

Certificate of Participation

This certificate is awarded to Laxmi prasad Guragai

Sukuna multiple Campus, Morang.

in recognition of valued participation in ***A Workshop on MBS Semester: Course Dissemination, Orientation & Evaluation,*** organized by Faculty of Management, Tribhuvan University, Kirtipur, Kathmandu, Nepal, held on Feb 16-17, 2019 (Falgun 4-5, 2075) at Mahendra Morang Adarsha Multiple Campus, Biratnagar, Morang.

Prof. Dr. Sudha Tripathi
Rector
Tribhuvan University, Kirtipur

Prof. Dr. Dilli Raj Sharma
Dean
Faculty of Management
Tribhuvan University, Kirtipur

Tribhuvan University
Faculty of Management

Mahendra Morang Adarsha Multiple Campus

Biratnagar, Nepal

Certificate of Participation

This is to certify that Mr/Mrs/ Miss. Laxmi prasad Guragain

has successfully participated in **"Orientation of Semester System & Workshop on Case Study Teaching Method"** organized by Office of the Dean, Faculty of Management, Tribhuvan University, Kritipur and managed by Mahendra Morang Adarsha Multiple Campus,Biratnagar, held on 26th and 27th Magh 2074

Prof. Dr. Dilli Raj Sharma
Dean, Faculty of Management,
Tribhuvan University

Prof. Mahendra Narayan Yadav
Campus Chief
Mahendra Morang Adarsha Multiple Campus

Mr. Mohan Kumar Shrestha
Programme Coordinator

Date : 10th February 2018

नेपाल सरकार
शिक्षा मन्त्रालय
पाठ्यक्रम विकास केन्द्र

प.सं.: ०७३/७४
च.नं.:

सानोठिमी,

मिति: २०७३।०४।१०

विषय : रवाना सम्बन्धमा ।

श्री मुरलिनाथ डाहाल
श्री सुकुना वसुसुखी व्याम्पल, डोल्होरैंचा, फोरड.

प्रस्तुत विषयमा यस केन्द्रको आयोजनामा मिति २०७३/४/१२ देखि ऐ १३ गते सम्म संञ्चालन गरिएको "जीवनोपयोगी सिपमा आधारित पाठ्यक्रम र अक्षराङ्कन पद्धति" विषयक कार्यशालामा तपाइले सफलतापुर्वक भाग लिनु भएकोले मिति २०७३/४/१४ गते देखि लागु हुने गरी **रवाना** दिइएको व्यहोरा निर्देशानुसार अनुरोध छ ।

इन्दिरा बुढाथोकी
पाठ्यक्रम अधिकृत

जीवनोपयोगी शिपमा आधारित पाठ्यक्रम र अक्षराङ्कन पद्धति

सुझाव सङ्कलन कार्यशाला गोष्ठि

पाठ्यक्रम विकास केन्द्र सानोठिमी, भक्तपुरको आयोजनामा यहि मिति २०७३ साउन १२ र १३ गते ऋषिवाको भद्रपुरमा पर्दछ्या नं ९ का शिक्षाका सरोकार निकायहरु: क्षेत्रिय शिक्षा कार्यालय, जिल्ला शिक्षा कार्यालय र माविहरुका सोधकेन्द्रहरु, विभुवन विश्वविद्यालय मातहतका आंगिक तथा सामुदायिक क्याम्पसहरु, जिल्ला शिक्षा समिति, माध्यमिक विद्यालयहरु, शिक्षक महासंघ, स्थानीय पाटीहरु, तथा विद्यार्थी संगठनहरु सबैको प्रतिनिधित्व हुनेगरी जम्मा ५० जना सहभागीहरुका बीच २ दिने कार्यशाला गोष्ठि सम्पन्न भयो ।

नेपालको संविधान २०७२ ले "प्रत्येक नागरिकलाई आधारभूत शिक्षामा पहुँचको हक रहने, यो शिक्षा अनिवार्य र निःशुल्क, माध्यमिक शिक्षा निःशुल्क र लक्षित वर्गका लागि उच्च शिक्षा समेत नै निःशुल्क हुने" कुरा उल्लेख भएको र सो को कार्यान्वयनको सन्दर्भ, पाठ्यक्रम तथा पाठ्य सामग्री निर्देशिका २०६८ ले पाठ्यक्रम विकास तथा परिमार्जनका क्रममा आवश्यकता पहिचानका लागि सरोकारवाला संगठ्का छलफल तथा अन्तर्किक्याबाई अनिवार्य तल्का रुपमा अङ्गीकार गरेको अवस्था र पाठ्यक्रम तथा मूल्याङ्कनका सम्बन्धमा सरोकारवालाहरुको राय सुझाव तथा अनुभवलाई केन्द्रित गरी भावी रुपरेखा तय गर्नु सान्दर्भिक भएको प्रस्ता सहितको कार्यक्रमको औचित्यताका आधारमा उक्त गोष्ठिको आयोजना गरिएको थियो ।

पाठ्यक्रम विकास केन्द्रले निर्धारण गरेका विषय क्षेत्रमा मुलुकका सातवटा स्थानमा साँचेवटा प्रदेश समेटने गरी वुई दिने कार्यशालाहरु आयोजना गर्ने क्रममा पहिलो पटक ९ नं प्रदेशको भक्तपालाई केन्द्र मानिएको रहेछ । यस कार्यशालामा हरेक जिल्लाको सहभागिताको सुनिश्चितताका बिभिन्न क्षेत्रका व्यक्तिहरुको प्रतिनिधित्व हुनेगरी छ ओटा समूह बनाईएको थियो र उक्त छ ओटा समूह बाट निम्नानुसारका छ छ ओटा प्रतिवेदन तयार गरिएका थिए ।

१. विद्यालय शिक्षामा जीवनोपयोगी पक्ष : के र कसरी ? (जीवनापयोगी विष, राष्ट्रियता प्रवर्धन सहित)

२. विद्यालय शिक्षामा प्रारम्भिक बालशिक्षा देखि कक्षा १२ सम्म कार्यान्वयन : कसरी ?

(प्रतिकित पाठ्यक्रम, वहु रंगका आधारमा पाठ्यपुस्तकको छपाइ, वहु पाठ्यपुस्तक सहित)

३. विद्यालय शिक्षाका सवै तहमा अक्षराङ्कन पद्धति कार्यान्वयन : कसरी ?

(पाठ्यक्रममा आधारित मूल्याङ्कनको सुनिश्चितता सहित)

४. विद्यालय बाटै प्राविधिक तथा व्यबसायिक शिक्षाको प्रवर्धन ढाँचा

५. सँघिय संरचनामा पाठ्यक्रम तर्जुमाको ढाँचा

(केन्द्रिय पाठ्यक्रम र प्रदेश तथा स्थानीय पाठ्यक्रमको वितरण)

६. अब बन्ने राष्ट्रिय शिक्षा आयोग र राष्ट्रिय पाठ्यक्रम विकास तथा मूल्याङ्कन परिषदले ध्यान केन्द्रित गर्नुपर्ने विषयहरु र

७. अन्य

उल्लिखित सन्दर्भहरुलाई आत्मसात गरी शिक्षालाई सर्वसुलभ, जीवनोपयोगी, रोजगारमूलक, व्यवहारिक र गुणस्तरीय बनाउनका लागि स्थानीय सरोकारवालाहरु संग प्रत्यक्ष सम्पर्क र अन्तक्रिया बाट नै स्थानीय आवस्यकता, अपेक्षा र विविधताको सम्बोधन गर्न सकिने स्थापित मान्यताका आधारमा पाठ्यक्रम विकास केन्द्रको सो आयोजना लाई धन्यवाद नदिइरहन सकिन्न । साथै उक्त अमूल्य अवसरमा मोरङ जिल्ला बाट प्रतिनिधित्व हुने गरी जिल्ला शिक्षा कार्यालय मोरङले सुकुना बहुमुखी क्याम्पस लाई स्मरण गर्नु र क्याम्पसको तर्फबाट उक्त कार्यक्रममा सहभागिताका लागि मलाई छनौट गरीदिनु हुने आदरणीय क्याम्पस प्रमुख प्रति हार्दिक आभार प्रकट गर्दै सहायक क्याम्पस प्रमुखहरु, विभागीय प्रमुखहरु, र अग्रज प्राध्यापकहरु सबैलाई म प्रतिको सदासयता का लागि धन्यवाद ज्ञापन गर्दछु ।

मुक्तिनाथ दाहाल

उप प्राध्यापक

सुकुना बहुमुखी क्याम्पस, कोसीहरैचा, मोरङ

AMERICAN EMBASSY

Hereby Certify that

Mr. Nara Prasad Bhandari

Attended **Leadership, Planning, and Proposal Writing Training for NGOs and Local Government Officials** held between March 3-5, 2020 (24 hours) organized by **Nepal English Language Teachers' Association (NELTA)**, sponsored by the **Regional English Language Office,** U.S. Embassy, Kathmandu.

2159

Curtis M. Chan Regional English Language Officer U.S. Embassy, Kathmandu	**Dr. Hari Lamsal** Training Facilitator Joint Secretary Ministry of Education, Science & Tech.	**Prof.Dr. Basu Dev Kafle** Training Facilitator	**Motikala Subba Dewan** President NELTA

March 5, 2020

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

Theme: Ecological Approach to ELT: Prospects and Challenges

This is to certify that Prof./Dr./Mr./Ms.

Nara Prasad Bhandari

of Sukuna Multiple campus, Morang

participated in

held at **DAV Sushil Kedia Vishwa Bharati Higher Secondary School**

Jawalakhel, Lalitpur on 20 - 23 November 2019.

Mr. Ishwari Bdr. Adhikari	Ms. Deborah Healey	Ms. Motikala Subba Dewan
General Secretary	TESOL President	President

Sponsored by: Vedanta Publication

2160

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

NELTA, SUNSARI

MEMENTO OF LOVE & RESPECT

This Memento of Love & Respect is presented to

Mr. N.P. Bhandari

for Presenting Plenary Session on

"A One-Day Mini Conference on Exploratory Action Research",

Organized by NELTA Sunsari and

British Council- ARMS Sunsari, held at

Vishwa Adarsha School, Itahari Nepal

on 8 Feb. 2019

.....
Rabin Baral
Chair, NELTA, Sunsari

.....
Ganesh Prasad Adhikari
Senior Instructor
Education Training Center, Sunsari

2161

Scanned with

त्रिभुवन विश्वविद्यालय

क्षेत्रीय परीक्षा नियन्त्रण कार्यालय

पूर्वाञ्चल विराटनगर

मिति : २०७३।१२।२६

श्री सुकुना बहुमुखी क्याम्पस
सुकुना, मोरङ ।

त्यस क्याम्पसले त्रिभूवन विश्वविद्यालयद्वारा लिईने विभिन्न परीक्षाहरूलाई नियम अनुसार व्यवस्थित बनाउनुको साथै परीक्षाको मर्यादा, गोपनियता र सवेदनशिलतालाई शीरोधार्य गर्दै यसको गरिमालाई उच्च राख्न निरन्तर पुऱ्याउदै आएको अमूल्य योगदान र कर्तव्यनिष्ठाको उच्च मूल्याङ्कन गर्दै त्रि.वि. क्षेत्रीय परीक्षा नियन्त्रण कार्यालय पूर्वाञ्चल विराटनगरद्वारा आयोजित "वर्तमान सन्दर्भमा त्रि.वि. र यसको परीक्षा व्यवस्थापन' विषयक पूर्वाञ्चल स्तरीय कार्यशाला गोष्ठीको अवसरमा यो प्रशंसा-पत्र प्रदान गरिएको छ ।

भविष्यमा पनि विश्वविद्यालयले त्यस संस्थाबाट यस कार्यमा निरन्तर सहयोगको अपेक्षा राख्दै त्यस संस्थाको विकास र उत्तरोत्तर प्रगतिको लागि समेत शुभकामना व्यक्त गर्दछौं ।

प्रा.डा. तीर्थराज खनिया	प्रा.डा. सुधा त्रिपाठी	डिल्लीराम उप्रेती	केशवराज बास्तोला	डा. उद्धवप्रसाद पोखरेल
उपकुलपति	शिक्षाध्यक्ष	रजिष्ट्रार	परीक्षा नियन्त्रक	सह-परीक्षा नियन्त्रक
प्रमुख अतिथि	विशिष्ट अतिथि	विशिष्ट अतिथि	विशिष्ट अतिथि	सभापति

मोरङ जिल्ला शाखा
विराटनगर

नेरेसो मोरङ जिल्ला शाखा अन्तर्गतको क्षेत्रीय रक्तसञ्चार सेवा केन्द्रद्वारा संचालित "रक्तदान जीवनदान" कार्यक्रमलाई सार्थकता प्रदान गर्दै अमूल्य मानवीय जीवनको रक्षा गर्ने कार्यमा श्री.....ले मानवीय सेवा कार्यमा गहन अभिरूचि राखि मिति ..... मा .....स्थानमा संस्थागत रक्तदान कार्यक्रमको आयोजना गरी संस्थागत..... पिन्ट अमूल्य रगत दान गरी सहयोग गर्नु भएकोले संस्थाको निःस्वार्थ अद्वितीय सेवा भावनायुक्त योगदानको उच्च कदर गर्दै हार्दिक धन्यवादका साथ यो प्रशंसा-पत्र प्रदान गरिएको छ ।

ब्लड कलेक्टर टोली नायक	संयोजक क्षे.र.सं.से. उपसमिति	डिल्ली पोखरेल मन्त्री	सुबोधकुमार सिंह सभापति

मिति:.....

NELTA
NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION
CERTIFICATE
Conference Theme : "Teaching Practices and Learners' Engagement in the Modern ELT Classroom"
This is to certify that
Shankar Dewan
presented a
paper/symposium/talk/workshop
at the
1st NELTA Regional Conference
at Provincial Level
hosted by NELTA Sunsari
held at K.K. International School, Dharan , Sunsari, Nepal
on 3-4 November, 2017.
Mr. Keshav Prasad Bhattarai
Chair, NELTA Sunsari
Mrs. Motikala Subba Dewan
President

NELTA
NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION
CERTIFICATE
This is to certify that Prof./Dr./Mr./Ms./Mrs. Shankar Dewan of
Sukuna Multiple Campus, Sundarharaincha, Morang participated in
the 1st NELTA Regional Conference
at Provincial Level
hosted by NELTA Sunsari
held at K.K. International School, Dharan , Sunsari, Nepal
on 3-4 November, 2017.
Mr. Keshav Prasad Bhattarai
Chair, NELTA Sunsari
Mrs. Motikala Subba Dewan
President, NELTA

2165

AMERICAN EMBASSY

NELTA

Certificate of Participation

Theme: Language Literacy and "Learning Incomes": Additive Teaching and Learning in Adolescents' classrooms

This is to certify that

Shankar Dewan

successfully completed a two-day Secondary Level English Teachers' residential TOT facilitated by Prof. Dr. Spencer Salas held at **Hotel Xenial, Biratnagar** on July **12 & 13,** sponsored by U.S. Embassy , Regional English Language Office (RELO) Kathmandu and organized by Nepal English Language Teachers' Association (NELTA).

Russell Barczyk
Regional English Language office
U.S. Embassy Kathmandu

Prof. Dr. Spencer Salas
English Language Specialist
USA

Ms. Meera Shrestha
President
NELTA

2166

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

CERTIFICATE

Conference Theme: Content, Language and Technology: Perspectives and Prospects in ELT

This is to certify that

Shankar Dewan

presented a
paper/symposium/talk/workshop on

Teachers in Dilemma: English or Nenglish in Nepalese EFL Classroom?

at the

23rd International Conference of NELTA

held at **Galaxy Public School**, Gyaneshwor, Kathmandu, Nepal

on 15-17 February, 2018.

Ishwari Bdr. Adhikari
General Secretary

Motikala Subba Dewan
President

Sponsored by: CETRA COSMIC EDUCATION Training & Research Academy
Cosmic Education Training & Research Academy (CETRA),
Narayanhiti Uttardhoka, Tej Bhawan, Kathmandu, Nepal

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

Certificate

This is to certify that Prof./Dr./Mr./Ms. Shankar Dewan of

Sukuna Multiple Campus, Morang, Nepal participated in

the 23rd International Conference of NELTA held at

Galaxy Public School, Gyaneshwor, Kathmandu

on 15 - 17 February, 2018.

Mr. Ishwari Bdr. Adhikari
General Secretary

Ms. Motikala Subba Dewan
President

Sponsored by:

CETRA COSMIC EDUCATION Training & Research Academy

Cosmic Education Training & Research Academy (CETRA),
Narayanhiti Uttardhoka, Tej Bhawan, Kathmandu, Nepal

2168

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

CERTIFICATE

Conference Theme: "Language, Culture and Technology: Exploring Novelty in ELT"

This is to certify that

Shankar Dewan

presented a
paper/symposim/talk/workshop on

Nepalese Students' Anxiety in the EFL Classroom

at the

22nd International Conference of NELTA

held at **Premier International IB World School**, Khumaltar, Lalitpur, Nepal

on 24-26 February, 2017.

Ishwari Bdr. Adhikari
General Secretary

Meera Shrestha
President

Sponsored by: **Cosmic Education Training & Research Academy (CETRA),**
Narayanhiti Uttardhoka, Tej Bhawan, Kathmandu, Nepal

2169

2170

TRIBHUVAN UNIVERSITY

Curriculum Development Centre

Office of the Rector

Kirtipur, Kathmandu

Nepal

This is to certify that Shankar Dewan of Sukuna Multiple Campus, Sukuna, Morang participated in the Refresher Workshop on Compulsory and Major English Syllabus formation, teaching and Evaluation held at Sukuna Multiple Campus, Sukuna, Morang, Nepal, from March 12, 2017 to March 16, 2017 (2073/11/29 to 2073/12/03 B.S.)

Professor Sudha Tripathi, Ph.D.
Rector
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2017

Professor Gopindra Kumar Paudel, Ph.D.
Executive Director
Curriculum Development Centre
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2017

Professor Amma Raj Joshi, Ph.D.
Chairman
Compulsory English Subject Committee
CDC, Tribhuvan University
Kirtipur, Kathmandu, Nepal
2017

NELTA

NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION

Certificate

This is to certify that Prof./Dr./Mr./Ms. Shankar Dewan of

Sukuna Multiple Campus, Koshiharaincha, Morang participated in

the 22nd International Conference of NELTA held at

Premier International IB World School, Khumaltar, Lalitpur, Nepal

on 24 - 26 February, 2017.

Mr. Ishwari B. Adhikari
General Secretary

Ms. Meera Shrestha
President

Sponsored by: Cosmic Education Training & Research Academy (CETRA),
Narayanhiti Uttardhoka, Tej Bhawan, Kathmandu, Nepal

AMERICAN EMBASSY

Certificate of Training

NELTA

Nepal English Language Teachers' Association
Regional English Language Office, U.S. Embassy Kathmandu

This is to certify that

MR. SHANKAR DEWAN

completed the two-day professional development workshop
Technology Enhanced English Language Teaching and
Professional Development in English Language Teaching
conducted by **English Language Specialist, Dr. Ruth Ban.**

March 11 & 12, 2016
Itahari, Nepal

Mr. Russell Barczyk
Regional English Language Officer
U.S. Embassy Kathmandu

Dr. Ruth Ban
English Language Specialist
Funded by the U.S. Department of State

Ms. Meera Shrestha
President
Nepal English Language Teachers' Association

त्रिभुवन विश्वविद्यालय

क्षेत्रीय परीक्षा नियन्त्रण कार्यालय

पूर्वाञ्चल विराटनगर

मिति : २०७३।१२।२६

प्रमाण-पत्र

श्री सूर्य अधिकारी

परीक्षा प्रमुख - सुकुना बहुमुखी क्याम्पस

सुन्दर हरैचा - ४२, मोरङ्ग

त्रिभूवन विश्वविद्यालय परीक्षा नियन्त्रण कार्यालयको सहयोगमा क्षेत्रीय परीक्षा नियन्त्रण कार्यालय पूर्वाञ्चल विराटनगरद्वारा मिति २०७३।१२।२६ गते विराटनगरमा आयोजित वर्तमान सन्दर्भमा त्रि.वि. र यसको परीक्षा व्यवस्थापन सम्बन्धि क्षेत्रीय [illegible]मा यहाँको सक्रिय सहभागिताका लागि स-धन्यवाद यो प्रमाण-पत्र प्रदान गरिएको छ ।

प्रा.डा. तीर्थराज खनिया	प्रा.डा. सुधा त्रिपाठी	डिल्लीराम उप्रेती	केशवराज बास्तोला	डा. उद्धवप्रसाद पोखरेल
उपकुलपति	शिक्षाध्यक्ष	रजिष्ट्रार	परीक्षा नियन्त्रक	सह-परीक्षा नियन्त्रक
प्रमुख अतिथि	विशिष्ट अतिथि	विशिष्ट अतिथि	विशिष्ट अतिथि	सभापति

2173

त्रिभुवन विश्वविद्यालय
TRIBHUVAN UNIVERSITY
क्षेत्रीय परीक्षा नियन्त्रण कार्यालय
REGIONAL OFFICE OF THE CONTROLLER OF EXAMINATIONS
पूर्वाञ्चल, विराटनगर, नेपाल
EASTERN, BIRATNAGAR, NEPAL

मिति : २०७३।०७।२६

श्री सूर्य अधिकारी
सुकुना क्याम्पस
इन्द्रपुर मोरङ्ग

विषय :- रमना दिईएको बारे ।

उपरोक्त सम्बन्धमा त्रि.वि.क्षे.प.नि.का पूर्वाञ्चल विराटनगरको आयोजनामा पूर्वाञ्चल क्षेत्रभित्रका त्रि.वि.अन्तर्गतका आंगिक एवं सम्बन्धन प्राप्त क्याम्पसहरुमा कार्यरत कर्मचारीहरुको मिति २०७३।०७।२६ गते भएको परीक्षा सम्बन्धि कार्यशाला गोष्ठीमा उपस्थित भई सकृय सहभागी हुनु भएकोमा धन्यवाद सहित यो रमाना पत्र दिईएको छ ।

डा.उद्धव प्रसाद पोखरेल
सह-परीक्षा नियन्त्रक
सह-परीक्षा नियन्त्रक
त्रि.वि. क्षे.प.नि.का.
पूर्वाञ्चल, विराटनगर

Phone No:-021-461707/461721 Fax No.:-021-461722
Web: www.educationsansar.com. E-mail:- panikabrt57@gmail.com

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

०६८/७६५
२४८

प्रदेश नं. १ नेपाल

मिति : २०७४/१०/२५

१८

विषय : कार्यशाला गोष्ठीमा सहभागी पठाइएको सम्बन्धमा ।

श्रीमान् क्याम्पस प्रमुखज्यू,
महेन्द्र मोरङ आदर्श बहुमुखी क्याम्पस
विराटनगर, मोरङ ।

प्रस्तुत विषयमा ताहाँको मिति २०७४/१०/१२ च. नं. ८६९/०७४ को प्राप्त पत्रानुसार त्रि. वि. व्यवस्थापन सङ्काय डीनको कार्यालयको आयोजना तथा त्यस क्याम्पसको संयोजकत्वमा MBS Semester System सम्बन्धी मिति २०७४/१०/२६ र १०/२७ गते सञ्चालन हुने २ दिने कार्यशालामा सहभागिता शुल्क १५,०००।- (पन्ध्र हजार रुपियाँ) समेत यस क्याम्पसबाट निम्नानुसारका प्राध्यापकहरूलाई सहभागिताका लागि पठाइएको बेहोरा अनुरोध छ ।

१. श्री बलराम पोखरेल उपप्राध्यापक
२. श्री ध्रुवप्रसाद नेपाल उपप्राध्यापक
३. श्री लक्ष्मीप्रसाद गुरागाईं उपप्राध्यापक

बोधार्थ :
श्री बलराम पोखरेल (उपप्राध्यापक), श्री ध्रुवप्रसाद नेपाल (उपप्राध्यापक) श्री लक्ष्मीप्रसाद गुरागाईं (उपप्राध्यापक)

(महेन्द्र मोरङ आदर्श ब. क्या. विराटनगरमा मिति २०७४/१०/२६ गते बिहान १०:०० बजे सहभागी हुन जानुहुन ।)

२५/१०/२४
नि. क्याम्पस प्रमुख

TRIBHUVAN UNIVERSITY
FACULTY OF EDUCATION
OFFICE OF THE DEAN

Examination Control Division

Balkhu, Kathmandu, Nepal.

Office of the Dean Ph.No :01-4331196
Examination Control Division
Ph.No: 01-4331525

Ref:- 400 /075-076

Date: 2076-1-16

Mr. Umanath Bhattarai,
Lecturer
Sukuna M. Campus
Morang.

Subject: **Appointment for an Observer.**

Dear Sir/Madam,

It is my immense pleasure to inform you that you have been appointed as an Observer for **Second Semester of Master's** level examination in **Kankai Campus, Jhapa**. The examination is going to be conducted from the date **2076-01-20 to 2076-01-31** as per the semester examination system under the office of the Dean of Education Faculty, TU.

As an Observer, you will be expected to assist the Exam Centre Superintendent to conduct the examination in a free and fair manner as per guidelines/ norms of TU Examination system.

The Campus itself will provide travel and daily allowance and the office of the Dean of Education Faculty will only be responsible for the payment of shift of exams as per the rules.

With kind regards,

(Bala Ram Raya)
Assistant Dean

Copy to

1. The Campus Chief,
   Surkhet Sikshya Campus, Surkhet *(Please, make necessary arrangements for above purpose)*
2. The Campus Chief,
   Kankai M. Campus, Jhapa (*please, provide him/her any assistance if required during the examination period as per the rules and regulation of TU)*
3. Account Section,
   Office of the Dean of Education Faculty, Kirtipur, TU.

श्री उमानाथ भट्टराईज्यू,
उपाध्यापक,
सुकुना बहुमुखी क्याम्पस, मोरङ्ग ।

विषय : **रवाना सम्बन्धमा ।**

महोदय,

उपर्युक्त सम्बन्धमा त्रि.वि., शिक्षाशास्त्र संकाय, परीक्षा नियन्त्रण महाशाखा, कीर्तिपुरद्वारा मिति २०७६ साल **वैशाख २०** गतेदेखि **२०७६ वैशाख ३१** गतेसम्म सञ्चालित यस कनकाई बहुमुखी क्याम्पस, मुरुङ्ग झापा केन्द्रमा सञ्चालन भएको स्नातकोत्तर तह दोस्रो सेमेस्टरको परीक्षामा तपाईं पर्यवेक्षकका रूपमा खटिई मिति **२०७६ वैशाख १९** गते यस केन्द्रमा सम्पर्क गरी तपसिलका मितिहरूमा सञ्चालन भएका परीक्षाहरु सञ्चालन गरी आफ्नो कार्य सम्पादन गर्नु भएको हुँदा मिति २०७६ **जेष्ठ ०१** गतेदेखि आफ्नो क्याम्पसमा फिर्ता जानका लागि यो रवाना पत्र दिइएको छ ।

तपसिल

परीक्षा सञ्चालन भएको मिति

२०७६ वैशाख २०, २३, २५, २७, २९, ३१ गते

बोधार्थ

१. श्रीमान् डीनज्यू,
त्रि.वि., शिक्षाशास्त्र संकाय, कीर्तिपुर

२. श्रीमान् सहपरीक्षा नियन्त्रकज्यू
पूर्वाञ्चल क्षेत्रीय प.नि.का., विराटनगर

३. श्रीमान् क्याम्पस प्रमुखज्यू
सुकुना बहुमुखी क्याम्पस, मोरङ्ग ।

.....
विकासप्रसाद उप्रेती
क्याम्पस प्रमुख

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस

SUKUNA MULTIPLE CAMPUS

स्थापित २०४८

२०६८।०६५
१२२१

मिति : २०७५/०३/१४

श्रीमान् कार्यक्रम संयोजकज्यू,
ONE WINDOW CONSULTANCY PVT. LTD.,
बिराटनगर, मोरङ ।

विषय : सहभागी पठाइएको सम्बन्धमा ।

उपर्युक्त सम्बन्धमा मिति २०७५/०३/१५ गते ONE WINDOW CONSULTANCY PVT. LTD. द्वारा होटल जेनियल, बिराटनगरमा आयोजना हुने 'Finance Act 2075, fedaral & Province Tax and Impacts of Labour Act 2074 in various organization' बिषयक १ दिने तालिममा यस क्याम्पसबाट कर्मचारी श्री युवराज सुवेदीलाई पठाइएको बेहोरा अनुरोध छ ।

(प्रेमप्रसाद भट्टराई)
क्याम्पस प्रमुख

बोधार्थ :
१. श्री युवराज सुवेदी,
लेखा सहायक,
सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैंचा, मोरङ ।
२. श्री लेखा शाखा,
सुकुना बहुमुखी क्याम्पस,
सुन्दरहरैंचा, मोरङ ।

(०२१- ५४५६१७) ०२१-५४५७१७ फ्याक्स (०२१-५४५७१७)
E-Mail: sukunac@yahoo.com Website: www.sukunac.edu.np Noticeboard: 16180215427

Annex 93: Student Survey Report

Student Survey Report

on

PERSPECTIVES AND EXPERIENCES TOWARDS INSTITUTIONAL ACTIVITIES
(For Obtaining Feedback from the Students)

Submitted to
Sukuna Multiple Campus
Sundarharaincha-12, Morang
Province, No. 1, Nepal

Prepared by
Shankar Dewan
Khagendra Raj Dahal
Tika Prasad Upadhyaya
20th February, 2020

2179

Table of Contents

Contents

1. Introduction 2181

2. Objectives of the Study 2182

3. Methodology 2182

3.1 Design of the Study 2182

3.2 Sources of Data 2182

3.3 Population, Sample, and Sampling Strategy 2182

3.4 Data Collection Tools 2183

3.5 Data Collection Procedure 2183

4. Results and Discussion 2183

4.1 Students' Perspectives towards Campus, its Services and Activities 2183

4.2 Students' Reasons for Enrolment in the Campus 2188

4.3 Students' Overall Experiences in the Campus 2188

4.4 Strengths of the Campus 2189

4.4.1 In the Academic Sectors 2189

4.4.2 In the Administrative Sectors 2189

4.4.3 In the Exam System 2189

4.5 Areas to be Improved 2190

4.5.1 In the Academic Sectors 2190

4.5.2 In the Administrative Sectors 2190

4.5.3 In the Exam System 2190

4.6 Further Suggestions 2191

5. Conclusion 2191

1. Introduction

Affliliated to Tribhuvan University, SukunaMulitple Campus (SMC) was founded in 1992 (2048 B.S.) as a community campus in Sundarharaincha Municipality, Ward No. 12, Morang, Province No. 1, Nepal. Despite its short history, it has become one of the prominent community campuses in the province and in the nation. The programs currently running in the campus encompass Management (BBA, BBS, and MBS), Education (B.Ed., B.Ed. ICT, B.Ed. Science, M.Ed. in different subjects), Science (B.Sc.), and Humanities (B.A.) with different subjects to choose as optional subjects according to their interests, needs, and convenience. The campus is also running a self-sustaining program of school level (+2) in Education, Humanities, Management, and Science. In addition, one year B.Ed. program is another academic program running in the campus. Because of its varied academic programs, physical infrastructure, ample number of students, effective internal management of the campus, and effective team work with cooperative spirit, the University Grants Commission (UGC), Nepal has certified Quality Assurance Accreditation (QAA) to this campus and selected it for the implementation of its quality enhancement programs commencing from Secondary Higher Education Project (SHEP) to Higher Education Reform Project (HERT).

Students are the key stakeholders of the campus because teaching and learning is mainly focused on the students. Therefore, the whole academic program of the campus is centered on the students' levels, needs, interests, and backgrounds. In this matter, students' experiences and their perspectives towards the campus matter a lot for the overall development of the campus. The target of this report is also collecting their experiences and perspectives and make necessary improvement in the physical, academic, and academic sectors as well as examination system of the campus.

2. Objectives of the Study

The objectives of this report are:

a) To investigate the students' perspectives and experiences towards the campus and its activities.

b) To find out the strengths of the campus in the academic and administrative areas, and examination system.

c) To identify the areas to be improved in the academic and administrative areas, and examination system.

3. Methodology

3.1 Design of the Study

Mixed method was the design of the study, that is, both quantitative and qualitative research design were adopted for the study. Particularly, survey and descriptive study procedures were followed.

3.2 Sources of Data

Data were collected from the primary sources. The students of Bachelor and Master level of different Faculties were the primary sources from whom first hand data were collected.

3.3 Population, Sample, and Sampling Strategy

Students studying at Bachelor level and Master level programs were the study population from whom one hundred fifteen students were selected for collecting quantitative information and eleven students for qualitative information. The total number of students and the number of students from different programs were purposively decided and the students for survey were randomly selected. The sample from different faculties and programs include:

Table 1: *Sample selection from different programs*

S.N.	Faculties/Programs	Sample (Quan)	Sample (Qual)
1.	M.Ed.	13	2
2.	MBS	5	1
3.	BBA	21	2
4.	B.Ed.	25	2
5.	BBS	26	2
6.	B.Sc.	21	2
7.	B.A.	4	1
Total		115	11

3.4 Data Collection Tools

Questionnaire (both open-ended and closed-ended) was used to collect the data from the selected sample.

3.5 Data Collection Procedure

The teacher-researchers divided the responsibilities to collect data. They took permission from the campus administration and the concerned subject teachers to collect data while their class was going on. They told them the purpose of collecting information from them. They sampled the students randomly, distributed the questionnaire to the students, and facilitated them if necessary. Finally, they collected the questionnaire, checked there if anything missing, and thanked the students.

4. Results and Discussion

4.1 Students' Perspectives towards Campus, its Services and Activities

The students have expressed their perspectives towards the campus, its services, and its activities based on their experiences they have which are tabulated below:

Table 2: *Students' overall perspectives*

SN	Responses/Remarks	Very poor (0)		Poor (1)		Tolerable (2)		Average (3)		Good (4)		Excellent (5)		Total
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Teaching learning environment	2	1.73	4	3.47	23	20	42	36.52	42	36.52	2	1.73	115
2	Quality in teaching	0	0	5	4.34	11	9.56	44	38.26	51	44.34	4	3.47	115
3	Enhancing problem solving abilities	7	6.08	18	15.65	24	20.86	37	32.17	24	20.86	5	4.34	115
4	Teacher-student rapport	1	0.86	6	5.21	18	15.65	29	25.21	45	39.13	16	13.91	115
5	Teacher regularity	2	1.73	5	4.34	12	10.43	33	28.69	40	34.78	23	20	115
6	Teaching methods and strategies	4	3.47	7	6.08	19	16.52	37	32.17	42	36.52	6	5.21	115
7	Teachers' subject matter knowledge and quality	1	0.86	1	0.86	11	9.56	32	27.82	53	46.08	17	14.78	115
8	Regularity in teaching	2	1.73	5	4.34	17	14.78	32	27.82	34	29.56	25	21.73	115
9	Teachers' feedback, advice and suggestions	0	0	5	4.34	21	18.26	29	25.21	50	43.47	10	8.69	115
10	Teachers' guidance and counseling	1	0.86	7	6.08	20	17.39	22	19.13	48	41.73	17	14.78	115
11	Teacher support in thesis	4	3.47	5	4.34	26	22.60	32	27.82	34	29.56	14	12.17	115
12	Teachers' facilitation in practicum/practical work	7	6.08	14	12.17	24	20.86	38	33.04	25	21.73	7	6.08	115
13	Exam system	2	1.73	9	7.82	17	14.78	24	20.86	35	30.43	28	24.34	115
14	Teacher behavior with students	0	0	4	3.47	8	6.95	25	21.73	59	51.30	19	16.52	115
15	Level of services from non-teaching staff (NTS)	9	7.82	21	18.26	25	21.73	34	29.56	19	16.52	7	6.08	115
16	Regularity of NTS	4	3.50	9	7.89	19	16.66	29	25.43	42	36.84	11	9.64	115
17	Behavior of NTS with students	15	13.04	22	19.13	27	23.47	32	27.82	13	11.30	6	5.21	115
18	Advice, suggestions, and facilitation from NTS	15	13.04	28	24.34	24	20.86	33	28.69	12	10.43	3	2.60	115
19	Service delays from NTS	16	13.91	20	17.39	33	28.69	30	26.08	8	6.95	8	6.95	115
20	Ways of administrative services	2	1.73	10	8.69	45	39.13	36	31.30	20	17.39	2	1.73	115
21	Extracurricular activities and students' participation	26	22.60	20	17.39	29	25.21	28	24.34	8	6.95	4	3.47	115
22	Orientation and interaction programs	14	12.17	19	16.52	36	31.30	29	25.21	13	11.30	4	3.47	115
23	Quality level of physical facilities in campus	2	1.73	6	5.21	18	15.65	32	27.82	37	32.17	20	17.39	115
24	Information dissemination/tranasfer	4	3.47	12	10.43	11	9.56	36	31.30	37	32.17	15	13.04	115
25	Sports materials and programs	23	20	23	20	32	27.82	21	18.26	12	10.43	4	3.47	115
26	Availability of books/references in library	8	6.95	18	15.65	32	27.82	28	24.34	20	17.39	9	7.82	115
27	Lab facilities	13	11.30	11	9.56	21	18.26	44	38.26	19	16.54	7	6.08	115
28	Canteen facilities and its	9	7.82	17	14.78	29	25.21	30	26.08	23	20	7	6.08	115

	standards													
29	Toilet facilities and standards	21	18.28	19	16.52	32	27.82	24	20.86	17	14.78	2	1.73	115
30	Trends for listening student complaints	17	16.19	23	21.90	25	23.80	21	20	14	13.33	5	4.76	115
31	Student support programs	10	8.69	11	9.56	37	32.17	33	28.69	20	17.39	4	3.47	115
32	Cleanliness of campus and classrooms	3	2.60	6	5.21	17	14.78	30	26.08	44	38.26	15	13.04	115
33	Availability and quality in clean drinking water	1	0.86	1	0.86	11	9.56	24	20.86	53	46.08	25	21.73	115
34	Scholarship facilities	5	4.38	7	6.14	31	27.19	32	28.07	28	24.56	11	9.64	115
35	Freeship facilities	15	13.15	15	13.15	32	28.07	31	27.19	10	8.77	11	9.64	115
36	Contribution of campus for personal development	11	9.56	19	16.52	22	19.13	29	25.21	29	25.21	5	4.34	115
37	Cycle and motorcycle stand facilities	0	0	2	1.73	20	17.39	29	25.21	38	33.04	26	22.60	115
38	Opportunities for field trip, observation, or educational tour	18	15.65	19	16.52	24	20.86	27	23.47	20	17.39	7	6.08	115
39	Access up to campus chief and assistant campus chiefs	1	0.86	11	9.56	21	18.26	41	35.65	31	26.95	10	8.69	115
40	Your satisfaction level towards campus	2	1.73	2	1.73	22	19.13	53	46.08	32	27.82	4	3.47	115

The table 2 shows that 36.52% students responded that the teaching and learning environment of the campus is good and the same number of students responded average. Majority of students (44.34%) responded that the quality of teaching in the campus is good. Similarly, 32.17% students expressed their opinions that they have, in average, enhanced their problem solving abilities by studying in this campus. As regards the teacher-student rapport, 39.13% students rated that teacher-student rapport is good. For teacher regularity, 34.78% students rated teacher regularity as good. In the similar vein, 36.52% students have experienced good teaching methods and strategies in the campus. Regarding the quality and subject matter knowledge of teachers, 46.08% students found it good.

On regularity of teaching, only 29.56% students rated regularity in teaching as good; 27.82% rated as average, and 21.73% responded excellent. Similarly, 43.73% students have experienced that teachers' feedback, advice and suggestions are good for them. Majority of students (41.73%) responded that teachers' guidance and counselling in the campus is good. In response to teacher support in thesis, 27.82% found it average and for 29.56% students, it

is good. Majority of students (33.04%) found average in teachers' facilitation in practicum and other practical work. Students were found satisfactory in the examination system of the campus. As a whole, 30.43% students rated examination system good and 24.3% responded that the examination system of the campus is excellent. More than half of the students (51.30%) experienced good teacher behavior with students.

In their responses of non-teaching staff (NTS) of the campus, 29.56% students responded that services provided the NTS are average and large number of students (21.73%) rated that services of NTS in the campus are tolerable. Out of 115 students, 36.84% students responded that the regularity of NTS in the campus is good. Students were not found to be satisfying with the behavior of NTS with students. In total, 27.82% students rated the behavior of the NTS with students as average and considerable number of students (23. 47%) responded that their behavior with the students is tolerable. In the similar vein, 28.69% students rated NTS's advice, suggestions, and facilitation to the students as average and 24.34% students responded that advice, suggestions, and facilitation from NTS are poor. Regarding the service delays from NTS, 28.69% students responded that services from NTS are only tolerable.

Students were not found to be very much satisfying with the administrative services and extracurricular activities of the campus. Out of 115 students, majority of students (39.13%) responded that the administrative services in the campus are tolerable and 31.30% students rated such services as average. Large number of students (25.21%) responded extracurricular activities and student participation on the activities as tolerable, 24.34% students rated as average and 22.60% students as very poor. Similarly, 31.30% students responded that the orientation and interaction programs of the campus are tolerable. Majority of the students (32.17%) responded the physical facilities and information dissemination or transfer in the campus to be good. In the same way, 27.82% students responded that sports

materials and programs in the campus are tolerable and considerable number of students (20%) rated them as poor or very poor.

Regarding the books and other references in the library, 27.82% students rated that the availability of books and references is tolerable and 24.34% responded them as average. The majority of students (38.26%) rated even the lab facilities of the campus to be average. Students were found to be less satisfying with the canteen and toilet facilities and their standards. In total, 26.08% and 25.21% students rated canteen facilities and their standards/levels as average and tolerable, respectively, and 27.82% students responded that toilet facilities and their standards are only in tolerable conditions. Similarly, 23.80% and 21.90% students rated trends for listening student complaints to be tolerable and poor, respectively. Even the majority of students (32.17%) responded the student support programs of the campus to be tolerable.

Students were found to be much positive towards cleanliness of the campus and classrooms, and availability and quality in clean drinking water. In total, 38.26% students rated the cleanliness of the campus and classrooms to be good and 46.08% of students responded the availability and quality in clean drinking water to be good. Furthermore, a considerable number of students (21.73%) responded it to be excellent. Similarly, majority of students (around 28%) took scholarship and freeship facilities to be more or less average, only. The equal number of students (25.21%) rated the contribution of the campus for their personal development to be both average and good. In the same way, students were found to be satisfying with the cycle and motorcycle stand facilities. Majority of students (33.04%) responded such facilities to be good.

Students made average ratings on opportunities for field trip, observation, or educational tour (23.47% of students), access up to campus chief and assistant campus chiefs (35.65% of students), and students' satisfaction level towards the campus (46. 08%).

Secondly, 20.86% students rated the first remark to be tolerable; 26.96% students responded the second remark to be good; and 27.82% students responded that their satisfaction level towards the campus to be good.

4.2 Students' Reasons for Enrolment in the Campus

Out of 115 students, eleven students were sampled for collecting qualitative information from them. They gave the following reasons for enrolling in this campus:

- Well teaching system in the campus
- QAA certified campus
- Strong economical, physical, and social aspects, as well as campus in the appropriate location
- Positive attitudes of the parents (parents are willing to educate their children in this campus)
- Quality education in the campus
- Experienced teachers
- A big and popular community campus
- To be good citizens
- Availability of several facilities
- Good results in the final examination

4.3 Students' Overall Experiences in the Campus

Students were also asked to share their experiences about the campus, its programs, and various activities. Their responses are as follows:

- Good experiences as students in teachers' teaching system
- Very good facilities and regular classes
- Good environment
- Developed self-confidence

- Built good rapport with the teachers
- Found creative or innovative ways of teaching
- Developed inherent capacities

4.4 Strengths of the Campus

4.4.1 In the Academic Sectors

Students found some strengths of the campus in the academic sectors which are as follows:

- Good physical structure of the library
- Good playground
- Full period teaching and regular classes
- Digital class/use of technology in maximum subjects

4.4.2 In the Administrative Sectors

Strengths of the administrative sectors are as follows:

- They try to cope with the problems of the students.
- They create the suitable environment for learning
- They are punctual.
- They put the notice and other information on the notice board in time.
- They provide the facility in time.

4.4.3 In the Exam System

- Proper management of the internal exam; students are pre-noticed about it.
- Central chart is available on the notice board near the main gate.
- Good environment in the exam hall.
- Quality questions in the internal exam

4.5 Areas to be Improved

4.5.1 In the Academic Sectors

- E-library should be managed.
- Library should have sufficient books and references.
- Teachers should manage the classroom properly while teaching.
- Semester system should be conducted according the norms or rules of semester.
- New edition books should be managed.
- Some teachers should be more punctual.
- More debate program, quiz contest, and other academic programs should be conducted in time.
- Uniformity should be brought in the students' uniform.
- Feedback should be provided after internal exam.

4.5.2 In the Administrative Sectors

- The canteen and toilets need to be kept neat and clean.
- Lack of proper management of help desk and reception.
- The scholarship facilities should be increased.
- The behavior of the non-teaching staff towards the students needs to be improved.
- Students' demands and intents should be immediately addressed.

4.5.3 In the Exam System

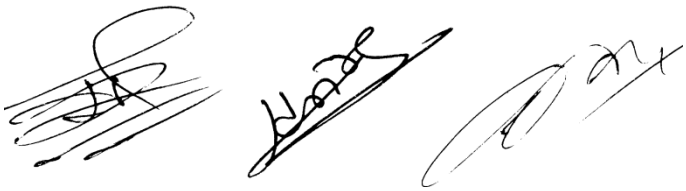
- Behaviour of the invigilators and other staff to the students in the exam hall needs to be improved.
- Internal exam questions should be in consonance with the final exam.
- Internal exam needs to be managed just like the final exam.
- Internal exam answer papers need to be checked in time and timely feedback should be provided to the students.

4.6 Further Suggestions

- The campus administration and concerned authorities should encourage the students to take the class regularly.
- Teachers should enter the class with must be well-preparation.
- Transportation facilities should be provided to the students.
- Guest lectures are to be managed.
- Teachers should complete their courses in time.
- Good teachers need to be managed.
- Quality in teaching and learning needs to be increased.
- Practical education/learning needs to be enhanced.
- Water in the toilet needs to be managed.

5. Conclusion

The overall responses of the students show that their perceptive towards the campus is good. Out of 40 indicators mentioned in the closed-ended questionnaire, in 19 indicators, students rated them 'good' and 12 indicators were found to be average in the eyes of the students. Students found service delays from NTS, ways of administrative services, extracurricular activities and students' participation, orientation and interaction program, sports materials and programs, availability of books and references in the library, toilet facilities and standards, trends for listening to student complaints, student support groups, and freeship facilities as 'tolerable.' The campus administration should pay due attention to these areas. Most importantly, students were found much satisfying with teacher behavior with students. Students have pointed out some strengths of the campus, particularly in the administrative and academic sectors, and exam system. They have pointed out some areas to be improved and suggestions which should be duly considered to the overall development of the campus.



Annex 94: Interaction Programs with the Students

बैठक सं ६.

आज मिति २०७६।०८।१३ गतेका दिन बि.एस्सी कार्यक्रम अन्तर्गत बि.एस्सी. चौथो वर्षको २०७६।०२।३१ देखि २०७६।०६।०६ सम्म सञ्चालित एकाइ परिक्षाको प्रकाशित नतिजाको सम्बन्धमा आवश्यक समिक्षात्मक छलफल गर्नका लागि निम्न उपस्थितिमा देहायको समय र स्थानमा बैठक बस्यो।

मिति : २०७६।०८।१३
समय : १०:४५ बजे
स्थान : बि.एस्सी को पठनपाठन कक्षा

उपस्थिति :

इन्द्रप्रसाद तिमिल्सिना	संयोजक	
हर्क बहादुर गुरुङ	विषय शिक्षक	
जीवन खापङोटा	"	
विष्णु प्रसाद उपाध्याय	"	
रमेश खतिवडा (क)	"	
ज्ञानेन्द्र अधिकारी	"	
जितेन्द्र लिम्बु	"	
अतुल मदराइ	"	
कल्पना मिश्रा	"	
रमेश खतिवडा (ख)	"	
योगराज पौड्याल	"	
दिव्यराज दाहाल	"	
लेख बहादुर घिमाल	"	
डिलली राम राई	"	

विद्यार्थीहरुको उपस्थिती

१.	प्रेया श्रेष्ठ	
२.	सुनिता चौधरी	सुनिता
३.	रक्षा दाहाल	Rakshya
४.	समीक्षा काफ्ले	
५.	आशिष थापामाझी	

Scanned with CamScanner

६. अनिता लिम्बु अनिता
७. रेश्मा राई रेश्मा
८. ओमिहाङ कुम्म्बाङ लिम्बु
९. सर्मिला डेंगी Sangee
१०. राकेश पोद्दार Rakesh
११. श्रेया दुमागाई Shreya
१२. मुस्कान जालान Muskan
१३. अमित ओपाने Amit
१४. अजय कुमार शाह Ajay
१५. रेशन खलाक Reshan
१६. गोजाल आले मगर Gojal
१७. तिर्थबाबादुर घिसिङे तिर्थबहादुर
१८. सुभाष अधिकारी सुभाष
१९. ज्ञानुलिम्बु Gyanu Limbu
२०. Nabin Phyal Nabin
२१. दिपेन्द्र तामाङ दिपेन्द्र

अन्तर्क्रियात्मक तथा ~~प्रतिक्षात्मक~~ यस बैठकमा विद्यार्थीहरुको परिक्षामा सहभागिता तथा उपस्थिति सम्बन्धमा निम्न प्रस्तावहरु उपर छलफल गरी निर्णय लिने गरियो ।

प्रस्तावहरु :

१) परिक्षामा विद्यार्थीहरुको उपस्थिती सम्बन्धमा
२) नतिजा सम्बन्धमा
३) पृष्ठपोषण सम्बन्धमा
४) विद्यार्थीको प्रतिक्रिया
५) विविध

निर्णयहरु

निर्णय नं. १

प्रस्ताव नं १ को परिक्षामा विद्यार्थीहरुको उपस्थिती सम्बन्धमा छलफल गर्दा अधिकतम विद्यार्थी परिक्षामा सहभागी भएपनि केही आन्तरिक परिक्षार्थी अनुपस्थित भएकाले आगामी परिक्षाहरुमा सम्पूर्ण विद्यार्थीहरुलाई परिक्षामा अनिवार्यरुपमा सहभागी गराउने निर्णय गरियो ।

CS Scanned with

निर्णय नं. २

प्रस्ताव नं. २ को नतिजा सम्बन्धमा छलफल गर्दा भौतिक समूह (Physical group) मा रहने विद्यार्थीको परीक्षा नतिजा सन्तोषजनक रहेको तर रसायन शास्त्र र वनस्पती शास्त्र नतिजा सुधार्नु पर्ने रहेको र यसका कारक तत्वहरुको पहिचान गरी तत्काल आवश्यक कदम चाल्ने निर्णय गरियो।

निर्णय नं. -३

विद्यार्थीलाई पृष्ठपोषण दिने सम्बन्धमा छलफल गर्दा कक्षा दुइवटा कक्षाहरुमा समग्र परिक्षाको उत्तरपुस्तिका सँगै राखेर सम्बन्धित विषय शिक्षकहरुले विद्यार्थीको क्रमिक रुपमा जाँच गरी दिने र त्यसको समाधान बताइदिने भनी निर्णय गरियो।

निर्णय नं. -४

विद्यार्थीको प्रतिक्रिया सम्बन्धमा छलफल गर्दा अधिकांश विद्यार्थीहरुले एकाइ परिक्षा नियमित हुनुपर्ने तथा प्रश्न बनाउँदा सबै स्तरका विद्यार्थीहरुलाई मध्यनजर गरेर प्रश्न निर्माण गर्नु भनी हुने र आगामी परीक्षामा शत प्रतिशत उपस्थिती जनाउने प्रतिबद्धता विद्यार्थी हरुबाट प्राप्त भयो।

निर्णय नं. ५.

निर्णय नं. २ का सम्बन्धमा प्रस्ताव नं. २ को विविध अन्तरिक छलफलका कुनै विषयवस्तु नभएकाले आज को यो बैठक यतिबेला समाप्त भयो।

आज मिति २०६८ साल माघ २६ गते बुधवारका दिन श्री सुकुना बहुमुखी क्याम्पसको गणित विभागका विभागीय प्रमुख श्री प्रेम बहादुर तामाङ्को अध्यक्षतामा बसेको विभागका सदस्यहरु, आमन्त्रित प्रतिनिधि, र विद्यार्थीहरु बीचको अन्तरक्रियात्मक छलफलले निम्न प्रस्तावहरु उक्त छलफल गर्दा तपसिल बमोजिमका निर्णय गरियो।

उपस्थिति

१. विभागिय प्रमुख श्री प्रेम बहादुर तामाङ्ग
२. सदस्य श्री इन्द्रप्रसाद लिम्बेना
३. " श्री ठाकुर प्रसाद पुनेठा
४. " श्री राजकुमार सिवाना
५. " श्री कल्याण प्रसाद दाहाल
६ " श्री महेश प्रसाद रेग्मी

आमन्त्रित

१. क्याम्पस प्रमुख - श्री चन्द्रमणी राई
२ सहायक क्याम्पस प्रमुख - श्री अर्जुनराज अधिकारी
३.

सहभागी विद्यार्थीहरु

क्र.	नाम		हस्ताक्षर	फोन नं.
१.	गुरु प्रसाद लुइटेल	(1st years)		9816366642
२.	निर्मला लिम्बु	(1st year)	Nirmala	9815365517
३.	गरिमा तामाङ्ग	(3rd year)	Garima	9867986744
४.	पुनिला मट्टराई	(4th year)	Punila	9862126368
५.	गिता कार्की	(4th year)	Gita	9848265107
६.	राजु सुडी	(4th year)	Raju	9814994502
७.	रबित कार्की	(4th year)	Rabi	9842566775
८.	महेश चौहान	(3rd year)	Mahesh	9815929602
९.	सुमित्रा बहाल	(4th year)	Sumitra	9811371384
१०.	प्रभा राई	(4th year)	Prabha	9816326636
११	भूपालेन्द्र पोखेल	(4th year)	Bhupa	9825069500
१२.	चक्र प्रसाद अधिकारी	(4th year)	Chakra	9862141649

Scanned with

क्र.स.	नाम	तह	हस्ताक्षर	फोन नं.
13.	विकास कुमार राई	4th year	[illegible]	9819001780
14	सुनिल कुमार मोक्तान	2nd "	Sunil	9804916248
15	संजय श्रेष्ठ	1st year	[illegible]	9803318956
16	विकास पराजुलि	1st year.	[illegible]	9810553346
17	सुमन श्रेष्ठ	2nd year	[illegible]	9807042604
18.	नारायण कु. तुलाधर	2nd year	[illegible]	9817777728
19	ईश्वर दुलाल	2nd year	[illegible]	9811318123
20.	महेन्द्र पोखरेल	2nd year	[illegible]	9840980991
21.	विकास राई	2nd year	[illegible]	9862127959
22.	राजन प्र. न्यौपाने	2nd year	[illegible]	9829313282
23.	केशव चौधरी	3rd year	[illegible]	9805356852
24.	पुण्य प्रसाद कट्टेल	4th year	[illegible]	9804042471
25.	आदित्य अधिकारी	"	[illegible]	9810565427
26	Santosh Pokhrel	4th year	[illegible]	9862000585
27	Shankar Dahal.	4th year	[illegible]	9824136419 72
28.	Tau kumar Tamang	2nd year.	[illegible]	9819007029
29/	Roshan Paudel	1st year	[illegible]	9815514552
30/	Bikram Paudel	1st year	[illegible]	9819085014
31)	Khusbu Subedi	1st year	[illegible]	9810415125
32)	pramila Khadka	1st year.	[illegible]	9819035859
33)	Nisha Khadka	1st year	[illegible]	9824348137
34)	अनितादेवी गुरुङ	1st yr	[illegible]	9824517776.
35)	तारादेवी खवेडी	"	[illegible]	9814394685
36)	मदन काफ्ले	"	[illegible]	9804361659
37)	विधाता गरबदार	2nd year	[illegible]	9829853618
38)	पुजपा कुमारी मिश्र	2nd year	[illegible]	9812327341

Scanned with CS

आज मिति २०६९।१ माघ १२ गते आइतबार कर्ण शिक्षक एवं सम्बन्धित स्नातक तह प्रथम वर्षका विद्यार्थी ~~र शिक्षक बीच~~ जनस्वास्थ्य आपतकालीन तयारी तथा प्रतिकार्य विषयमा एक दिने अभिमुखीकरण कार्यक्रम सञ्चालन गरियो । -(स्वास्थ्य जनशक्ति)

उपस्थिति (शिक्षक)

१. श्री चन्द्र मणि रौनियार क्याम्पस प्रमुख
२. श्री अर्जुन रत्न झाक्री क्याम्पस प्रमुख
३. श्री बलराम पोखरेल कोर्डिनेटर
४. श्री सुकदल लिम्बु विभागीय प्रमुख
५. श्री जनार्दन उप्रेती ,, ,, स्वास्थ्य जनशक्ति

६
७

विद्यार्थी उपस्थिति

क्र.	नाम	कक्षा (तह)	विषय	हस्ताक्षर
१	राजेन्द्र काम्ले	स्नातक तेस्रो	वेदा।	
२	कृतिका पोखरेल	स्नातक तेस्रो	शिक्षा	कृतिका
३	गरिमा तामाङ	,,		Garima#
४	विद्या नेपाल	,,	,,	
५	प्रमिला खड्की	,,	,,	
६	शर्मिला दोहाल	,,	,,	
७	आयुषा कार्की	स्नातक पहिलो	,, स्वास्थ्य	Ayu
८	सृष्णा बस्नेत	,,	,, ,,	
९	मनुसा विश्वकर्मा	,,	,,	
१०	तारा पालुडया	,,	,, ,,	Tara
११	अप्सरा विष्ट	,,	,, ,,	
१२	तिस्ना राई	,,	,, ,,	
१३	मनिषा खड्का	,,	,, ,,	Manisha
१४	सन्ध्या गिरी	,,	,, ,,	
१५	निस्ता श्रेष्ठ	,,	,, ,,	Nista
१६	विवेक लिम्बु	,,	,, ,,	
१७	ईश्वर शेष्ठ	,,	,, ,,	

१८. अनिशा राई स्नातक प्रथम शिक्षा शिशा Anisha
१९. अस्मि राई " " Asmi

यस अन्तरक्रिया कार्यक्रमका शिक्षक सिकाई क्रियाकलाप र कक्षा व्यवस्थापनका अन्य सेवा र सुविधा मा विद्यार्थी हरुले खुलेर आफ्ना मनका लागेका कुराहरु भन्न कालागि आग्रह गरिए अनुरुप विद्यार्थी हरुले निम्नानुसार व्यहोरा राखे थिए।

१. शिक्षण सिकाइ क्रियाकलाप राम्रो छ
२. कहिले शिक्षक हरु नियमित नहुने तर उपस्थिति मनोवैज्ञानिक हरुका कक्षा शिक्षण राम्रो छ।
३. तोकिएका विषय को पाठ्य तोकिएको समयमा पूरा गर्नु पर्ने थियो
४. परीक्षा तथा लेखा कार्यालय का कर्मचारीहरु व्यवहार विद्यार्थी प्रति अनुकूल बनाउनु पर्ने अनुकूलता उनु पर्ने
५. पुस्तकालय बाट प्राप्त गर्ने सुविधा झन मजबुत बनाउनु पर्ने सुविधा बढाउनु पर्ने
६. आन्तरिक परीक्षा न्यूनतम दुई पटक हुनु पर्ने आदि लगायतका कुरा हरु हुन मजबुत व्यवस्थापन पुनरुत्थान सहायक व्यवस्थापन पुनरुत्थान तथा विभागिय पुनरुत्थान ले सहजिकरण गरिनु पर्ने थियो।

आज मिति २०७६ साल माघ १३ गते सोमवारका दिन ~~[illegible]~~ सामाजिक शिक्षण समितिका प्रमुख सुकदल लिम्बूको अध्यक्षता र सबै शिक्षक विद्यार्थीबीच भएको अन्तरक्रिया कार्यक्रम निम्न उपस्थितिमा सम्पन्न गरियो । (अर्थशास्त्र मानविकी)

उपस्थिति

१. श्रीचन्द्रमणि राई व्यवस्थापन प्रमुख
२. श्री अर्जुनराज अधिकारी
३. श्री सुकदल लिम्बू (विभागीय प्रमुख)
४. श्री चिदुर सुवेदी (प्रमुख अध्यापक शिक्षण)
५. श्री फडिन्द्रकुमारी भण्डारी (उप-नि अर्थशास्त्र)
६. श्री कान्ता सुवेदी (अध्यापक) अर्थशास्त्र
७. श्री गणेशप्रसाद दहाल (अप्रमुख अनुसन्धान विभाग)

विद्यार्थी उपस्थिति

१. जीवन प्रकाश तामाङ
२. उदार वान्तेल
३. कमल दाहाल
४. रूपा गुरुङ
५. बालकला कार्की
६. सुलक्षणा कार्की
७. विवश पौडेल
८. प्रकाश खतिवडा
९. धन ब. लिम्बू
१०. राजन खड्का
११. हिरण वा. पुरी
१२. बादि तामाङ
१३. दुर्गा पोखरेल
१४. अनिसा थिलिरे
१५. पुजा महतो
१६. सन्धया अधिकारी
१७. मिलन बोहरा
१८. [illegible]

- सुमन शर्मा
- पशुपति लुइटल
- कविता खड्का
- दिपा बस्नेत
- अस्मरा निरौला
- पुनम लुइटेली मगर
- कृष्णकुमारी मगर
- कन्ना हिमराल
- पुनम दुलाल
- सरस्वती चामरीया।
- राजु खतिवडा
- गीता कुर्की
- रेनुका पौडेल
- एलिना बिष्ट
- उषा बजगाई

B-Ed 1st
b-ed first

स्नातक तह अर्थशास्त्र विषय अध्ययन गर्ने छात्र छात्राहरु सँग ~~गरेको~~ शिक्षण सिकाइ क्रियाकलाप र कक्षाप्रयोगका अन्य सेवा सुविधा का सम्बन्धमा विद्यार्थीहरुबाट खुलेर शिक्षण सिकाइलाई प्रभावकारी बनाउने र सुविधाहरुको सम्बन्धमा आफ्नो विचार प्रस्तुत गर्न दिइए।

विद्यार्थीहरुका सुझावहरु

१- कक्षाप्रयोगबाट प्राप्त हुने सूचनाहरु समयमा विद्यार्थी समक्ष पुग्न नसक्नु
२ पुस्तकालयमा पुस्तक भए पनि समसामयिक नयाँ पाठ्यपुस्तक नभएको हुँदा व्यवस्थापन ध्यान दिनु पर्ने।
३ प्रशासन शिक्षाशाखाका कर्मचारीहरुको व्यवहार विद्यार्थी मैत्री नभएको
४ कक्षाको पठनपाठन नियमित सञ्चालनमा ध्यान दिनु पर्ने
५ कक्षा शिक्षण मा शिक्षकबाट प्रश्नसोध्दा दिइने गरिएको हुँदा केही व्यवहारमा परिवर्तन आउनु पर्ने।
६ Projector बाट Teaching गर्ने व्यवस्था भए अझ प्रभावकारी हुने थियो।
७ अर्थशास्त्र विषयको सैद्धान्तिक ज्ञान मात्र नभई practical का लागी बेलाबेलामा Field work मा लान पर्ने।
८ Teaching गर्दा teacher को समसामयिक रेफरेन्स बुक बाहेक अन्य स्रोतहरु खोजीगरी पढाउँदा झन प्रभावकारी बनाउन सकिने।
९ पौंचा व्यवस्थाई व्यवस्थित गर्नु पर्ने र सरसफाइमा ध्यान दिनु पर्ने
१० पोशाक बारे नियमित गराउनु पर्ने कतिपय विद्यार्थीहरुमा पोशाक मिलेको जाँच गरेको पाइयो।

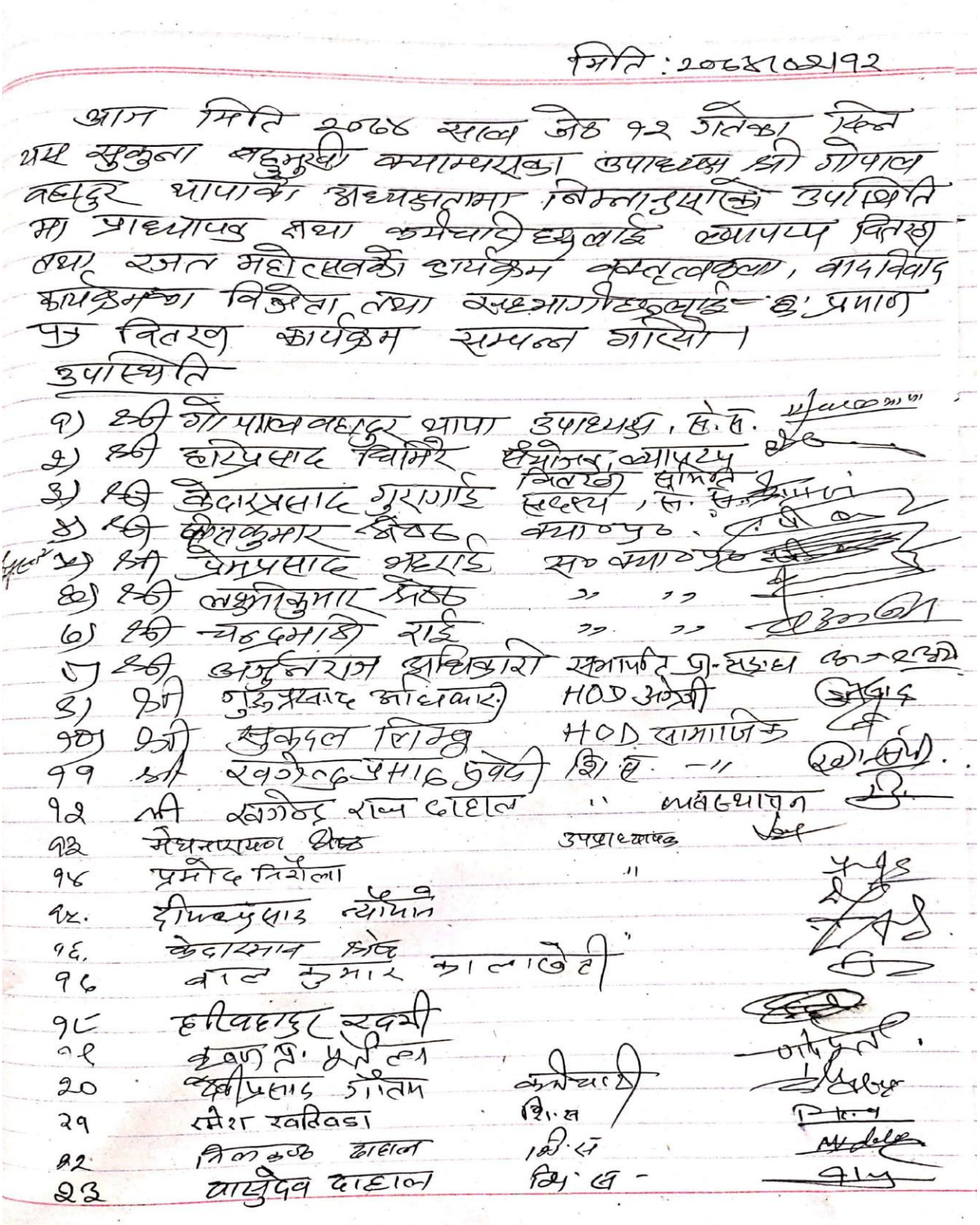
Scanned with CamScanner

अब खाजा खानका लागि बेक खम्पय राखिदिए विद्यार्थीहरुले खाद्ययोग पुग्ने देखिन्छ।

Q2. ~~Ans~~

- यस प्रकार विद्यार्थीहरुबाट प्राप्त सुझावहरुलाई मनन् गरि आउने दिनमा पठन पाठन, पुस्तकालय, सरसफाई आन्तरिक परीक्षा सञ्चालन, अतिरिक्त क्रियाकलाप सञ्चालन अन्त खेलकुद अन्त कोनमा ~~थप~~ सुधार गरी आगे ~~सञ्चेत~~ कार्यक्रम भयो। अर्थशास्त्र विषय निश्चितनै महत्वपूर्ण छ भन्ने यसको अध्ययन गर्ने विद्यार्थीको सङ्ख्या बढ्दै गएको देखिन्छ यसमा सुधार गर्दै गर्दै आगे सञ्चेत ~~छ~~ बाहुल्यमा विषयको ज्ञान भए।

Annex 95: Workshops and Program Attendance



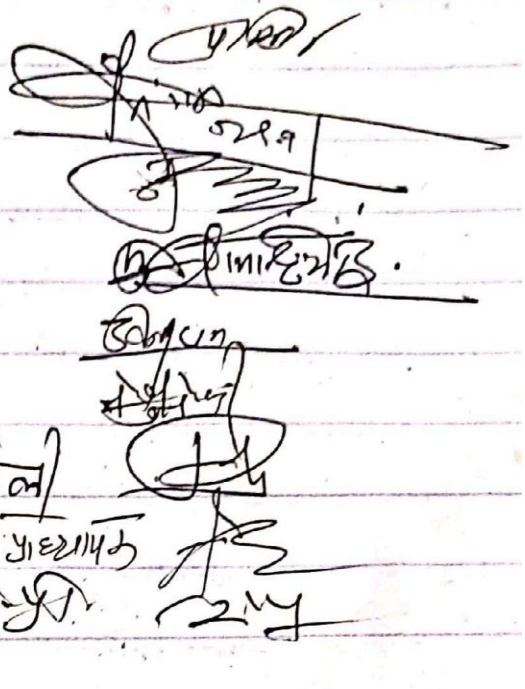
मिति : २०६४।०२।१२

आज मिति २०६४ साल जेठ १२ गते का दिन धस सुकुना बहुमुखी क्याम्पसका उपाध्यक्ष श्री गोपाल बहादुर थापाको अध्यक्षतामा विभागीय प्रमुखको उपस्थिति मा प्राध्यापक तथा कर्मचारी बिचमा आपसी मित्रता तथा रक्त महोत्सवको कार्यक्रम कस्तुरकला, वादविवाद कार्यक्रममा विजेता तथा सहभागीहरुलाई प्रमाण पत्र वितरण कार्यक्रम सम्पन्न गरियो।

उपस्थिति

१) श्री गोपाल बहादुर थापा उपाध्यक्ष, क्ष.प्र.
२) श्री हरिप्रसाद चिमिरे प्रोफेसर, क्याम्पस
३) श्री केदारप्रसाद गुरागाई सदस्य, क्ष.प्र.
४) श्री दीपकुमार बिष्ट क्या.प्र.
५) श्री प्रेमप्रसाद पहाडी स.क्या.प्र.
६) श्री लक्ष्मीकुमार भेष्ठ " "
७) श्री चन्द्रमाकी राई " "
८) श्री अर्जुनराज अधिकारी सम्पादक प्र.सङ्घ कन्सल्ट
९) श्री गुरुप्रसाद आचार्य HOD अंग्रेजी
१०) श्री सुकुदल लिम्बु HOD सामाजिक
११ श्री रवीन्द्रप्रसाद उपाध्याय शि.ह. "
१२ श्री रवीन्द्र राज दाहाल " व्यवस्थापन
१३ मेघनारायण श्रेष्ठ उपप्राध्यापक
१४ प्रमोद तिवारी "
१५. दीपकप्रसाद न्यौपाने
१६. केदारमान श्रेष्ठ
१७ बाल कुमार कालाखेती
१८ हरिबहादुर खड्की
१९ कृष्ण प्र. पौडेल
२० शंकरप्रसाद गौतम कर्मचारी
२१ सुरेश खतिवडा शि.स
२२ शिलकुज दाहाल शि.स
२३ वासुदेव दाहाल शि.स

२४. दीपक गौतम
२५ [illegible] अधिकारी
२६ [illegible] [illegible]
२७. [illegible]
२८. बबिता गिरी
२९. मुस्कान [illegible]
३०. टिकाराम भट्टराई
३१. तेजु [illegible] नेपाली
३२ [illegible]
३३ [illegible]
३४. [illegible]



आज मिति २०७२ साल भदौ ३ गते आइतबारका दिन यस सुकुना बहुमुखी क्याम्पस, सुन्दरहैंचा १२ औं क्याम्पस प्रमुख श्री प्रेमप्रसाद भट्टराईको सभापतित्वमा तयापटप वितरण निम्न महानुभावहरुको उपस्थितिमा सम्पन्न गरियो ।

१. प्रेमप्रसाद भट्टराई - क्या०प्र०
२. लक्ष्मीकुमारी अधिकारी - स०क्या०प्र०
३. चन्द्रमणी राई - स०क्या०प्र०
४. अर्जुनराज अधिकारी - प्र०क्यो०प्र०सह०स्नातापति
५. बलराम पोखरेल - अ०वं० व्यवस्थापन हेर्नुभएको
६. गणेशप्रसाद दाहाल - प्रमुख RMC
७. ध्रुवप्रसाद पैयाल - उप०प्र०
८ गुरुप्रसाद अधिकारी - प्रमुख - अर्थशास्त्र
९. माया देवान - वि० सहायक
१०. नारायण पुo सिग्देल वि०स०
११, लोक प्रकाश भट्टराई कम्प्यूटर अपरेटर
१२. सूर्य अधिकारी - कम्प्यूटर -
१३. अतुल भट्टराई - फोकल पर्सन B.Ed 1st Yr
१४. कान्ता सुवेदी उप० प्रा०
१५. उमा दाहाल वि० सहायक
१६. सीता पण्डाली पुस्तकालय
१७ महेश प्रसाद रेग्मी वि० सहायक
१८ पुष्पराज खनाल
१९ विकास अधिकारी
२० देवीप्रसाद गौतम

सुकुना बहुमुखी क्याम्पस र विश्वविद्यालय अनुदान आयोग नेपाल मार्फत उच्च शिक्षा सुधार परियोजना अन्तर्गत DLI २ अन्तर्गत प्रोत्साहन परियोजना आ.व. ०७१।७२ मा खरिद गरी प्राप्त ल्यापटप वितरण निर्धारण उपसमितिले गरेको सिफारिस अनुसार प्रधानाध्यापक ज्यूको उपस्थितिमा कार्यविधि बमोजिम वितरण गरियो ।

Scanned with CamScanner

2065।06।90

आज मिति २०६५ साल कार्तिक ९० गते शनिवारका दिन स्नातक तहमा वि.वि.ए कार्यक्रम सञ्चालनका लागि त्रिभुवन विश्वविद्यालय व्यवस्थापन सङ्काय डीनको कार्यालय चाट डीन प्राध्यापक डा. डिल्ली राज शर्माको बोली र शुक्लाफाँटा नगरपालिकाका सदस्य बाबाहरु (संसद, संचालक समिति, प्राध्यापक, कर्मचारी, विद्यार्थी तथा विभिन्न उपसमितिका पदाधिकारी र अग्रगार आमन्त्रितहरु) समेतको उपस्थिति मा यस्तो अन्तरक्रियात्मक कार्यक्रममा निम्नानुसारको उपस्थिति रह्यो ।

उपस्थिति

१- श्री देवेन्द्र कुमार मास्के सं.व अध्यक्ष
२ श्री प्रा.डा. डिल्लीराज शर्मा डीन व्यवस्थापन सङ्काय
३ श्री - दिनेशमणि त्रिपाठी स-डीन व्यवस्थापन सङ्काय
४ श्री - प्रा.डा. सदानन्द पाण्डेय डाइरेक्टर स्कूल अफ म्यानेजमेन्ट
५ श्री राजकुमार जोशी माननीय सांसद प्रदेश सभा प्रदेश नं. १
६. श्री लोकप्रसाद सङ्गौला " " " " १
७ श्री प्रेमप्रसाद भट्टराई क्या.प्र. सुकुना मुक्तुषी क्या.
८. श्री रामप्रसाद कार्की पूर्व क्यामपस प्रमुख
९ श्री पीतकुमार श्रेष्ठ निवर्तमान क्यामपस प्रमुख
१०. श्री धनमाया तामाङ उपप्रमुख सुन्दरहैंचा न.पा.
११ श्री राजेन्द्र भट्टराई प्रशासकीय अधिकृत सुन्दरहैंचा न.पा.
१२ श्री नवराज चापागाई अध्यक्ष उद्योग वाणिज्य सङ्घ "
१३ श्री हेक बहादुर थपलिया - क्यामपस प्रमुख तल्लो क्या -

१४ मणिराम दाहाल पत्रकार
१५ शिव भट्टराई पत्रकार
१६. भक्तबीर लिम्बू अध्यक्ष हाङ्दिप दैनिक
१७. सुरेन्द्रबहादुर थापा. सं.प्र. सदाव्त
१८, लोक उजाड मगराती कर्मचारी
१९, कृष्णचन्द्र त्रिवेदी पत्रकार (प्रेस)
२०. प्रिमुक्तामाङ. उप-प्राध्यापक
२१ गोपाल बकाल - यु.वी.पी.
२२ जगदल गुरागाई उपप्राध्यापक
२३ ध्रुवप्रसाद नेपाल "

२४.	लक्ष्मी प्र० गरवाई	उपाध्यायक	
२५	[illegible]	सं. सं. सदस्य	
२६.	मोहन [illegible]	उप [illegible]	
२७.	टि. एन. पंडित		
२८.	केदारे गांगाई		
२९.	माया देवान		
३०	सीता गण्डाटी		
३१	अनिल खतिवडा		
३२.	अतुल महराई	शिक्षण सहायक	
३३	राजेन्द्र वल्लाल (बाप)	बडा अग्रज [illegible]	
३४.	रोशन [illegible]	पत्रकार (रवेंद्र मराठा)	
३५.	इश्वर ओझा	[illegible] (रेखी सारणी)	
३६.	रामकृष्ण खड्का	उ काए. [illegible]	
३७.	मातृका थापा	शिक्षण सहायक	
३८.	दिपक [illegible]	प्र० अ. बाल सदन खोला	
३९.	दिपेन राई	,, ,, स्वस्थिल स्कूल	
४०.	अमृतप्रसाद ढकाल - त्रिभिलपत्र - इन्द्रेश्वर नमूना गणकि		
४१	मिलन बल्लेटा	आन्तरिक्षावयै [illegible]	
४२	[illegible]	स्वावयै [illegible]	
४३.	मोहन कु. कार्की	शिक्षण सहायक	
४४.	दिपक गण्डाटी	,, ,,	
४५.	त्रिलोचन सिरौला	,, ,,	
४६	गणेश मालवे	,,	
४७	[illegible]	वोमदेखा [illegible]	
४८.	[illegible]		
४९.	उमेश थ्रेष्ठ	प्राध्यापक	
५०	[illegible]	,,	
५१	अशोक राई	,,	
५२	[illegible]	प्र० अ. [illegible]	
५३	धनेन्द्र [illegible]	शि. सं. [illegible]	
५४	वासुदेव पाहाल	शि. स. [illegible]	
५५.	भोजराज शिक्षित	,, [illegible]	
५६	[illegible]	,, [illegible]	

Scanned with CamScanner

५६. अमृतप्रसाद आचार्य पूर्वविभागीय प्रमुख नेपाली
५८ बाल कुमार कालखेती वि. सहायक
५९ इन्द्रप्रसाद तिम्सिना उप प्राध्यापक
६० तिलाकान्त खतिवडा शिक्षक
६१. जीवन बस्नेत विद्यार्थी
६२. तिलक प्रसाद ढकाल स.स. सु.क्यामप
६३, विश्वेश्वर ढकाल सञ्चालक पाल्पो
६४. खगेन्द्र राज दाहाल वि. सहायक
६५ सन्तोष लोखण्डे व्यवस्थापन प्रतिनिधि निमाग, डिलेक्स
६६. नरेश जोवोल सु. स. ६
~~६६. सुकदला लिम्बु~~
६६. सुकदला लिम्बु उपप्रा
६८ देवीप्रसाद गौतम कर्मचारी, सु.व.क्या
६९ केशवराज सुवेदी उपप्राध्यापक, सुश्रुषा क्याम्पस
७०. अर्जुन राज अधिकारी सभापति, प्राध्यापक एवम् अन्तरङ्ग
७१, क्षमता वान्त घोमारे
७२. ललित क. श्रेष्ठ विशालचौक
७३. कुमु विरही भकालु टेलिभिजन
७४, विजय तोलाङ्गी ने वि संघ सभापति
७५, नारायण प्रसाद ढुङ्गाना सु. व: क्याम्पस स. सदस्य
७६, हरि प्रसाद घिमिरे " " " धेरथुम २१
७७. कृष्ण क. मयूरवंशी
७८ विदुर खुवेदी सञ्चना बहुमुखी क्याम्पस - कपन
७९. दीपक प्रसाद न्यौपाने "
८०. बलराम पो. करेल "

उल्लिखित व्यक्तिवर्गको अनुपस्थितिमा बी-बी-ए, कार्यक्रम सञ्चालनको लागि सबैले उपयुक्त विचार विमर्श र अभिमत राखी कार्यक्रम सम्पन्न गरियो।

आज मिति २०६५ साल फागुन १६ गते बिहिबारका दिन सुकुना बहुमुखी क्याम्पस सुन्दर हरैंचा मोरङका क्याम्पस सञ्चालक समितिका उपाध्यक्ष 1A गोपालबहादुर थापा को अध्यक्षतामा विश्वविद्यालय अनुदान आयोग नेपाल को अनुगमन टोली र क्याम्पसबीच अन्तर्क्रिया तथा फुलपुल कार्यक्रम सञ्चालन गरियो ।

* मिति : २०६५।११।१६ गते ।
* समय : बिहान ८:०० बजे ।
* स्थान : क्याम्पसको सभा कक्ष ।
* सहभागी : विश्वविद्यालय अनुदान आयोग नेपाल अनुगमन टोली क्याम्पस सञ्चालन समिति, क्याम्पस प्रशासन, प्राध्यापक, कर्मचारीहरु ।
* उपस्थिति :

क.नं.	नाम	पद	दस्तखत
१.	गोपालबहादुर थापा,	उपाध्यक्ष, क्या.सं.स.	
२.	प्रा.डा. प्रमोदकुमार झा,	सदस्य, UGC Board:	
३.	डा. चन्द्रकला घिमिरे,	" " " :	
४.	ममता प्रजापति,	अधिवक्ता, " Nepal :	
५.	शिवप्रसाद ढकाल,	नगरप्रमुख, सुन्दरहरैंचा न.पा.	
६.	शेखर ढकाल,	लेखा अधिकृत, " "	
७.	लक्ष्मीकुमार लिम्बू,	क्याम्पस प्रमुख	
८.	केदारप्रसाद गुरागाईं,	सदस्य, क्या.सं.स. समिति-	
९.	तिलकप्रसाद ढकाल,	" "	
१०.	हरिप्रसाद घिमिरे	" "	
११.	टीकाप्रसाद बडेल	" "	
१२.	सुरेन्द्रबहादुर थापा	" "	
१३.	केशव अधिकारी	" "	
१४.	अम्बरबहादुर घिमिरे	" "	
१५.	प्रेमप्रसाद भट्टराई,	निवर्तमान क्याम्पसप्रमुख-	
१६	धनराज चापागाईं	सदस्य, सं.स.	
१६	रमेश खड्का	" "	
१८	गणेशराज मास्के	" "	

क्रमशः - - - -

Scanned with

क्र.सं.	नाम	पद	हस्ताक्षर
१९.	चन्द्रमणि रेग्मी	सहायक व्यवस्थापन प्रमुख	
२०	केशवराज भट्टराई	"	
२१	अर्जुनराज अधिकारी	"	
२२	बलराम पोखरेल	का.वा. अध्यक्ष प्राध्यापक एवम् -	
२३	इन्द्रप्रसाद लिम्बिता	कार्यक्रम संयोजक विद्वान	
२४.	कृष्णप्रसाद आचार्य	निर्देशक वि.वि.ए कार्यक्रम	
२५	नेपनारायण श्रेष्ठ	विभागीय प्रमुख, नेपाली शिक्षा विभाग	
२६.	सुकदल लिम्बु	" " सामाजिक शिक्षा विभाग	
२६	हरिबहादुर खत्री	उ.प्र. स्वास्थ्य शिक्षा	
२८.	अतुल भट्टराई	फोकल पर्सन, बी.ए(सोईसीपीई)	
२९	उमानाथ भट्टराई	नेपाली विभाग	
३०	खगेन्द्रप्रसाद सुवेदी	सामाजिक विभाग सदस्य	
३१	जनार्दन गुरागाईं	विभागीय प्रमुख स्वास्थ्य तथा जनसंख्या	
३२.	कान्ता सुवेदी	उप-प्राध्यापक	
३३.	धनेन्द्र कुमारी भण्डारी	शिक्षण सहायक	
३४.	उमादेवी गुरागाईं	उप-प्राध्यापक	
३५	विकास अधिकारी	कर्मचारी	
३६	युवराज सुवेदी	कर्मचारी	
३७	देवीप्रसाद गौतम	ता.पु.	
३८	दीपक प्रसाद न्यौपाने	प्राध्यापक	
३९	लक्ष्मीप्रसाद गुरागाईं	"	
४०	सुर्यप्रसाद अधिकारी		
४१	पुष्पराज घिमिरे		
४२	राजेन्द्र काकी		
४३	विदुर सुवेदी	उपप्राध्यापक	
४४	नरेन्द्र खनाल	उपप्राध्यापक	
४५	अशोक बस्नेत	शिक्षण सहायक	
४६.	गुरुप्रसाद अधिकारी	विभागीय प्रमुख भूगोल	
४७.	बाल कुमार कालाखेती	शिक्षण सहायक	
४८.	देवराज गिरी	पुस्तकालय प्रमुख	
४९	पदीप पोखरेल	लेखा सहायक	

२०	रमेश खतिवडा	शि.स	
२१	तुलसी राम पँडयाल	"	
२२	खगेन्द्र बाबु पाहाल	"	
२३	दीपक गौतम	"	
२४	[illegible]		
२५	नारायणप्रसाद चुडाल	सहय, सँ.स	
२६	बालकृष्ण गौतम	"	
२७			
२८			
२९			
३०			
३१			
३२			
३३			
३४			
३५			

प्रस्तुत कार्यक्रममा क्यामपसको तर्फबाट उपप्राध्यापक श्री नरप्रसाद भण्डारीले क्यामपसको प्रगति, क्यामपसको झलक, QAA process, QAA पछिको अवस्था, भौतिक, शैक्षिक र आर्थिक अवस्था तथा भविष्यिका सम्बन्धमा Slide show प्रस्तुत गरी सक्नु भयो।

यस क्रममा विश्वविद्यालय अनुदान आयोग नेपालको बोर्ड सदस्य तथा भ्रमण दलका संयोजक डा. चन्द्रकला पोखरेलले क्यामपसले अनुसन्धान, शैक्षिकविकास, कार्यक्रमका अभिवृद्धि, एम.फिल/पिएच डी, अनुभव आदानप्रदान, विद्यार्थी अनुभव आदानप्रदान, QAAको महत्त्व, पूर्वाधार विकासका क्षेत्रमा क्यामपस व्यवस्थापले ध्यान दिनुपर्ने सुझाव प्रस्तुत गरी सक्नु भयो।

त्यसैगरी सुदूरहरैंचा नगरपालिका मोरङका नगरप्रमुख श्री शिवप्रसाद ढकालले यस क्यामपसले प्राविधिक शिक्षाका कार्यक्रमहरू सञ्चालन गर्नु पर्ने, क्यामपसले सञ्चालन गर्ने कार्यक्रममा

क्रमश- - - -

नगरपालिकाले सहयोग गर्ने, व्यायामशालाको शैक्षिक झगडा अभिवृद्धि र प्रतिस्पर्धात्मक झगडा वृद्धि गर्न नगरपालिकाले प्रोत्साहन गर्ने धारणा व्यक्त गरे भएको थियो।

मन्तव्यको क्रममा विश्वविद्यालय अनुदान आयोगका Board Member तथा भ्रमण दलका सदस्य प्रा.डा. प्रमोदकुमार झाले व्यायामशालाको प्रगति, e-Library, सम्बद्ध पुस्तकालय, प्राध्यापकहरुको हाजिरी विधि, प्राध्यापक कर्मचारीको झगडा झगडाई, गुणस्तर अभिवृद्धि, प्रतिस्पर्धा झगडामा अभिवृद्धि, पि.एच.डी. तथा एम फिल सिद्धान्तहरुको संख्या वृद्धि गर्नुपर्ने महत्वपूर्ण सुझावहरु प्रस्तुत गरे भएको थियो।

कार्यक्रमका अतिथिहरुलाई व्यायामशालाको तर्फबाट व्यायामशाला प्रमुख श्री लक्ष्मीकुमार श्रेष्ठ र व्यायामशाला सञ्चालक समितिका उपाध्यक्ष तथा कार्यक्रमका सभापति श्री गोपालबहादुर थापाले मायाको चिनो प्रदान गर्ने कार्यक्रम सञ्चालन गरियो।

कार्यक्रमको अन्तमा आभार मन्तव्य प्रस्तुत गर्दै सभापति श्री गोपालबहादुर थापाले कार्यक्रमको समापन गरिदिनु भयो।

स्वागत तथा बधाइ ज्ञापन कार्यक्रम २०६४

आज मिति २०६४/१०/०३ गते सोमबारका दिन यस सुकुना बहुमुखी क्याम्पस पुनरहैंचा मोरङका क्याम्पस सञ्चालक समितिका उपाध्यक्ष श्री गोपाल बहादुर थापाज्यू अध्यक्षतामा प्रतिनिधि सभा र प्रदेश सभामा नवनिर्वाचित माननीय सांसदहरुलाई स्वागत तथा बधाइ कार्यक्रम सञ्चालन गरियो । उक्त कार्यक्रममा निम्न अनुसार रहेका छन् ।

उपस्थिति

१. गोपाल बहादुर थापा - सञ्चालक समिति उपाध्यक्ष -
२. भानुभक्त ढकाल - प्रतिनिधि सभा सांसद -
३. राजकुमार श्रेष्ठ - प्रदेश सभा सांसद -
४. प्रेमप्रसाद अर्याल - क्याम्पस प्रमुख -
५. पीतकुमार श्रेष्ठ - निवर्तमान क्याम्पस प्रमुख -
६. धना तामाङ - उपमेयर पुनरहैंचा न.पा.
७. हरिप्रसाद पौडेल - सञ्चालक समिति सदस्य
८. केदारप्रसाद गुरागाईं - " " "
९. रोशन ढकाल - " " " त्याङ्गा क्याम्पस -
१०. सुरेन्द्र बहादुर थापा - " " " -
११. केशव अधिकारी - " " " -
१२. हेमचन्द्र पौडेल - " " " -
१३. टीकप्रसाद कँडेल - " " " -
१४. नारायणप्रसाद चुडाल - " " " -
१५. लक्ष्मीकुमार श्रेष्ठ - " " " सहायक क्या.प्र.
१६. अर्जुनराज अधिकारी - " " प्राध्यापक संघ क्याम्पस
१७. सन्तोष लिम्बू - विद्यार्थी संगठन -
१८. तिलप्रसाद ढकाल - सञ्चालक समिति सदस्य
१९. पूर्ण प्रसाद ढकाल - लेखा समिति संयोजक -
२०. चन्द्रमणि रेग्मी - सहायक क्या. प्रमुख
२१. केशवराज अर्याल - संयोजक, स्नातकोत्तर तह
२२. बलराम पोखरेल " व्यवस्थापन तह
२३. गणेशप्रसाद ढकाल - RMC प्रमुख
२४ उमानाथ भट्ट उप-प्र.

२५	ध्रुवप्रसाद नेपाल	उप. प्रा. सु. वं. क्या.	
२६	गुरुप्रसाद अधिकारी - विभागीय प्रमुख, अंग्रेजी		
२७	अतुल भट्टराई - कार्यक्रम संयोजक, IOE		
२८	सत्येन्द्र प्रसाद पुडेली	शिक्षण सहायक	
२९	बहादुर प्र० थकाली	उप-प्रा०	
३०	गुणराज नेपाल	उप-प्रा०	
३१	केशवराज भट्टराई	"	
३२	सुकदल लिम्बू	"	
३३	जनार्दन उपाध्याय	"	
३४	दिपक मण्डाडी	"	
३५	सिताराम खतीवडा	"	
३६	मकु बाहुल	"	
३७	मैथिली प्रसाद शर्मा	शिक्षण सहायक	
३८	प्रेम तामाङ	उप-प्राध्यापक	
३९	कान्ता सुवेदी	उप-प्राध्यापक	
४०	विदुरमणि	उपप्राध्यापक	
४१	बालकृष्ण गौतम	शिक्षण सहायक	
४२	लक्ष्मी प्र० गजमाई	उपप्राध्यापक	
४३	नरेन्द्र कु० राई	"	
४४	प्रथम पोद्देल	शिक्षण सहायक	
४५	केदारमान श्रेष्ठ	उपप्राध्यापक	
४६	शिवप्रसाद न्यौपाने	शि. ए.	
४७	माया देवान	" "	
४८	बालकृष्ण खड्का	"	
४९	उमा ढुंगेल	"	
५०	बलराम पोद्देल	उपप्राध्यापक	
५१	अवधेश खत्री	अ.नं.प्रा.वि.	
५२	[illegible]	सामान्य विद्यार्थी	
५३	रविन कोइराला		
५४	जिवन चौधरी		
५५	सुजन पोद्देल	विद्यार्थी	
५६	नरप्रसाद भण्डारी	उप.प्रा.	

२६, युवराज सुवदी कोचाटे
२८, लौज प्रकाश मल्ल ।।
२९ फ्रिल्प तामाङ
६०. टिका प्रसाद दाहाल
६१ सुमन श्रेष्ठ
६२. मिलन थिमिरे
६३ देवीप्रसाद गौतम

यस कार्यक्रमका सञ्चालक समितिका सदस्य श्री हरिप्रसाद पिंडि ले स्वागत मन्तव्य राख्नु भएको र व्यायामपूर्वप श्री प्रेमप्रसाद गुरुङले यस कार्यक्रमको औचित्य प्रस्तुत गर्नु भएको थियो। त्यसैगरी स्व.वि.यु. क्लापति श्री सन्तोष लिम्बूले नवनिर्वाचित सांसदहरुलाई स्वागत गर्नु भएको थियो। यसैगरी प्राध्यापक संघ एकाइ समितिका अध्यक्ष श्री अर्जुनराज अधिकारी, उपसेवा धना तामाङ, सञ्चालक समितिका सदस्य केदारप्रसाद गुरुङ, निवर्तमान व्यायामपूर्वप श्री पीतकुमार शिरुले नवनिर्वाचित सांसदहरुलाई बधाई ज्ञापन गर्दै व्यायामको आवश्यकताहरु र व्यायामका अपेक्षाहरु प्रस्तुत गर्नु भएको थियो। उक्त कार्यक्रमा प्रदेशसभाका सांसद श्री राजकुमार झोडा र प्रतिनिधि सभाका सांसद श्री नागमणि दंगालले आफ्ना प्रतिबद्धताहरु जोड्नु भयो एवं लाई धन्यवाद ज्ञापन गर्नु भएको थियो। अन्तमा कार्यक्रमका क्लापति तथा सञ्चालक समितिका उपाध्यक्ष श्री गोपालबहादुर थापाले नवनिर्वाचित सांसदद्वय लगायत सबैलाई बधाई ज्ञापन गर्दै व्यायामका अपेक्षा र आवश्यकता स्वागरण सांसदद्वयलाई अनुरोध गर्दै कार्यक्रमको समापन गर्नु भएको थियो।

आज मिति २०६४ साल चैत २१ गते बुधवारका सुकुना बहुमुखी क्याम्पसमा अध्ययनरत विद्यार्थीहरु बीचमा "नेपाली महिला सेन्सरशीपहरुको पहिलो सर्वेक्षण आरोहण - २०१८" को शुभकामना तथा सूचनामूलक कार्यक्रममा उपस्थित महानुभावहरुको विवरण तपसिलमा उल्लेख गरिएको छ।

उपस्थिति विवरण

१. श्री प्रेमप्रसाद भट्टराई, क्याम्पस प्रमुख, बु.व.क्या. [illegible]
२. श्री लक्ष्मीकुमा श्रेष्ठ, ई. "
३. श्री चन्द्रमणी राई, ई. "
४. श्री प्रेमबहादुर तामाङ, प्रमुख, गणित विभाग
५. श्री बलराम पोखरेल फी.सं. व्यवस्थापन एडमिन
६. श्री नरप्रसाद भण्डारी उप-प्रा.
७ श्री हरिबहादुर खत्री, प्रमुख, स्वास्थ्य विज्ञा
८ श्री ध्रुवप्रसाद नेपाल उप-प्रा.
९ श्री उमेश उप्रेती, सि.इं
१० श्री दीपक भण्डारी, "
११ श्री प्रथम पोखरेल, " 9841511911
१२. श्री रोशा बस्नेत, सहजकर्ता
१३ श्री शान्ती लिम्बु, "
१४ श्री धर्मेन्द्र के.सी. "
१५ श्री मिलन बस्नेत
१६ श्री सन्तोष लिम्बु, सभापति, स्व.वि.यू.

विद्यार्थीहरुको उपस्थिति

क्र.सं.	नाम	सम्पर्क नं.
१७	आरती गुप्ता	9842379933L
१८.	प्रकाश गुरागाई	9818149396
१५.	संगिता खत्री	8[illegible]9607902703
२०.	नबिना श्रेष्ठ	9842195896
२१.	मनिषा कार्की	9805352582
२२.	सिर्जना गिरी	
२३	ऐश्वा कार्की	
२४.	देवी बुढाथोकी	
२५.	देवी बि.क	

२६.	सुजित राई	9210468062
२७.	सोनी शाह	9814049789
२८	रक्षा तिम्सिना	9807335081.
२९	तारा कार्की	9862958829
३०,	कृतिका खड्का	9827332387
३१,	दिपा बस्नेत	9810421513
३२	नेत्र.प्र. आचेरात	9844692839
३३.	[illegible]	—
३४.	जीवन कार्की	9818454292
३५	सविना राई	9810521428
३६	पनमाया लिम्बु	9816858970
३७	पुजा भट्टराई	9800601457
३८	पुस्पा सुवेदी	9814311436
३९	रेखा कार्की	9807324174
४०	सुनिता भुर्त्याल	9862[illegible]1404
४१	चन्द्रा पाहाल	9842288923
४२	अस्मिता पाहाल	9817979040
४३.	यशोदा सुवेदी	9811361792
४४.	आनन्द बुढथोकी	9825310303
४५.	विवश रिमाल	9812360596
४६.	संजय [illegible]ः	9819095486
४७	[illegible] विष्ट	
४८	[illegible] इबेला	9810469840
४९	मिलन खड्का	9824332743
५०	रमेश विमाल	9810541711
५१	गोपाल बस्नेत	9807038424
५२	हेम कुमार लिम्बु	9810550872
५३	अजय राजधामी	9816328876
५४	प्रदिप [illegible]	98+90190804
५५	सुजन गिरी	98 —
५६	[illegible] खत्री	
५७	नविन खत्री	9811014246
५८	विकेश [illegible]	98[illegible]23[illegible]
५९	[illegible] [illegible]	

Scanned with CamScanner

५४	कुमार कण्डारी	
५५	अशोक वास्तोला	
५६	कृष्ण बिष्टवाल	
५७	विक्रम सिंह	
५८	विनोद तिवारी	
५९	उमा बहुगुणा	
६०	सोमवारी तिवारी	
६१	पंकज नैथानी	

Program

विश्वविद्यालय अनुदान आयोग

पत्र संख्या:
च. नं.: ६०९

मितिः २०७६/०९/१०

विषयः **क्याम्पसको सभाकक्ष उपलब्ध गराइदिने सम्बन्धमा ।**

श्रीमान् क्याम्पस प्रमुखज्यू, सुकुना बहुमुखी क्याम्पस, मोरङ्ग ।

उपरोक्त बिषयमा विश्वविद्यालय अनुदान आयोग, गुणस्तर सुनिश्चितता तथा प्रत्यायन महाशाखाको आयोजनामा उच्च शिक्षाको गुणस्तर सुनिश्चितता तथा प्रत्यायनका लागि अवलम्वन गर्नुपर्ने कार्यपद्धति र स्वअध्ययन प्रतिवेदन तयारी सम्बन्धमा प्रदेश नम्बर १ स्तरीय तीन दिने कार्याशाला (गोष्ठि) मिति २०७६/०९/१७ देखि १९ गतेसम्म श्री सुकुना वहुमुखी क्याम्पस, मोरङ्गको सभाकक्षमा सञ्चालन गर्न लागिएको जानकारी अनुरोध गर्दै उक्त कार्यक्रममा लागि क्याम्पसको सभाकक्ष उपलब्ध गराई सहयोग गरिदिनुहुन हार्दिक अनुरोध गर्दछु । साथै, कार्यक्रमको विस्तृत कार्यतालिका यसै पत्रसाथ संलग्न रहेको पनि अवगत गराउँदै कार्यक्रमको व्यवस्थापनमा पनि आवश्यक सहयोगका लागि हार्दिक अनुरोध छ ।

डा. ऋषिकेश पाण्डे
निर्देशक, QAA Division

WELCOME TO QAA FACILITATION WORKSHOP (Province – 1)

ORGANIZED JOINTLY BY

QAA DIVISION UGC NEPAL	**SUKUNA MULTIPLE CAMPUS, MORANG**

17-19 Paush, 2076

2219

यसै अनुसारको पत्र बुझिलियौं ।

१. महेन्द्र ब. क्याम्पस, धरान - दीपक पुरुलाई
२. " मोरङ क्याम्पस - भद्रा केवी
३. वैकुण्ठ ब. " निलम खर्चित
४. धनकुटा ब. क्याम्पस
५. लहान- क्याम्पस
६) PU, IPCAR, गोदावरी
७) बराह ब. क्याम्पस
८. उर्लाबारी ब. क्याम्पस
९ पश्चिम बहुमुखी क्याम्पस
१०. सीतामढी, ९० शैया.
११. नविन नाम्पिङ
१२ सुर्खेत बहुमुखी क्याम्पस

विरेन्द्र कुमार लिम्बु
निर्माण अधिकारी
नवराज कार्की
कृष्ण बहादुर विश्वकर्मा
धर्मराज पोखरेल
देवराज हुमागाई
पुरुषोत्तम
सुन्दर दाहाई

१३ पाथीभरा ब. क्याम्पस
१४ न्याउलाकुडु क्याम्पस तेह्रथुम
१५) केनकाई ब. क्याम्पस, फुक्कुम बहु गौतम
१६ पाँचथर ब क्याम्पस
१८ PUSET - BRT
१८ सेक्वुवासभा ब. क्याम्पस
(१९) त्रि.वि.चि.शा.अ. विराटनगर नार्दुङ क्याम्पस

शान्तदेव नेपाल
दक्षिण खोला
रुपनारायण लावती
Ram Narayan Bista
सुन्दर कुमार शेख
सविता पुडेली

२०. लेदो. क्याम्पस मोरङ.
२१. जोरपाटे बहुमुखी क्याम्पस,
२२ आस्था कलेज अफ मैनेजमेन्ट
२३. PU campus BRT.
२४. Bhojpur M. campus.
२५. सोलुखुम्बु बहुमुखी क्याम्पस
२६. Kanchanjangha क्याम्पस, विराटनगर
२७ ११ सुकुम्बा ब० क्याम्पस

रामप्रसाद पराल
भीम विजय बोलोला
राजेन्द्र अधिकारी
Ram Kumar Dhungel
Bishnu Ki Mainali
उद्धवकुमार शर्मा
अर्जुन पराल
गोविन्द पराल

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY
सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS
सुन्दरहरैंचा नगरपालिका, मोरङ, प्रदेश नं. १, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, PROVINCE NO.-1, NEPAL
स्था: २०४८ (ESTD. 1992)
QAA Certified by UGC, Nepal

पत्र सङ्ख्या: २०६९/०७६
चलानी नम्बर: ६८६

मिति : २०७६/०९/१९

विषय : रमाना पत्र ।

श्रीमान् क्याम्पस प्रमुखज्यू,

.....क्याम्पस

..... ।

उपर्युक्त सम्बन्धमा विश्वविद्यालय अनुदान आयोग र श्री सुकुना बहुमुखी क्याम्पसको संयुक्त आयोजनामा यस क्याम्पसमा सञ्चालित **"गुणस्तर सुनिश्चिता तथा प्रत्यायनका लागि प्रदेश नं. १ स्तरीय स्वअध्ययन प्रतिवेदन (SSR) तयार गर्नेसम्बन्धी ३ दिने कार्यशाला"** मा ताहाँको क्याम्पसबाट मिति २०७६/०९/१७ देखि २०७६/०९/१९ सम्म निम्नानुसारका पदाधिकारीहरू समकक्षी सिकाइ प्रक्रियामा सफलतापूर्वक सहभागी हुनुभएकोमा हार्दिक धन्यवाद व्यक्त गर्दै यो रमाना पत्र दिइएको छ ।

सहभागीको नाम

१.
२.
३.
४.

२०७६।०९।१९

चन्द्रमणि राई
क्याम्पस प्रमुख

क्याम्पस प्रमुख

(2)

जनता आदर्श बहुमुखी व्यायाम,
पु.दि; बिराटनगर

रमेशबाबु अर्पले.

(9)

विश्वविद्यालय अनुदान आयोग
गुणस्तर सुनिश्चितता तथा प्रत्यायन महाशाखा
सानोठिमी, भक्तपुर

आज मिति २०७६ साल पौष १९ गते विश्वविद्यालय अनुदान आयोग, गुणस्तर सुनिश्चितता तथा प्रत्यायन महाशाखाको आयोजनामा प्रदेश १ का बअध्ययन प्रतिवेदन तयारी गर्दै गरेका क्याम्पसहरुका लागि आयोजित गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रणाली र स्वअध्ययन प्रतिवेदन तयारी सम्बन्धी तीन दिने कार्यशाला गोष्ठि सुकुना बहुमुखि क्याम्पसको सभाकक्षमा निम्नानुसारको उपस्थितीमा सम्पन्न गरियो ।

उपस्थिती

क.सं.	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
1.	Khagendra Rai	Bhojpur M. Campus	khagen.dilungx@gmail.com	9841800849	
2.	Indra dev Rai	,, ,,	raiindradev3@gmail.com	9842519615	
3.	Arjun Kumar Baral	Post Graduate Campus	arjunbrl@yahoo.com	9852031965	Arjun
4.	Mohan pd. Upadhyaya.	MM Campus-Dharan	mohanregmi5@gmail.com.	9842025020	
5	,, Kr. Subedi	MMAM Campus, Bkt	emonsubedi@yahoo.com	9852036482	
6	Dr. Rohit Kumar Shrestha	Bhojpur M. Campus	rohitshresthag2@gmail.com	9841192096	
7	Lagan Rai	Post Graduate Campus	laganrai@gmail.com	9841743050	
8	Mahesh Khatri	,, ,,	Maheshkha72@gmail.com	9842092671	
9	Ram Kumar Dhungel.	,, ,,	ramkumardhungel0@gmail.com	9842634221	

क्र.सं.	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
10	Nilam. Kharel	Terhathum M. Campus	kharelnilam38@gmail.com	9841465939	
11.	Bishal Karki	—,, —	bishal.karkee7@gmail.com	9852050877	
12.	Bishnu P. Pathak	—,, —		9842646784	
13	Tek Raj Trital	Sankhuwa-Sava Multiple Campus	smc2037chainpur@gmail.com	9852055113	
14.	Kamal Baladur Karki	Sankhuwasava campus, Chainpur.	Kamalkarki412@gmail.com	9841576939	
15	Sundar Kumar Shrestha	Sankhuwasava Multiple Campus, Chainpur	smc2037chainpur@gmail.com	9842052496	
16	Dinesh Subedi	Mpanglung Campus Mpanglung Terhathum	subedeedinesh@gmail.com	9842079052	
17	Khumraj Niraula	,, ,,	niraula.khom@gmail.com	9542079889	
18	Dadhi Ram Neupane	,, ,,	neupane.dadiram@gmail.com	9852060629	
19	Rudra Gautam	Kanakai multiple Campus, Surunga, Jhapa	Kanakai.campus07@gmail.com Sukigautam@gmail.com	9862639817	
20	Yonden Sunuwar	,, ,,	yondensunuwar@yahoo.com	9844662893	
21	Lila Kumari Aryal	Sunsari Multiple Campus	123lilaaryal@gmail.com	9842462964	
22	Umesh Prasad Yadav	,, ,,	Yadavumeshsmc@gmail.com	9842077189	
23	Anu Bhattarai	,, ,,		9842462677	
24	Jai Kumar Mahato	M.M.A.M Campus Biratnagar	jaiaspire@gmail.com	9842027072	

क्र.स.	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
25	prof. Mahendra Narayan Yadav	M.M.A.M Campus BRT	yadavmn@57gmail.com	9842028420	
26	Man Sing Rai	Pathibhara M Campus	nachhiringmansingh@gmail.com	9844631787	
27	Shanti Ram Nepal	~~snepal402@gmail.com~~	snepal402@gmail.com	9844652822	
28	Mohan Kumar Rai	Pathivara M Campus Taplejung	Mohan Rai 1250@gmail.com	9842660493	
29	Uddab Kumar Sharma	Solukhumbu M. Campus	UddabKSharma@gmail.com	9851010556	
30	Niranjan Katel	" "	niranjankatel@gmail.com	9841635337	
31	puspa Lal Bastola	" "	Puspalalbastola42@yahoo.com.	9842848775	
32	Bhim Bijaya Bastola	Gaurabola Campus	Gaurabola, bbbbastola33@gmail.com	9852676845	
33	Bishnu K. Mijar	Bhajpur M. campus	bkbayalkoti@gmail.com	9852054372	
34	Dinesh Kumar Mehta	Sunsari Multiple Campus	505dineshkumar@gmail.com	9842341505	
35	Indira Prasain	M.M.A.M. Campus BRT	indiraprasain1@gmail.com.	9842091748	
36	Ambika Prasad Poudel	Dhankuta M Campus	poudelap@gmail.com	9842061601	
37	Nirmal Raj Nirola	Bhanugufa M. Campus	nirmalru@gmail.com	9841481830	
38	Chet Nath Paudel	Pathari M. Campus	chej974@gmail.com	9852028676	
39	Birendra Kumar Limbu	Letang Campus	birendralimbu238@gmail.com	9862062390	

क्र.स	नाम	संलग्न उच्च शिक्षक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
40	Ram Prasad Baral	Letang Campus		9862224465	
41	Prem Upadhyaya	Urlabari M.C Urlabari		9842136754	
42	Bed Raj Bhattarai	"	bhattaraibedhraj4@gmail.com	9852042700	
43	Rudra Dhimal	"	rudra.bel@gmail.com	9841819507	
44	Ganesh pd. Dahal	Sukuna M. Campus	gpddahal@yahoo.com gpddahal222@gmail.com	9852071535	
45	Surya Adhikari	Sukuna M. Campus	sukunaexam@gmail.com	9852054481	
46	Deepika Khadgi	TUIOM Biratnagar Nursing Campus, BRT	deepkhadgi@gmail.com	9842045652	
47	Saraswati Basnet	TUIOM, Biratnagar Nrs Campus	basnetsaru64@gmail.com	9842060466	
48	Dr. Binita K. Paudel	PUCMAS, Gothgaun	binitapg@gmail.com	9851129580	
49	Sabitra Subedi	[illegible]	sabitrasubedi34@gmail.com	9842021865	
50	Manuka Bhandari	TU, BH, Nursing Biratnagar	manukanem@gmail.com	9862037809	
51	Suvakshya Silwal	TU, " "	suvusilwal@gmail.com	9842354348	
52	Nabaraj Karki	Baruun M. Campus	karkinabaraj25@gmail.com	9841840188	
53	Keshab Dhungel	Sita-Ramesh M.C	keshabdhungel4@gmail.com	9741677622	
54	Shekhar Dhungana	" "	sitarames2067@gmail.com	9852682091	

8

नाम	संलग्न उच्च शिक्षक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
Omesh Kumar Khadka	pathari M. Campus	omeshkhadka308@gmail.com	9842135210	
Bala Ram Pokharel	Sukuna M. Campus Morang	pokharelbalaram2027@gmail.com	9842091238	
Shankar Dewan	Pathari M. Campus	dewanms4@gmail.com	9842137992	
Dharma Raj Bhora	"	drbithedude4@gmail.com	9852042064	
Dhan Kumar Subba	"	dksubal@gmail.com	9852044906	
Yagya Raj Kattel	Centre of Applied Development, PU	yrkattel@gmail.com	9842182083	
Ramesh Babu Kafle	Janta Adarsha M. Com. Mv. PU, Biratnagar	rbkafle@gmail.com	9842059657	
Nabin Lamichhane	PU College of Med & Allied Sciences	lamichhanenabin@gmail.com	9852024692	
[illegible] K. Neupane	Practitioner		9852025964	
Nirmal Adhikaori	PU, GPCAR, Gomgaun	adhnml90@gmail.com	9841067529	
Sangita Bishwas	"		9862008310	
Biplov Oli	GPCAR, PU	sharmabipoli@gmail.com	9845329949	
Jiwan Thapa	purbanchal university school of Engineering & Technology	phyjiwan@gmail.com	9842251054	
Sagar Kafle	purwanchal campus. IOE, TU, Dharan	sagarkafle@ioepc.edu.np	9868833377	
Om P. Dhakal	"	ompdahal@ioepc.edu.np	9852095805	

नाम	संलग्न उच्च शिक्षक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
Kaji Ram Karki	IOE, Purwanchal Campus, Dharan	kajiramkarki@ioe.edu.np	9851133564	
Tanuja Nath Jha	"	tnjha@wlink.edu.np	9843777101	
Ram Narayan Bicha	PUSET-BRT	Ramnarayan bichha@yahoo.com	9842032368	
Prashant Kumar Yadav	" "		9842144820	
Mani Kumar Limbu	Kakarvitta Multiple Campus	Manichongbang@gmail.com	9852688412	
Ramesh Nirola	Kakarvitta M. Campus	Rameshnirola@gmail.com	9844695408	
Keshav Pd Acharya	Sukuna Multiple Campus	acharyakp.kpa@gmail.com	9852055058	
Megh Narayan Shrestha	Sukuna M. Campus	meghnarayanshrestha@gmail.com	9842027389	
Janardan Gurajain	" "	jgurajain69@gmail.com	9852059551	
Gopal Nirola	Panchthar Campus	gnirola833@gmail.com	9842772548	
Khemnath Khaliwada	" "	khemkhaliwad@yahoo.com	9848692232	
Durga Pd. Baral	" "	durgabaral79@gmail.com	9852681377	
Laxmi Pd Dhungana	" "	laxmidhungana095@gmail.com	9844690995	
Rishinarayan Lawali	" "		9844667322	
Makim Bhattarai	purbanchal university school of Health Science	basisthan@yahoo.com	9852049515	

(5)

नाम	संस्थान उच्च /नौकरी संस्था	ईमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
Nitya Pd Khanbari	Suksma M. Campus	np khanbari@yahoo.com	9742572605	
Laxmi Mani Rai	Suksma M. Campus	suksmac@yahoo.com	9852044617	

(८)

विश्वविद्यालय अनुदान आयोग
गुणस्तर सुनिश्चितता तथा प्रत्यायन महाशाखा
सानोठिमी, भक्तपुर

[illegible] २०७८ साल पौष १८ गते विश्वविद्यालय अनुदान आयोग, गुणस्तर सुनिश्चितता तथा प्रत्यायन महाशाखाको आयोजनामा प्रदेश १ का [illegible] प्रतिवेदन तयारी गर्दै गरेका क्याम्पसहरुका लागि आयोजित गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रणाली र स्वअध्ययन प्रतिवेदन तयारी सम्बन्धी तीन दिने कार्यशाला गोष्ठि सुकुना बहुमुखि क्याम्पसको सभाकक्षमा निम्नानुसारको उपस्थितीमा सम्पन्न गरियो ।

उपस्थिती

नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
[illegible] Toital	Sankhuwa - Sava Multiple campus	smc2037chairpur@gmail.com	9852055113	
Bhim Bijaya Basnet	Gauradaha Multiple Campus	bbbbasnet123@gmail.com	9852768455	
Hinda Bdr. Dahal	"	gauradahacampus023@gmail.com	9853675688	
Deepak poudel	"	deepakpoudel204@gmail.com	9842620240	
[illegible]	Purwanchal Campus	[illegible]	[illegible]	
Tanka Nath [illegible]	purwanchal campus	tnpha@ioepc.edu.np	9843777101	
Kajiram Karki	Purwanchal Campus	kajiramkarki@ioe.edu.np	9851133564	
Sagar Kafle	"	Sagarkafle@ioepc.edu.np	9868833377	
[illegible] Prakash Dhakal	"	Omprakash@ioepc.edu.np	9852045805	

क स	नाम	संलग्न उच्च शिक्षक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
	पुष्प बास्तोला	सोलुखुम्बु बहुमाप्रस	puspabestola42@yahoo.com	9842848775	
	निरंजन कटेल	,, ,,	niranjankatel@gmail.com	9841635337	
	अशोकुमार शर्मा	,, ,,	,,	9851070556	
	प्रेमबहादुर तामाङ	सुकुना क्याम्पस	Prem_tamang58@yahoo.com	9842145666	
	मोहन कुमार राई	पाथीभरा बहुमाप्रस ताप्लेजुङ	Mohan Rai १८३ @ gmail.com	9801860493	
	[illegible] Thapa	Purbanchal university School of Engineering & Technology, Brt	phyjiwan@gmail.com	9842251054	
	[illegible]mod Kumar Yadav	Purbanchal University school of engineering and Technology, Brt.	prkumaryadav82@gmail.com	9842144820	
	[illegible]ndar Kumar Shrestha	Sankhuwa-Sava M. Campus, Chainpur	SMC2037-chainpur@gmail.com	9642052496	
	[illegible]mal Bahadur Karki	,,	Kamalkarki1412@gmail.com	9841576939	
	Yonden Sunuwar	Kankai Multiple Campus, Surunga, Jhapa	yondensunuwar@yahoo.com	9844662893	
	Rudra Gautam	,, ,,	Kankai.campus47@gmail.com Rudrigautam@gmail.com	9862639667	
	[illegible]ash Prasad Uprety	,, ,,	bikashupreety416@gmail.com	9842756416	
	[illegible]n Singh Rai	Pallivara M. Campus, Taplejung	nachhiringmansingh@gmail.com	9841654787	
	[illegible]nti Ram Nepal	—,,—	snepal402@gmail.com	9844652822	

2231

नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
Mahesh Khatri	PG Campus BRT	Maheshkha72@gmail.com	9842092641	
Lagan Rai	〃	laganrai@gmail.com	9841743050	
Dr. Ram Neupane	Myanglung Campus Jaharthum	neupane.dadram@gmail.com	9852606629	
Khem Raj Niraula	Myanglung Campus Tehrathum	niraula.khem@gmail.com	9842079199	
Dinesh Subedi	〃	subedeedinesh@gmail.com	9842079052	
Prof. Mahendra Narayan Yadav	M.M.A.M.C. Campus BRT	yadavMMS76@gmail.com	9842028462	
Jai kumar Mahato	〃	jaiaspire@gmail.com	9842023072	
Ram Narayan Bichha	PUSET-BRT	Ramnarayanbichha@yahoo.com	9842032368	
Sangita Bishwas	PU GPCAR		9862008310	
Nirmal Adhikari	PU-GPCAR	adhnmlg@gmail.com	9842062349	
Biplov Oli	GPCAR, PU	sharmabipoli@gmail.com	9845329949	
Bhadur Subedi	Sukuna M. Campus	bsubedi60@gmail.com	9842167570	
Deepak P. Neupane	Mahendra M.C Dharan	tu.deepaksi@gmail.com	9842040470	
Indra Prasad Timsina	Sukuna Multiple Campus	indratimsina90@gmail.com	9842050764	

नाम	संलग्न उच्च शिक्षक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
Khemnath Khatiwada	Panchthar Multiple Campus, Panchthar	pmcfdm2039@gmail.com	9844671535	
Durga Pd. Baral	"	durgabaral79@gmail.com	9852681377	
Laxmi Pd. Dhungana	"	laxmidhungana095@gmail.com	9849680995	
Khadga Bd. Niraula	"	gniraula871@gmail.com	9842772548	
Rupnarayan Lawati	"		९८४६१३९२२	
Bala Ram Pokharel	Sukuna Multiple Campus, Morang	pokharelbalaram2027@gmail.com	9842091238	
Yagya Prasad Gautam	Centre for Education and Development (CED)	gpkattel@gmail.com	9842162603	
Nityanand Kr. Shah	JAMC-BM-1 (PU)	nityanandbrt@gmail.com	9842069203	
Keshab Adhikari	Sukuna M. Campus	adkeshab25@gmail.com	9852046362	
Chandra Mani Rai	Sukuna M. Campus	sukunac@yahoo.com	9852041561 7	
Megh Narayan Shrestha	" " "	meghnarayanshrestha@gmail.com	9842027389	
Janardan Gurgain	" " "	jgurgain69@gmail.com	9852059551	
Sujita Adhikari	" " "	Sukunaexam@gmail.com	9852054481	
Bashudev Koirala	Kalaavritta multiple campus	kvt multiple campus@gmail.com	9842637485	

99

2233

नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
Durga Bahadur Luitel	Kakarvitta Multiple Campus	luitheldurga@gmail.com	9852663568	
Manoj Kumar Limbu	Kankarvitta Multiple Campus	Manichongbang@gmail.com	9842688412	
Nabin Lamichhane	Purbanchal University College of Medical & Allied Sciences	lamichhanenabin@gmail.com	9852027692	
Ramindra Pd. Niroula	MMC Dharan		9842052217	
Sanjay Dewan	Patan M. Campus	dewanms4@gmail.com	9842137992	
Dharma Raj Bohora	"	drbthedude1@gmail.com	9852042064	
Dhan Kum. Shrestha	"	dkshrestha@gmail.com	9852041406	
Shekhar Dhungana	Sita-Ramesh M. Campus	shekhar2001@gmail.com	9852682001	
Keshab Dhungel	Sita-Ramesh Campus	keshabdhungel4@gmail.com	9841697622	
Khagendra Rai	Bhojpur M. Campus	khagen.dilunga@gmail.com	9841800849	
Bishnu kumar Mijar	Bhojpur M. Campus	bkbayalkoti@gmail.com	9852054372	
Ambika Prasad Poudel	Dhankuta M. Campus	poudelap@gmail.com	9842061601	
Nirmal Raj Nirola	Dhankuta M. Campus	nirmalrai@gmail.com	9841481830	
Nabaraj Karki	Baruu M. Campus	karkinabaraj25@gmail.com	9841240188	

	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
	Menuka Bhandari	TU, Birat Nursing Campus	menukamandari@gmail.com	9862037807	
	Bikha Rekha Karki	Barau M. Campus (T.U)	KRalpana@gmail.com	9852088884	
	Lakshya Silwal	TU. IOM Biratnagar Nursing Campus	Suvusilwal@gmail.com	9842354348	
70	Jiwan Poudel	Dalabari Multiple Campus	Jiwan.poudel20@gmail.com	9842447002	
	Rudra Bahadur Thapa	〃 〃	rudra.bela@gmail.com	9841819907	
	Bedhraj Bhattarai	〃 〃	bhattaraibedhraj4@gmail.com	9852042700	
73	Prem Upadhyaya	〃 〃		9842136754	
	Basudev Dahal	Sukuna Multiple Campus	basudevdahal83@gmail.com	9842083445	
75	Ganesh pd. Dahal	〃	gpddahal@yahoo.com gpdahal222@gmail.com	9852041535	
	Narprasad Bhandary	〃	np.bhandary@yahoo.com	9843572605	
	Shankar Bhattarai	〃	-	9842479920	
	Gopi pd. Gautam	〃	dpgautam341@gmail.com	9852041541	
	Birendra Kumar Limbu	Letang Campus Morang	birendralimbu138@gmail.com	9862062390	
	Ram Prasad Baral	Letang Campus Morang		9862224465	

93

नाम	संस्थान एवम् शैक्षणिक संस्था	इमेल आईडी	सम्पर्क नम्बर	हस्ताक्षर
		devnath13@gmail.com	9852674392	
		Vkmishra1148@gmail.com	9852462321	
		adhikarirajendra22@gmail.com	9851180492	
			9852025994	
		chaiyan@gmail.com	9862028524	
			9842816784	
		bishal.karkee7@gmail.com	9852050870	
		khavelnilam88@gmail.com	9841463333	
		vbhakta@gmail.com	9842059652	
		anjanaraut@gmail.com	9842003790	
		sabinsagar.dev@gmail.com	9862831865	
		basnetsanu44@gmail.com	9842060464	
		deepkhadgi@gmail.com	9842045622	
		emonsubedi@yahoo.com	9852036482	

नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
इन्दिरा प्रसाई	म.म आ.वि.क्याम्पस विराटनगर-	indiraprasain1@gmail.com.	9842091748	Prasai (१६)
मोहन प्रसाद उपाध्याय	म.ब. क्याम्पस - धरान	mohanregmi5@gmail.com	9842025020	
Balaram Paudel	MMAMC, Biratnagar	Paudelbr1060@gmail.com	9842331333	
Ishwor Bhattarai	सुनसरी बहु. क्याम्पस इनरुवा		9842462677	
Umesh Prasad Yadav	Sunsari Multiple Campus Inaruwa	yadavumeshsmc@gmail.com	9842077189	
Dinesh Kumar Mehta	Sunsari Multiple Campus Dharan	sosdineshkumar@gmail.com	9842341505	
Lila Kumari Pyakurel	Sunsari Multiplecam	123lilapgaz@gmail.com	9842462964	
Arjun Kumar Baral	Post Graduate Camp	arjunbrl@yahoo.com	9852031965	
Kamal Pokhrel	Birendra Nanuna Campus Chandragadi	kamalpokhrel1@gmail.com	9863614961	
Thamak Br. Basnet	11	thamakbahadurbasnet@gmail.com	9842675004	
Amit Kr Gupta	Sunsai Technical college, Dharan	amitknepal@gmail.com	9841429713	
Dr Binita K. Paudel	P.U. College of Medical and Allied Sciences	binitapg@gmail.com	9851129580	
Dr. Rohit Kumar Shrestha	Bhojpur multiple Campus	rohitshresthag2@gmail.com	9841192096	
Rajendra Dev Rai	11 11	rajendradev3@gmail.com	9842519615	

9	Hom Bdr Basnet	Dhankuta M Campus.	hombasnet14@gmail.com dkt campus@gmail.com	9842031525	
10	Nabin Bhattarai	purbanchal university school of Health Science	basisthan@yahoo.com.	9852049315	
11	Ram Kumar Dhungel.	PU Campus BRT	ramkumardhungel0@gmail.com	9842634221	

96

विश्वविद्यालय अनुदान आयोग
गुणस्तर सुनिश्चितता तथा प्रत्यायन महाशाखा
सानोठिमी, भक्तपुर

मिति २०७८ साल पौष १७ गते विश्वविद्यालय अनुदान आयोग, गुणस्तर सुनिश्चितता तथा प्रत्यायन महाशाखाको आयोजनामा प्रदेश १ का [illegible] प्रतिवेदन तयारी गर्दै गरेका क्याम्पसहरुका लागि आयोजित गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रणाली र स्वअध्ययन प्रतिवेदन तयारी सम्बन्धी तीन दिने कार्यशाला गोष्ठि सुकुना बहुमुखि क्याम्पसको सभाकक्षमा निम्नानुसारको उपस्थितीमा सम्पन्न गरियो ।

उपस्थिती

नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
[illegible] पौडेल	सुकुना बहुमुखि क्याम्पस, भक्तपुर		9852046362	
[illegible] भोला राज	QAA Technical expert, UNC	bhola@ku.edu.np	9801370065	
[illegible] पाण्डे	QAA Director UNC	r.pandey@ugcnepal.edu.np	9841313714	
[illegible] गौतम	सुकुना बहुमुखि क्याम्पस		9852045617	
[illegible] गौतम	" "	dpgautom341@gmail.com	9852041541	
[illegible] भण्डारी	सुकुना बहुमुखि क्याम्पस	np.bhandari@yahoo.com / bhandarinp2028@gmail.com	9842572605	
गणेशप्रसाद दहाल	सुकुना बहुमुखि क्याम्पस	gpddahal@yahoo.com gpdahal222@gmail.com	9852041535	
[illegible] सुवेदी	"	-	9842479920	
[illegible] दहाल	"	basuderdahal83@gmail.com	9842083445	

क्र.स	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
10.	विरेन्द्र कुमार लिम्बु	तेहाउ. क्याम्पस	birendralimbu138@gmail.com	9842062280	
	रामप्रसाद वराल	तेहाउ क्याम्पस		9842228655	
	Nilam Kharel	Terhathum M. Campus	kharelnilam88@gmail.com	9841465989	
	Mohan Kumar Neupane	Pathari M. Campus		9852025964	
	Chet Nath Paudel	" "	patharicampus480@yahoo.com chej274@gmail.com	9852028676	
	Kamal Pokhrel	Birendra Nanuna Campus, Bhadrapur	kamalpokhrel1@gmail.com	9863614961	
	Bibek Pokhrel	Campus chief.	" "	9852656777	
	Pusparaj Pokhrel	chairman.	" "		
	Dhan Kumar Subba	Pathari M. Campus	dksubba1@gmail.com	9852044906	
	Bishnu P. Pathak	Terhathum M. campus		9842646784	
	Prem Upadhyaya	Urlabari M.C		9842036754	
	Krishna Bahadur Karki	"		9842724797	
	Chitra Rekha Karna.	Baruun(V). Campus	kkatpara@gmail.com	9852058684	
	Nabaraj Karki	Baruun M. Campus	karkinabaraj25@gmail.com	9841840188	

नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
[illegible] न्यौपाने	न्यौडगाउँ क्याम्पस तेह्रथुम	neupane dadiram @ gmail Com	9[illegible]	[illegible]
[illegible] Prasad Timsina	Sukuna Multiple Campus	indratimsina90@gmail.com	9842020124	[illegible]
Dinesh Subedi	Myanglung campus	subedeedinesh @ gmail.com	9842879052	[illegible]
Khem Raj Niraula	Myanglung "	niraula.khem@gmail.com	9842879199	[illegible]
[illegible] Nath Niraula	P.U; Faculty of Medical Education	hom nath niraula05@gmail.com	9852020413	[illegible]
[illegible] Raj Kattel	PU Centre for Population and Development, BrT	rkattel@gmail.com	9842082463	[illegible]
[illegible] and Kr Shah	JAMC-BrT-i P.U.	nirjeenandbrt@gmail.com	9842069203	[illegible]
Khadga Bdr. Niraula	Panchthar Campus	gniraula@gmail.com	9842727548	[illegible]
[illegible] Narayan Lamsali	" "	rnlamsali @ yahoo.com	9844667388	[illegible]
[illegible] Bdr Kathawal	Semshuma Save M. campus Chainpur	smc2037chainpur@gmail.Com	9862625995	[illegible]
[illegible] Raj Paital	"	"	9852055113	[illegible]
[illegible] Bahadur Karki	"	"	9841576959	[illegible]
[illegible] Kumar Shrestha	"	"	9802052496	[illegible]
[illegible] Neupane	Sukuwachal Campus	Jeevanshe@ioepr.edu.np	9846642707	[illegible]

क्र.स.	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
	Ramesh Babu Kafle	Janta Adarsha M. campus, Biratnagar, Purb. University	rbkafle@gmail.com	9842059657	
	Dr. Komal Pd. Dulal	Purbanchal University Office of the Dean/ARB.	komal.dulal@gmail.com	9842032541	
	Om P Dhakal	Purwanchal campus, Dharan	ompdakh@ioepc.edu.np	9852345805	
	Sagar Kafle	Purwanchal Campus, IOE, TU, Dharan	Sagarkafle@ioepc.edu.np	9842833377	
	Bashu dev Koirala	Kalaanitta multiple campus	kmtmultiplecampus@gmail.com	9842637485	
	Durga Bdr. Luitel	"	luiteldurga@gmail.com	9852663568	
	Mani Kumar Limbu	"	kmtmultiplecampus@gmail.com	9852666492	
	Tantra Nath Jha	Purwanchal Campus, Dharan, Sunsari	tnJha@ioepc.edu.np	9843797101	
	Gopal Kattel	Karbok B.M multiple campus - Ilam	Gopalkattel8@Gmail.Com	9844655951	
	Bishnu Bhattarai	purbanchal university school of Health science	basisthan@yahoo.com	9852049315	
	Deepak Pd. Neupane	Mahendra M. Campus Dharan	tu.deepak31@gmail.com	9842040470	
	Mohan Pd. Upadhyaya	MMC - Dharan.	mohanregmi5@gmail.com	9842025020	
	Fanindra Pd. Niroula	"	fanindra@gmail.com	9842022217	
	Keshab Dhungel	Supervisor - Ramesh M.C., Buddha Shanti - 1, Jhapa	keshabdhungel4@gmail.com	9841677622	

नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
Shekhar Dhungana	Sita-Ramesh M.C. Jhapa	srmshekhar2001@gmail.com	9852682001	
Hom Bahadur Basnet	Dhankuta Mu. Campus Dhankuta.	hombasnet14@gmail.com dktcampus@gmail.com	9842036525	
Biplov Oli	GPCAR, PU Gothgaun	sharmabipoli@gmail.com	9845329949	
Khemnath Khatiwada	Panchthar Multiple Campus	pmcfdm2039@gmail.com	9844671535	
Durga Pd. Baral	11	durgabaral79@gmail.com	9852681377	
Laxmi Pd. Dhungana	11	laxmidhungana095@gmail.com	9844690995	
Khadga Bd. Nirauka	11			
Suprarayan Lawati	11			
Nirmal Adhikari	PU, GPCAR Gamgaun.	adhnml90@gmail.com	9845067529	
Amrita Bishwas	"		9862001083	
Dharma Raj Dohora	Pathari Multiple Campus	drbthedude1@gmail.com	9852042064	
Bedh Raj Bhattarai	Campus Chief Urlabari Multiple Campus	bhattaraibedhraj4@gmail.com	9852042700	
[illegible]	Sukuna Multiple Campus	acharyakp.ktm@gmail.com	9852055288	
Surya Adhikari	Sukuna M. Campus	Sukunaexam@gmail.com	9852054081	

क्रम	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
८५	पुष्पलाल बास्तोला	सोलुखुम्बु क्याम्पस	puspabastola042@yahoo.com	9842848475	
८६	उद्धव कुमार शर्मा	सोलुखुम्बु क्याम्पस	uddabk sharma@gmail.com	9851010556	
८७	निरन्जन कटेल	,, ,, ,,	niranjankatel@gmail.com	9841635337	
८८	मेमुका मानन्धर	पि.वि. विराटनगर मल्टिड क्याम्पस	memukamen@gmail.com	9852087809	
८९	[illegible]	,, ,, ,,	anjujaisawal@gmail.com	9842023790	
९०	दिपेन्द्र खड्गी	,, ,, ,,	deepkhadgi@gmail.com	9842045652	
९१	[illegible] सुबेदी	,, ,, ,,	sabitasubedi34@gmail.com	9842031865	
९२	[illegible] सिलवाल	,,	suvusilwal@gmail.com	9842354348	
९३	[illegible] बस्नेत	,,	basnetsarmc4@gmail.com	9842060466	
९४	[illegible]	P.V. School of Health Sciences	ad.kabita03@gmail.com	9842100599	
९५	मेघनारायण श्रेष्ठ	सुकुना क्याम्पस	meghnarayanshrestha@gmail.com	9842027309	
९६	[illegible] पोखरेल	,, ,,	pokharelbalaram2027@gmail.com	9842091238	
९७	[illegible]	स्नातकोत्तर क्याम्पस	arjunbrl@yahoo.com	9852031965	
९८	[illegible]	गौरादह क्याम्पस	gauradahacampus023@gmail.com	9557875558	

क.स	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
	दीपक पौडेल	प्रतिनिधि व. क्याम्पस	deepakpoudel2040@gmail.com	9842020204	
	गीता विजय बोहोरा	प्रतिनिधि व्याख्याता	bbbbastola33@gmail.com	9852678845	
	Lagenkar	Post Graduate Campus	lagenrai@gmail.com	9841743050	
	Baburam Timalsena	M.M.A.M. Campus	timalsinebaburam@gmail.com	9842091203	
	Mahesh Khatri	PG campus BRT	Maheshkha72@gmail.com	9842092641	
	Man Singh Rai	Pathibhara M. Campus, Taplejung	rachhiringmansingh@gmail.com	9844634787	
	Shanti Ram Nepal	— ,, —	snepal402@gmail.com	9844652822	
	Rudra Gautam	Kanakai multiple campus, Surunga	kanakai.campus47@gmail.com / sukigautam@gmail.com	9862639667	
	Yonden Sunuwar	,,	yondensunuwar@yahoo.com	9844662893	
	Balaram Paudel	,,	Paudelbr96@gmail.Com	9842331333	
	Bikash Pd. Uprety	Kanakai M. Campus Surunga, Jhapa	bikashuprety416@gmail.com	9842786416	
	Mohan Kr. Subedi	Mahendra Morang College, Biratnagar	emonsubedi@yahoo.com	9852036482	
	Lila Apgai	Sunsari, Mulkipatra	123lilalapgai@gmail.com	9842462564	
	Dinesh kumar Mehta	Sunsari Multiple Campus	sosdineshkumar@gmail.Com	9842341505	

क स	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
	Umesh Prasad Yadav	Sunsari Multiple Campus, Inaruwa, Sunsari	yadavumeshsmc@gmail.com	9842077189	
	Bhattarai	Sunsari Multiple campus Inaruwa		9842462677	
	Krishna Lamichhane	PU (School of Engineering and Technology)		9842033310	
	Dramod Kumar Yadav	Purbanchal University School of Engineering and Technology, BRT	Prkumaryadav82@gmail.com	9842244820	
	Jiwan Thapa	" "	phyjiwan@gmail.com	9842251054	
	Ram Narayan Bichha	" "	Ramnarayanbicha@yahoo.com	9842032368	
	Bishnu Kumar Mijar	Bhojpur M. Campus	bkbaiyalkoti@gmail.com	9852054372	
	Nirmal Raj Nishra	Dhankuta M. Campus	nirmalpk@gmail.com	9841481830	
	Ambika Prasad Poudel	Dhankuta M Campus	poudelap@gmail.com	9842061601	
	Bishal Karki	Terhathum M. Campus	bishal.karkee7@gmail.com	9852050877	
	Prof. Mahendra Narayan Yadav	M.M.A.M. Campus BRT	yadavmn54@yahoo.co	9842028420	
	Jai Kumar Mahato	M.M.A.M. Campus Biratnagar	jaiaspire@gmail.com	9842023072	
	Amit Kr Gupta	Sunsari Technical college Dharan	amitknepal@gmail.com	9841429713	
	Dr. Rohit Kumar Shrestha	Bhojpur M. Campus	rohitshresthag2@gmail.com	9841192096	

क्र.स	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
108	Khagendra Rai	Bhojpur Multiple Campus	khagen.dilungxa@gmail.com	9841800849	
109	Indra dev Rai	" "	Rraiindradev3@gmail.com	9842519615	
110	Mohan Kumar Rai	Pathivara M campus Taplejung	Mohanrai @ gmail.com	9852660095	
111	Manisha Prajapati	JNC	m.prajapati@ugcrcfpal.edu.np	9841590161	
112	Gopal Acharya	"			
113	Durga Pd. Chaulagai	"			
114	Raj Kumar Budhathoki	"			
115	Janardan Gurung	Sukuna M. campus	jjanagain69@gmail.com	9852059551	
116	Shankar Dewan	Pathari M. Campus	dewanms4@gmail.com	9842137592	
117	Indira Prasain	M.M.A.M. Campus BRT	indiraprasainta@gmail.com	9842091748	
118	Ram Kumar Dhungel.	PU Campus BRT	ramkumardhungel0@gmail.com	9842634221	
119	Binita K Paudel	PUCMAS	binitapg@gmail.com	9851129580	
120	Sabitra Subedi	TU Lom Nursing campus Biratnagar	sabitrasubedi@gmail.com	9842031865	
121	Fanindra Pd. Niraula	MMC Dhan		9842052217	

(22)

क्र.स	नाम	संलग्न उच्च शैक्षिक संस्था	इमेल ठेगाना	सम्पर्क नम्बर	हस्ताक्षर
121	Deepak Pd. Neupane	NMC Dharan	tudeepak31@gmail.com.	9842040470	
122	Padam Prasad Poth	SRM Campus		9842682707	

Annex 96: Report of Two Days Webinar

Report of Two-Day Webinar

On

COVID-19 and Directions of Higher Education

Submitted to

Sukuna Multiple Campus

Sundarharaincha-12, Morang

Province, No. 1, Nepal

Prepared by

Shankar Dewan

BasudevDahal

Khagendra Raj Dahal

10th June, 2020

Campus Chief

Introduction

The unprecedented spread of COVID-19 has drastically influenced the education system of Nepal. All the students are deprived of receiving formal education in their schools and colleges because of lockdown. Students are in a great dilemma when, where, and how their exams will be. Teachers of private and community colleges have more challenges as regards their jobs. Although some campuses are running virtual classes, they cannot have been very effective as expected. There are still some dilemmas how to move ahead and what will be the post-pandemic education system and pedagogy. Considering these burning challenges, Sukuna Multiple Campus conducted a two-day webinar in collaboration with Public Campus Association, Campus Committee, Sukuna Multiple Campus on the theme "COVID-19 and Directions of Higher Education" on 6th and 7th June, 2020 via zoom cloud under the chairmanship of Mr. KeshabAdhikari, Chair of Campus Management Committee. In the webinar, the chief guest was Prof. Dr. Bhim Prasad Subedi, Chair of University Grants Commission, and the special guests were Prof. Dr. Shiva Lal Bhusal, Rector, Tribhuvan University and Prof. Dr. Dilli Ram Sharma, Dean, Faculty of Management, Tribhuvan University. During the two-day webinar, four papers were presented and reflections were made on those papers. Some interesting interactions took place between the participants and the presenters. About 177 participants from different colleges of different provinces actively participated in the webinar. The programme was conducted by Mr. Nara Prasad Bhandari, Lecturer and Co-ordinator of Self-Assessment Team (SAT), Sukuna Multiple Campus.

Purposes of the Webinar

The purposes of conducting the webinar were:

a) To indicate the opportunities and challenges of higher education caused by COVID-19

b) To shed lights on the future directions of post-pandemic higher education

Campus Chief

Details of the Webinar

1. First Day Programme

The first day programme began with the opening ceremony, followed by presentation, then reflection and interaction, and finally conclusion. Particularly, two papers were presented and reflections were made on the papers.

a) First Session: Opening Ceremony

The opening ceremony was chaired by Mr. KeshabAdhikari, Chair of Campus Management Committee, Sukuna Multiple Campus. The chief guest of the programme was Prof. Dr. Bhim Prasad Subedi, Chair of University Grants Commission, Nepal and special guest wasProf. Dr. Dilli Ram Sharma, Dean, Faculty of Management, Tribhuvan University. Prof Dr. BasudevKafle, educationist, Dr. PeshalKhanal, Associate Professor, Tribhuvan University, Mr. Shiva Raj Sanjel, Chair, Nepal Public Campus Association, Dr. Suresh Mehta, Chief, Public Health Division, Ministry of Social Development, Province 1, Mr. BalaramPokharel, Chair of Public Campus Teachers' Association, Campus Committee, Sukuna Multiple Campus, members of Campus Management Committee, former Campus Chiefs, paper presenter Mr. Guna Raj Nepal, Lecturer of Sukuna Multiple Campus, Campus Chiefs of different colleges, and Mr. Santosh Limbu, President, Free Student Union, Sukuna Multiple Campus were the guests.

The programme was formally inaugurated by the chief guest Prof. Dr. Bhim Prasad Subedi. Chair of University Grants Commission and Campus Chief Mr. Chandra Mani Rai delivered a welcome speech as well as made reflection on the rationale of the webinar. Speaking on the programme as a chief guest, Prof. Subedi problematized post-pandemic education and highlighted UGC's different activities, support programmes, regular grants, new project, TU in "trial and error" condition, resources allocation, knowledge management, collaborative research, alternative ways of education, exam systems, impact on quality

Campus Chief

education brought by COVID-19, opportunities and challenges. He encouraged all the campuses to accept the challenges as opportunities and to use innovation and revitalize education system by developing digital infrastructure, reenergizing teachers and changing the way of curriculum delivery.He added that presently UGC has focused on investment in knowledge management, video recording of classes and research related to COVID-19. Finally, he thanked the campus for organizing such relevant webinar and wished the success of the programme.

b) Second Session: Presentation, Reflection, and Interaction

First Presentation

A very relevant and worth-knowing presentation was given by Dr. Suresh Mehta, Chief, Public Health Division, Ministry of Social Development, Province 1 on "An Overview of COVID-19." He mainly presented ideas on COVID-19 or a corona virus, SARS-CoV-2 incubation period and infectious period, cases, suspect cases and contacts (physical, close and proximate), isolation vs. quarantine, existing medical conditions as risk factors (old age, obesity, diabetes; hypertension; any kind of lung, heart, liver and kidney disease; weakened immune system), treatment of COVID-19 (no specific treatment, treatment is to support the body's functions, mechanical ventilation, etc.), risk factors of death, common symptoms, some fallacies and rumors related to COVID-19 and some facts (e.g. no drugs licensed for the treatment or prevention of COVID-19; COVID-19 is not transmitted through houseflies; drinking methanol, ethanol or bleach does not prevent or cure it; exposing yourself to the sun or to temperatures higher than 25C degrees neither prevents nor cures COVID-19; garlics, cold weather and snow cannot kill this virus, etc.). He also pointed out common symptoms of the disease (dry cough, tiredness, fever, severe pneumonia, difficulty breathing). He stressed that simple precautions and planning can make a big difference. For him, today's need is to support case investigation and contact tracing, promote rational use of PPE, strictly follow

Campus Chief

the lockdown, monitor borders, manage quarantine and self-quarantine, and protect vulnerable people. To fight against COVID-19, we should all be responsible.

Interaction

Some participants raised some genuine issues like indigenous methods of treatment and prevention from COVID-19 and reason for not transmitting corona to the children from corona-infectious mothers. Dr. Mehetaanswered their questions satisfactorily. As a whole, the presentation was very relevant, informative, and useful.

Second Presentation

Chair of Nepal Public Campus Association Mr. Shiva Raj Sanjel had his presentation on "COVID-19, Challenges and Opportunities of Community Campuses." In his presentation, he mainly highlighted the status of community campuses (total number, accredited campuses by UGC, QAA Cycle completed campuses, PRT formation, Pre-visit completed, SSR report submitted campuses, total number of teachers and non-teaching staff, community campuses in new education policy, investment in community campuses by the government, Higher Education Act), HERP, provinces and campuses, student enrollment in three different types of campuses, general scenario of Nepalese students pursuing higher education, impact of COVID-19 (institutions forced to close, no certainty when classes resume, examinations halted) ,challenges of community campuses (financial crisis, insufficient resources, dropouts, quality of education, sustainability of campuses, turnover of human resources, psycho-social problems, migration, access to online classes, lack of online lab and equipment, techno-friendly faculties, lack of infrastructural development, traditional curriculum, examination system, disparity, etc.), opportunities (crisis management, midterm and long term plan, lessening abroad studies, digital learning/online or distance learning, research enhancement, career counseling, remedial classes, time management for employed students, classes from experts, techno-friendly human resources, possibility of classes during

Campus Chief

unforeseen circumstances, etc.) and future prospects (sustainable plan; establishment of online classes; development of software, server and website; alternative classes through FM and TV; coordinating with local bodies) . He suggested ways forward to tackle the situation through financial management (increment of regular grants by UGC; relief package by Ministry of Finance; regular expenses from provinces; management of crisis situation by local government; contributions from institutions, faculties, parents and local communities) and educational management (developing programs and enhancing capacity; short-term skill based trainings; developing non-credit courses; promoting vocational and technical education). He vividly presented the real problems faced by the community campuses after pandemic because they have to depend upon the students' fees and the campuses are all closed. He also drew attention of UGC and other government bodies, as they invest very little in the community campuses, to increase grants and financial support to sustain such campuses.

Reflection

After the presentation, Mr. BholaOjha, immediate past chair of Public Campus Association, Nepal and Campus Chief of Janamaitri Multiple Campus, Kathmandu made reflections upon the paper presented by Mr. Sanjel. He praised the paper in that it really reflected the current problems that the community campuses are facing and what they need to do forward for sustainability. He mainly added two things: first, the Universities should give opportunities to the community campuses to run classes in technical subjects if the criteria are met in those campuses, which will prevent Nepalese students from going abroad for studying technical subjects, and second, UGC should change the model of grants for community campuses where a large number of students are studying.

Campus Chief

c) Speech and Reflection of the Programme

Speaking on the programme as a special guest, Prof. Dr. Dilli Raj Sharma, Dean, Faculty of Management, Tribhuvan University thanked Sukuna Multiple Campus for conducting such contextual, relevant, and informative webinar. In his opinion, COVID-19 is both a threat and an opportunity and how to cope with opportunities and challenges caused by COVID-19 is a big challenge since it has a profound impact on health, education, economy, and entire developmental process. He stressed that Universities, Faculties, and teachers should bring changes in the education system and teaching learning process. He also pointed out some issues such as exam system, crisis management, blended learning, online class management, pattern of evaluation, etc. He informed the participants that the University is having discussions on such issues but it has not yet arrived at the final decisions. In addition, he also expressed his sympathy on community campuses which are doing well and imparting education to the large number of students from poor and middle class backgrounds. He suggested that community campuses should now go strategically to cope with the challenges by digitization of curricula and courses; updating teachers, students and non-teaching staff; and conducting online classes.

Mr. Bishnu Bhandari from Siddhartha Campus, Kapilvastu, made reflection on the whole first- day programme. He said that the programme was very relevant and fruitful for all. He also shared his experiences about online programme of his district. He suggested that it will be much effective if the campus runs FM radio for the students. To run the community campuses, UGC should rethink about the grants provided to such campuses and the government should rethink about internet access. He further added that curriculum should be developed based on students' demand and let public campuses run programs.

Campus Chief

Finally, Campus chief Mr. Chandra Mani Rai concluded the first-day webinar with a vote of thanks to the chief guest, special guests, guests, paper presenters, reflectors, and all the participants.

2. Second Day Programme

In the second day programme, two papers were presented and reflections were made on the papers. Speech, interactions, and review of the whole programme also added the value of the programme.

a) Ritual and Speech from the Special Guest

The second day programme, as the continuation of the first day programme, began with the ritual of chairing of the chairperson of the programme, chief guest, special guests, guests, paper presenters, and reflectors. Speaking as a special guest, Prof. Dr. Shiva Lal Bhusal, Rector, Tribhuvan University highlighted the impact of COVID-19 in the higher education, use of campuses as quarantine, teachers and students working as volunteers, challenges of crisis management, online classes, exams and study, etc. He informed the participants that TU is having discussions on the conditions, issues, and future directions, tracing the students, training the teachers, and collecting email id of teachers and students. He focused on the need for pedagogical trainings for teachers nation-wide and transformation in digital technology.

b) Presentation, Reflection and Interaction

First Presentation

Mr. Guna Raj Nepal, Lecturer of Sukuna Multiple Campus had very relevant and informative presentation on the title "Less Stress, More Transformation: COVID-19 Pandemic and Coping Strategies for Teachers." He began his presentation justifying his title. He explained how online teaching and learning is transforming our pedagogy and position, how updating and innovation are more important than mere years of teaching, and how

Campus Chief

technology is shaping our knowledge and delivery. Citing the ideas from Sharma, Subedi, Jain and Adhikari (2020, June 5), he explained that in crisis, we need to have the capacity to do (a) what we do not know, (b) what we have not done, and (c) what we do not like. Before he put his opinion, he mentioned inputs from experts in the webinar. In addition, the key ideas of his presentation were:

- Pandemic is a portal, a gateway between one world and the next
- Pandemic has brought some challenges for teachers: hope, trial and error, not used to
- Imposed lockdown has de-centered locations. Although dislocation is painful and tragic, teachers should accept it.
- Parents, administrators, departments, educationists and whole community are being forceful to adopt the situation.
- Mode of delivery is being transformed from face-to-face to online
- Issues of access, equity and preparedness have emerged
- Virtual teaching is being a reality for students and teachers
- COVID-19 is a vintage point for discourses and debates (COVID-19 as a restructuring call and as an intervention, guru karma in virtual space, academic/professional safety and survival, preparedness of schools, colleges, teachers, students, and guardians for virtual classes, face-to-face vs. virtual/online learning, etc.)
- COVID-19 has caused a great loss: face to face interaction is suspended, disrupted ties between teachers and students, distance learning and its pedagogy, rich in-person social interaction, uncertainty, confusions, lack, stress, low student participation, loss of classes due to power cut or internet problems, etc.
- COVID-19 is a vector for transformations: increase in digital literacy/competence, online mode of delivery, learner autonomy, readily available online tools and resources, learning at home, etc.

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

- Some strategies need to be used to cope with the challenges: harnessing the power of online teaching and learning, enhancing teaching and learning in online environments, re-establishing connections, reaching out to students and collecting their feedback, assessment and assignment, enhancing ICT knowledge and pedagogy, psychological counseling and treatment to students, interactive online classes rather than one way lecturing, frequent communication and sharing, creating supportive learning environment, etc.
- Teachers need to stay at home updated and academically connected. They need to enhance their karma with technology for "survival of the fittest."
- Teachers should have positivity and growth mindset. Only then, they convert challenges as opportunities to grow.

As a whole, Mr. Nepal's presentation was very powerful, relevant, and encouraging. It energized the participants to be active, optimistic, and transformative even in the crisis.

Reflection

After Mr. Nepal's presentation, Dr. PeshalKhanal, Associate Professor of Tribhuvan University made reflection on Mr. Nepal presentation. First he thanked the coordinating committee for giving him this opportunity and expressed that Mr. Nepal's presentation focused on "Optimism in the time of adversity." Dr. Khanal said that the presentation was very critical, relevant, knowledge-based, and powerful which has given voice or power to the teachers and encouraged them to update professionally. Dr. Khanal emphasized that the pandemic has made all of us to think alternative ways of teaching and learning and to accept the innovation gradually. But it takes time to accept any new innovation which passes through five stages: awareness, interest/motivation, evaluation, trial, and adoption. Giving reference to Roger's research, he said that 16% are laggards who are the last to adopt an innovation, 34 % late majority who adopt the innovation after the average member of the

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

society, 34% early majority who adopt the innovation after a varying degree of time, about 13% early adopters , and only about 3% innovators. He expressed that Mr. Nepal's presentation focused much more on optimism rather than challenges (e.g. inequality and digital divide) which are also worth-considering. He added that we should also consider challenges and negative consequences while adopting alternative education. Furthermore, Dr. Khanal stressed that the campuses should bring flexibility in their programmes and maximize teachers' well-being, which are very important and educators are not only knowledge transmittersbut also knowledge-constructors. He encouraged the participants to conduct small-scale, enquiry based research at the local level which can provide us context-specific information or ideas and contribute to learning. Finally he said that Mr. Nepal's presentation has filled up energy in us. Now is the time to covert the energy into action by transforming ourselves.

Second Presentation

Prof. Dr. BasudevKafle, one of the renowned educationists of Nepal, made a very relevant, informative, and contextual presentation on "COVID-19 and Higher Education." For him, higher education in Nepal is either mass-friendly or elite-friendly and community campuses are mass-friendly which are at the cross-road. He stressed that UGC and other government bodies need to rethink about community campuses where a large number of students are getting higher education. The key ideas of Prof. Kafle's presentation were:

- The teachers are now in a comfort zone. To bring them out of it is a big challenge. For it, both individual and institutional efforts are necessary. Some preparations to come out of comfort zone include engagement (what efforts have institutions made to engage the teachers cognitively?), enrichment (what do the campuses do to transform from engaged situations to enrich situations?), enabling environment (Has the

SUKUNA MULTIPLE CAMPUS ★ Estd. 2048 ★ SUNDARHARAINCHA MUNICIPALITY, MORANG

Campus Chief

pandemic created the enabling environment? Are teachers enabled?), and empowered (Has the pandemic empower teachers and students?).

- Even Tribhuvan University is in a comfort zone which is trying to come out of it.
- Better blending of content/subject matter knowledge, pedagogical knowledge, and technological knowledge is today's necessity.
- Technology should not drive others. It should be defined by content and pedagogy. It does not replace our knowledge.
- Technology fear should be converted into technology share.
- UGC, universities, and colleges should make contingency plan in time.
- There is still a gap between competence and performance in higher education. We have not been able to transform our competence into performance. To minimize this gap, we should move from knowledge consumption ("know-how") to knowledge production ("Do-how"). For it, faculty development is necessary; management needs to be proactive, not reactive; trainings based on needs analysis should be conducted; technology fear should be converted into techno-friendly; support centers should be enhanced, etc.
- Future directions of higher education incorporate (a) we should move to technology, (b) UGC should enhance support centers to help community campuses, (c) contingency plan should be made, (d) higher order skills should be reversed (move from building attitudes to knowledge), (e) we should bring a paradigm shift from knowledge consumption ("know-how") to knowledge production ("Do-how"), by following 3I approaches: initiation – implementation – institutional, and (f) community campuses should grow as the learning centres. The government should support them.

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

In a nutshell, Prof. Kafle's presentation was very informative, fruitful, and relevant to the present context. It vividly showed what can be the future directives of higher education and how the universities, campuses and teachers should prepare themselves for postpandemic education.

Interaction

After the presentation of Prof. Kafle, Mr. RajeandraSarbahara put a query: "How can we motivate the students who invest money in dress, food, and enjoyment but not in the technological sector?" To minimize this problem, Prof. Kafle focused on organized efforts and planned or targeted interventionssince individual effort may not be sufficient. Those who are close to them should convince them the value of technology in learning. Mr. Guna Raj Nepal asked why bad teachers are much costlier than good teachers. Prof. Kafle explained that the state has to invest a large amount of money to make them good. As a whole, the participants were very encouraged. They thanked Prof. Kafle even in the chat box for his content-oriented, informative, and relevant presentation.

c) Review of the Two-Day Webinar and Conclusion of Webinar

Participants from different colleges were given opportunity to review the two-day webinar. Mr. Ramesh Chandra Rokka, Co-ordinator of Public Campus Association, Province-1, and Campus Chief of Trijuga Multiple Campus thanked Sukuna Multiple Campus for organizing such relevant, informative, and important programme. The programme encouraged and energized the participants. He also indicated the challenge of the community campuses to survive in the crisis. He said that all should be sensitive and transformative to come out of the crisis. Finally, he also informed the participants that the Provincial government has completely ignored the community campuses and Public Campus Association, Province 1 have made some dialogues with them and put some demands to the government.

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

Mr. Laxmi Prasad Uprety, Campus Chief of Kakarvitta Multiple Campus, Jhapa thanked the campus for organizing such important webinar and inviting his campus. He found all the four presentations very informative, relevant, and fruitful, which encouraged the campuses and teachers. The webinar energized the participants to move from pessimism to optimism. He opined that many community campuses are only at the preparatory stage on online education. It takes time for teachers to be used to in it, for students to realize its significance and for parents to be convinced.

The similar experience was shared by Mr. KishorSah, Campus Chief of Shree RampratapRamprasadTamangJanta Multiple Campus, Siraha. He thanked Sukuna Multiple Campus for conducting such relevant webinar during the lockdown. The webinar taught several things to the participants about opportunities, challenges caused by COVID-19 and future directions of higher education.

Dr. TolnathKafle, Assistant Campus Chief of Janata Multiple Campus opined that Tribhuvan University should not discriminate between constituent and community campuses and the policy should be made considering the condition of community campuses. Tribhuvan University should treat the students of constituent and community campuses equally. He expressed his dissatisfaction that TU is not fair in the case of community campuses. Then Mr. BalaramPokharel, Chair of Public Campus Teachers' Association, Campus Committee, Sukuna Multiple Campus thanked all the participants for their active participation in the webinar and assured that the campus will do such fruitful programme in the days to come. He hoped that the two-day webinar was beneficial for all the participants and it really energized them to cope with the challenges caused by COVID-19. Finally, chair of the two-day webinar Mr. KeshabAdhikari, Chairperson of Campus Management Committee, Sukuna Multiple Campus concluded the webinar with a vote of thanks to all the participants for their active participation for two days.

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

Conclusion

There is a political say "Never lose an opportunity in a crisis." The COVID-19 has brought some crisis or challenges in education which can be transformed into the opportunity through mutual sharing, collaboration, and support. As teachers are transformative intellectuals and change agents, they should always be ready to transform themselves first and then the schools and the society. Even at the time of crisis, they should attempt to move ahead to live a long professional life as Nik Peachy said in the 22nd International NELTA Conference "Teachers are like sharks. If they stop moving, they start to die." Such webinar energizes the teachers, helps them to move from pessimism to optimism, boast up their morale, and get ideas to cope with crisis or challenges. It also helps the teachers and administrators to develop their growth mindset, which is a must for bringing innovation in any institutions and educational system. In a nut shell, it is hoped that the two-day webinar somehow helped the participants see rays of optimism is a crisis and move from "know-how" to "do-how" direction.

Campus Chief

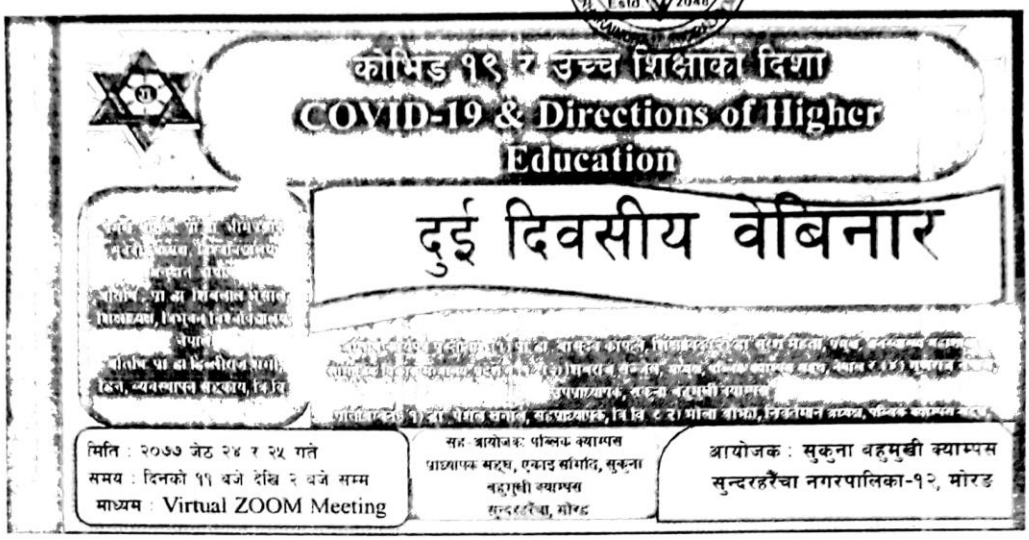
Annexes

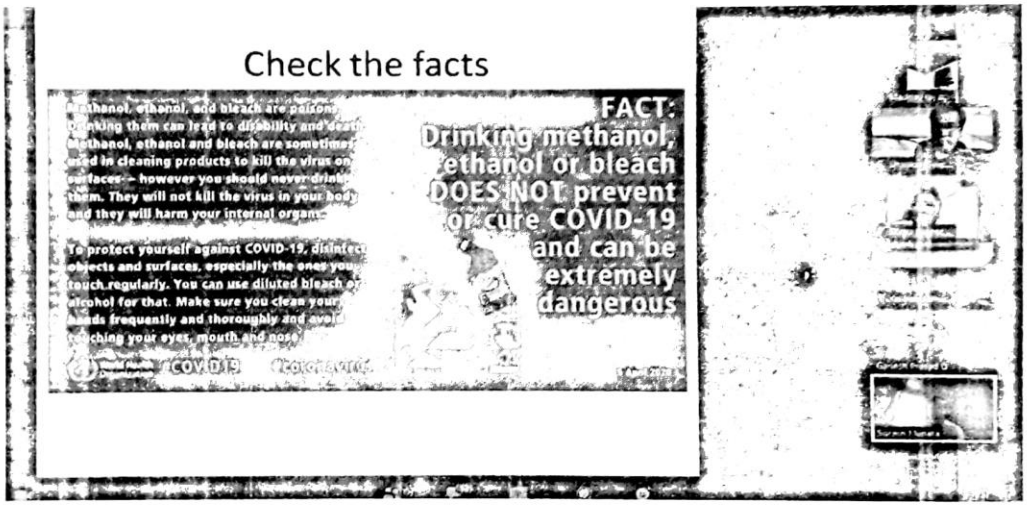
Program Schedule
Sukuna Multiple Campus
Webinar
COVID-19 & Directions of Higher Education

	समय	कार्यक्रम	प्रस्तोता
		2077/02/24	
		स्वागत, सुकुना बहुमुखी क्याम्पस	
Opening	11: 00 AM	उद्घाटन र मन्तव्य	प्रा डा भीमकुमार मुखिया, अध्यक्ष, विश्वविद्यालय अनुदान आयोग, नेपाल
Session-1	11:15 AM- 12: 00 PM	Presentation An Overview of COVID-19	डा सुरेश पोखरेल, प्रमुख, जनस्वास्थ्य महाशाखा, आधारभूत विकास मन्त्रालय, प्रदेश नं १, विराटनगर, नेपाल
	12: 00- 12:10 PM	छलफल	
Session-2	12: 10- 12: 50 PM	कार्यपत्र प्रस्तुति कोभिड १९ , सामुदायिक स्वास्थ्यसहकर्मी चुनौती र सम्भावनाहरु	शिवराज सम्भेल, अध्यक्ष, पब्लिक क्याम्पस सङ्घ, नेपाल
	12: 50- 1:00	प्रतिबिम्बन	योगेश पोखरेल, निवर्तमान अध्यक्ष, पब्लिक क्याम्पस सङ्घ
	1:00- 1: 10	छलफल	
	1: 10-1:25	मन्तव्य	प्रा डा दिनेशराज शर्मा, डीन, व्यवस्थापन सङ्कायः वि वि , नेपाल
		2077/02/25	
	11: 00 AM	मन्तव्य	प्रा डा शिवनाथ भुसाल, शिक्षाशास्त्र, त्रिभुवन विश्वविद्यालय, नेपाल
Session-1	11: 15-11: 45	Less Loss, More Transformations COVID-19 Pandemic and Coping Strategies for Teachers	सुभाष नेपाल, सुकुना बहुमुखी क्याम्पस, बुलदरैया, मोरङ
	11: 45- 12:00	प्रतिबिम्बन	डा नेपाल खनाल, सह प्राध्यापक, वि वि
	12:00-12: 10 PM	छलफल	
Session-2	12: 10- 12:50 PM	कार्यपत्र: कोभिड १९ र उच्च शिक्षा	प्रा डा वासुदेव काफ्ले, त्रिभुवन विश्वविद्यालय, नेपाल
		मन्तव्य	रामेश्वर पौड्याल, सचिवालय, पब्लिक क्याम्पस सङ्घ, प्रदेश नं १
		समापन, सुकुना बहुमुखी क्याम्पस	

२०७७/०२/२५
कार्यालय प्रमुख

Campus Chief



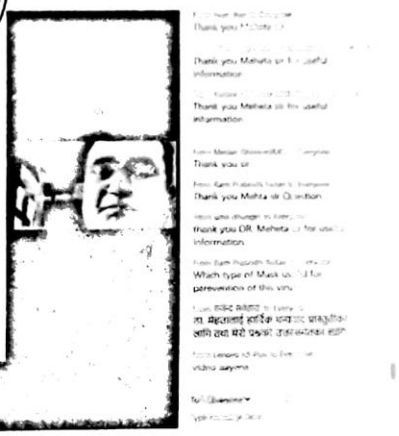


Campus Chief

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

Covid-19, Challenges and Opportunities of Communities Campus

Shiva Raj Sanjel
Chairperson, Nepal Public Campus Association



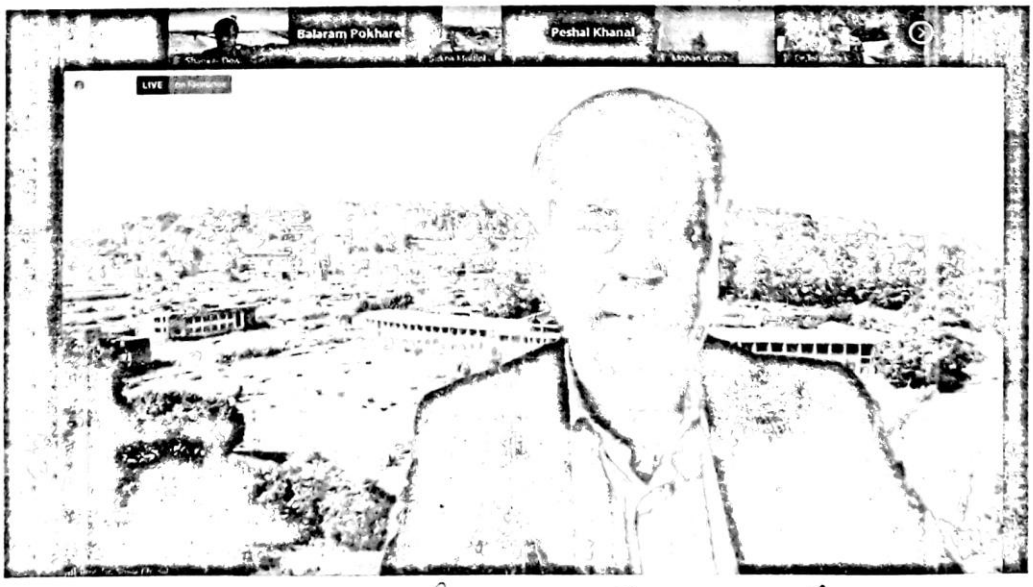
Title justification...

- In crisis, we need to have the capacity to do

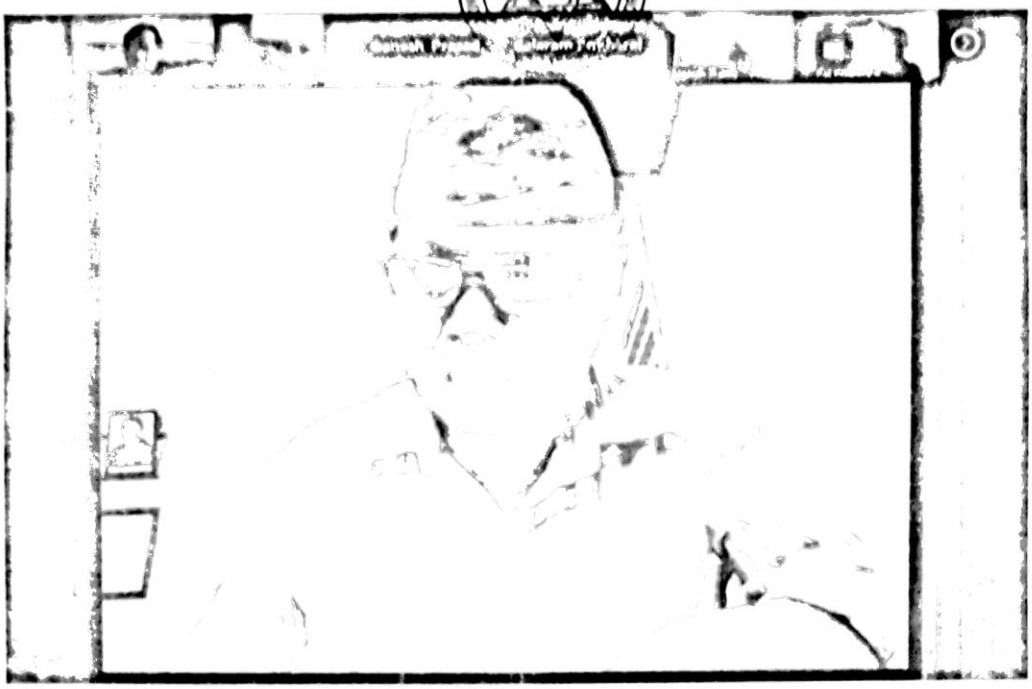
...what we don't know,
...what we've not done, and
...what we don't like.

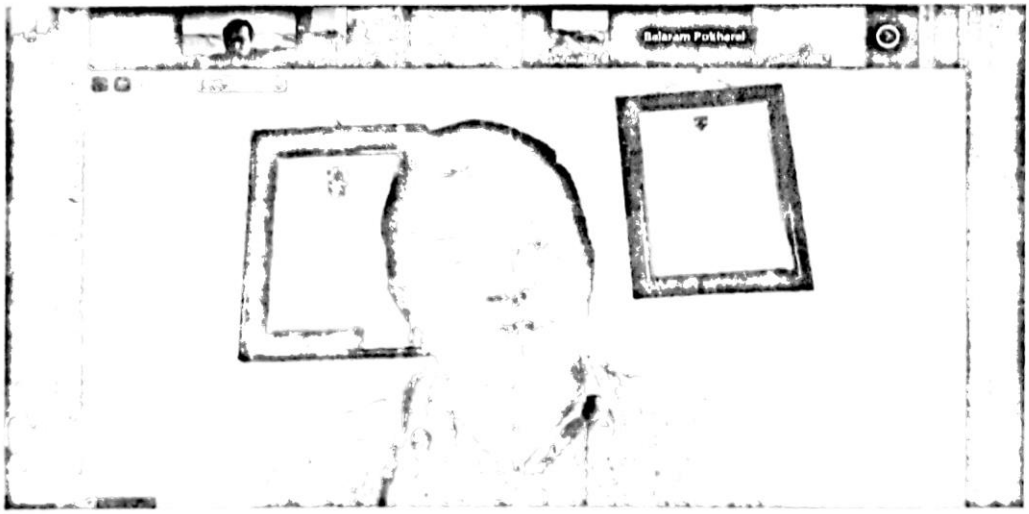
- And we should do it being informed about and sensible to students' realities.

Sharma, S., Subedi, S. Jain, B., & Adhikari, B. (2020, June 5) Rationale of Online Teaching in Crisis. *Kantipur. Retrived from*

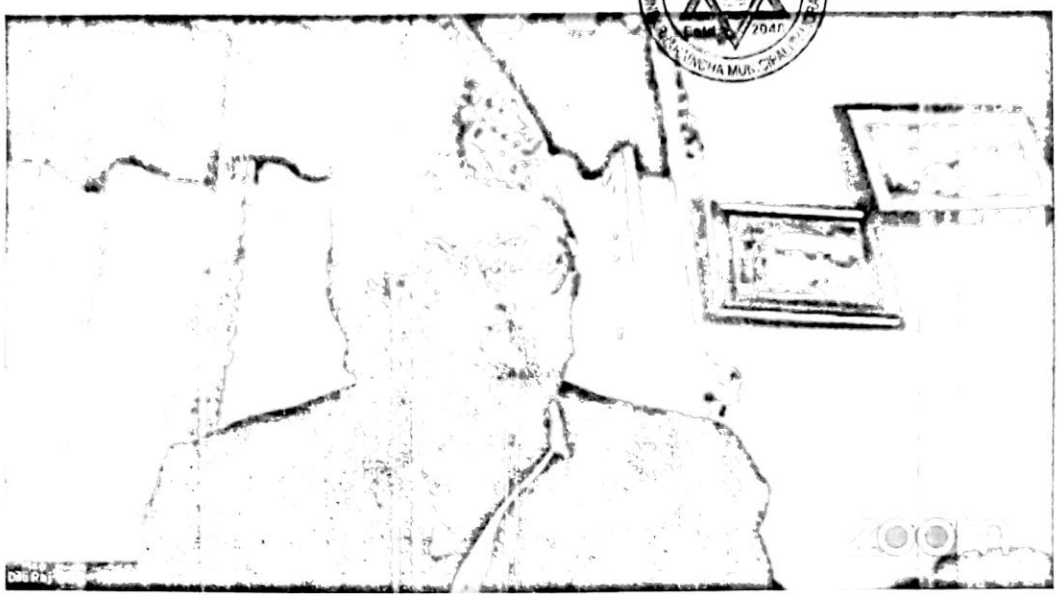


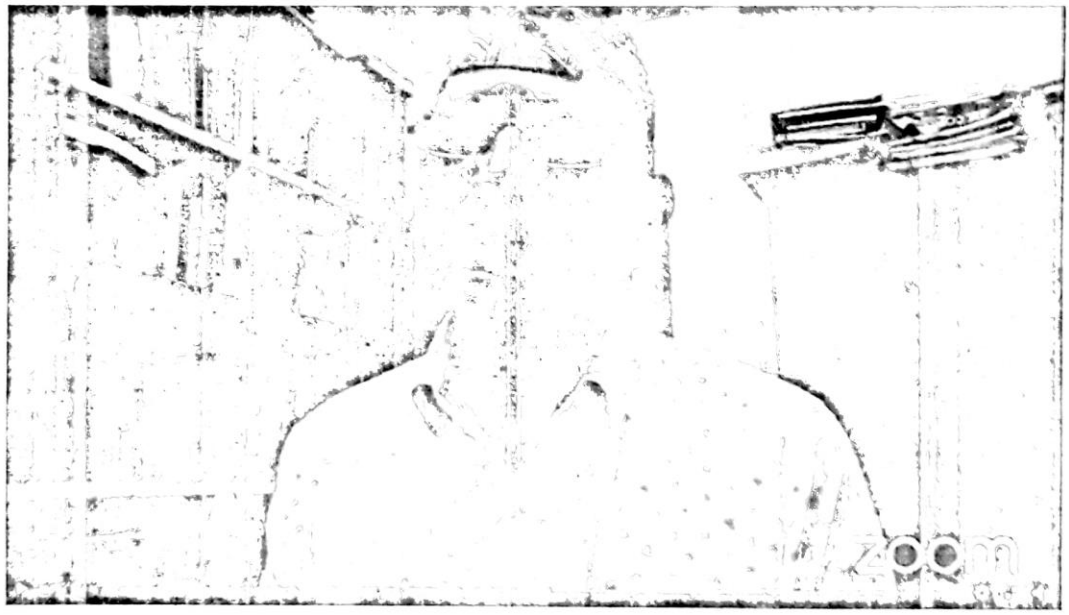
Campus Chief



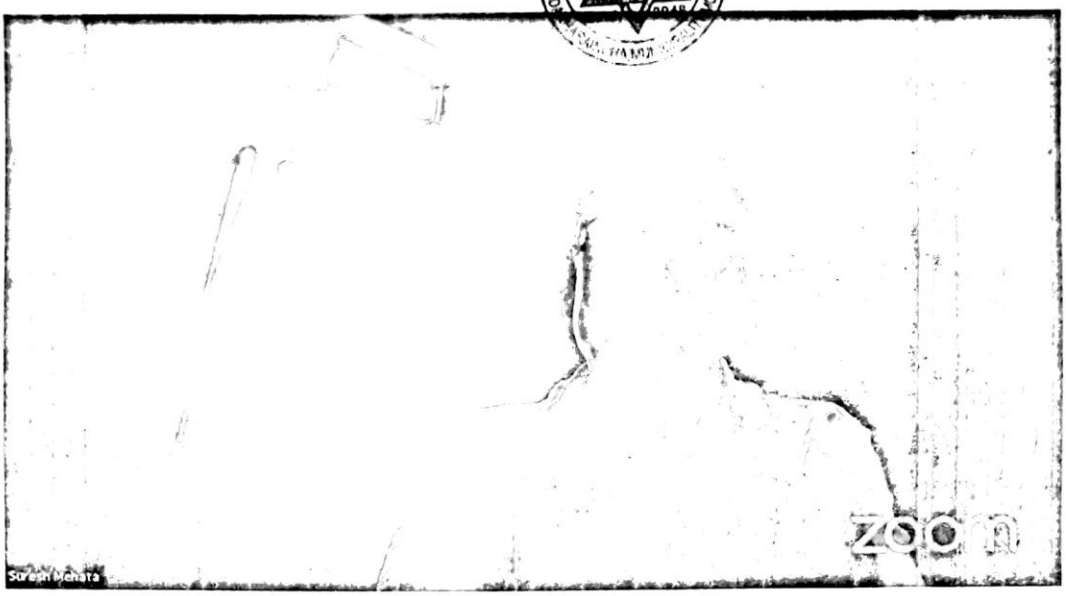


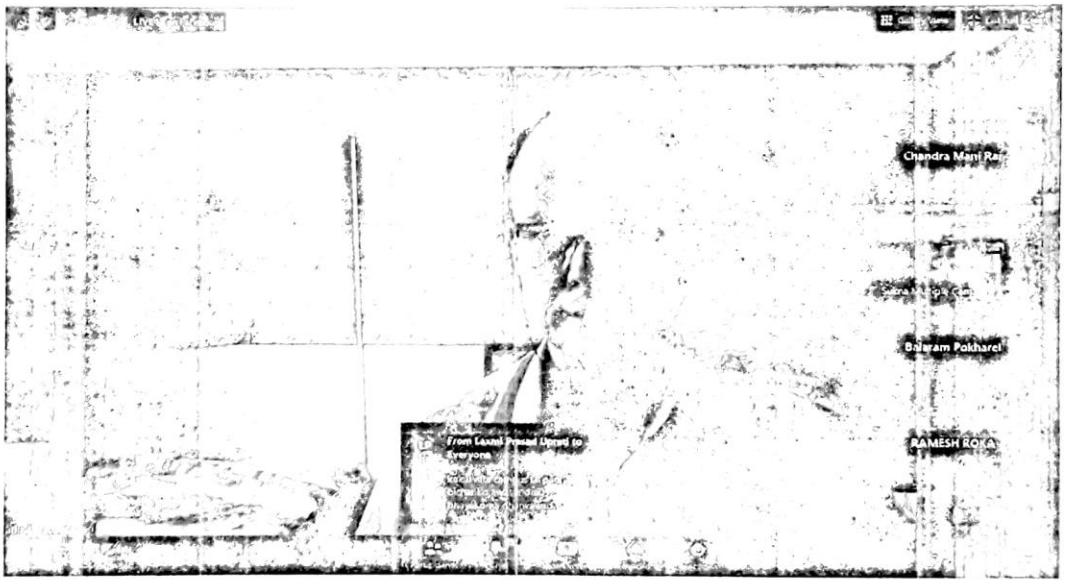
Campus Chief



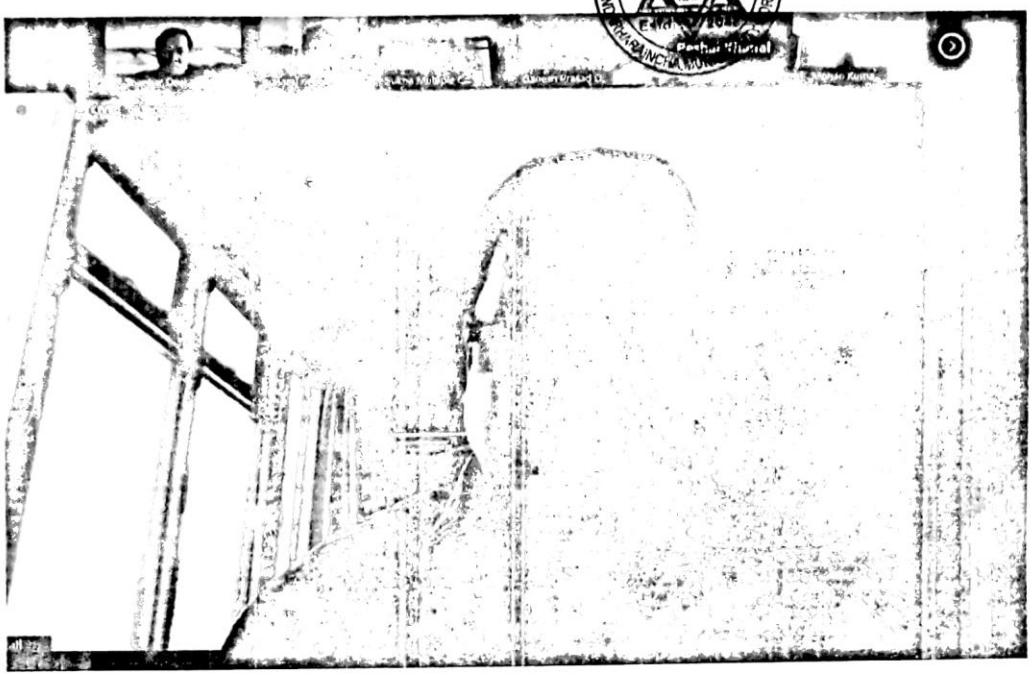


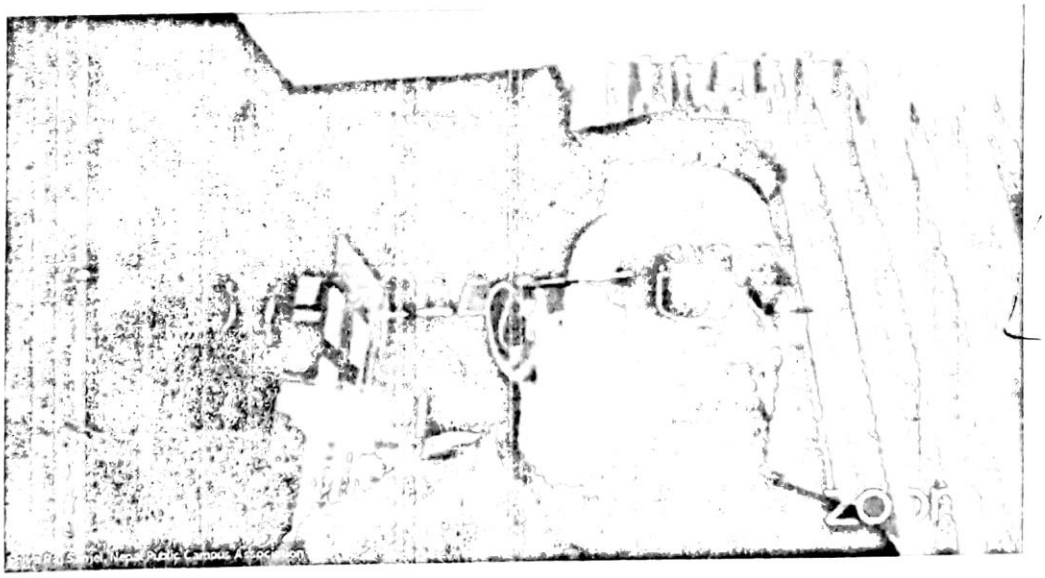
Campus Chief



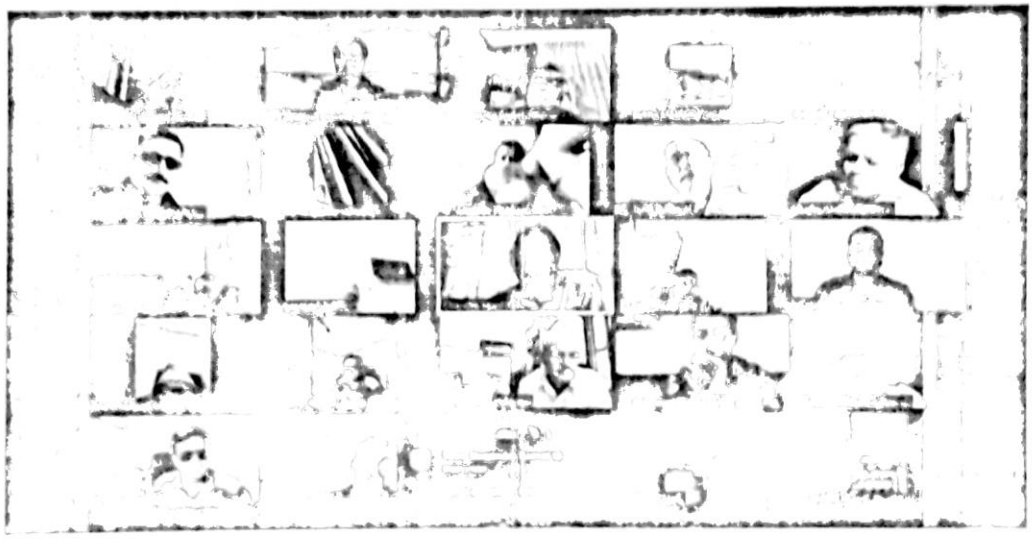


Campus Chief

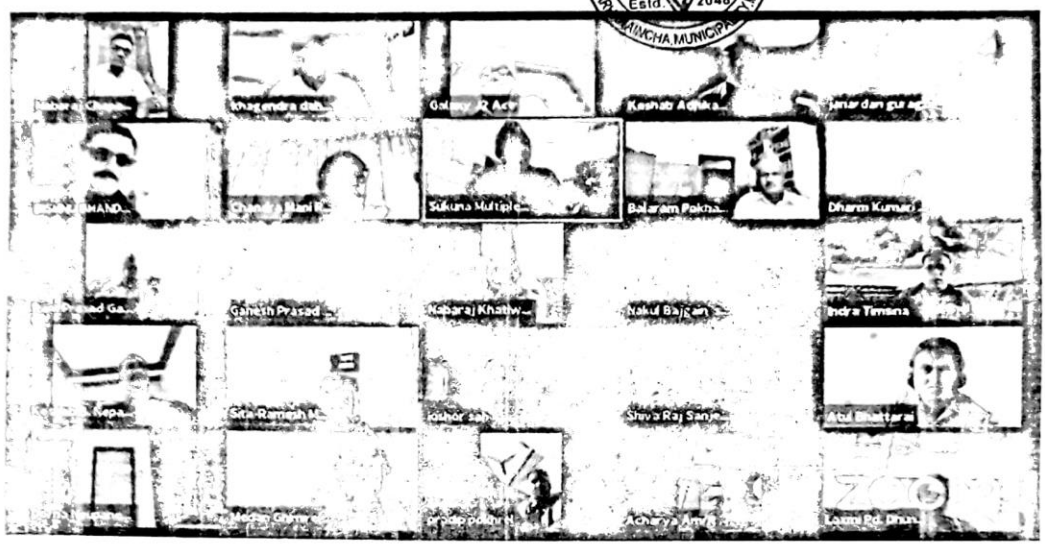


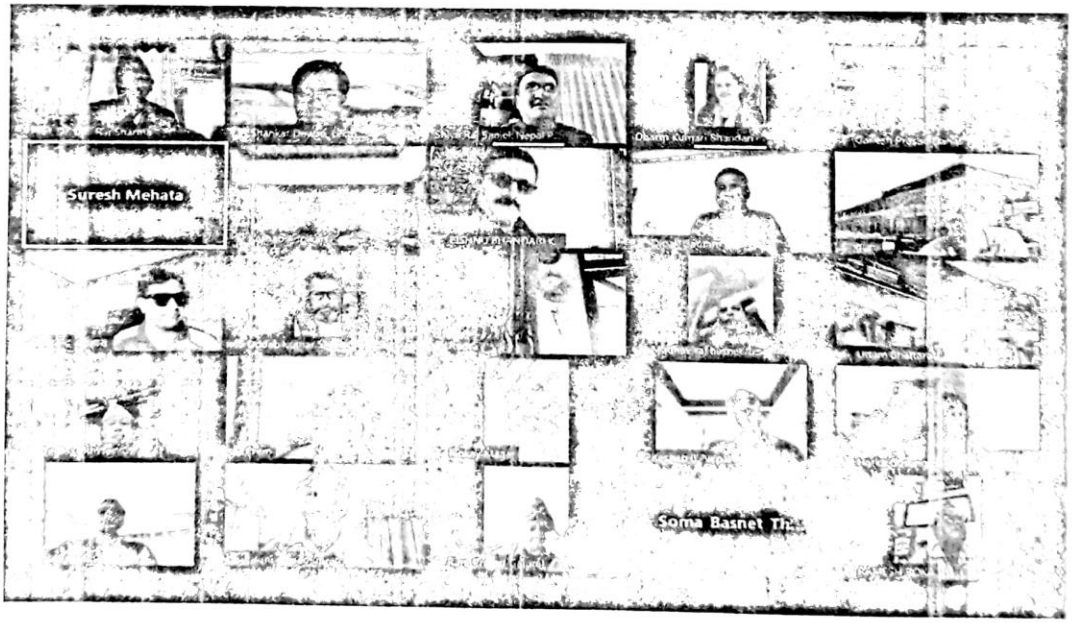


Campus Chief



Campus Chief

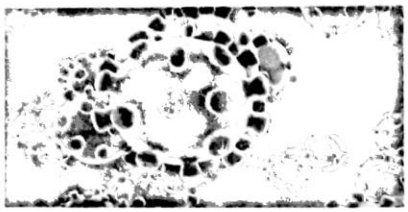




Campus Chief

SUKUHA MULTIPLE CAMPUS
SUKUHA-KARAINCHA MUNICIPALITY, MORANG
Estd. 2040

कोभिड१९ (Covid-19)



What Is a Coronavirus?

- ***Coronaviruses*** **(CoVs) are a large group of viruses**
  - **You need powerful microscopes to see them**
  - ***Corona*** **means crown**
- **They infect a wide range of mammals and birds**
- **Some regularly cause mild respiratory illness in people**

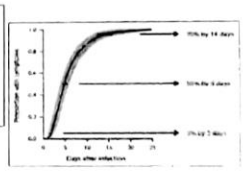
SARS-CoV-2 Is a New Coronavirus

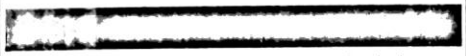
- **SARS-CoV-2 originated in bats**
- **Special coronaviruses have jumped species and can be transmitted between people**
- **This is the third coronavirus to have done so since 2002**
  - ***Severe Acute Respiratory Syndrome (SARS)*** **CoV emerged in Guangdong, China, in 2002**
  - ***Middle Eastern Respiratory Syndrome (MERS)*** **CoV emerged in the Middle East in 2012**
  - ***SARS-CoV-2*** **emerged in Wuhan, China, in 2019**

SARS-CoV-2 viruses coming out of cell

SARS-CoV-2 Incubation Period

- **The *incubation period* is the time from when someone is infected until symptoms develop**
- **The SARS-CoV-2 incubation period ranges from 2 to 14 days**
- **50% of people will become ill by 5 days after they are infected**





- **The *infectious period* is the time during which someone infected with SARS-CoV-2 can transmit the virus to other people**
- **For people with COVID-19 disease**
  - **The infectious period begins 2 days before the start of signs and symptoms of disease**
  - **The end of the infectious period is defined as when**
    - **It is at least 10 days after the onset of illness**
    - **AND symptoms are improving**
    - **AND there has been no fever within the past 3 days**
- ***People who are asymptomatic can also be infectious***
  - **For these people, the infectious period is more difficult to define**

Cases and Contacts

- **Case**
  - **Someone who has COVID-19**
  - **Usually has a positive laboratory test**
- **Suspect or probable case**
  - **Someone exposed to a case who develops symptoms, even if they have not had a test yet**
- **Contact**
  - **Someone who had contact with a case while they were infectious**
    - **During their illness**
    - **2 days before their illness began**
  - **Three kinds of contact**
    - **Physical contact**
    - **Close contact: within 6 feet for 15+ minutes (10 or 30)**
    - **Proximate contact: more than 6 feet but in the same room for an extended period**

Campus Chief

Isolation vs. Quarantine

- Isolation
  - Keeps sick people separate from healthy people
  - Restricted to home or hotel
  - Separate space in hospital to limit contact
  - For duration of infectiousness
    - 2 days before onset
    - At least 10 days after onset of illness, symptoms must be improving *and* no fever within the past 3 days
- Quarantine
  - Restricts movement and contact of healthy people who have been exposed
  - For 14 days since the last contact with the person who is infected

---

- Some groups of people are more likely to have severe disease if they get infected
  - Older adults >65 years of age (increasing risk with age)
  - People who are obese
- Some young, healthy people become severely ill
  - Small proportion of infections
  - Children very unlikely to be severely ill

- Other existing medical conditions:
  - Diabetes
  - Hypertension (high blood pressure)
  - Any kind of lung disease (asthma, emphysema, chronic obstructive pulmonary disorder 'COPD'))
  - Heart disease
  - Liver disease
  - Kidney disease
  - Weakened immune system, including a weakened immune system caused by taking steroids or other medications that affect the immune system (note that a person who has HIV that is controlled with medication is not at substantially increased risk)

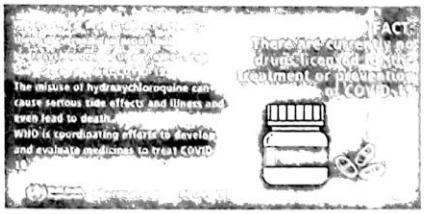
How the disease can kill	Important risks for death
▸ If the lungs cannot recover, patients cannot breathe on their own	▸ Risk for death depends on access to care and general health
▸ Lack of oxygen can damage the organs in the body, causing increased risk for heart attacks, kidney failure, strokes, and clotting disorders	▸ Death is rare among young and healthy people
	▸ Death is more common among older adults ▸ Of those 65 to 75 years old, 2% to 5% die ▸ Of those 75 to 85 years old, 4% to 10% die ▸ Of those >85 years old, >10% die

---

- There is no *specific* treatment to cure COVID-19
- Treatment is to support the body's functions until the body's immune system can fight the infection
- Many patients with lung disease require mechanical ventilation (breathing machine, ventilator) to help them breathe
- People who need it will receive support to keep their lungs working so that the body can continue to get the oxygen it needs

---

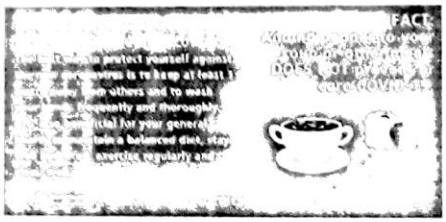
Check the facts



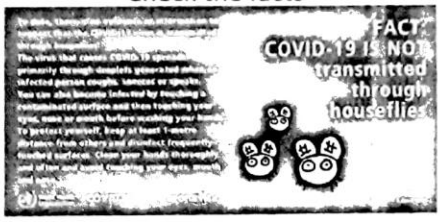
Campus Chief

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA, MUNICIPALITY, MORANG
Estd. 2048

Check the facts



Check the facts

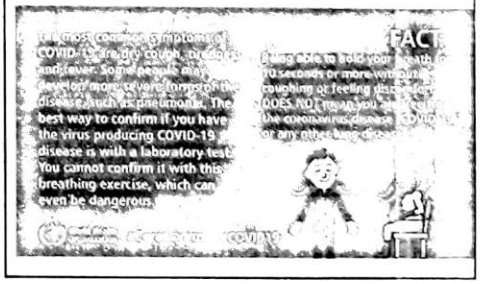


Check the facts

Check the facts

Check the facts

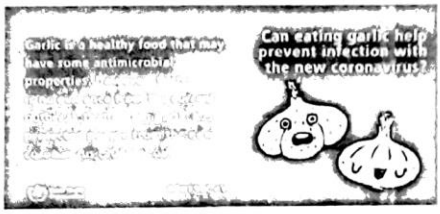
Check the facts



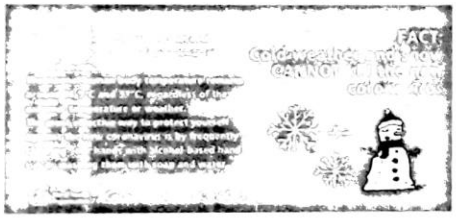
Campus Chief

Check the facts

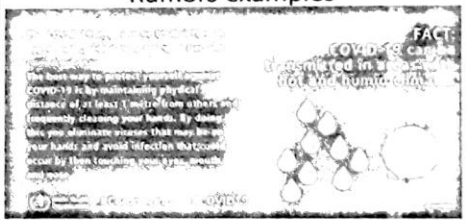
Rumors examples



Rumors examples



Rumors examples



Check the facts

Other aspects

- **Addressing Human Rights as Key to the COVID-19 Response**
- Strong commitment from the leaders for addressing stigma and discrimination, prevention of violence against women, support for vulnerable populations- COVID-19 patients, health workers, security personnel, women and children (if parents are sick manage the child care)
- Establish efficient ambulance service and linkages with the health facilities

Campus Chief

06/23/2020

SUKUNA MULTIPLE CAMPUS
Estd: 2048
SUNDARHARAINCHA, MUNICIPALITY, MORANG

Most importantly

- Support case investigation and contact tracing in your municipality
- Promote rational use of PPE
- Strictly follow the lockdown and other public health measures
- Monitor borders
- Manage quarantine and self quarantine
- Protect vulnerable people

Simple precautions and planning can make a big difference. Action now will help protect your employees and your business and your community.

Campus Chief

Annex 97: MBS Dissertation Webinar for MBS Program

Report of

One Day Webinar on MBS Dissertation Guidelines

For

(Faculty Members of Province No. 1 & 2)

Jointly Organized by
Sukuna Multiple Campus, Sundarharaincha, Morang
Mahendra Multiple Campus, Dharan, Sunsari
Mahendra Morang Adarsha Multiple Campus, Biratnagar, Morang

Prepared by
Matrika Thapa
Trilochan Sitaula
Mohan Karki
(Faculty Members)
Faculty of Management, Sukuna Multiple Campus

Submitted to
Faculty of Management
Sukuna Multiple Campus
Sundarharaincha, Morang
2020 June (2077Ashad)

Campus Chief

1. Introduction

Tribhuvan University has launched Semester system for Masters of Business Studies outside Kathmandu Valley since 2018. There was a provision of submitting Thesis under Annual system which is now replaced by Dissertation. Tribhuwan university, Faculty of Management had already organized workshop on dissertation writing in each province. All the faculties were not present there due to various reasons. The attendees were also not able to tackle it as it has some new provisions. Due to overcome this, Sukuna Multiple Campus, Mahendra Multiple Campus and Mahendra Morang Adarsha Multiple Campus jointly planned to organize the webinar on MBS Dissertation Guideline for faculties of Province No 1 and 2.

An initiation was taken by Management Faculties of three campuses. They formed a committee to organize the webinar. The committee was formed as follows:
President: Prof. Dr. Mahendra Narayan Yadav, MMAC, Biratnagar
Secretary: Prof. Dr. Ashok Kumar Jha, MMC, Dharan
Member: Mr. Balaram Pokharel, SMC, Sundarharaincha
Moderator: Mr. Mohan Subedi, MMAC, Biratnagar
Technical Support: Mr. Jeevan Bajracharya, MMC, Dharan.

2. Objectives of the Webinar

The basic objectives of the webinar are as follows:

a. To develop skills of faculties to guide dissertation.
b. To bring similarity in dissertation writing among the campuses of province 1 and 2.
c. To address the queries of faculties regarding Dissertation Guidelines.

3. Methodology of the Webinar

It was organized virtually with the decision made by the committee formed from representatives of three campuses from official discussion.

4. Activities of the Webinar

On the inaugural function, Prof. Dr. Dilli Raj Sharma, Dean, Fculty of Management, Tribhuvan University participated as Chief guest. In his chief guest address, putting the opening remarks on the webinar stressed that the COVID has provided more threats than opportunity. He suggested to use virtual way of teaching.

Prof. Dr. Mahananda Chalise (Director, School of Management, TU) participated as key resource person. As a resource person he discussed on 2019 MBS Dissertation Guidelines. He centered his presentation regarding Topic Selection, Research presentation, Research Issues, Paradigm shift in research issues and so on .

Prof. Dr. Ashok Kumar Jha, as a Secratary of Webinar Organizing Committed welcomed chief guest, Key resource person , Guests and participants with his

Campus Chief

welcome speech. He, as a resource person presented Rules and Formatting for MBS dissertation.

Chandra Mani Rai, Campus Chief, Sukuna Multiple Campus participated as guest. He addressed this webinar would be helpful on developing research culture among the faculties and would stopover the cheating of dissertation using technology.

Damodar Bhandari, Campus Chief, Mahendra Multiple Campus, Dharan participated as guest. He expressed his hope that this webinar could bring similarity in dissertations of Province 1 and 2 .

The whole session was interactive session and the key resource person answered the queries raised by the participants.

Mr. Balaram Pokhrel, HOD, Department of Mangement , Sukuna Multiple Campus and Member of Webinar organizing committee proposed vote of thanks.

The entire webinar was co-ordinated with the techincal support of Mr. Jeevan Bajrachary, Mahendra Mulitple campus and moderation of Mr. Mohan Subedi, Mahendra Morang Adarsha Mulitple Campus, Biratnagar.

5. Time Frame of the Webinar

Webinar was conducted from 2:45 PM to 6:00 PM on June 19, 2020 (Ashad 5,2077)

6. Participants of the Webinar

A total of 161 participants from various Public, Private and constituent campuse were participated. Among them 12 were females and 149 were males.

LIST OF PARTICIPANTS		
SN	Name (Original Name)	User Email
1	Aarti Gupta	rajeshgupttaa11@gmail.com
2	Aayusha Dahal	dahalnirod@gmail.com
3	Achut Raj Kattel	achutkattel@gmail.com
4	Anugya Karn	akarn414@gmail.com
5	Arbind Shrestha	arbindshr@gmail.com
6	arjun dahal (arjun dahal)	1arjundahal@gmail.com
7	Arjun Mishra	arjun_mishra26@yahoo.com
8	Arjun Rai MMC DHARAN (Arjun Rai)	chhiwatpang@gmail.com
9	Ashish Thapa	ashish.5thapa@gmail.com
10	Ashish Thapa	ashish.5thapa@gmail.com
11	Ashok Yamphu	ashokyamphu77@gmail.com
12	baburamlamichhane039@gmail.com	baburamlamichhane039@gmail.com
13	Bal Kumar Kalakheti	kalakheti.bk@gmail.com
14	Balaram Pokharel	pokharelbandana321@gmail.com

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY,MORANG ★ Estd. 2048

Campus Chief

15	Balaram Pokharel	pokharelbandana321@gmail.com
16	Balkumar Kalakheti	kalakheti.bk@gmail.com
17	Bandana Jain	bandanajain5@gmail.com
18	Bandana Shrestha	shresthabandana96@gmail.com
19	Bhaba Krishna Khatiwada	bhabakrishna.k@gmail.com
20	Bhaba Nath Ghimire	ghimireprabhat41@gmail.com
21	Bhushan Dahal	mgmtmphil@gmail.com
22	Bikram Subedi	bikramsubedi729@gmail.com
23	Binay Kumar Thakur#BPC	binay0089@gmail.com
24	Binay Shrestha#BPC	binay273@gmail.com
25	Binod Khatiwada	khatiwadabinod67@gmail.com
26	Bishnu Sharma	nepal.anju40@yahoo.com
27	Bivab Neupane	nbivab40@gmail.com
28	Chakra Bom	chakrabom@gmail.com
29	Chandra Mani Rai (Sukna Multiple Campus)	sukunamc2048@gmail.com
30	chitra karki	chitrakarki853@gmail.com
31	CM Guragain	guragaincm1212@gmail.com
32	Damak Campus(MGMT)	dmcmgmt09@gmail.com
33	Damodar Bhandari	damodarguddu@gmail.com
34	Dharm Kumari Bhandari	saritabhandari152@gmail.com
35	Dhurba Nepal SMC#Morang	nepaldhurba61@gmail.com
36	dilli Bhattarai	dilliram2031@gmail.com
37	Dilli Raj	dillrajsharmapandey@gmail.com
38	Dinesh Kumar Yadav	dinesh.sstradingcenter@gmail.com
39	Dipak Bhandari	sukunamc1992@gmail.com
40	Dipika Dugar	dipikadugar0418@gmail.com
41	Dr Jiwan Dhakal MMAMC (Tulasa dahal)	aniyamit.id@gmail.com
42	Dr. Baburam Timalsena	mmamcbzoom11@gmail.com
43	Dr. Binod Shah	binodsah.rrc@gmail.com
44	Dr.Barun Lal	barunlal516@gmail.com
45	DrSaroj Bishal	sarojbishal@yahoo.com
46	Durga Thapa	durgaathapa124@gmail.com
47	Ganesh Bimali	ganeshbimali679@gmail.com
48	Ganesh Dulal	dulalgksir@gmail.com
49	Ganesh Niraula	gniraula83@gmail.com
50	Ganesh Pd. Niraula (Patan campus) (Ganesh Niraula)	gniraula83@gmail.com
51	Ganesh Prasad Dahal	gpddahal@yahoo.com
52	Ganga Chaulagain	chaulagaingp@gmail.com
53	Ghanashyam Dhakal	gsdhakal50@gmail.com
54	Guman singh Katuwal	kgumansingh512@gmail.com
55	gunja sah	gunjasah19@gmail.com

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY MORANG
Estd. 2048

Campus Chief

56	Hari Katwal	harikatwalith@gmail.com
57	Hari Prasd Chalise	hpchalise@gmail.com
58	Hari Prasd Upadhyay	hpchalise@gmail.com
59	Hira lal Yadav(TRMC (Hira lal Yadav)	hiralalyadav62@yahoo.com
60	Indira Kafle	indukafle@gmail.com
61	Indira Kafle JMC itahari	indukafle@gmail.com
62	indira mishra	indiraacharya42@gmail.com
63	Ishwor Tamrakar	ishwortamrakar793@gmail.com
64	Iswor Luitel # MRMC Ilam	isworluitel@gmail.com
65	Jabed Mansuri	jabedmansuri773@gmail.com
66	Jai Mehta	jaiaspire@gmail.com
67	Janak Sapkota	janaknsap@gmail.com
68	Jay Raj Bhattarai	bhangbari@gmail.com
69	Jaybendra Jha	jhajayben@gmail.com
70	Jeewan Bajracharya (Mahendra Multiple Campus Dharan)	mmcdzoom1@gmail.com
71	Jitendra Chaudhary	jitukumunishu@gmail.com
72	Kanta Subedi	subedi.kanta333@gmail.com
73	Kanta Subedi	subedi.kanta333@gmail.com
74	Karna MMC Dang (Mahendra Multiple Campus)	mmcdzoom@gmail.com
75	Keshab Khanal	keshabkhanal05@gmail.com
76	Khagen Thapa	tkhagendra26@gmail.com
77	Khagendra Adhikari	khagendra9852054788@gmail.com
78	Khagendra Kumar Thapa	tkhagendra25@gmail.com
79	Khagendra Niroula	khagen2023@gmail.com
80	kiran sah	kiran.sahnep@gmail.com
81	Lalan Dwivedy	dwivedylalan@gmail.com
82	Laxmi prasad Guragai	lpguragai@gmail.com
83	Mahananda Chalise	mahanchalise@gmail.com
84	Mahendra Multiple Campus	mmcdzoom@gmail.com
85	Mahendra Narayan Yadav	mahendranarayanyadav46@gmail.com
86	Mahesh Nepal (RG Jiwan Dhamala)	jiwandhamala2018@gmail.com
87	Mangalbhakta shrestha	mangalbhakta@gmail.com
88	Matrika Thapa# Lecturer SMC	matrikathapa203@gmail.com
89	Min Karki	karkimin111@gmail.com
90	Mohan Karki	mohan.asmee143@gmail.com
91	Mohan Karn	mohankarna494@gmail.com
92	Mohan Krishna Shrestha	mohan4nepal@gmail.com
93	Mohan Subedi	emonsubedi@yahoo.com
94	Mukesh Gupta (Mukesh Gupta)	mukeshmmc2015@gmail.com
95	N.N. Mehta	mehtann3@gmail.com
96	N.P. Bhandari	bhandarinp2028@gmail.com

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY MORANG ★ Estd. 2048

Campus Chief

97	nabaraj khatiwada	nkhatiwada93@gmail.com
98	nabaraj khatiwada	nkhatiwada93@gmail.com
99	Nabin Prajapati	routersallaghari@gmail.com
100	Narendra Rai	nkrkgmg025@gmail.com
101	Neerodha Dahal (Aayusha Dahal)	dahalnirod@gmail.com
102	Neha Agrawal	agrawalneha1@gmail.com
103	Nirmal Khatiwada	khatiwadanirmal74@gmail.com
104	Pooza Shrestha	pooza.shrestha2833@gmail.com
105	Posta Raj Lamichhane	lpostaraj@gmail.com
106	Prabin Gyawali	prabin1122@gmail.com
107	Pradeep Kc	kcpradeep2044@gmail.com
108	pradip sarma	pradipsamap@gmail.com
109	Prakash Lamichhane	mmcnzoom19@gmail.com
110	Pratik Neupane MMC	neupanepratik78@gmail.com
111	Prof. Dilli Raj Sharma (Dilli Raj)	dillrajsharmapandey@gmail.com
112	Prof. Dr. Ashok Kr. Jha	akjhaphd@gmail.com
113	Prof. Dr. Mahananda Chalise	mahanchalise@gmail.com
114	Prof. Dr. Mahananda Chalise	mahanchalise@gmail.com
115	Purushotam Dahal	purudahal07@gmail.com
116	puskar pokharel	puskarncc2019@gmail.com
117	Radhika Dangi	dangiradhika4@gmail.com
118	Raj kumar karn	karnarajkumar24@gmail.com
119	RAJESH POUDEL	poudelrkp@gmail.com
120	Raju Prasad Rouniyar	rajupdrouniyar@gmail.com
121	Rakhi Kumari Jha	rakhikumarij14@gmail.com
122	Ram Dayal Yadav	ramdayalsir5@gmail.com
123	Ramavatar Sharan	sharanramavatar@gmail.com
124	Ramji Timalsina	ramjikoshi@gmail.com
125	ravi raj	ristaraj@gmail.com
126	RG Jiwan Dhamala	jiwandhamala2018@gmail.com
127	rohans rai	rahansaru@gmail.com
128	Rudra Gautam (KMC (Youth Society)	rukigautam@gmail.com
129	Rudra Thapa	rudrasir81@gmail.com
130	samana gubhaju	samanagubhaju@gmail.com
131	santosh karn	santoshkarn803@gmail.com
132	Sarita Niraula	sndahal414@gmail.com
133	Saroj Bishal	sarojbishal@yahoo.com
134	Sasi Kumar Upadhaya	sasikumar.upadhyaya@gmail.com
135	shambhu sharan sah	ssharansah@gmail.com
136	Shibendra Labh	shivendralabhkarn@gmail.com
137	Shiksha Kc (Shiksha Kcj9)	kcshiksha8@gmail.com
138	shiva chandra chaudhary.MMAMC	swetachy02@gmail.com
139	shreebas adhikari MMCN	sbadhikari23205@gmail.com

SUKUNA MULTIPLE CAMPUS
SUNDARHARAINCHA MUNICIPALITY, MORANG
Estd. 2048

5

Campus Chief

140	Sikander Zoom	subedirajesh74@gmail.com
141	sita khatiwada	sitakhatiwada111@gmail.com
142	subhash prasad	subhashpd75@gmail.com
143	Sukna Multiple Campus	sukunamc2048@gmail.com
144	Suman (Damak Campus(MGMT))	dmcmgmt09@gmail.com
145	Suman Sah	sahsumankumar471@gmail.com
146	Suraj Agrawal	suraj.agrawal987@gmail.com
147	sweta chaudhary	swetachy02@gmail.com
148	Taman Neupane	tamanneupane567@gmail.com
149	Tara Adhikari Gautam	taragautam2008@yahoo.com
150	Tirtha Raj Niraula	niraulatirtha15@gmail.com
151	Tirtha Shakya	tirthashakya002@gmail.com
152	Trilochan Sitoula	ctoulatri@gmail.com
153	Tulasa dahal	aniyamit.id@gmail.com
154	Tulashi Rimal (SMC)	rimal.tulashi01@gmail.com
155	Tulsi Pokharel	tr.pokharel2012@gmail.com
156	Umesh Khadka	umeshkhadka91@gmail.com
157	Uttam Bhattarai	uttam.dmk10@gmail.com
158	Vishnu Deo Yadav	prof.vishnudeo@gmail.com
159	Yatra Kalakheti (11 sci. C)	kalakheti.bk@gmail.com
160	Youth Society	rukigautam@gmail.com
161	सीताराम चौलागाई	sitaramchamlagain72@gmail.com

7. Comments, Queries and Feedback

00:32:42 Radhika Dangi: NAMASKAR all respected sir and madam.
00:34:23 Prof. Dr. Mahananda Chalise: welcome and namaskar to all of you
00:34:58 Binay Shrestha,BPC: Namaste to all
00:35:01 Bivab Neupane: namaskar and thank you sir
00:35:29 santosh karn: Dr.Santosh Kumar Karn,R.R.T.J.M.Campus,Golbazar(Siraha)
00:36:49 Lalan Dwivedy: namaskar to all respected sir and madam
00:37:40 Ganesh Pd. Niraula (Patan campus): namaskar to all
00:38:09 Indira Kafle JMC itahari: namaskar prof. Dr. Dilli ram sharma sir, prof. Dr Mahananda chalise sir. and to all respected sir madam.
00:38:25 Ramavatar Sharan: namaskar to all sir and ram
00:39:11 Rudra Gautam (KMC, Surunga): namaskar to all respected sir and madam
00:39:21 Suman Sah: namaskar to all respected sir n mam
00:39:24 Prof. Dilli Raj Sharma: Welcome all

SUKUNA MULTIPLE CAMPUS * SUNDARHARAINCHA MUNICIPALITY, MORANG * Estd. 2048

Campus Chief

00:39:46 chitra karki: PLZ. Give me Recording option Mohan sir
00:40:13 Sukuna Multiple Campus: namaste all of you respected sir and madam
00:40:39 Posta Raj Lamichhane: Namaskar to all respected sir n mem
00:41:03 Laxmi prasad Guragai: namaskar all participants
00:41:31 chitra karki: Namaskar to all sir and mam
00:41:33 Iswor Luitel , MRMC Ilam: Namaskar to all
00:42:15 puskar pokharel: Namaskar
00:42:32 subhash prasad: good afternoon everybody
00:43:29 chitra karki: plz. Jiwan sir recording option
00:53:33 Damodar Bhandari: नमस्कार।
00:56:15 Prof. Dr. Ashok Kr. Jha: Thanks Dean Sir
00:56:23 Chandra Mani Rai: Thank you sir.
00:56:51 Ganesh Kumar Dulal, VAC, Itahari: Thank you sir
01:04:25 Achut Raj Kattel: Good afternoon Prof Mahanand sir and organizer. Great program...
01:06:14 Mukesh Gupta, MMC,Nepalgunj: Dear n respected Dr Chalise.. plz make clear when n how to use terms such as evaluate, study, assess etc with action verb to while setting objectives...
01:12:35 Bhaba Nath Ghimire: plz mute garidinu vaye personal kura sunnu naparne thiyo
01:23:26 Prof. Dr. Ashok Kr. Jha: Nice delivering research speech
01:23:42 pradip sarma: Good afternoon Prof Mahanand sir and organizer. Great program...
01:24:57 pradip sarma: MBS & MPA ko same ho sir
01:26:18 Prof. Dr. Ashok Kr. Jha: If any Q to somebody, please write here.
01:27:56 Mukesh Gupta, MMC,Nepalgunj: Dear n respected Dr Chalise.. plz make clear when n how to use terms such as evaluate, study, assess etc with action verb to while setting objectives...

01:32:59 Pradeep Kc, Janata Campus, Itahari: Research gap
01:33:00 Purushotam Dahal: research gap
01:34:17 shiva chandra chaudhary.MMAMC Biratnagar: a little bit of research gap
01:35:03 shiva chandra chaudhary.MMAMC Biratnagar: thank u sir
01:37:43 Neerodha Dahal: No. Sir

Campus Chief

01:37:49 Pradeep Kc, Janata Campus, Itahari: Going on great sir
01:38:16 kiran sah: nidaune kurai bhaena
01:38:21 shiva chandra chaudhary.MMAMC Biratnagar: sir plz an example of working capital
01:38:35 RAJESH POUDEL: GREAT VIEW SIR
01:41:11 Sasi Kumar Upadhaya: namaskar mahananda sir
01:42:17 Bandana Jain: plz provide an example of theoretical and conceptual framework
01:48:05 Pradeep Kc, Janata Campus, Itahari: First of all we need netiquette session to be effective participant in virtual learning
01:49:21 Dr. Binod Shah: constructs
01:55:21 DrSaroj Bishal: sound I disturbed
01:57:41 Pratik Neupane: sir Is there difference between summary and conclusion or are they similar or same?
01:58:08 Ganga Chaulagain: Thanks sir for your practically presentation .
01:58:08 Pratik Neupane: it is a question to Prof Mahananda chalise
02:02:02 Indira Kafle JMC itahari: step 3rd sir???
02:03:09 Iswor Luitel , MRMC Ilam: third step sir??
02:09:22 rohans rai: Thank you Mahananda Sir for insightful and fruitful presentation
02:09:37 Mukesh Gupta, MMC,Nepalgunj: Dear Sir plz briefly explain summary conclusion discussion and implication....
02:09:46 Dr. Binod Shah: some mere about using action words
02:09:52 Mukesh Gupta, MMC,Nepalgunj: Dear n respected Dr Chalise.. plz make clear when n how to use terms such as evaluate, study, assess etc with action verb to while setting objectives...

02:10:21 Purushotam Dahal: There is any format of Background writing
02:10:24 Ashish Thapa: Thank you so much Prof. Dr. Mahananda Chalise Sir for your knowledge sharing with us.
02:10:25 subhash prasad: very interesting and valuable session
02:10:48 dipak bhandari SMC: what about bibliography and references.
02:10:55 Ishwor Tamrakar: Thank u sir for fruitful presentation
02:11:04 Sarita Niraula: namaskar to all

SUKUNA MULTIPLE CAMPUS SUNDARHARAINCHA MUNICIPALITY, MORANG Estd. 2048

Campus Chief

02:11:28 Chakra Bom MMC: Thank you Chalise sir for valuable presentation.
02:11:28 pradip sarma: MPA r MBS ko research same huncha sir
02:12:33 Bivab Neupane: sir you took lots of load. it would better u limit only one topic.
02:13:07 Dhurba Nepal SMC,Morang: THANK YOU MAHANANDA CHALISE SIR
02:13:53 dipak bhandari SMC: what is the difference between bibliography and references
02:14:47 pradip sarma: Thank u so much respected sir
02:15:38 Jai Mehta: what is implication in research? how it differs from recommendation?
02:16:35 Khagendra Niroula: what is differences between abstract and summary?
02:17:27 Pradeep Kc, Janata Campus Itahari: Lots of graduate to our respected Mahanan sir,and want to be more clear about that we have to present two or one framework theoretical or conceptual or can we both sir? And want to know about theorization and upcoming research direction
02:18:51 Tirtha Raj Niraula: sir, what is the difference between hypothesis and research questions ?
02:18:56 Purushotam Dahal: is it compulsory the abstract In MBS
02:19:22 Shibendra Labh: what type of philosophy can be used in the study of financial performance and working capital management?
02:19:33 dipak bhandari SMC: is the same topic with distinct objective accepted for same Bach students of same campus
02:20:21 Ashish Thapa: if this webinar going on in-depth and quite details in 2/3 days discussion, than it will be more fruitful to us.
02:20:36 Pradeep Kc, Janata Campus Itahari: Mohan sir mero question alik mathi heridinus
02:22:06 dipak bhandari SMC: plz I have more one question above
02:22:15 Purushotam Dahal: is the hypothesis guided by theory?
02:22:36 Pradeep Kc, Janata Campus Itahari: about theorization and research direction
02:22:51 Posta Raj Lamichhane: research paradigm lai clear gardinuna
02:25:41 Shibendra Labh: Thank u Mahanand sir
02:25:47 shambhu sharan sah: is hypothesis is necessary for management reserch

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

02:26:08 kiran sah: empirical review and literature review??
02:28:41 Bandana Jain: thank u sir
02:28:55 Ashok Yamphu: thank you Mahanada sir .
02:29:38 Pradeep Kc, Janata Campus Itahari: Thank you so much our resource of ASK....
02:30:08 Binay Shrestha,BPC: Thank u prof. Chalise for sharing knowledge
02:30:09 kiran sah: thank you sir
02:30:24 subhash prasad: Thanks mahanand sir
02:30:44 Mukesh Gupta, MMC: Thank you Dr Chalise sir....n thanks to all organizeers and presenters...
02:30:50 puskar pokharel: Thank u mnc sir
02:31:55 Mukesh Gupta, MMC: battery is running out and no electricity heree in Nepalgunj...so thank you all Namaskar for now ..
02:33:37 Achut Raj Kattel: Good beginning Dr Jha.
02:35:00 Ashish Thapa: Co-supervisor adding is good concept sir
02:37:13 Prakash Lamichhane: Thank you mahanand sir for your powerful presentation.
02:40:43 Khagendra Niroula: sir suggest me how can I inspire to such students who can not write one paragraph in English to write whole dissertation in English language?
02:49:20 Ashish Thapa: I agreed sir
02:51:56 Ramji Timalsina: If they write one paragraph, they can write hundreds of pages!!
02:52:50 Matrika Thapa, Lecturer SMC: which Edition of APA format should we use now?
02:53:32 Dr. Binod Shah: APA sixth
02:53:48 Ashish Thapa: excuse me, we all known about this dissertation style, move on next topic
02:55:35 shiva chandra chaudhary.MMAMC Biratnagar: once repeat sir citation
03:00:35 Iswor Luitel , MRMC Ilam: sir pleade show slide of block quotation once more
03:04:04 Ganesh Pd. Dahal (SMC)): Sir, attendance of this webinar????? If you have attendance list or link, plz attach here.
03:04:07 dipak bhandari SMC: order of showing of abbreviations
03:04:55 Achut Raj Kattel: Very fruitful presentation.Thank you Dr Jha.
03:07:14 Ramavatar Sharan: mohan sir kehi que garn sakinx

SUKUNA MULTIPLE CAMPUS ★ SUNDARHARAINCHA MUNICIPALITY, MORANG ★ Estd. 2048

Campus Chief

03:07:44 nabaraj khatiwada: Fruitful thesis guidelines
03:08:35 Ganesh Pd. Dahal (CMC): Thank you Dr sab.
03:09:04 Chakra Bom MMC: Thank you Dr. Jha for wonderful presentation.
03:09:07 Ashish Thapa: Thank you so much Prof. Dr. Ashok Kuma Jha sir for your kind guideline.
03:09:30 Dr. Binod Shah: Thank you Prof. Ashok sir
03:09:41 N.N. Mehta: Thank u Dr.Jha sir
03:09:56 subhash prasad: thanks Ashok sir
03:10:22 kiran sah: thank you sir
03:14:43 Dr. Binod Shah: if possible please arrange webinar on article writting
03:15:29 pradip sarma: Thank u so much Ashok sir
03:15:39 Sarita Niraula: thank you all
03:16:43 Dr Jiwan Dhakal MMAMC: thank you Prof. Dr. Mahananda Chalise and Prof. Dr. Ashok Jha and organisor as well
03:18:35 pradip sarma: Fruitful program .
03:18:48 Iswor Luitel , MRMC Ilam: Thank you very much mohan sir giving me the opportunity
03:18:56 pradip sarma: Fruitful program
03:19:01 Iswor Luitel , MRMC Ilam: fruitful program
03:19:32 subhash prasad: very very thanks to all organizing team
03:19:50 Mahananda Chalise: Thank you all of yo listening to me and for your constructive suggestion
03:22:05 Dr. Binod Shah: Thanks Prof. Mahananda sir
03:22:09 shambhu sharan sah: thanku u fof organizing team. I think it will be more fruitful if such training is made for every specific topic.
03:24:23 Tirtha Raj Niraula: Excellent sir ! still some more detailed discussion is expected.
03:24:59 Iswor Luitel , MRMC Ilam: Thank you for the entire organising team
03:25:42 Bandana Jain: wonderful and insightful session.... thanks to the organizer and experts
03:26:31 Ashish Thapa: Thank you so much Organizer team, Dean sir, Prof Dr. Mahananda Chalise and Ashok Kumar Jha Sir and all respected colleague . We aspect as same as this type of programme later days.
03:26:38 N.N. Mehta: special thanks for organizing teams
03:31:12 Hira lal Yadav (TRMC - Birgunj): Thanks a lot to the all stakeholders.

11

Campus Chief

03:31:43 Prof. Dr. Ashok Kr. Jha: Thanks to all for your valuable participation for so long period.
03:32:12 Chakra Bom MMC: Thank you organizer and Mohan sir
03:33:16 Aarti Gupta: Special thanks to organizing team
03:33:49 shreebas adhikari MMCN: Thank you organizer and Mohan sir
03:35:07 Ashish Thapa: Well Programme sir
03:37:30 Balkumar Kalakheti (sukuna): thank you sir
03:38:39 Ashish Thapa: Okay nice to meet you. thank you all of you.
03:40:52 Mohan Krishna Shrestha: sir ma Bhaktapur bata pani

8. Summary and Conclusion

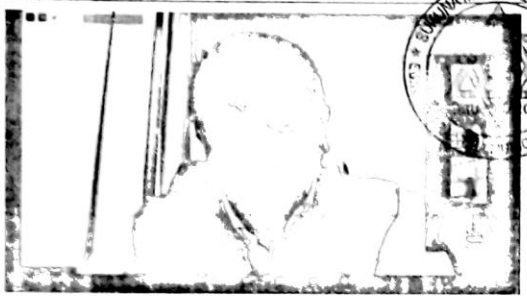
The Webinar has become a great platform for knowledge sharing. It has proved itself to remove the geographical constraints. This webinar facilitated to bring the faculties and experts at a place to share their knowledge, skills and experiences which was almost impossible through seminars or workshop. New faculties got a huge opportunity to explore themselves and take initiation on guiding Dissertations. It would bring similarity in Dissertations from Province 1 and Province 2. It solved the confusion associated with the MBS Dissertation Guideline 2019 published by FOM, TU. This sort of webinars are expected to be organized frequently in upcoming future. Lastly the Webinar produced this report which can be recorded as valuable academic assets and pathfinder to the organizers.

9. Gallery View of Webinar

Moderator, Mr. Mohan Subedi, Formally opening the Session

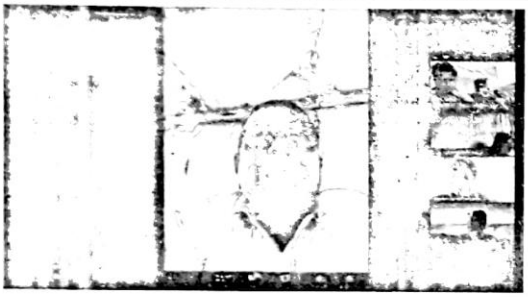
Prof. Dr. Ashok Jha
Delivering Welcome Speech

Campus Chief



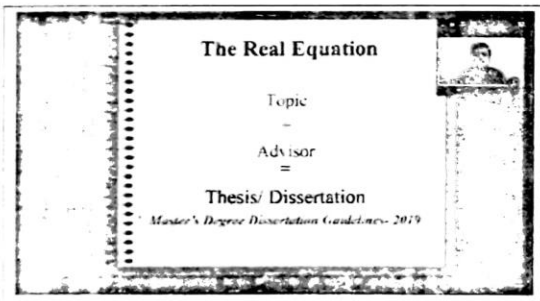
Prof. Dr. Dilliraj Sharma , Dean FOM, TU
Addressing the webinar as chief guest

Mr. Chandra Mani Rai, Campus Chief, Sukuna Multiple Campus, Addressing the webinar as guest.

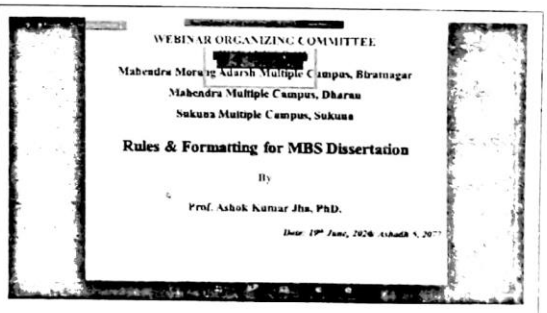


Mr. Damodar Bhandari , Campus Chief, Mahendra Multiple Campus, Addressing the webinar as guest.

Prof. Dr. Mahananda Chalise , Key Resource Person addressing the webinar.



Prof. Dr. Mahananda Chalise, Presenting his presentation.



Prof. Dr. Ashok Jha
Delivering his presentation

Campus Chief

Mr. Jeevan Bajrachary, Technical Assistant, on top left with participants.	Mr. Balaram Pokhrel, HOD SMC, proposing his vote of thanks to the chief guest, guests, key resource person and Participants.

Report Presented By:

a. Mr. Matrika Thapa , Faculty Member, Faculty of Mgmt. SMC
b. Mr. Trilochan Sitaula, Faculty Member, Faculty of Mgmt. SMC
c. Mr. Mohan Karki, Faculty Member, Faculty of Mgmt. SMC

Report Recommended/verified By:

a. Mr. Balaram Pokharel, HOD, Faculty of Mgmt, SMC

Report approved By:

a. Mr. Chandra Mani Rai, Campus Chief, SMC

Campus Chief

End of the Report !!!

SUKUNA MULTIPLE CAMPUS * SUNDARHARAINCHA MUNICIPALITY, MORANG * Estd. 2048

Annex 98: Report of Critical Thinking Program

Program Report

Submitted to
University Grants Commission, Sanothimi, Bhaktapur, Nepal
On
Critical Thinking Methodology Training –Cum- Workshop

Jointly Organized by
University Grants Commission, Nepal
And Sukuna Multiple Campus, Morang
(10th June, 2016 to 12th June, 2016)

Prepared by
Sukuna Multiple Campus
Koshiharaincha, Morang
2016

Introduction of the Program

In connection with the proposal submitted to the University Grants Commission by Sukuna Multiple following the action plan of Research Management Cell (RMC) and its approval by the Commission, ' A Three Day Training cum Workshop' was held in the hall of Sukuna Multiple Campus from 10 to 12 June, 2016. The overall training program was coordinated by the campus chief of Sukuna Multiple Campus (SMC) whereas the program was jointly sponsored of UGC and SMC. The training was held in the cordial presence and facilitation of Professor Doctor Ganesh Bahadur Singh and Mr.Kul Raj Neupane from Mahendra Ratna Campus, Tachal.

Program Objectives

The proposed program was carried out to attain the following objectives:

- To make aware participants of in the active and thinking classroom methods
- To cultivate critical thinking skills of the teachers and academic leaders.
- To enable the educational leaders and teachers to consider in a thoughtful way the problems and subjects that come within the range of their experiences.
- To get introduced with the methods of logical inquiry and reasoning for running educational institutions,

Methodology of the Program

Following methodological procedure was employed for the successful completion of the program:

i. Presentation of the components of critical thinking by the experts
ii. Discussion and interaction over the materials presented and the issues raised during the session
iii. Group discussion
iv. Practicing over given problems among participants
v. Group presentation and discussion
vi. Reporting (Documentation)

Participating Campuses in the Program

In the program, teachers and academic leaders from 15 different campuses of Eastern Development Region were participated actively:

Name and Address	Number of Participants
1. Sukuna Multiple Campus, Koshiharaincha, Morang	22
2. Damak Multiple Campus, Damak, Jhapa	1
3. Janata Multiple Campus, Itahari, Sunsari	1
4. Pathari Multiple Campus, Pathari, Morang	1
5. Belbari Multiple Campus, Belbari, Morang	1
6. Sunsari Multiple Campus, Inaruwa, Sunsari	1
7. Dhankuta Multiple Campus, Dhankuta	1
8. Myanglung Campus, Myanglung, Terhathum	1
9. Gauriganj Multiple Campus, Gaurijunj, Jhapa	1
10. Bashanta Multiple Campus, Bashantapur, Terharhum	1
11. Balaha Campus, Balaha, Sunsari	1
12. Mangalbare Multiple Campus, Mangalbare, Ilam	1
13. Ra.Ra. Ta.Ja. Multiple Campus,Golbazzar, Sirah	1
14. Kanakai Multiple Campus, Surunga, Jhapa	1
15. Sauntha Multiple Campus, Sauntha, Morang	1
16. Sankhuwasava Multiple Campus, Chainpur, Sankhuwasava	1
Total	37

(The attendance of the participants is annexed on page 30)

First Day Program

1. Opening Session: Introduction, Welcoming and Preparing: The opening session was run according to the following procedure:

Anchoring of the program: Mr. Ganesh Prasad Dahal, Head of the RMC- Sukuna.

Chairman of the Program: Pit Kumar Shrestha, Campus Chief, Sukuna Multiple Campus, Koshiharaincha, Morang

Chief Guest: Prof. Dr. Ganesh Bahadur Singh, Mahendra Ratna Campus, Tahachal Kathmandu

Guest: Kul Raj Neupane, Mahendra Ratna Campus, Tahachal Kathmandu

Welcome Speech: Prem Prasad Bhattarai, Assistant Campus Chief, Sukuna Multiple Campus

Few Words from Facilitators: Prof. Dr. Ganesh Bahadur Singh

Relevance of the Program and Conclusion (Speech): Pit Kumar Shrestha, Chairman of the opening session

2. Second Session: DRA & RSQ

The session started at 8.15. In this session the participants practiced various strategies of activating learners in classrooms. At first Dr. Ganesh Bahadur Singh involved all the participants in reading a paragraph extracted from Bronowski (1973) using Directed Reading Activity (DRA). Then he put the participants in pairs. In each pair, one had to read the first section of a paragraph and another had to read the remaining section of the same paragraph. Then they had to summarize the sections they had read to their partners. This activity was called 'Paired Reading and Paired Summarizing' (PRPS). After that 'Read Summarizes and Question' (RSQ) technique was practiced. One participant was asked to read a paragraph loudly, and some other participants were asked to summarize it. Each participant was asked a couple questions to elicit more information from the text.

2. Second Session: LSQ & ABC Model

In the second Session, he used another technique called ‘Questioning’. A participant was made to ask a question from the text and other participants answered the question. A slight variation of the technique was used, and it was called ‘Active Listening, Summarizing and questioning’ (ALSQ).

Finally, the participants were given an individual task in which they had to extend the text they had read by writing a paragraph in their own words.The session concluded with a brief outline of **Anticipation, Building Knowledge, and Consolidation (ABC) Model of Critical Thinking.**

Anticipation Phase: asking questions and sharing experiences

Building Knowledge Phase: practicing reading and learning

Consolidation Phase: debriefing the whole activities practiced in the lesson

3. Third Session: What, ‘So What’ and ‘Now What’

This session started with a video that contained a critical thinking demonstration class. It was followed by discussion. It was a model of how a lesson should begin and how other activities should be performed. The discussion pointed out the importance of video, pictures, and newspaper cutouts to stimulate students’ interest toward a lesson. Then discussion was made on how classroom activities should be conducted in a class, especially when we have to teach in a class in which majority of students are passive learners. A number of learner-centered techniques such as brainstorming, group work, pair work, role play, etc were suggested. The presentation also suggested strategies for linking knowledge to dealing with practical problems. The participants were suggested using ‘What, ‘So What’ and ‘Now What’ strategies to deal with practical problems in class.

4. Fourth Session: Practice and Feedback

In this session the participants performed some practical activities on critical thinking while reading texts. They were asked to create questions that arise in their mind after reading the text, and then they discussed the answers.

Then the participants discussed the following ways of asking questions in classes.

- Question to group and answer from group
- Question to individual and answer from individual
- Question to group and answer from individual

Discussion was held on the advantages and disadvantages of each of these techniques. Most of the participants preferred ‘Question to group and answer from individual’ strategy to other strategies.

Second Day Program

1. First Session: Problem Based Learning’ (PBL)

This session started at 8 am sharp. It was led by Kul Raj Neupane. In the beginning the participants briefly recalled the things learned on the previous day. They also shared their classroom experience, especially the problems they encountered and the strategies they used to solve them.

Then the participants practiced ‘Problem Based Learning’ to deal with the problems they were facing. For this purpose they were divided into six groups. In each group they discussed a common problem they were facing. The discussion followed the following procedure

- Identification of problem
- Plan for solving the problem
- Solution of the problem
- Presentation of the solution
- Evaluation of the solution

Group	Identification of the Problem	Plan for solving the problem	Solution of the problem	Presentation of the solution	Evaluation of the solution
A	Improving poor study culture	Collecting information from students, observation, test	Focused exercise for poor students, collecting interesting materials and providing to students, using more effective teaching materials, giving more tests	By Laxmi Kumar Shrestha	Could not be done due to time constraints
B	Lack of efficient teachers for quality education	Studying Records of students, contacting teachers	Training for teachers, self study, change in teacher selection criteria, conducting action research	By Prem Prasad Bhatarai	
C	Decreasing number of students in Faculty of Education	Contacting students, parents, professionals, representatives of the Government of Nepal and	Conducting education through open education, Policy formation	By Dipak Prasad Neupane	

		asking questions to collect information			
D	High dropout rate of Bachelor's Degree students	Collecting information from observation, questionnaire, library and checklist	Providiing skilful education, giving suggestion, using newer methodology and technology in classes	By Dhananjaya Bastola	
E	Students' diminishing attraction towards school	Collecting information from parents, teachers, friends and experts, visiting websites	Forming strategies to solve problems pointed out by the concerned people	By Chandra Mani Rai	
F	Problem in adjustment of new students	Taking information from parents, teachers, friends and students themselves	Seating arrangement Introduction program	Nara Prasad Bhandari	

2. Second Session: Mixed Fixed Pair' & Semantic Mapping'

This session was led by Dr. Singh. During this session the participants practiced three innovative techniques. At first he introduced a technique called 'Mixed Fixed Pair' and made the participants practice this technique while learning 'vector borne diseases'. Then he introduced another technique called 'Semantic Mapping' for maximizing student participation. The participants brainstormed various food items. Those items were classified into two categories in terms of the source: animal related and plant related. Animal related food items were further classified into milk related and meat related. Likewise, plant related food items were classified into grains, fruits and vegetables. Similarly food items were classified into those that are cooked and that are not. This was done mainly with the help of ideas generated from the participants. This revealed the importance of semantic map in teaching classification and categorization.

Finally, he introduced' Question Answer Pair' as a new strategy to maximize students' participation. In another activity the participants were distributed flash cards. Each card contained a word. Each individual had to look for a participant who had got a card with antonym of the word they had got. Each pair had to display their cards and others decided whether they were correct antonyms or not.

3. Third Session: Prediction from Pairs (Story)

This session started with an activity in which the participants had to write a story using the words provided (Prediction from Terms). They individually wrote story and read the story aloud. The participants who read out their stories were Janardan Guragai, Dipak Prasad Neupane, Basudev Dahal, Kishor Kumar Saha and Gita Adhikari. Finally the instructor read out a story himself and asked the participants the extent to which his story and their story were similar. While reading the story he paused for a while and asked the participants to predict the remaining part of the story. Time and again he asked whether the actions made by the characters are justifiable. After reading the story the participants were divided into three groups: those who supported the main character in the story, those who did not supported her, and those who remained neutral. Representatives from each group presented their arguments for their decision. This session was a model for how to activate students' creative thinking while teaching reading texts.

4. Fourth Session: Practice and Feedback

In this session the participants practiced the strategies learnt in the previous sessions.

At first participants were divided into five groups on the basis of subjects. Each group prepared for a lesson using 'Mixed Freeze Pair' and 'Question Answer Pair' techniques. Each group presented the planned lesson.

Group	Lesson Topic	Items/key words used in the lesson	Technique used	Group presenter
A	Letter Writing	Dear mother, your loving son	Question Answer Pair	Nara Prasad Bhandari
B	Greeting	Good morning, hello, hi	Mixed Freeze Pair	Punya Prasad Mainali
C	Word Class	Various Nepali words belonging to different word classes	Question answer pair	Dipak Prasad Neupane
D	Festivals	Dashain, Tihar, Loshar, Eid, Christmas	Mixed Freeze Pair	Kanta Subedi
E	Sources of Energy	Renewable, Nonrenewable	Semantic Mapping	Basudev dahal

After the presentation from the group representatives, comments were provided by members of other groups.

Third Day Program

1. First Session: Jigsaw cooperative learning & Gallery Walk Technique'

This session was led by the facilitator Mr. Kul Raj Neupane. He involved the participants to practice jigsaw cooperative learning activities in reading. The participants were divided into five groups (home groups), each having five members. Each individual had a section of a reading material. Members from each group were numbered. In a group, each member read his/her his assigned section of the reading material. Then they were sent to 'expert groups' to expand their

knowledge of the reading section they had read in their home groups. Now everyone became the expert for their home groups. They returned to their home groups to share the information they had got by working in the expert group. Finally representative from each home group presented the information in the whole class using 'Gallery Walk Technique'. Five sections of the reading material were related to different types of marking system.

- Comparison with other students
- Comparison with established standards
- Comparison with aptitude
- Comparison with effort
- Comparison of achievement with improvement

At the end of the session the instructor briefly described 'Jigsaw Technique', and the participants expressed their views about it.

2. Second Session: Students Team Achievement Division (STAD)

This session was related to revision strategies that can be applied in classroom, and was led by Dr. Singh. These activities emphasized learning from others in team, and were related to group performance. They are collectively known as 'Students Team Achievement Division (STAD).

First strategy was 'Relay Race'. Dr. Singh was assisted by Mr. Dipak Prasad Neupane of Sukuna Multiple Campus. For this strategy, participants were divided into five groups, each having six members. Members in each group took turns to select different words belonging to different types of nouns in Nepali grammar. The group that selected the maximum number of correct words was announced the winner. In another activity, in which 'Classify Categorize and Organize' was used, each participant was distributed a card having a number. Then, all of them walked around to make a correct equation by working collaboratively with other participants.

Finally, Dr. Singh briefly explained other strategies of making revision in classroom. Some of them were 'One Stay Others Stray', Arc of Vision', and so on.

3. Third Session: 'Mixed Freeze Pair' and 'Pair Reading Pair Summarizing'

In this session some videos containing model class presentations were displayed. First video was related to teaching in a large class. In this class the teacher used various strategies such as 'Mixed Freeze Pair', 'Question Answer Pair', 'Pair Reading Pair Summarizing', etc. for involving students in doing classroom activities. This video encouraged the participants to use student-centered strategies to activate students in higher level classes. It showed that using learner-centered strategies is possible in overcrowded classes.

Another video was related to teaching in a non-formal class. It emphasized the use of 'Pens in Middle' strategy in group discussion.

Other videos showed how a teacher can bring change in his/her class through training. In the beginning the teacher seemed to be using traditional teacher techniques in the class, so the students looked distracted. In the subsequent classes, as the teacher started using newer innovative techniques in her class, the students became more and more curious towards the content of the class.

At the end of the session, Dr. Singh briefly outlined the meaning of critical thinking and ways of using critical thinking strategies in classes.

4. Open Session: Dealing with the practical problems

In this session the participants shared their experience and expressed anything they thought were relevant. The facilitators answered the questions raised by the participants. The questions were related to classroom management and practical problems in classrooms. Some participants expressed that they were determined to apply the strategies they learned during the workshop. On the whole they looked more confident in using creative and innovative techniques in their classes. Dr. Singh told an anecdote to encourage the participants to create a new strategy themselves in their classes, rather than always depending on the readymade strategies developed by other people.

(Some sample activities and their photographs have been annexed in this report on pages 41- 45).

5. Closing Session: Feedbacks and Certificate Distribution

This session was conducted by Mr. Ganesh Prasad Dahal, Head of Research Management Cell, Sukuna Multiple Campus. The Chairman of the closing ceremony was Mr. Pit Kumar Shrestha, Campus Chief, Sukuna Multiple Campus. The Chief Guest of the ceremony was Professor Dr. Ganesh Bahadur Singh, the chief facilitator of the workshop. Another guest of the ceremony was Kul Raj Neupane, a facilitator of the workshop. A brief outline of the closing ceremony was like the following.

Chairman: Pit Kumar Shrestha, Campus Chief, Sukuna Multiple Campus, Koshiharaincha, Morang

Chief Guest: Prof. Dr. Ganesh Bahadur Singh, Mahendra Ratna Campus, Tahachal Kathmandu

Guest: Kul Raj Neupane, Mahendra Ratna Campus, Tahachal Kathmandu

Comments from facilitators: Prof. Dr. Ganesh Bahadur Singh and Kul Raj Neupane

Comments from participants: Tek Raj Trital, Gita Adhikari and Kishor Kumar Saha

Conclusion: Pit Kumar Shrestha, Chairman of the session

Tek Raj Trital from Sankhuwa Sabha Multiple Campus said that on the whole the program was effective. He said that the strategies learned during the workshop were very useful although some teachers are still using traditional teacher centered techniques in classrooms. He said that he was determined to use the strategies in his class and convince others to use them as well.

Gita Adhikari from Janata Multiple Campus appreciated the technical aspects and management of the workshop. She said that the skills gained in training had practical applications in and out of class. Kishor Kumar Saha from Ra. Ra. Ta. Ja. Multiple Campus pointed out both positive and negative aspects of the workshop. He appreciated technical and academic aspects and complimented the organizers. He also thanked the facilitators for making him and other facilitators familiar with innovative techniques of teaching in classrooms.

Kul Raj Neupane form facilitators' side congratulated Sukuna Multiple Campus for organizing such a useful program and advised the participants to bring changes in teaching by making students as active as possible. Prof. Dr. Ganesh Bahadur Singh thanked Sukuna Multiple Campus for involving many campuses of the Eastern Development Region in the workshop. He told an anecdote to encourage the participants to overcome the fear of using innovative strategies in class.

The participants were distributed certificates and other relevant documents by the chairman of the closing ceremony and both facilitators.

The chairman of the ceremony put some concluding remarks before formally closing the program. He highlighted the importance of workshops and trainings for the professional development of teachers. He appealed all the public campuses to work with combined efforts for their institutional development. He also encouraged other campuses to organize workshops and training programs. Finally, he thanked all the participants for their active participation and facilitators for empowering the participants with ground-breaking teaching strategies and critical thinking skills.

6. Major Outcomes

- **Knowledge:** The participants expressed that the workshop developed a broad range of knowledge of instructional methods and techniques in order to meet the varying needs of students
- **Confidence:** The workshop made the participants confident in teaching their subjects and engaging students in learning.
- **Support materials:** All the participants got authentic support materials with details of classroom activities and strategies needed in a thinking classroom.
- **Change in instructional activities**: The workshop encouraged the participating teachers to design experiential and collaborative activities to help students learn by working with themselves rather than depending on traditional teacher fronted lectures.
- **Innovation:** This training could bring change in the thought in the administration, class deliberation and administration in the field of teaching and learning.

Annex Section

आज मिति २०७३ साल जेठ ७ गते शुक्रबारका दिन यस सुकुना बहुमुखी क्याम्पस कोखी हरैंचा मोरङको क्याम्पस पदाधिकारीको बैठक क्याम्पस प्रमुख श्री पीतकुमार श्रेष्ठको अध्यक्षतामा बसी निम्नप्रस्ताव हरु माथि छलफल गरी निर्णय गरियो ।

उपस्थिति

१. पीतकुमार श्रेष्ठ - क्याम्पस प्रमुख
२. प्रेमप्रसाद भट्टराई - सहायक क्याम्पस प्रमुख
३. लक्ष्मीकुमार श्रेष्ठ - " " "
४. चन्द्रमणि रञ्जित - " " "

आमन्त्रित :

१. गणेशप्रसाद दहाल - RMC प्रमुख -
२. नरप्रसाद भण्डारी - RMC सदस्य -

प्रस्ताव तथा निर्णयहरु

१. अनुसन्धान विधि कार्यशालामा सहभागी पठाउने सम्बन्धमा ।

यस सम्बन्धमा आवश्यक छलफल भएको ।

त्रिवि शिक्षा अध्ययनको कार्यालय अनुसन्धान केन्द्रले पूर्वाञ्चल स्तरीय २ दिवसीय अनुसन्धान विधि कार्यशाला तालिम तथा गोष्ठि कार्यक्रम मिति २०७३।२।१० गते देखि जेठ १४ गते सम्म महेन्द्ररत्न बहुमुखी क्याम्पस इलाममा सञ्चालन गर्ने भएको हुँदा यस क्याम्पसको अनुसन्धान व्यवस्थापन समितिको बिभागिय बैठकले उक्त तालिम तथा गोष्ठिमा सहभागिहुन यस क्याम्पसका उपप्राध्यापक श्री केशवराज भट्टराईलाई पठाउने र निजले तालिमबाट फर्केपछि सो कार्यक्रम सम्बन्धि क्याम्पसलाई प्रतिवेदन पेश गर्ने लगाउने निर्णय गरियो ।

२. तालिम तथा कार्यशाला सञ्चालन गर्ने सम्बन्धमा ।

यस सम्बन्धमा आवश्यक छलफल गरियो :--

गई। यस क्याम्पसको अनुसन्धान व्यवस्थापन एकाइ को वार्षिक कार्ययोजना अनुसार Critical Thinking Methodology : Training cum workshop कार्यक्रम सञ्चालन गर्ने क्याम्पसले निर्णयगरी विश्वविद्यालय अनुदान आयोग (UGC) नेपालमा प्रस्तावना पेश गरी सो प्रस्तावना स्वीकृत समेत भएको हुँदा उक्त कार्यक्रम मिति २०७३ साल जेठ २८ गते देखि ३० गते सम्म सञ्चालन गर्ने र व्यवस्थापनका निम्नकर्मी गर्ने निर्णय गरियो।

कार्यक्रमहरु :

१. तालिममा बढिमा ४० जना सम्म सहभागि गराउने।
२. तालिममा पूर्वाञ्चल क्षेत्रका २० वटा सम्म पब्लिक क्याम्पसहरुलाई सहभागि गराउने।
३. प्रत्येक क्याम्पसबाट १ जना प्राध्यापकलाई सहभागि गराउने।
४. यस क्याम्पसबाट बढिमा २० जना सम्म प्राध्यापकहरुलाई इनोट गरी तालिममा सहभागि गराउने।
५. उक्त तालिमका लागि सहजकर्ताको रुपमा महेन्द्ररत्न क्याम्पस ताप्लेजुङका प्रा.डा. गणेश बहादुर सिंह र उपप्राध्यापक कुलराज पौडेललाई इनोट गर्ने।
६. विशेषज्ञ/सहजकर्ता संगको समन्वय गर्ने क्याम्पसप्रमुखलाई जिम्मेवारी दिने।
७. उक्त कार्यक्रम बिहान ८:०० बजे देखि बेलुका ५:०० बजे सम्म सञ्चालन गर्ने।
८. कार्यक्रम स्थान सुकुना बहुमुखी क्याम्पसको सभाकक्षमा हुने।
९. क्याम्पसका संग सम्पर्क र समन्वय गर्ने गणेश-प्रसाद दहाल र नरप्रसाद भण्डारीलाई जिम्मादिने।
१०. विशेषज्ञको पारिश्रमिक नियमानुसार उपलब्ध गराउने।

क्रमशः--

१९. कार्यक्रमको प्रतिवेदन तयार गर्ने गणेशप्रसाद दहाल, नरप्रसाद भण्डारी र वासुदेव दाहाल (Eng) लाई जिम्मेवारी दिने।

२. Summer Training मा सहमागि गराउने सम्बन्धमा। यस सम्बन्धमा आवश्यक छलफल गर्दा यस क्याम्पसको अनुसन्धान व्यवस्थापन शाखाले गरेको विज्ञप्ति बमोजिम यस क्याम्पसका रसायन विज्ञान तथा प्रविधि विभागका उपप्राध्यापक श्री हर्कबहादुर गुरुङले Central University of Gujarat, Gandhinagar, India मा गरिने Chemistry of Drug-Dendrimer Interfaces: Explored by Oscosurvismeter" शीर्षकको अनुसन्धान सम्बन्धि Sumer Training मा सहमागि हुन इच्छा जाहेर गरि निवेदन दिनु भएकोमा निजलाई उक्त तालिका जून 14th - 29th June 2016 मितिमा पठाउने निर्णय गरियो। तालिमबाट फर्के पछि सिकेको क्याम्पसलाई प्रतिवेदन बुझाउनु पर्ने।

A Three day training cum workshop on 'Critical Thinking Methodology'

Sukuna Multiple Campus (28th to 30th 2073)

Day	Session I (8:00- 10:00)	10:00-10:15	Session II (10:15-12:15)	12:15-1:00	Session III (1:00 – 3:00)	3:00-3:15	Session IV (3:15 – 5:15)
1	**Opening 15 minutes** **Lesson structure** ABC Model **Teaching and learning textual content (entry behavior)** TPS Brainstorming Advance organizer Stepping into …… What? So what? Now what?	BREAK	**Teaching and learning textual content** DRA RSQ Text Coding (Brief on Reciprocal teaching and Pair Reading Paired Summarizing)	LUNCH BREAK	**Teaching and learning textual content** Concept Learning Semantic Map Prediction from Terms DLTA	BREAK	**Practice and feedback**
2	**Lesson review/revision/drill with understanding and fun** Mix Freeze Pair Question answer pair Relay race		**Lesson review/revision/drill with understanding and fun** Guess Who Classify, Categorize and Organize Question ball		**Self learning approaches** PBL I-Search		**Practice and feedback**
3	**Learning from Others/Team** Jigsaw		**Learning from Others/Team** STAD One stay others stray Gallery walk		**OPEN Q/A SESSION**		**Closing**

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

(स्नातकोत्तर तह कार्यक्रम)
कोसीहरैंचा, मोरङ
KOSHIHARAINCHA, MORANG
स्था.: २०४८
(विश्वविद्यालय अनुदान आयोग बाट QAA प्राप्त)

फोन : ०२१-५४५६१७
०२१-५४५७१७
फ्याक्स : ०२१-५४५७१७
सूचना बोर्ड सेवा १६१८०२१५४५७१७
E-mail: sukunac@yahoo.com
Web site: www.sukuna.edu.np

पत्र सङ्ख्या
चलानीनम्बर ९०५/७८-७९

मिति : २०७३ ०२ २४

विषय : कार्यक्रममा सहभागि पठाइ दिने सम्बन्धमा ।

श्रीमान् क्याम्पसप्रमुख ज्यू,

उपर्युक्त सम्बन्धमा विश्वविद्यालय अनुदान आयोग सानोठीमि भक्तपुर र यस क्याम्पसको संयुक्त आयोजनामा मिति २०७३ जेठ २८ देखि ३० गतेसम्म प्राध्यापकहरूका लागि Critical Thinking Methodology विषयक त्रीदिवशीय तालिम तथा कार्यशाला हुने भएकाले त्यस क्याम्पसबाट १ जना प्राध्यापक सहभागि पठाइ दिनुहुन अनुरोध छ ।

कार्यक्रम विवरण

१. कार्यक्रम स्थल : सुकुना बहुमुखी क्याम्पसको सभा कक्ष ।

२. कार्यक्रम शुरु हुने समय : बिहान ८:०० बजे ।

३. व्यवस्थापन :

क) प्रति सहभागि सहभागिता शुल्क रु. २,०००/

ख) अध्ययन सामग्री बापत प्रति सहभागि रु. १,३००/

ग) बिहानको खाना, चिया, नास्ता तथा आवस्यक स्टेसनरी आयोजकले व्यवस्था गर्ने ।

बोद्धार्थ :

- विश्वविद्यालय अनुदान आयोग सानोठीमि, भक्तपुर ।

(पीतकुमार श्रेष्ठ)
क्याम्पसप्रमुख

8A

आज मिति २०७३ साल जेठ २८ गते शुक्रबारका दिन विश्वविद्यालय अनुदान आयोग खोटाङ्मा भक्तपुर नेपाल र खुकुना बहुमुखी क्याम्पस को सहिदेँचा मोरङको संयुक्त आयोजनामा मिति २०७३ जेठ २८, २९ र ३० गते सम्म हुने "Critical Thinking Methodology" Training -Cum-Workshop शीर्षकको त्रिदिवसीय कार्यक्रमको उद्घाटन कार्यक्रम क्याम्पसका क्याम्पस प्रमुख 8A पीतकुमार क्षेष्ठको अध्यक्षतामा सञ्चालन गरियो। उक्त कार्यक्रमको विवरण तथा उपस्थिति निम्नअनुसार रहेको छ।

- कार्यक्रम मिति : २०७३ जेठ २८, २९ र ३० गते।
- समय : बिहान ८:०० बजे देखि।
- कार्यक्रमको नाम : Critical Thinking Methodology : Training - Cum - Workshop.
- आयोजक : विश्वविद्यालय अनुदान आयोग नेपाल र खुकुना बहुमुखी क्याम्पस कोसहिदेँचा मोरङ।
- कार्यक्रम स्थान : खुकुना बहुमुखी क्याम्पस कोसहिदेँचा मोरङको सभाकक्ष।
- सहभागिहरु : विभिन्न क्याम्पसका प्राध्यापक प्रतिनिधिहरु र कर्मचारीहरु।
- कार्यक्रम सत्र : प्रत्येक दिन ४ सत्र गरि जम्मा १२ सत्र।
- विशेषज्ञहरु : ① प्रा.डा. गणेशबहादुर सिंह
② 8A कुलराज न्यौपाने।

- विशेष हाजिरी :

क.ह.	नाम तथा पद	जेठ २८	जेठ २९	जेठ ३०
१.	प्रा.डा. गणेशबहादुर सिंह महेन्द्ररत्न क्याम्पस ताहचल काठमाडौं फोन : ९८२९१०६६३२ ganesh.bdr.Singh@gmail.com			
२.	कुलराज न्यौपाने उपप्राध्यापक महेन्द्ररत्न ताहचल फोन. ९७४९१६३६१६ kulrajnepal@gmail.com			

Critical Thinking methodology Training-cum-workshop 10th-12th June, 2016 (28-30 Jestha, 2073)

participants Attendence:

क्र.सं.	सहभागिको नाम	फोन नं.	पद	व्यवसायको नाम	व्यवसाय फोन	हाजिरी/उपस्थिति/हस्ताक्षर			कैफियत
						2063/2/28	2063/2/29	2063/2/30	
१.	गणेशप्रसाद बराल ganeshbaral066@gmail	९८४२०४३०९६	हि.भाषा शिक्षक	बसन्तपुर ब.वि.	तेह्रथुम	०२६-४०२०६४			
२.	रत्नमणि अर्याल	९८४२०४५६०६	व्या.प्र.	चौंतरा ब.वि.	मोरङ	९६४२०००८४३			
३.	चरित्र खतिवडा charu2u@yahoo.com	९८४१-६४८६४६	शिक्षक	बलाट ब.वि.	धनकुटा	०२४-४६०४४४			
४.	चेतन चौडेल chejan4u@yahoo.com	९८४१०२८६६६	सहा.प्रा.	पथरी ब.वि. patharicampus480@yahoo	मोरङ	४४४८८०/८८०			
५.	दिनेशप्रसाद सुवेदी Subedidinesh@gmail.com / myanglungcampusmt@gmail.com	९८४२०६८०४२		म्याङलुङ क्याम्पस	तेह्रथुम	०२६-४६०१२०			
६.	धनन्जय लोस्कोटा authorhaskota69@gmail.com	९८४२६५०४८२	इ.प्र.	दमकवा क्याम्पस	झापा	०२३५८०१३२			
७.	गीता अधिकारी gita.sm@gmail.com	९८४२७१८६८६	ईबी.डि.	जनता ब.वि.	इटहरी	०२५४९३८०			
८.	भक्त बहादुर भण्डारी bhandaribhakta1@gmail.com	९८४१४१९४८७	सहा.प्राध्या.	गोरिगञ्ज क्याम्पस	झापा	९८५२५८३४३०			
९.	देवराज तिताल tr.tital@gmail.com	९८५२०५५११३	सहायक प्र.	सप्तकुमारी क्याम्पस	चैनपुर	०२९५७०२८			
१०.	किशोरकुमार शाह Sah.Kishor92@yahoo.com/Kishorsah3012@gmail.com	९८५२८३४१०७ ९८४२३१४९०४	क्याम्पस प्रमुख	सप्तराज ब.वि. rrtjmcampus@gmail.com.	गोलबजार	०३३-४८००९३			
११.	परिचय अधिकारी mecpanichaya@gmail.com	९८४२१५२५६६	उप.प्राध्या.	सुनसरी ब.वि.	इटहरा	०२५-५६०००९			
१२.	पुण्यप्रसाद मैनाली puryamainali3@gmail.com	९८४१५०९७११	HOD	माइग्दाबारे ब.वि. mmc_maiyabare@yahoo.com	इलाम	०२७-५००८८२ ०			
१३.	तिलाकुमारी - चौपाले Tila.lekali@yahoo.com	९८४२०७८९७५	शिक्षण सहायक	बेलबारी ब.वि.	मोरङ				
१४.	विष्णुप्रसाद कोइराला bishnukoirala333@gmail.com	९८४२६२४८६९	उपप्रा.	कन्काई क.क्याम्पस	झापा	०२३५०९४३			
१५.	सुधिराज खतिवडा sudhirkhadarichi@gmail.com.	९८४२०६१३८४	रि.सि. डी.	धनकुटा ब.क्याम्पस	धनकुटा	०२६५४२०२९८			

Critical Thinking Methodology

Training Cum Workshop 10th - 12th June 2016 (28-30 Jestha, 2073)

Participants Attendence:

क्र. सं.	सहभागिको नाम	फोन नं.	पद	व्यावसायको नाम	व्यावसाय फोन	हाजिरी/उपस्थिति/हस्ताक्षर 2073/2/28	2073/2/29	2073/2/30	कैफियत
१६	पीतकुमार श्रेष्ठ		व्यावसायिक	सुकुना ए. क्यो	मोरङ	029-484696 029-484596			
१७	प्रेमप्रसाद भट्टराई	9842025398	ई.क्यो.प्र.	" "	"	"			
१८	लक्ष्मीकुमार श्रेष्ठ		"	" "	"	"			
१९	चन्द्रमणि राई	9842058201	"	" "	"	"			
२०	बाल्ला सुवेदी	9842435340	उपप्राध्यापक	" "	"	"			
२१	हरिप्रसाद पोखरेल	9852034406	सं. पोलिटि साइन्स	" "	"	"			
२२	केशवराज भट्टराई	9842479920	उपप्राध्यापक	" "	"	"			
२३	युवराज लिम्बू	9842058625	"	" "	"	"			
२४	गुरुप्रसाद अधिकारी	9842021027	"	" "	"	"			
२५	अर्जुनराज अधिकारी	9852056749	"	" "	"	"			
२६	जनार्दन गुरागाईं	9852049551	"	" "	"	"			
२७	गणेशप्रसाद दाहाल	9852041535	"	" "	"	"			
२८	राजुप्रसाद सुवेदी	9852041674	प्रिन्सिपल	" "	"	"			
२९	गुणराज नेपाल	9852054905	विभागीयप्रमुख	" "	"	"			
३०	दीपकप्रसाद पौडेल	9842040470	प्रो.डि.	"	"	"			
३१	कृष्णप्रसाद भुसाल	9842179669	"	"	"	"			
३२	उमादेवी गुरागाईं	9842037750	प्रो.डि.	" "	"	"			
३३	वासुदेव दाहाल-Eng	9842083445	प्रो.डि.	" "	"	"			
३४	वासुदेव दाहाल-pop	9852055580	प्रो.डि.	" "	"	"			
३५	सूर्यप्रसाद अधिकारी	9852054481	प्रध्यापक	" "	"	"			
३६	देवराज गिरि	9842030538	"	" "	"	"			
३७	नरप्रसाद पाण्डे	9842682204	प्रा.प्र.	"	"	"			

जम्मा:

कार्यक्रम

प्रस्तुत तालिम तथा सेमिनार कार्यक्रमको कार्य तालिका अनुसार २०६३ जेठ २८ गते विहान १०मिनेटको Opening session कार्यक्रम सञ्चालन गरियो। त्यसपछि दोस्रो दिन विहान ८:२० बजे पहिलो सत्रमा कार्यक्रम सञ्चालन गरियो। जसअनुसार पहिलो सत्रमा Lesson structure: ABC Model, दोस्रो सत्रमा Teaching and Learning textual content: DRA & RSQ coding, तेस्रो सत्रमा Teaching & Learning Textual content: Map & DLTA र चौथो सत्रमा practice & feedback कार्यक्रम सञ्चालन गरियो। त्यसपछि ४:०० बजे कार्यक्रम समाप्त गरियो। दोस्रो दिन २०६३ जेठ २९ गते विहान ८:०० बजे देखि पहिलो सत्रमा Lesson Review with understanding & fun, दोस्रो सत्रमा Lesson Review with understanding & fun: Guess & question ball, तेस्रो सत्रमा self learning approach र चौथो सत्रमा practice & feedback कार्यक्रम सञ्चालन गरियो। दोस्रो दिनको कार्यक्रम ४:०० बजे समाप्त गरियो। तेस्रो दिन २०६३।२।३० गते विहान ६:३० बजे कार्यक्रम शुरु गरियो। जसअनुसार पहिलो सत्रमा Learning from others team, दोस्रो सत्रमा Learning from others team: STAD & Gallery walk, तेस्रो सत्र Open Question-Answer कार्यक्रम समाप्त गरियो। तेस्रो दिन अपरान्ह ४:०० बजे देखि चौथो सत्रको रुपमा समापन कार्यक्रम सञ्चालन गरियो। जसमा प्रमाणपत्र वितरण र तालिमको समिक्षा तथा धन्यवाप ज्ञापन कार्यक्रम सञ्चालन गरियो।

Affiliated to Tribhuvan University

Sukuna Multiple Campus

(QAA Certified by UGC, Nepal)
Koshiharaincha, Morang

CERTIFICATE

This is to certify that Mr. /Mrs. ..... of ..... Campus ..... has actively participated in the training – cum – workshop on CRITICAL THINKING METHODOLOGY held from 10 to 12 June, 2016 (28 to 30 Jestha, 2073 B.S.) under the joint sponsorship of University Grants Commission (UGC), Nepal and Sukuna Multiple Campus.

.....	.....
Prof. Dr. Ganesh Bahadur Singh	Pit Kumar Shrestha
Facilitator	Campus Chief
Mahendra Ratna Campus, Tahachal	Sukuna Multiple Campus
Kathmandu	Koshiharaincha, Morang

त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त

सुकुना बहुमुखी क्याम्पस
SUKUNA MULTIPLE CAMPUS

(स्नातकोत्तर तह कार्यक्रम)
कोसीहरैंचा, मोरङ
KOSHIHARAINCHA, MORANG
स्था.: २०४८
(विश्वविद्यालय अनुदान आयोग बाट QAA प्राप्त)

फोन नं. ०२१-५४५६१७
०२१-५४५७१७
फ्याक्स : ०२१-५४५७१७
सूचना बोर्ड सेवा १६१८०२१५४५७१७
E-mail: sukunac@yahoo.com
Web site: www.sukuna.edu.np

पत्र सङ्ख्या
चलानीनम्बर ९०८६/०६२/०६३

मिति : २०७३/०२/३०

विषय : रवाना सम्बन्धमा ।

श्री .....

..... बहुमुखी क्याम्पस, ...

उपर्युक्त सम्बन्धमा विश्वविद्यालय अनुदान आयोग सानोठिमी भक्तपुर र यस क्याम्पसको संयुक्त आयोजनामा मिति २०७३ जेठ २८ देखि ३० गतेसम्म प्राध्यापकहरूका लागि सुकुना बहुमुखी क्याम्पसमा सञ्चालन गरिएको Critical Thinking Methodology विषयक त्रिदिवसीय तालिम तथा कार्यशालामा सक्रिय रूपमा सहभागी हुनुभएकोमा हार्दिक धन्यवादसहित मिति २०७३ साल जेठ ३१ गतेदेखि आफ्नो क्याम्पसमा हाजिर हुनका लागि यो रवाना पत्र दिइएको छ ।

.....
(पीतकुमार श्रेष्ठ)
क्याम्पसप्रमुख

२०६२।०८।०२

आज मिति २०६२ साल मङ्सिर २ गते बुधवार दिन यस गुरुङ बहुमुखी व्यायामशाला कोखीहरैंचा मोरङको अध्यक्षता व्यवस्थापन समितिको बैठक समितिका अध्यक्ष श्री गणेशप्रसाद इहाल को अध्यक्षतामा बसी निम्न प्रस्तावहरुमाथि छलफल गरी निर्णय गरियो।

उपस्थिति

१. गणेशप्रसाद इहाल अध्यक्ष - [signature]
२. डा. मोहनकुमार तुम्बाहाङ सदस्य - [signature]
३. चन्द्रमणि राई ,, - [signature]
४. मेघनारायण श्रेष्ठ ,, -
५. लक्ष्मीप्रसाद गुरागाई ,, - [signature]
६. हरिराम लिम्बू ,, -
७. जनार्दन गुरागाई ,, - [signature]
८. दीपकप्रसाद न्यौपाने ,, - [signature]
९. खगेन्द्रप्रसाद लुइटेल ,, - [signature]
१०. दण्डपाणि गौतम ,, - [signature]
११. भोजराज घिमिरे ,, - [signature]
१२. लक्ष्मीकुमार श्रेष्ठ सल्लाहकार सदस्य - [signature]
१३. प्रेमप्रसाद मङ्सिर ,, ,, - [signature]
१४. पीतकुमार श्रेष्ठ संरक्षक [signature]

आमन्त्रित:

१. नरप्रसाद मण्डारी उपप्राध्यापक - [signature]

प्रस्ताव तथा निर्णयहरु

१. पदपूर्ति सम्बन्धमा

यस सम्बन्धमा आवश्यक छलफलको यस ~~व्यवस्थापन~~ अनुसन्धान व्यवस्थापन समिति (RMC-Sukuna) का सदस्य श्री चन्द्रमणि राई मिति २०६२ भाद्र १६ गते देखि व्यायामशालाको सहायक व्यायामवीर प्रमुख हुनुभएको हुँदा उहाँलाई हार्दिक बधाई सहित कार्यकालको सफलताको कामना गरिएको छ।

क्रमश:

ङ) अनुसन्धानकर्ताको ढाँचा तयार गर्ने।
च) अनुसन्धानकर्तालाई उत्प्रेरणा र प्रशिक्षण दिने।
छ) अनुसन्धान प्रतिवेदन प्रस्तुत गरी पाई हुने। लेखित प्रशिक्षण दिने।
ज) प्रशिक्षणलाई अनुसूचीमा उल्लेख गरी पर्ने।
झ) अनुसन्धानकर्ताले प्राप्त सुझावअनुसार लेखन सुधार गरी पर्ने।
ञ) अनुसन्धानकर्ताका लागि सहयोग पुऱ्याउन थप एकाइले सहजीकरण गर्ने।
ट) सहजकर्ताले स्वीकृत गरेपछि थप एकाइले विषय विज्ञबाट प्रशिक्षणका लागि लेखि पठाउने।
ठ) अनुसन्धानकर्ताले विषय विज्ञबाट प्राप्त गरेका सुझावहरू अनुसार प्रतिवेदन तयार गर्ने।
ड) विषय विज्ञले दिई पाएमा सुझाव प्रस्तुत गरी पर्ने।
ढ) विषय विज्ञले प्रदान गरेका प्रशिक्षणलाई अनुसन्धानकर्ताले अनुसूचीमा समावेश गरी पर्ने।

• अनुदान:
क) व्यायमस्वरूप प्रति लघु अनुसन्धान रु ३०,०००/- प्रदान गर्ने।
ख) अनुदान एकमुष्ट वा किस्तामा दिइने हुन सक्ने।
ग) एकमुष्ट अनुदान दिँदा काम सम्पन्न भइसकेपछि मात्र उपलब्ध गराउने।
घ) किस्तामा उपलब्ध गराउँदा पहिलो किस्ता बापत रु १०,०००/- र अन्तिम किस्ता काम सम्पन्न भइसकेपछि बाँकी २०,०००/- भुक्तानि दिने।

IV) Research Training / critical thinking Training
• समय: २०७३ वैशाख दोस्रो हप्ता।
• सहभागि संख्या: ३५ जना सम्म।
• सहभागिहरू:

क्रमशः

क) पूर्वाञ्चल क्षेत्रमा स्नातकोत्तर कार्यक्रम सञ्चालन गरेको व्याम्पसमा सो तहमा अध्यापनरत शिक्षक प्रतिनिधि ।
ख) यस व्याम्पसका RMC Members
ग) यस व्याम्पसका शिक्षक प्रतिनिधिहरु ।

v) Research knowledge sharing
- पटक : चारिमा ५ पटक
- समय :
  - क) २०६२ मङ्सिरमा १ पटक ।
  - ख) २०६२ माघमा १ पटक ।
  - ग) २०६२ फागुनमा १ पटक ।
  - घ) २०६२ चैत्रमा १ पटक ।
  - ङ) २०६३ जेठमा १ पटक ।
- सहभागिहरु
  - क) व्याम्पसका शिक्षकहरु ।
  - ख) स्नातकोत्तर तहका विद्यार्थीहरु ।

vi) Thesis writing orientation for students
- पटक : सम्बन्धित विभागले माग गरेअनुसार ।
- सम्बन्धित विषय : EPM, Curriculum, English, Nepali, Health, Curriculum, Maths., Management
- सहभागिहरु : स्नातकोत्तर तह दोस्रो वर्षको परीक्षा दिई शोधपत्र गर्ने विद्यार्थीहरु ।
  - ख) शोध निर्देशक शिक्षकहरु ।

---

३. शोध निर्देशिका तयारी सम्बन्धमा :
यस सम्बन्धमा आवश्यक हुलपछि गर्दा स्नातकोत्तर तह तर्फ अध्ययन गर्ने विद्यार्थीहरुमा एम एड का सबै विषयहरुमा ~~~~ शोधकार्यमा एकरुपता ल्याउन र शोधकर्ता विद्यार्थी तथा शोध निर्देशकलाई सहयोगी सामग्रीको रुपमा "शोध निर्देशिका" तयार गरी प्रत्येक विभागमा उपलब्ध गराउने । यसका लागि पनि यस्तो निर्देशिका तयार गरी

क्रमश :

A THREE DAY TRAINING CUM WORKSHOP
On
Critical Thinking Methodology
Venue: Campus Hall
Sukuna Multiple Campus
Date: 10 to 12 June, 2016
(28th-30th Jestha, 2073)
Jointly Organized by:
UGC, Nepal
&
Sukuna Multiple Campus
Koshiharaincha, Morang

CRITICAL THINKING STRATEGIES

ABC MODEL

Sukuna Campus 10 June 2016

Anticipation, Building knowledge, Consolidation (ABC)

In the **anticipation phase,** a seed is planted in rich soil. The success of a lesson does not just depend on this "seed," however; it must also draw on knowledge the students already possess, just as the seed must draw on the nutrients in the soil.

Anticipation, Building knowledge, Consolidation (ABC)

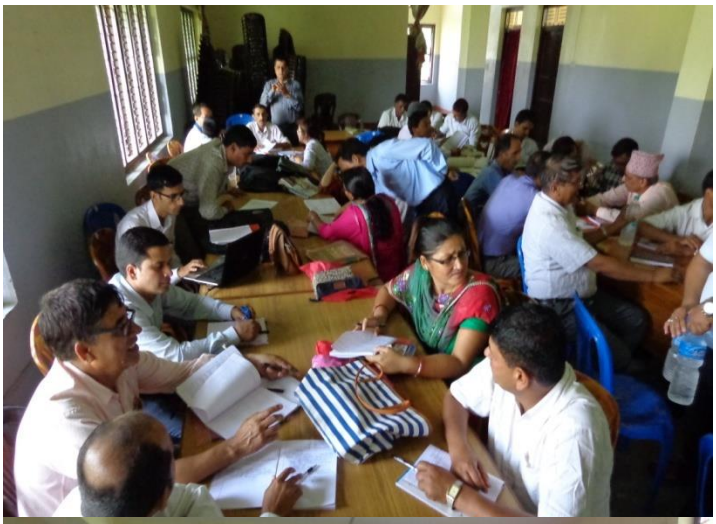
The essential groundwork laid the teacher proceeds to the **building knowledge phase;** the wheat seed sprouts roots and a plant grows.

Critical Thinking Methodology

Opening Session

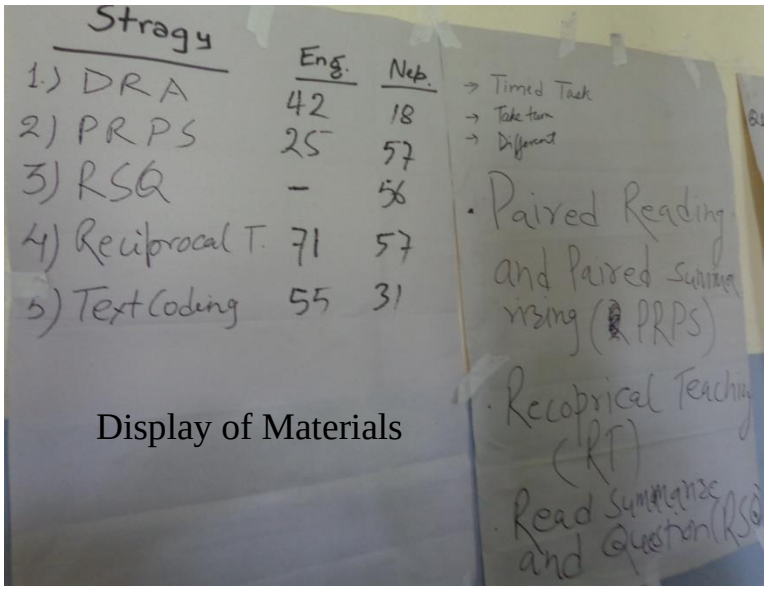
त्रिभुवन विश्वविद्यालयबाट सम्बन्धनप्राप्त
सुकुना बहुमुखी क्याम्पस

DAY TRAINING CUM WORKSHOP
On
Thinking Methodology
UGC, Nepal

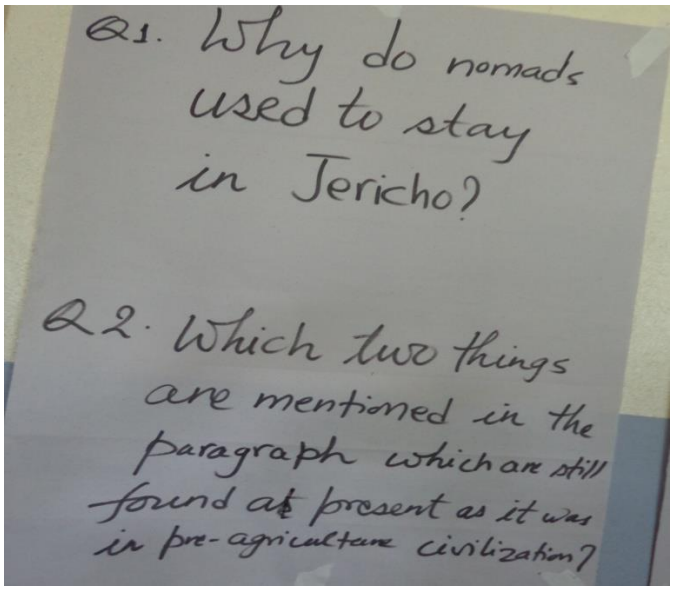


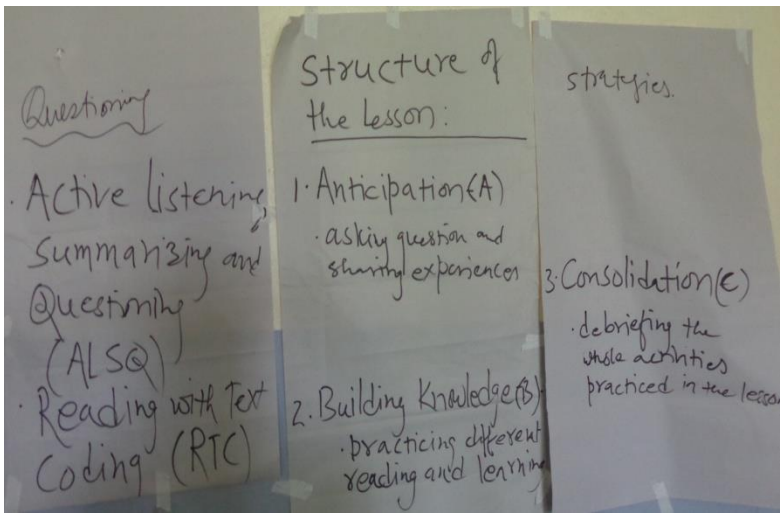
Group Discussion

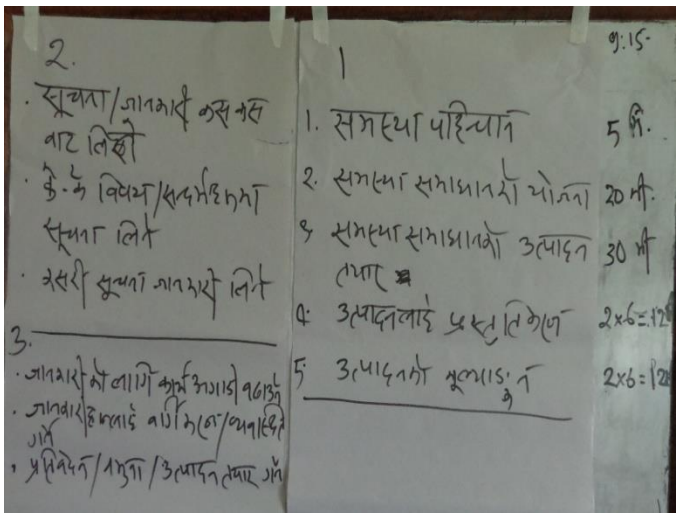
Certificate distribution



Display of Materials

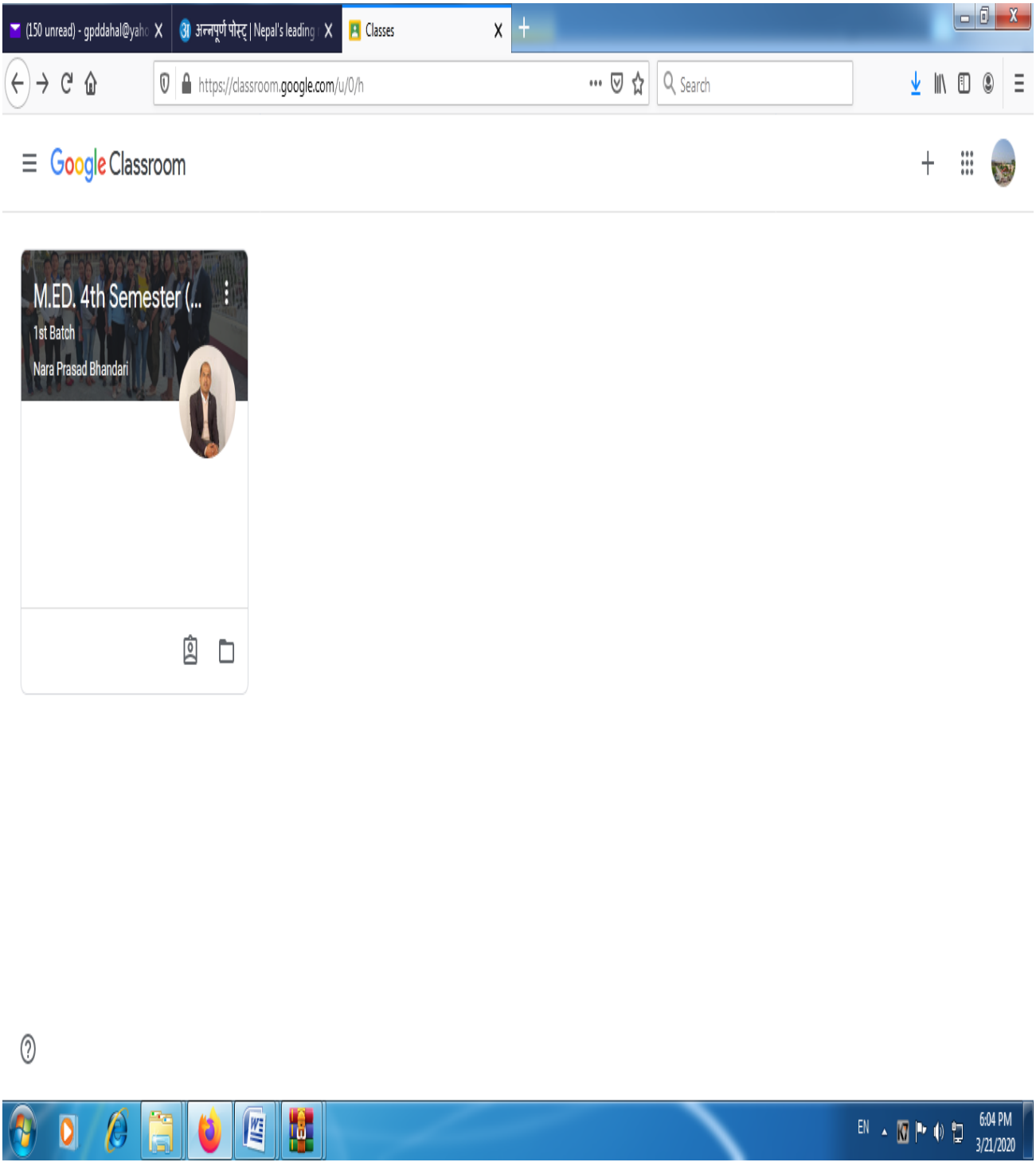


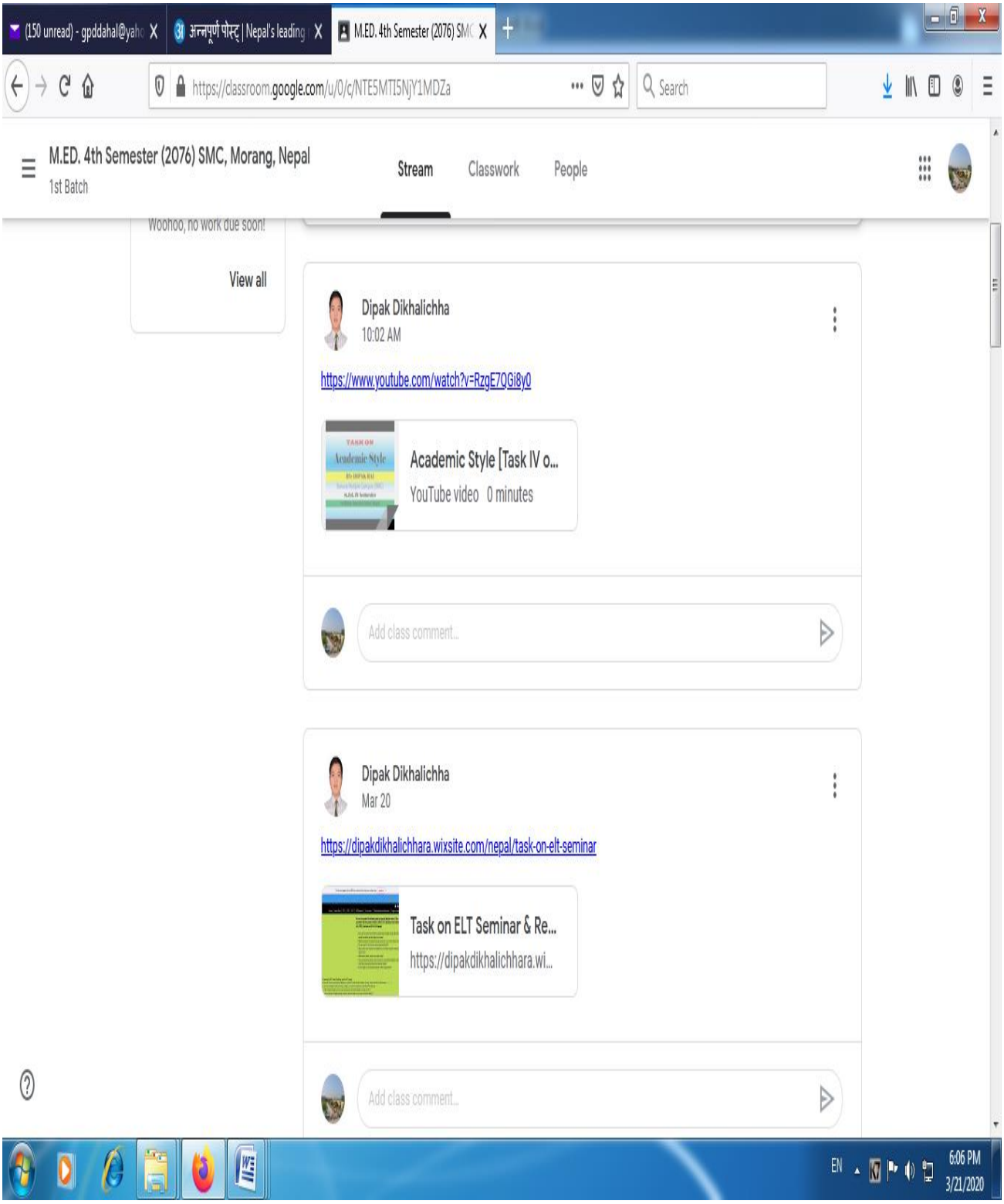


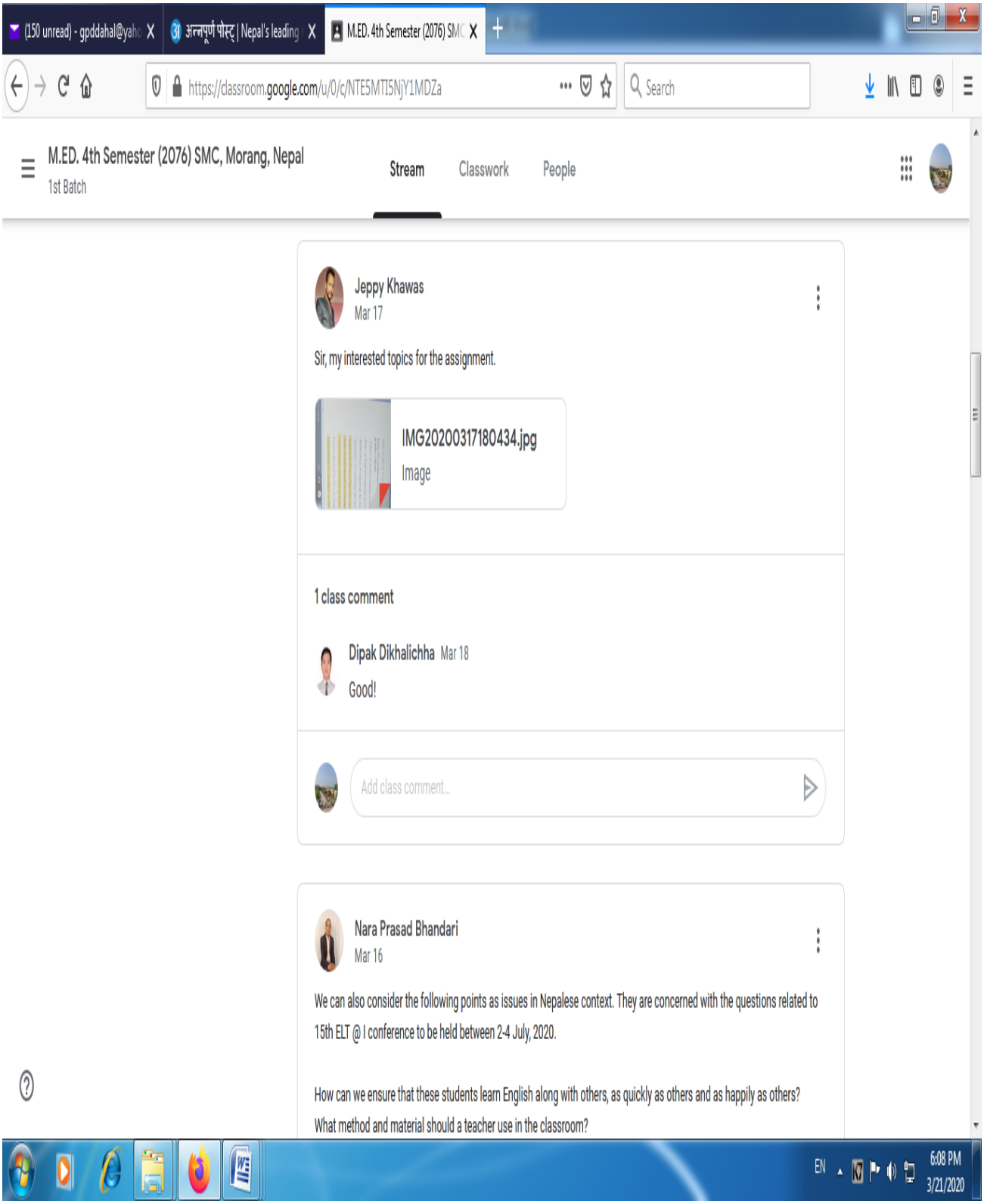


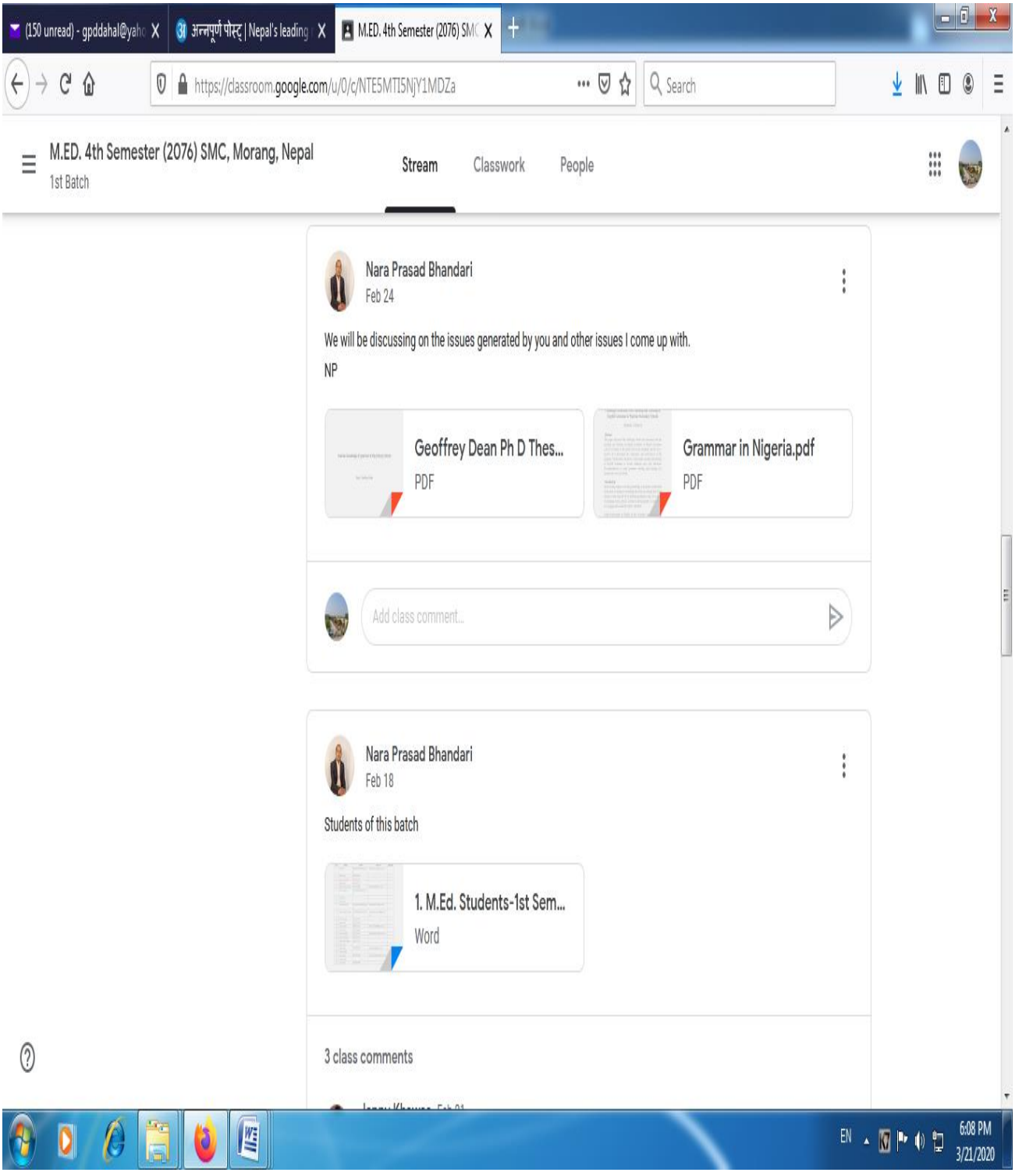
Annex 99: Google Classroom Conducted by the Faculties

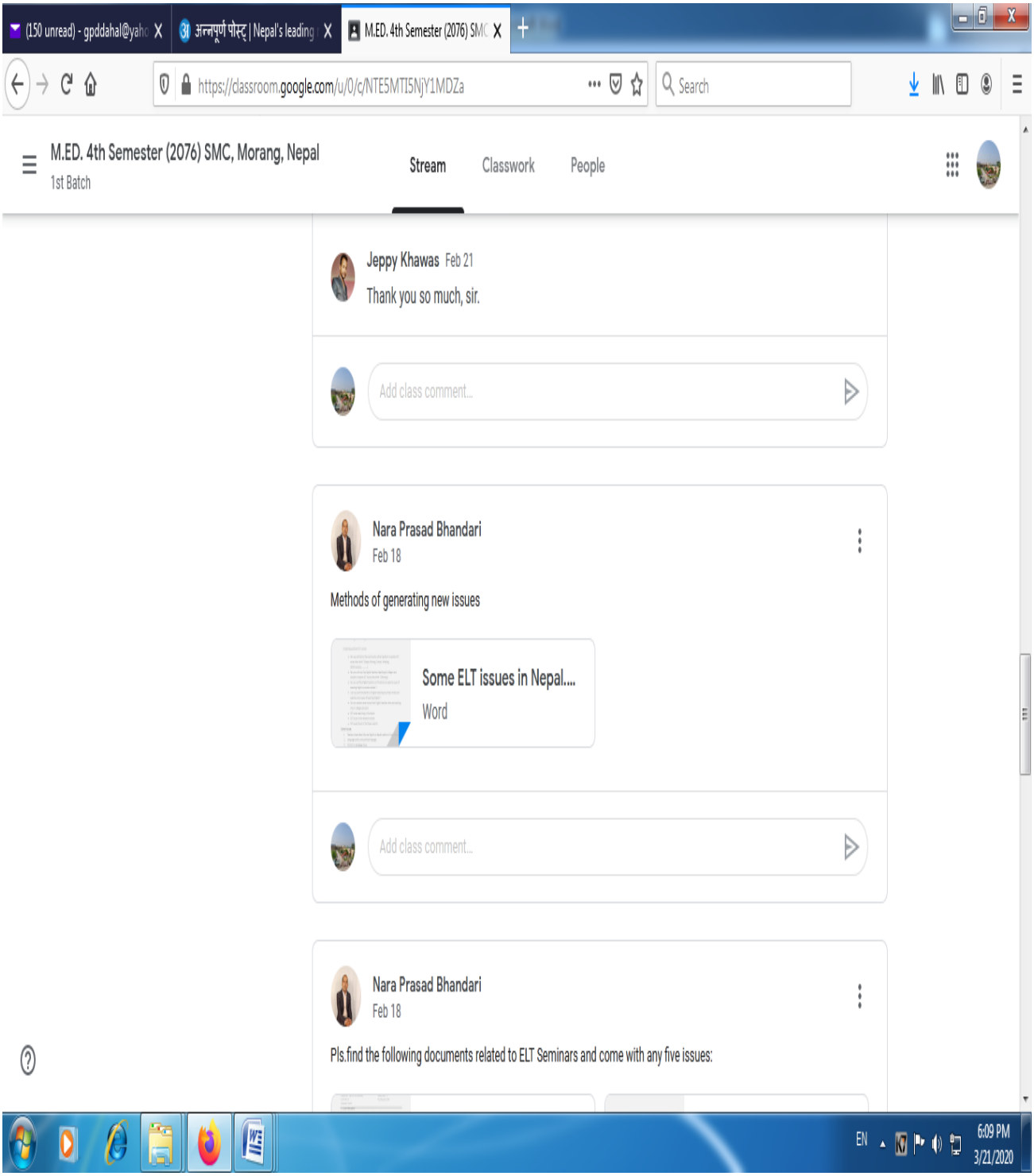
a) Google Classroom of Nara Prasad Bhandari

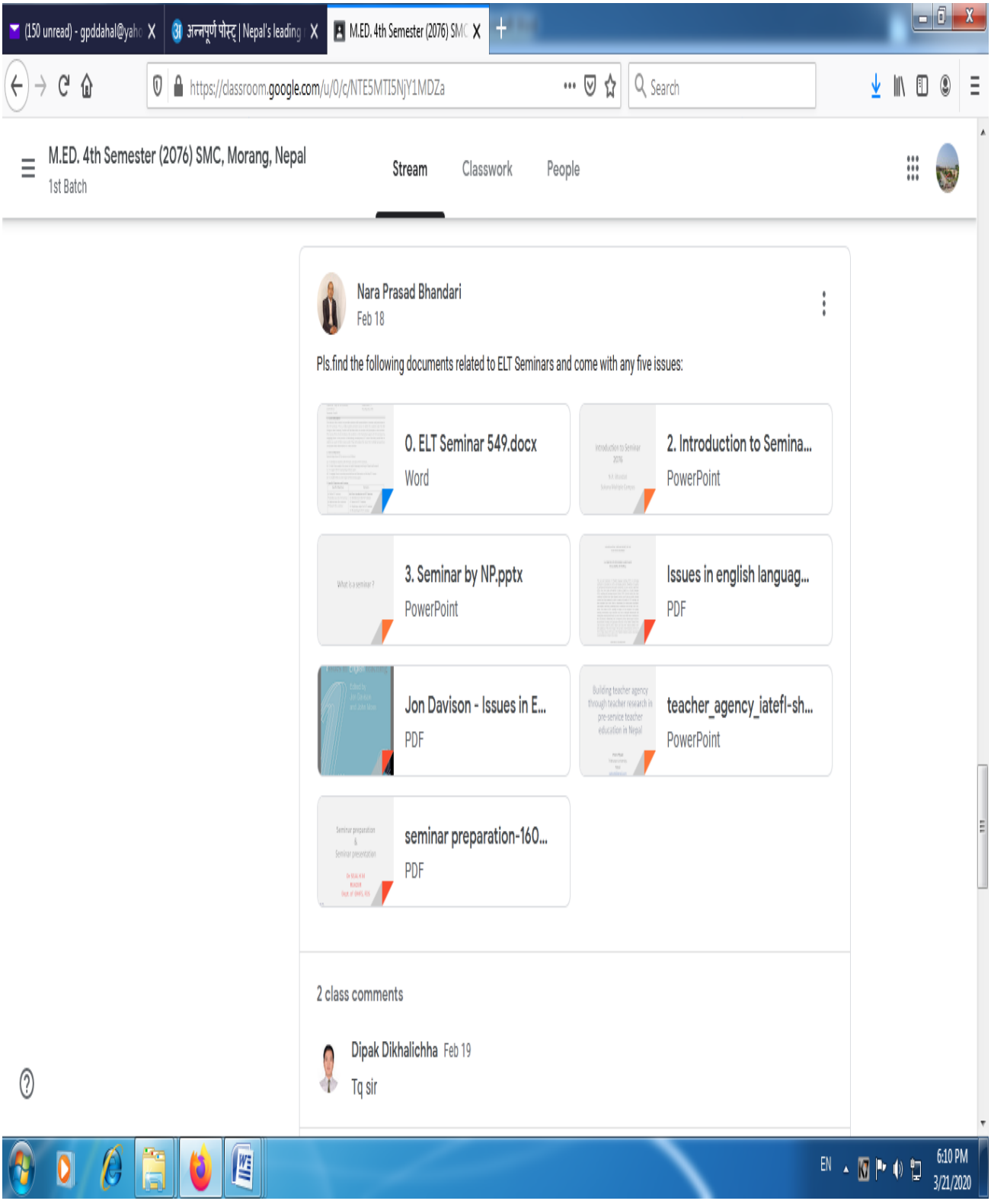


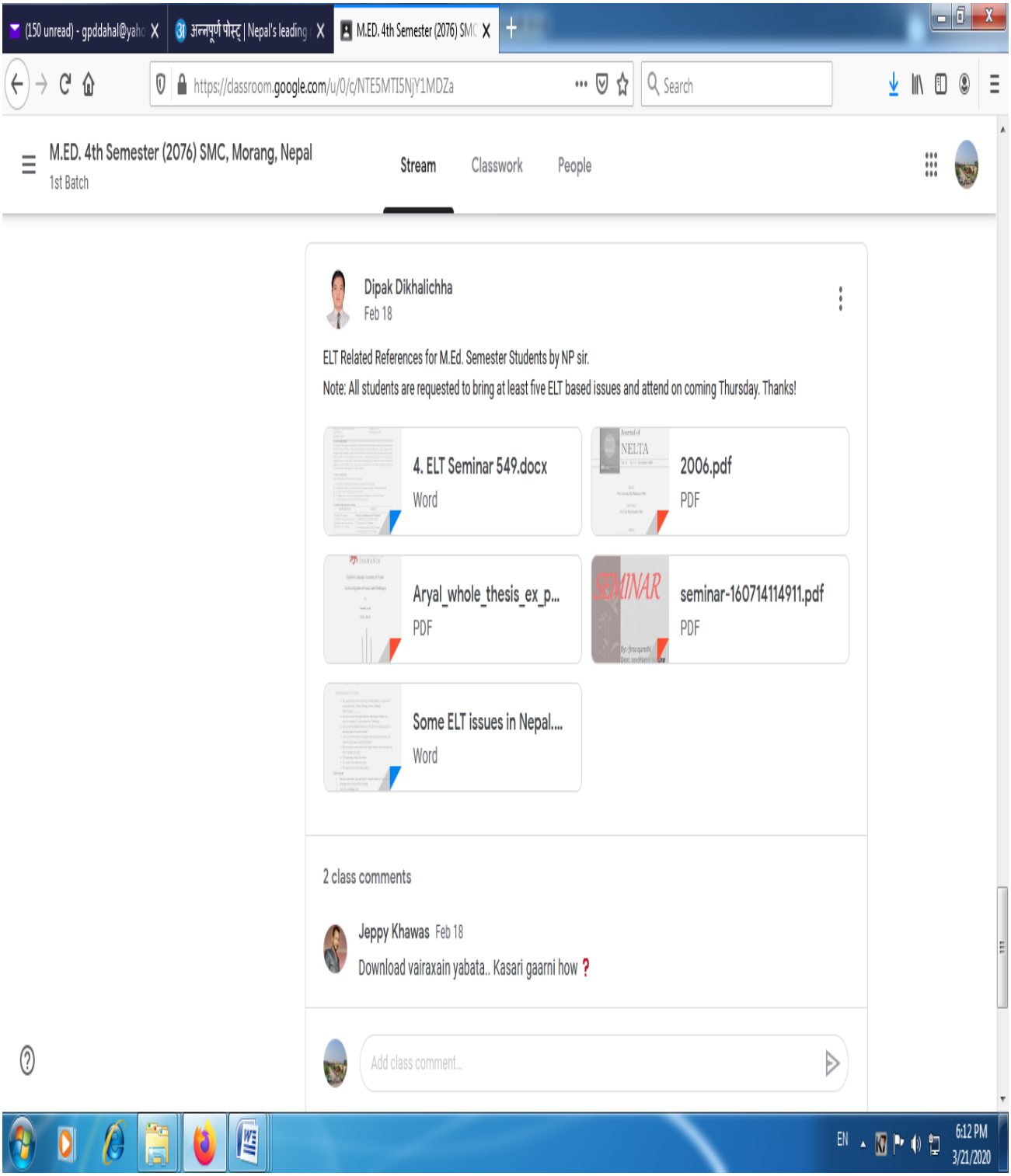

(150 unread) - gpddahal@yaho
अन्नपूर्ण पोस्ट | Nepal's leading
M.ED. 4th Semester (2076) SMC
https://classroom.google.com/u/0/c/NTE5MTI5NjY1MDZa
Search
M.ED. 4th Semester (2076) SMC, Morang, Nepal
1st Batch
Stream
Classwork
People
Woohoo, no work due soon!
View all
Dipak Dikhalichha
10:02 AM
https://www.youtube.com/watch?v=RzgE7QGi8y0
Academic Style [Task IV o...
YouTube video 0 minutes
Add class comment...
Dipak Dikhalichha
Mar 20
https://dipakdikhalichhara.wixsite.com/nepal/task-on-elt-seminar
Task on ELT Seminar & Re...
https://dipakdikhalichhara.wi...
Add class comment...
EN
6:06 PM
3/21/2020


(150 unread) - gpddahal@yaho
अन्नपूर्ण पोस्ट | Nepal's leading
M.ED. 4th Semester (2076) SMC
https://classroom.google.com/u/0/c/NTE5MTI5NjY1MDZa
Search
M.ED. 4th Semester (2076) SMC, Morang, Nepal
1st Batch
Stream
Classwork
People
Jeppy Khawas
Mar 17
Sir, my interested topics for the assignment.
IMG20200317180434.jpg
Image
1 class comment
Dipak Dikhalichha Mar 18
Good!
Add class comment...
Nara Prasad Bhandari
Mar 16
We can also consider the following points as issues in Nepalese context. They are concerned with the questions related to 15th ELT @ I conference to be held between 2-4 July, 2020.
How can we ensure that these students learn English along with others, as quickly as others and as happily as others?
What method and material should a teacher use in the classroom?
EN
6:08 PM
3/21/2020

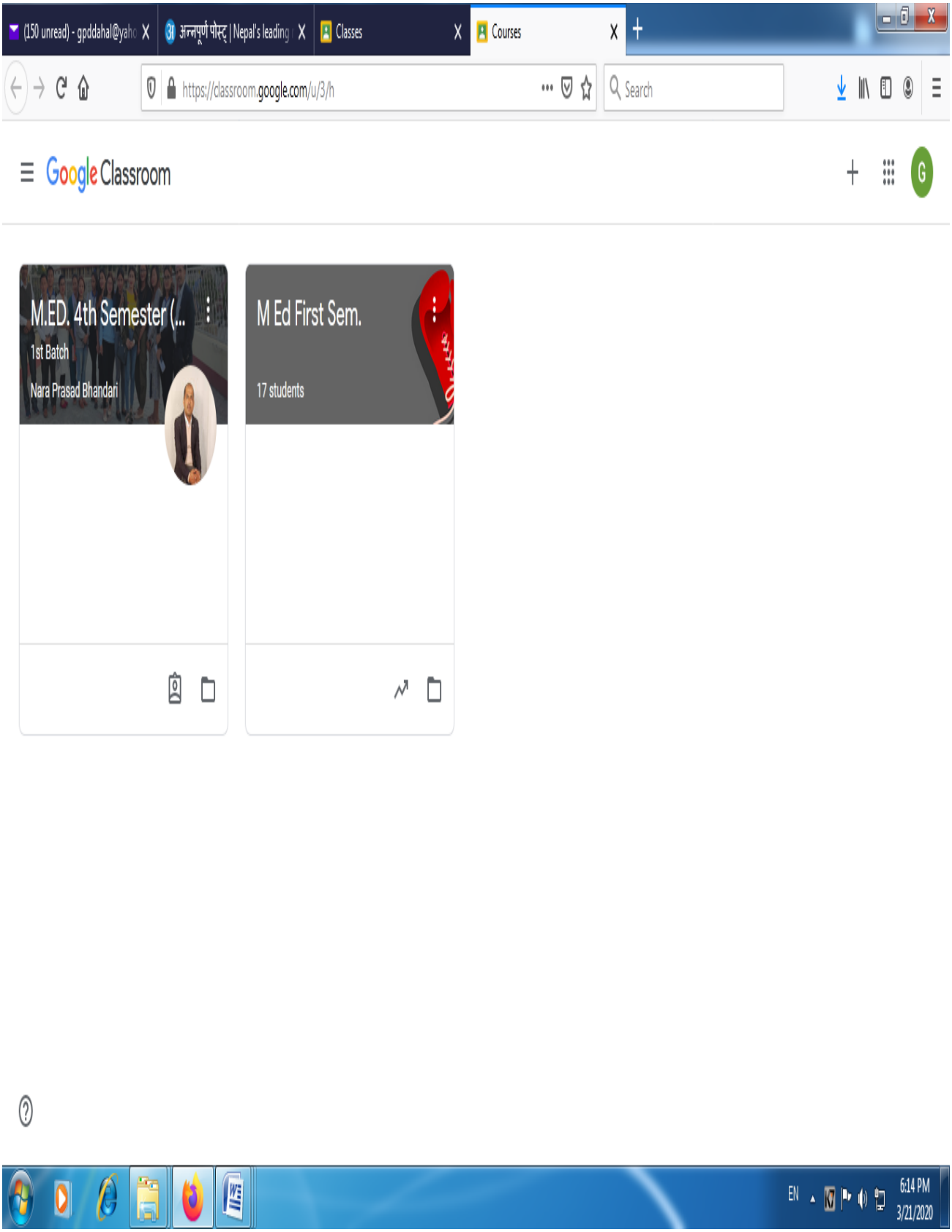

(150 unread) - gpddahal@yaho
अन्नपूर्ण पोस्ट | Nepal's leading
M.ED. 4th Semester (2076) SMC
https://classroom.google.com/u/0/c/NTE5MTI5NjY1MDZa
Search
M.ED. 4th Semester (2076) SMC, Morang, Nepal
1st Batch
Stream
Classwork
People
Nara Prasad Bhandari
Feb 24
We will be discussing on the issues generated by you and other issues I come up with.
NP
Geoffrey Dean Ph D Thes...
PDF
Grammar in Nigeria.pdf
PDF
Add class comment...
Nara Prasad Bhandari
Feb 18
Students of this batch
1. M.Ed. Students-1st Sem...
Word
3 class comments
EN
6:08 PM
3/21/2020

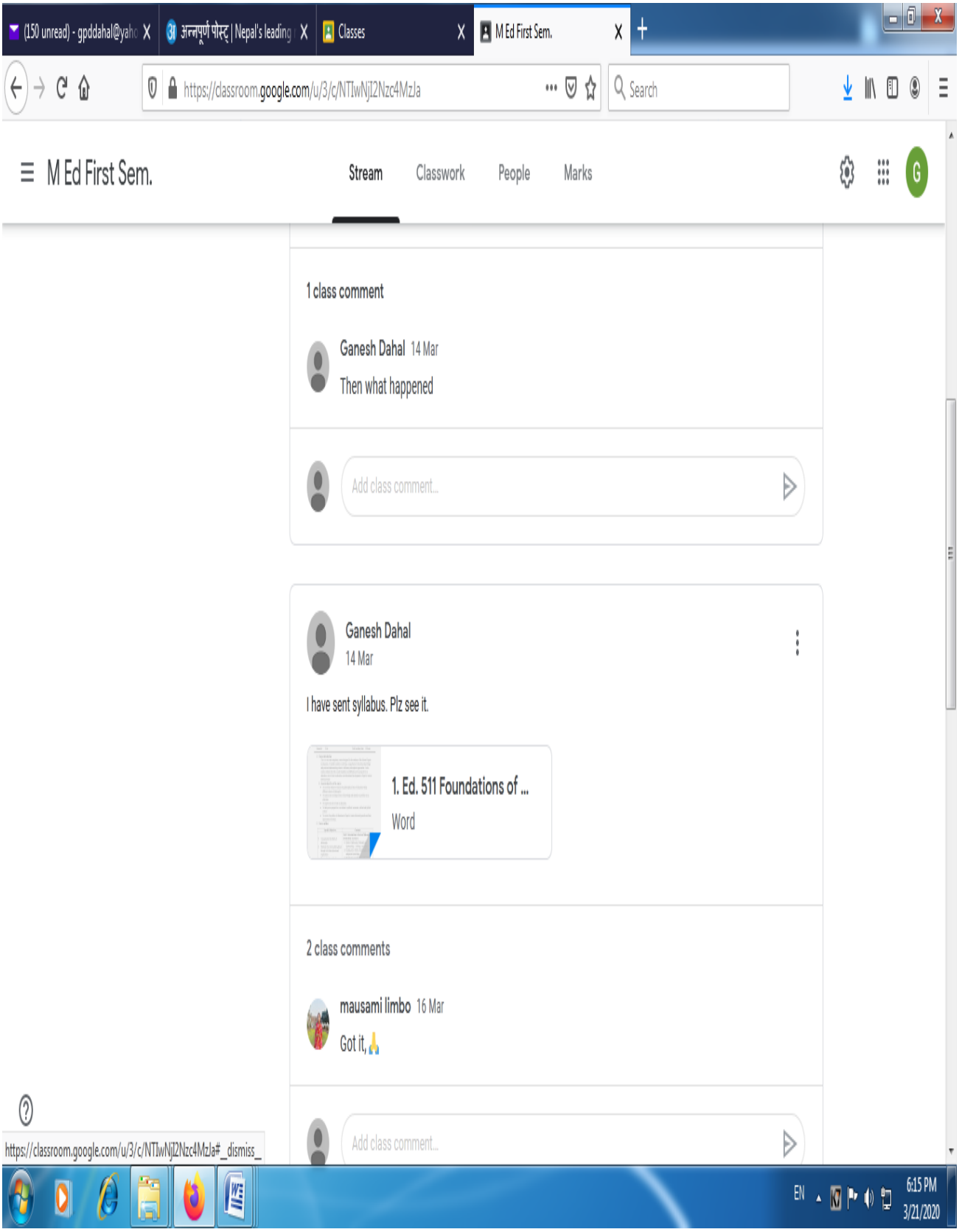

(150 unread) - gpddahal@yaho
अन्नपूर्ण पोस्ट | Nepal's leading
M.ED. 4th Semester (2076) SMC
https://classroom.google.com/u/0/c/NTE5MTI5NjY1MDZa
Search
M.ED. 4th Semester (2076) SMC, Morang, Nepal
1st Batch
Stream
Classwork
People
Jeppy Khawas Feb 21
Thank you so much, sir.
Add class comment...
Nara Prasad Bhandari
Feb 18
Methods of generating new issues
Some ELT issues in Nepal....
Word
Add class comment...
Nara Prasad Bhandari
Feb 18
Pls.find the following documents related to ELT Seminars and come with any five issues:
EN
6:09 PM
3/21/2020


(150 unread) - gpddahal@yaho
अन्नपूर्ण पोस्ट | Nepal's leading
M.ED. 4th Semester (2076) SMC
https://classroom.google.com/u/0/c/NTE5MTI5NjY1MDZa
Search
M.ED. 4th Semester (2076) SMC, Morang, Nepal
1st Batch
Stream
Classwork
People
Nara Prasad Bhandari
Feb 18
Pls.find the following documents related to ELT Seminars and come with any five issues:
0. ELT Seminar 549.docx
Word
2. Introduction to Semina...
PowerPoint
3. Seminar by NP.pptx
PowerPoint
Issues in english languag...
PDF
Jon Davison - Issues in E...
PDF
teacher_agency_iatefl-sh...
PowerPoint
seminar preparation-160...
PDF
2 class comments
Dipak Dikhalichha Feb 19
Tq sir
EN
6:10 PM
3/21/2020

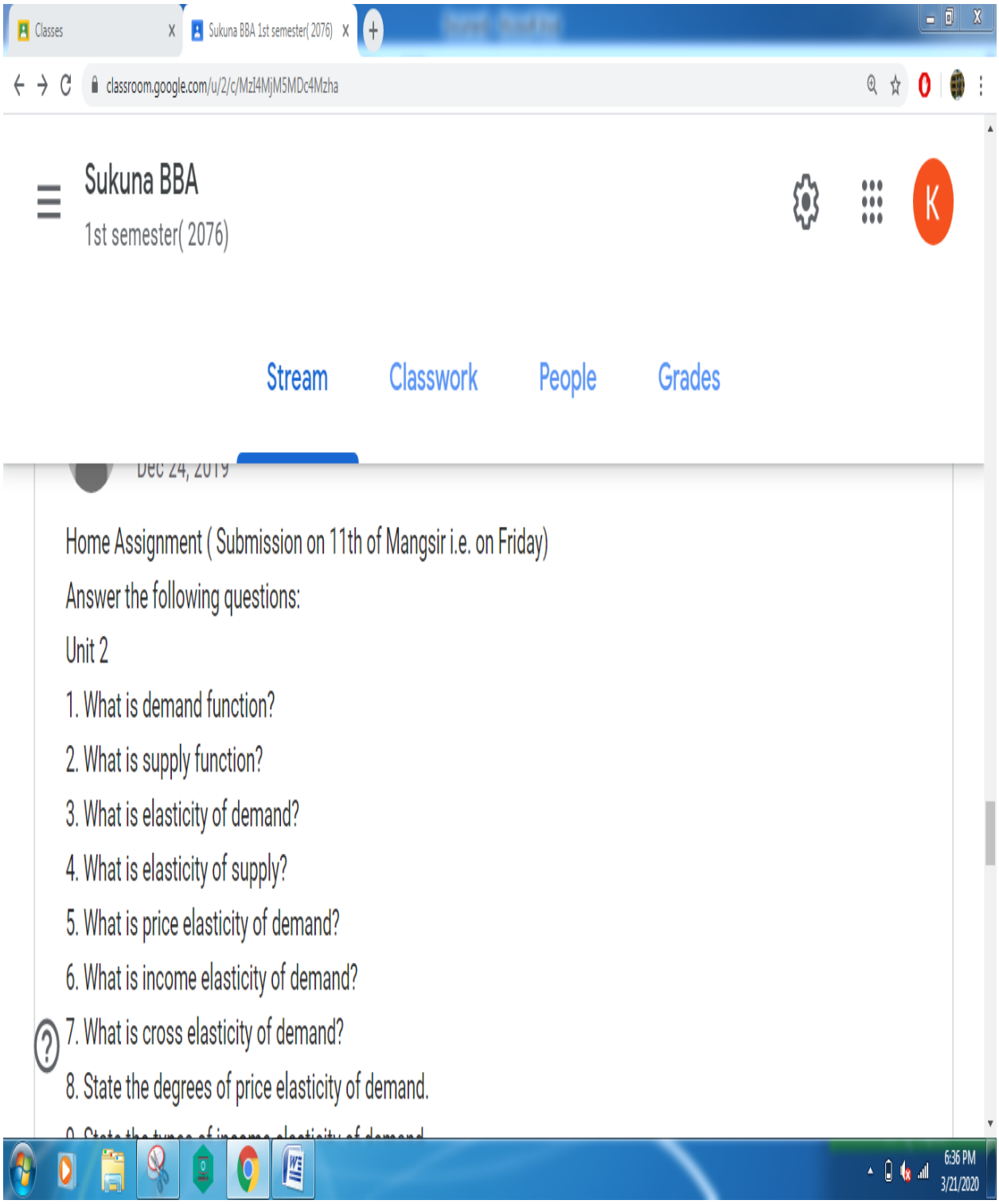

(150 unread) - gpddahal@yaho
अन्नपूर्ण पोस्ट | Nepal's leading
M.ED. 4th Semester (2076) SMC
https://classroom.google.com/u/0/c/NTE5MTI5NjY1MDZa
Search
M.ED. 4th Semester (2076) SMC, Morang, Nepal
1st Batch
Stream
Classwork
People
Dipak Dikhalichha
Feb 18
ELT Related References for M.Ed. Semester Students by NP sir.
Note: All students are requested to bring at least five ELT based issues and attend on coming Thursday. Thanks!
4. ELT Seminar 549.docx
Word
2006.pdf
PDF
Aryal_whole_thesis_ex_p...
PDF
seminar-160714114911.pdf
PDF
Some ELT issues in Nepal....
Word
2 class comments
Jeppy Khawas Feb 18
Download vairaxain yabata.. Kasari gaarni how ?
Add class comment...
EN
6:12 PM
3/21/2020

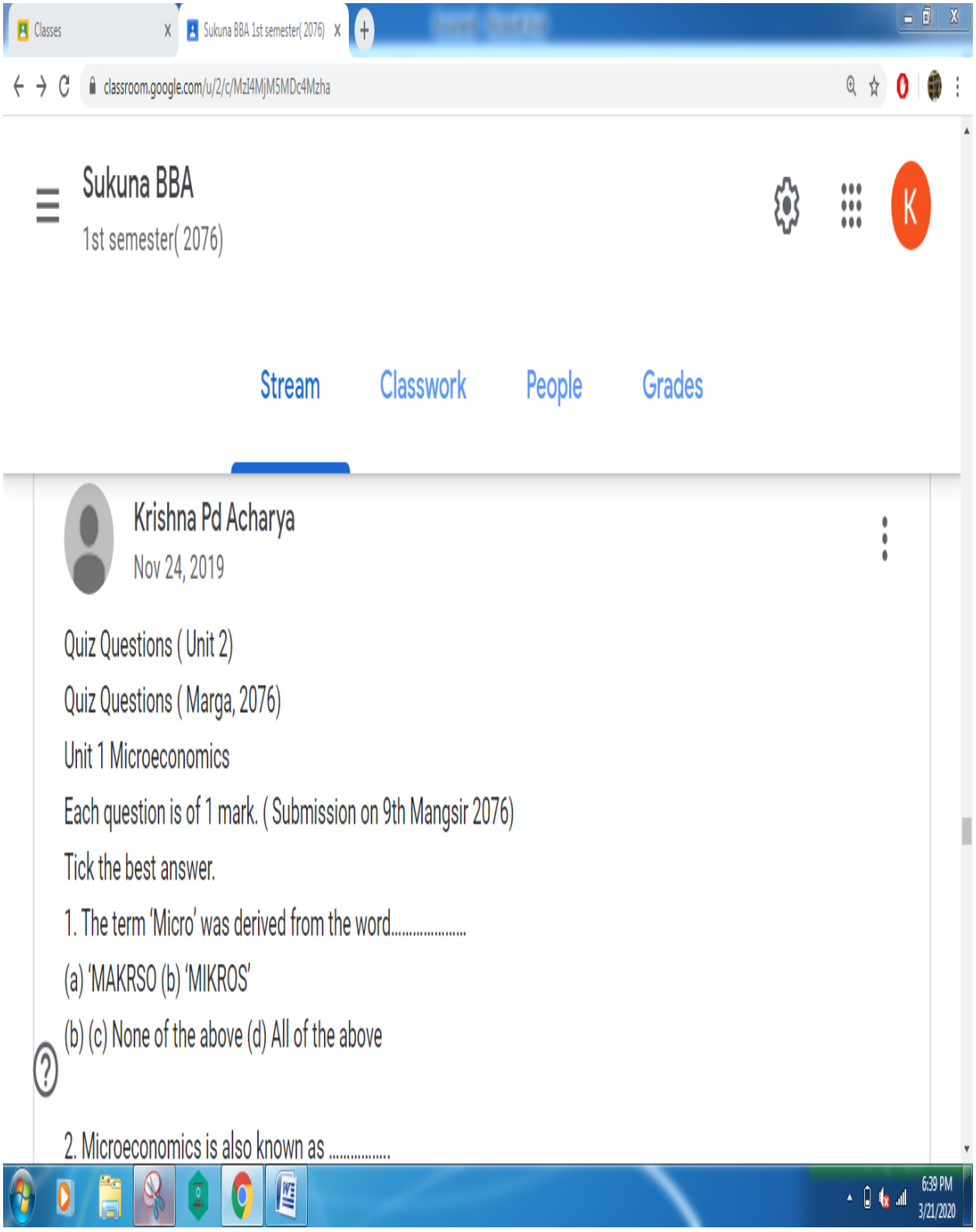
b) Google Classroom of Ganesh Pd. Dahal

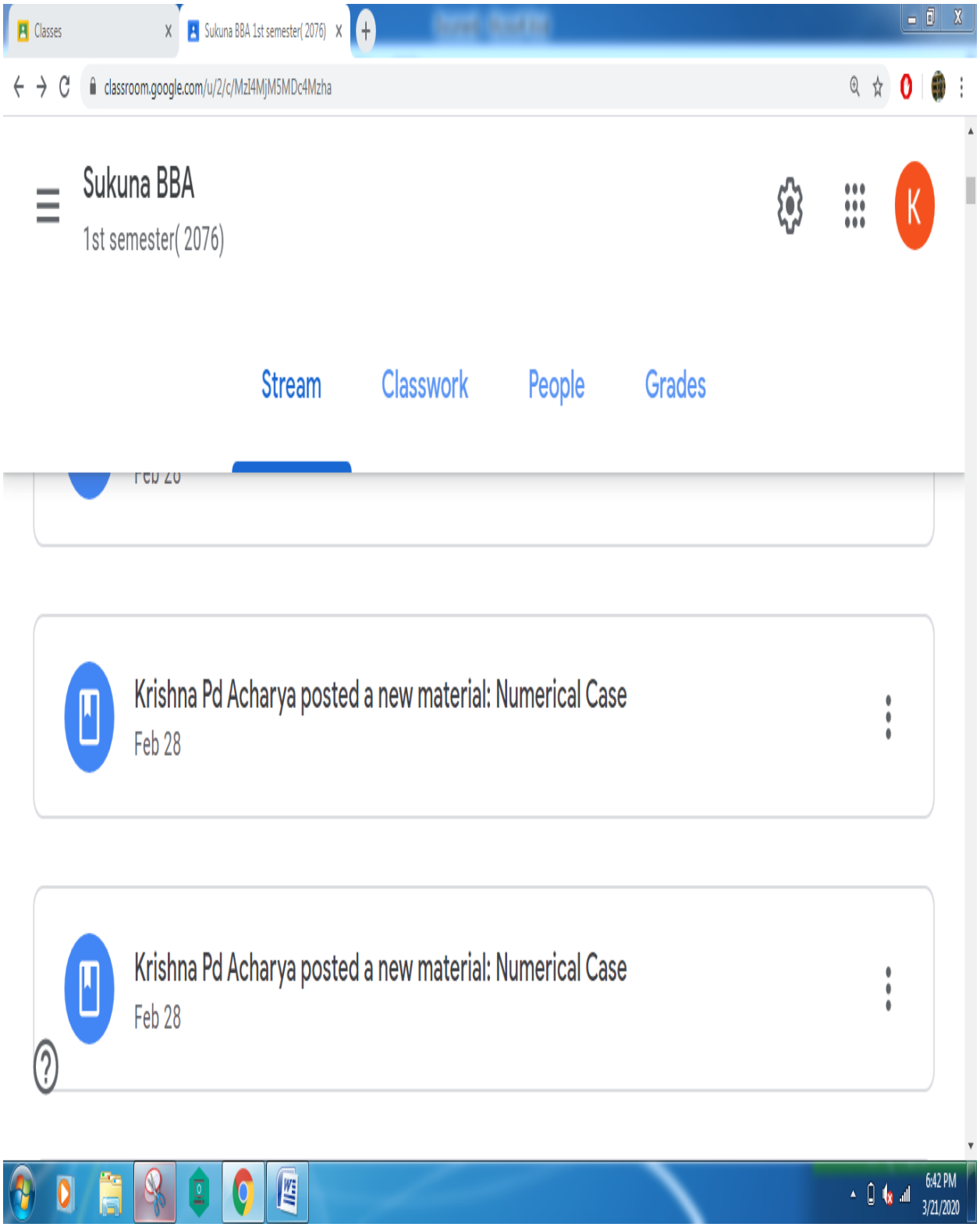


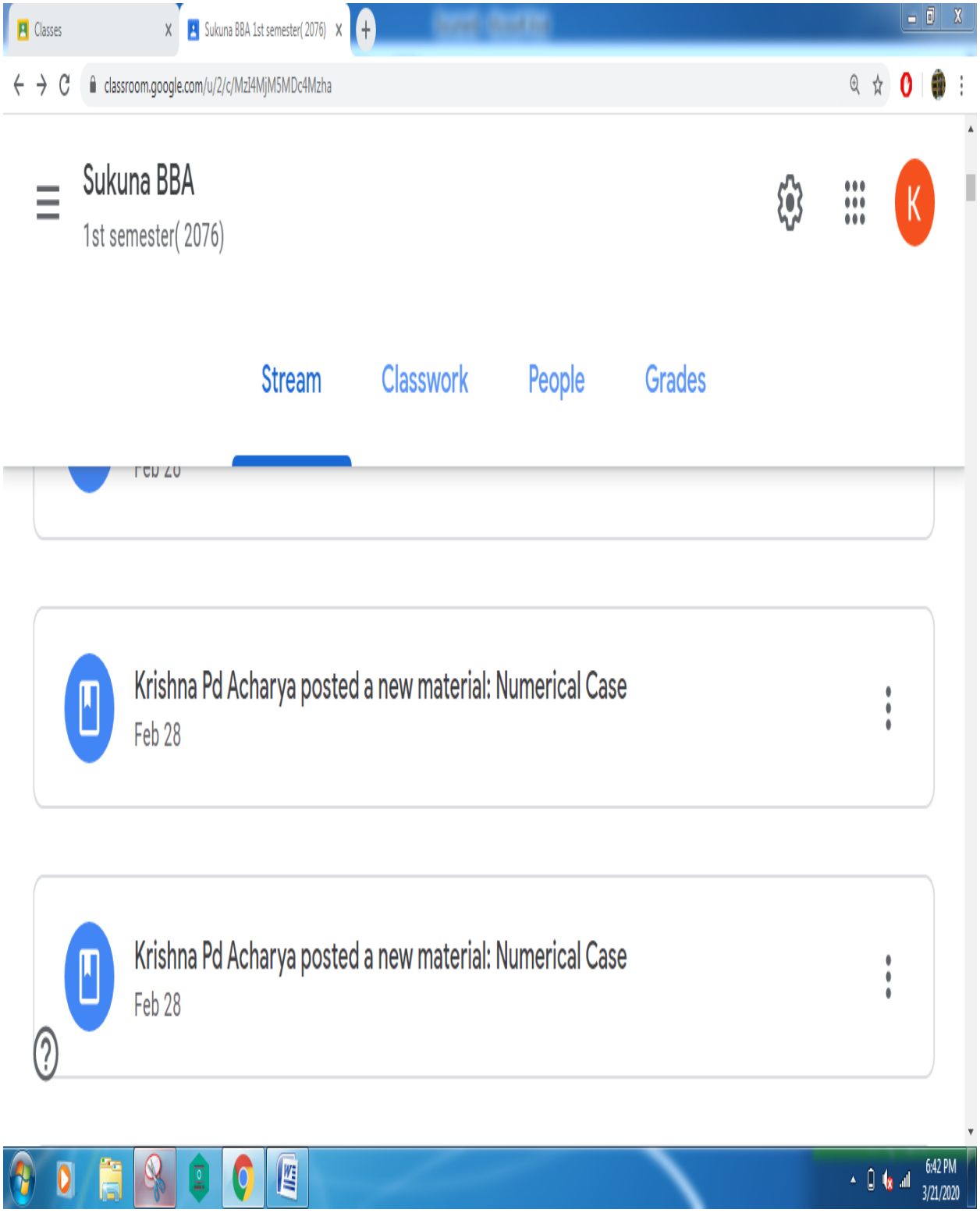

(150 unread) - gpddahal@yaho
अन्नपूर्ण पोस्ट | Nepal's leading
Classes
M Ed First Sem.
https://classroom.google.com/u/3/c/NTIwNjI2Nzc4MzJa
Search
M Ed First Sem.
Stream
Classwork
People
Marks
1 class comment
Ganesh Dahal 14 Mar
Then what happened
Add class comment...
Ganesh Dahal
14 Mar
I have sent syllabus. Plz see it.
1. Ed. 511 Foundations of ...
Word
2 class comments
mausami limbo 16 Mar
Got it,
Add class comment...
https://classroom.google.com/u/3/c/NTIwNjI2Nzc4MzJa#_dismiss_
EN
6:15 PM
3/21/2020

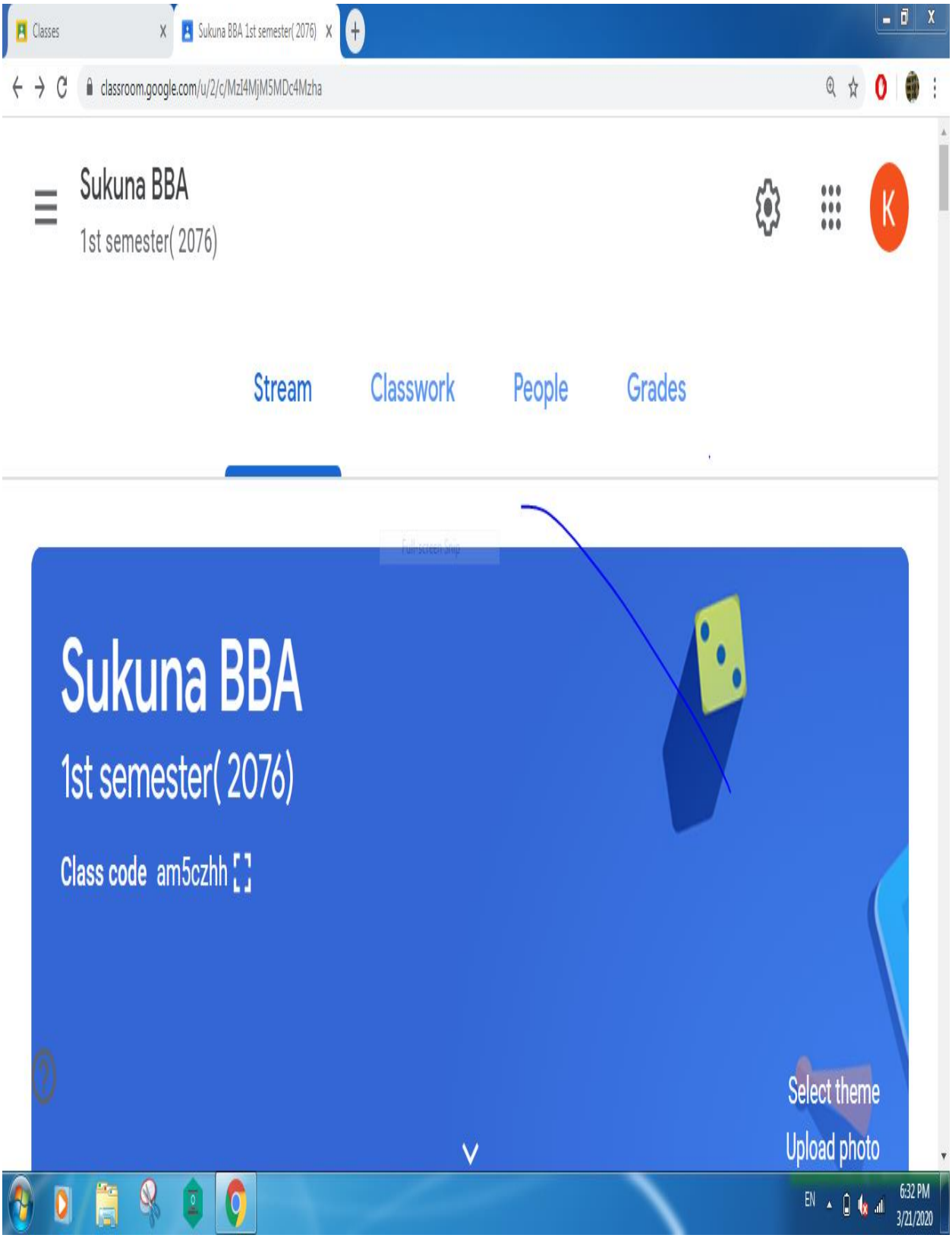
c) Google Classroom of Krishna Pd. Acharya



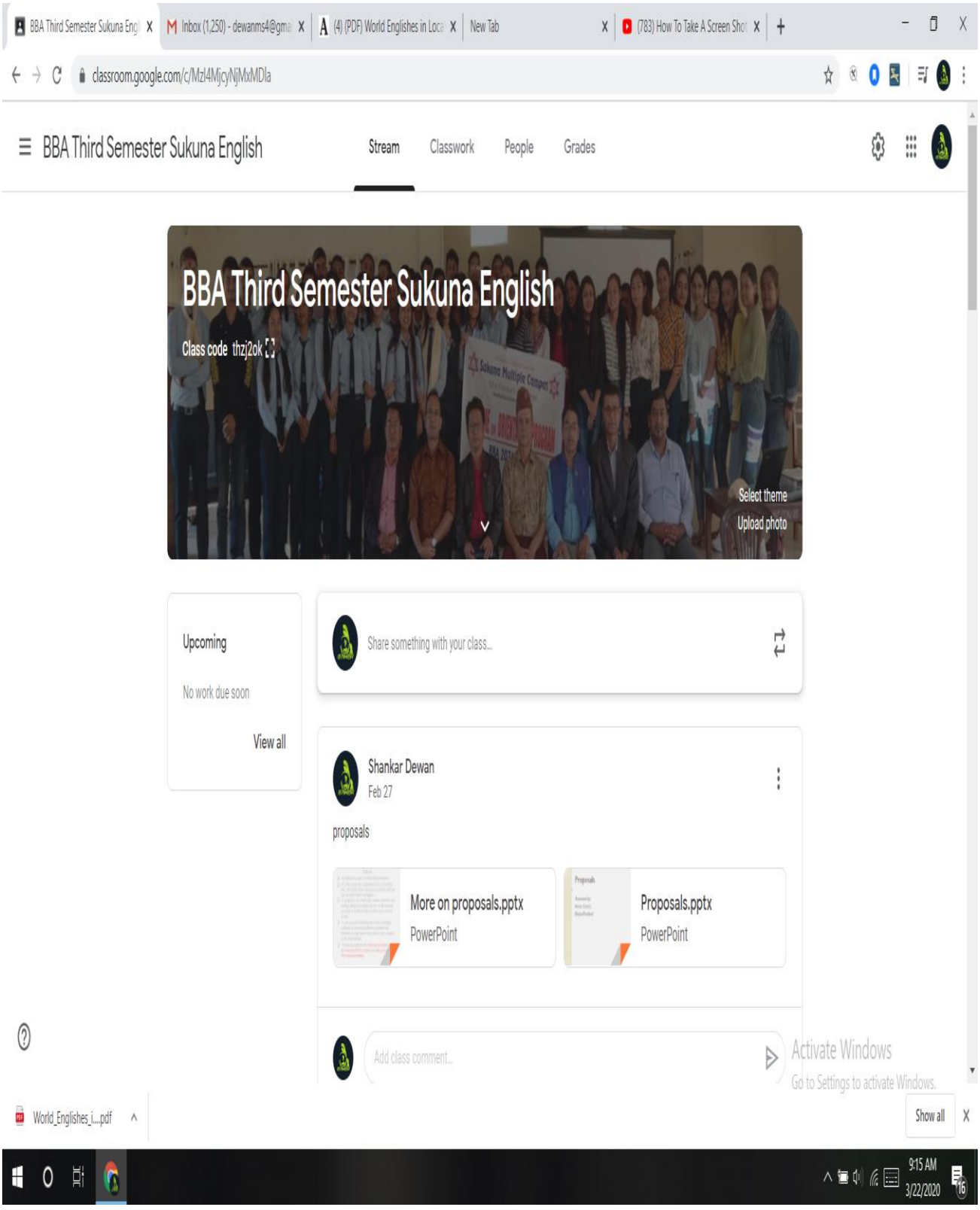

Classes
Sukuna BBA 1st semester(2076)
classroom.google.com/u/2/c/MzI4MjM5MDc4Mzha
Sukuna BBA
1st semester(2076)
Stream
Classwork
People
Grades
Krishna Pd Acharya
Nov 24, 2019
Quiz Questions (Unit 2)
Quiz Questions (Marga, 2076)
Unit 1 Microeconomics
Each question is of 1 mark. (Submission on 9th Mangsir 2076)
Tick the best answer.
1. The term 'Micro' was derived from the word.....
(a) 'MAKRSO (b) 'MIKROS'
(b) (c) None of the above (d) All of the above
2. Microeconomics is also known as .....
6:39 PM
3/21/2020

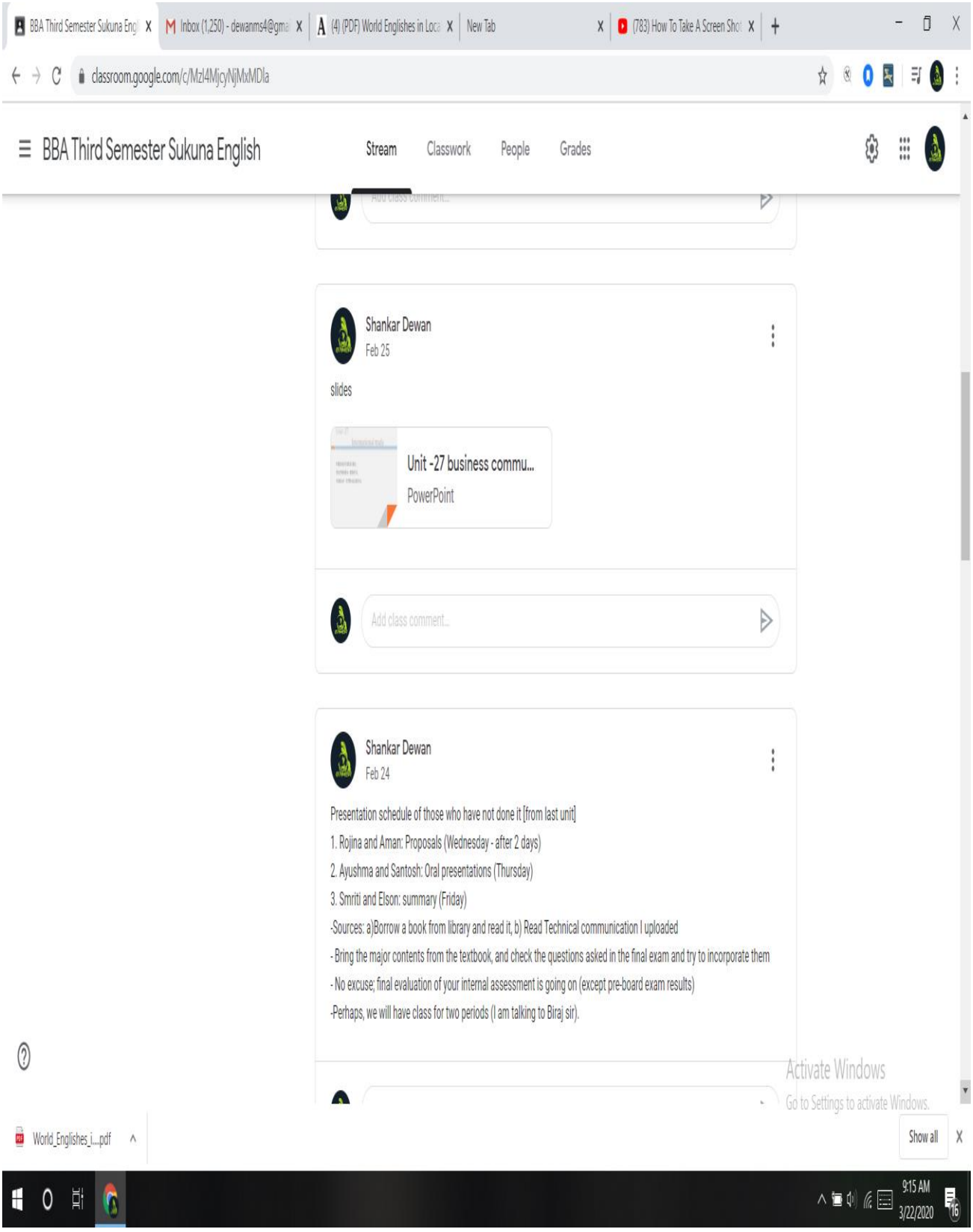

Classes
Sukuna BBA 1st semester(2076)
classroom.google.com/u/2/c/MzI4MjM5MDc4Mzha
Sukuna BBA
1st semester(2076)
K
Stream
Classwork
People
Grades
Krishna Pd Acharya posted a new material: Numerical Case
Feb 28
Krishna Pd Acharya posted a new material: Numerical Case
Feb 28
6:42 PM
3/21/2020

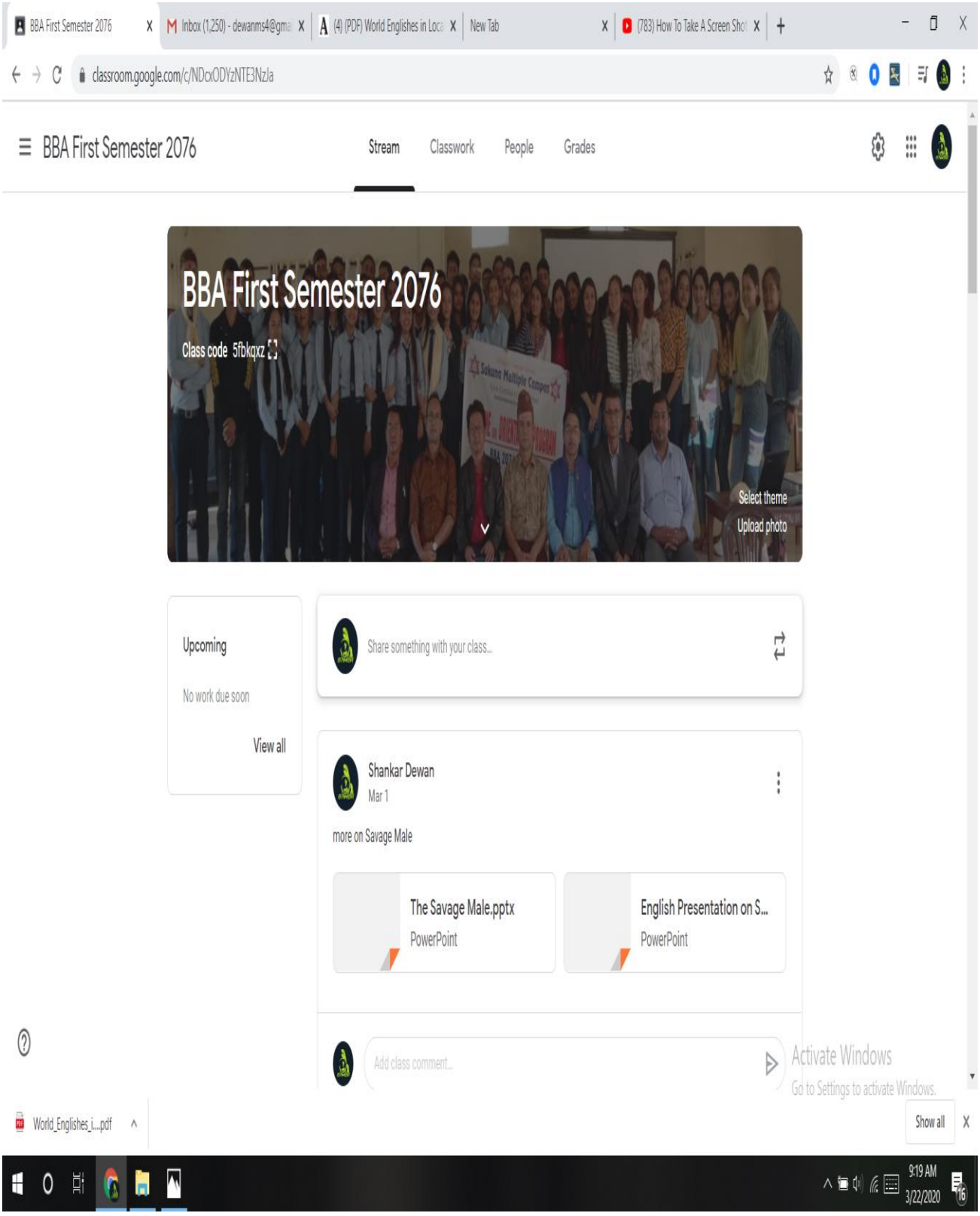

Classes
Sukuna BBA 1st semester(2076)
classroom.google.com/u/2/c/MzI4MjM5MDc4Mzha
Sukuna BBA
1st semester(2076)
Stream
Classwork
People
Grades
Krishna Pd Acharya posted a new material: Numerical Case
Feb 28
Krishna Pd Acharya posted a new material: Numerical Case
Feb 28
6:42 PM
3/21/2020

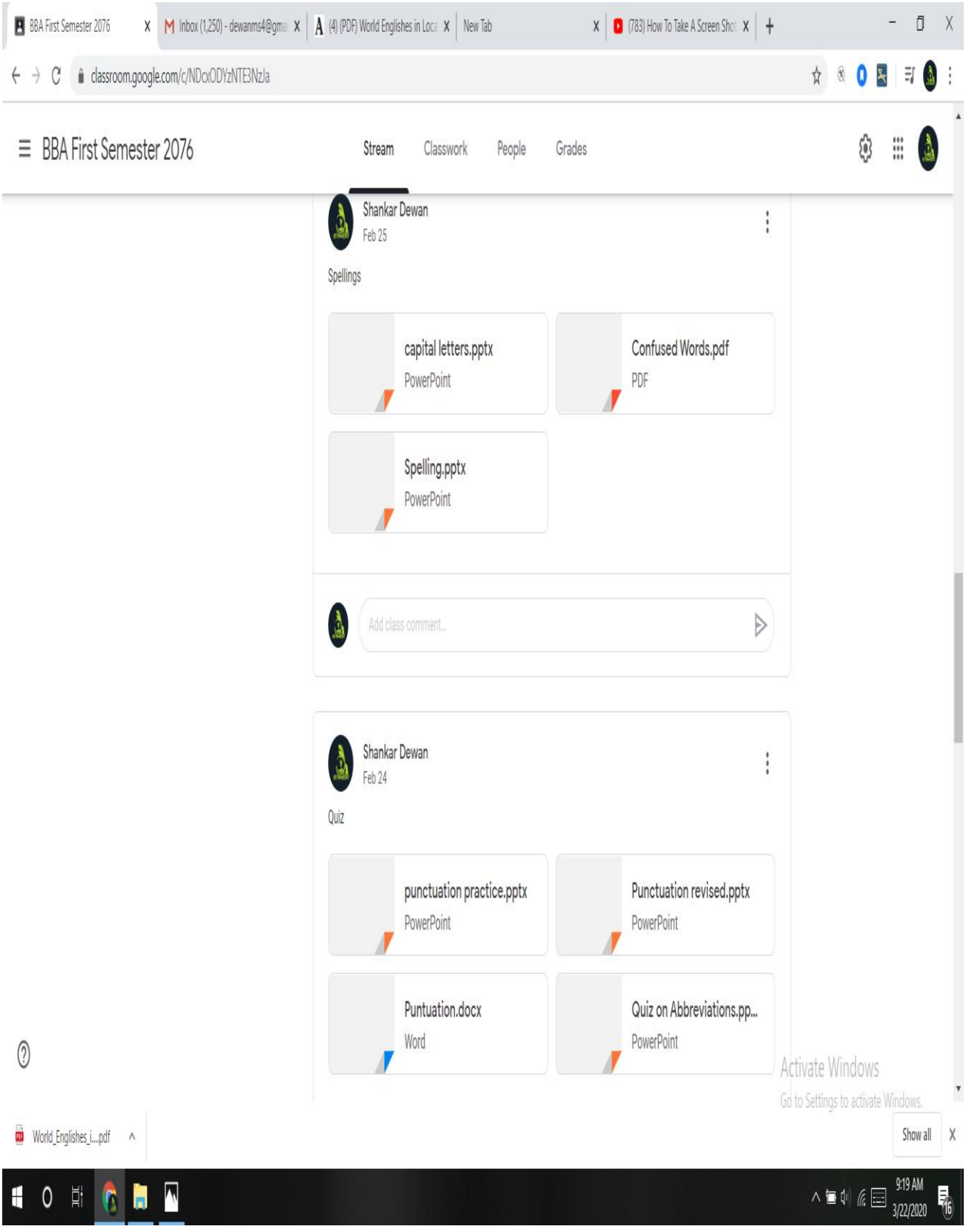

Classes
Sukuna BBA 1st semester(2076)
classroom.google.com/u/2/c/MzI4MjM5MDc4Mzha
Sukuna BBA
1st semester(2076)
Stream
Classwork
People
Grades
Sukuna BBA
1st semester(2076)
Class code am5czhh
Select theme
Upload photo
EN
6:32 PM
3/21/2020

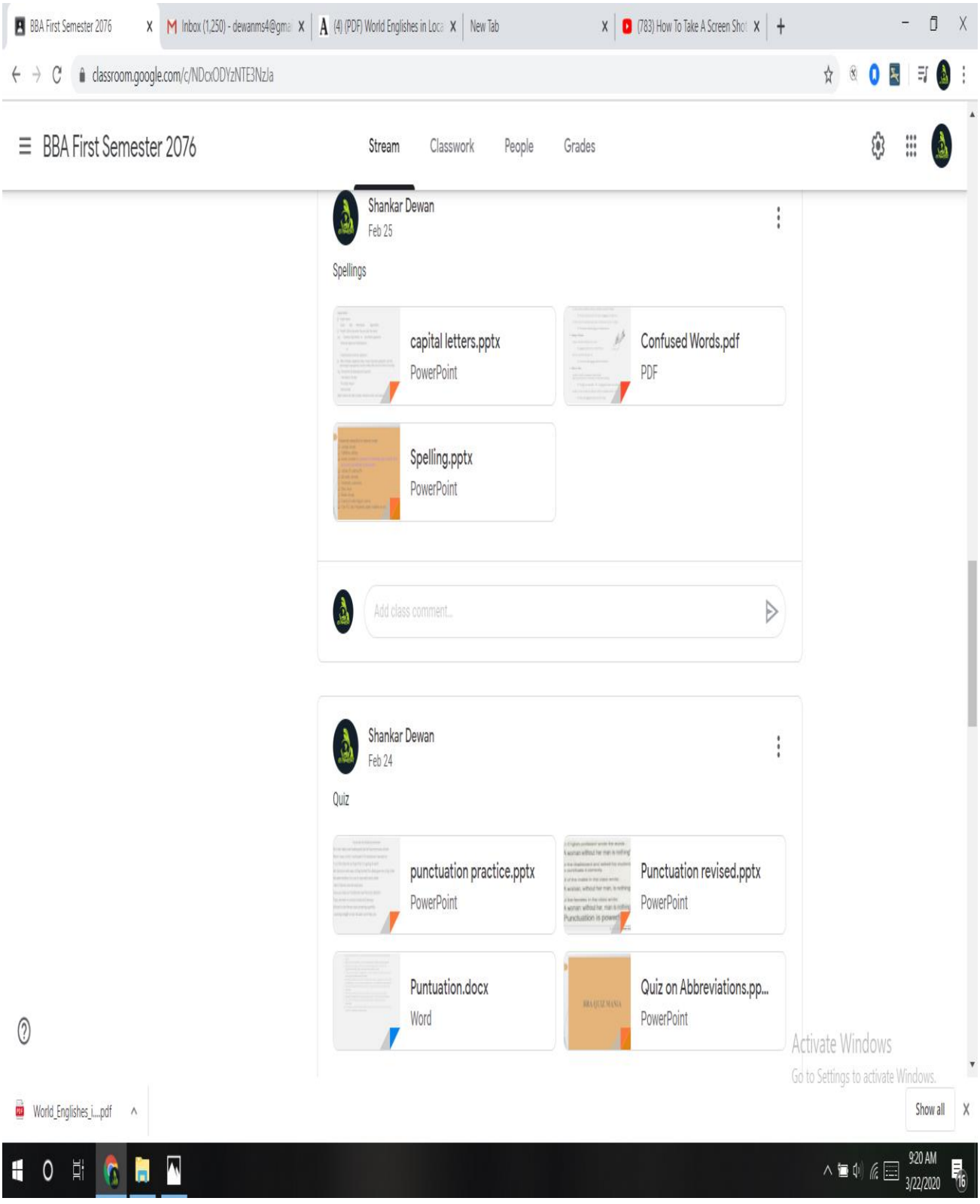
d) Google Classroom of Shankar Dewan

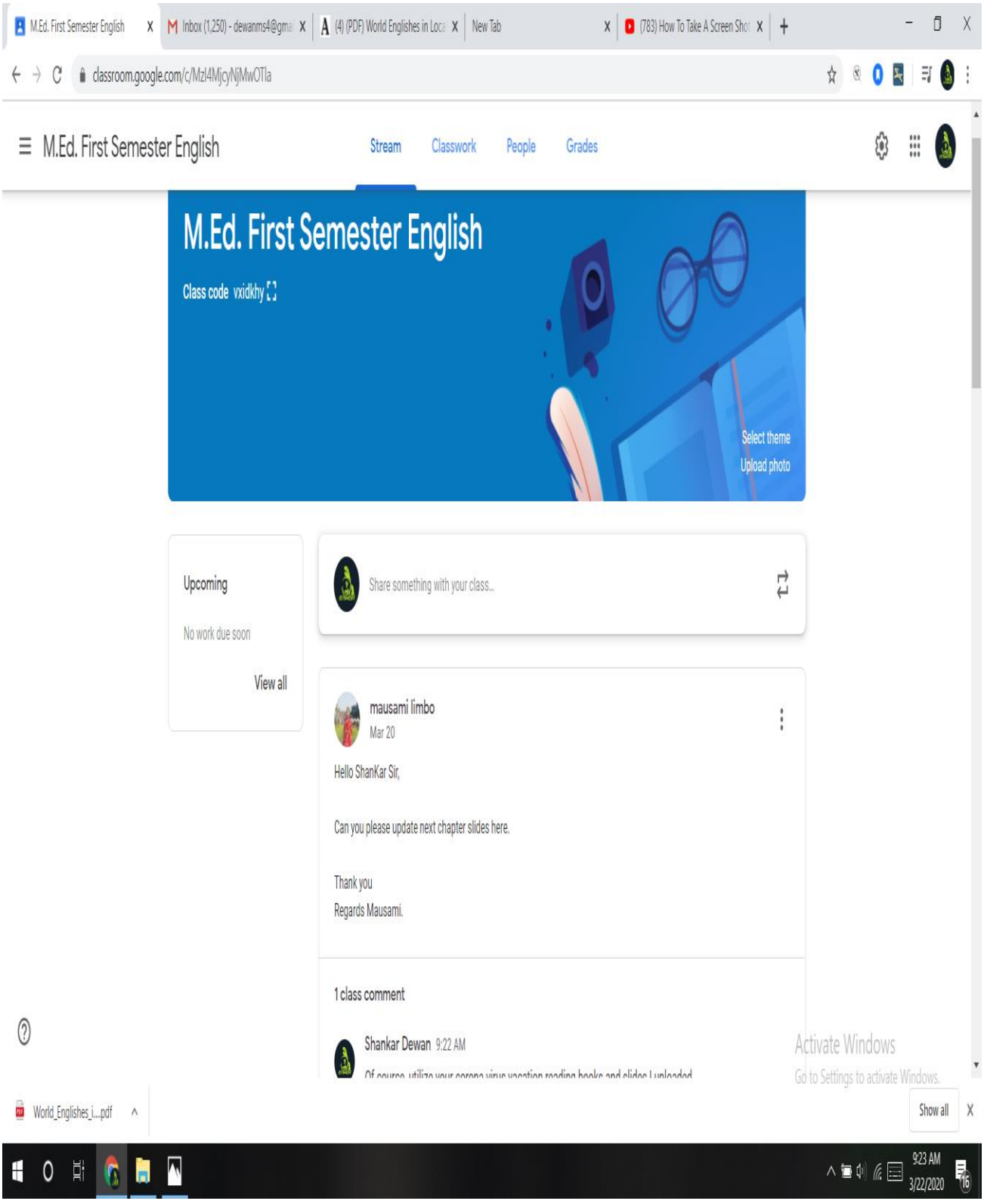


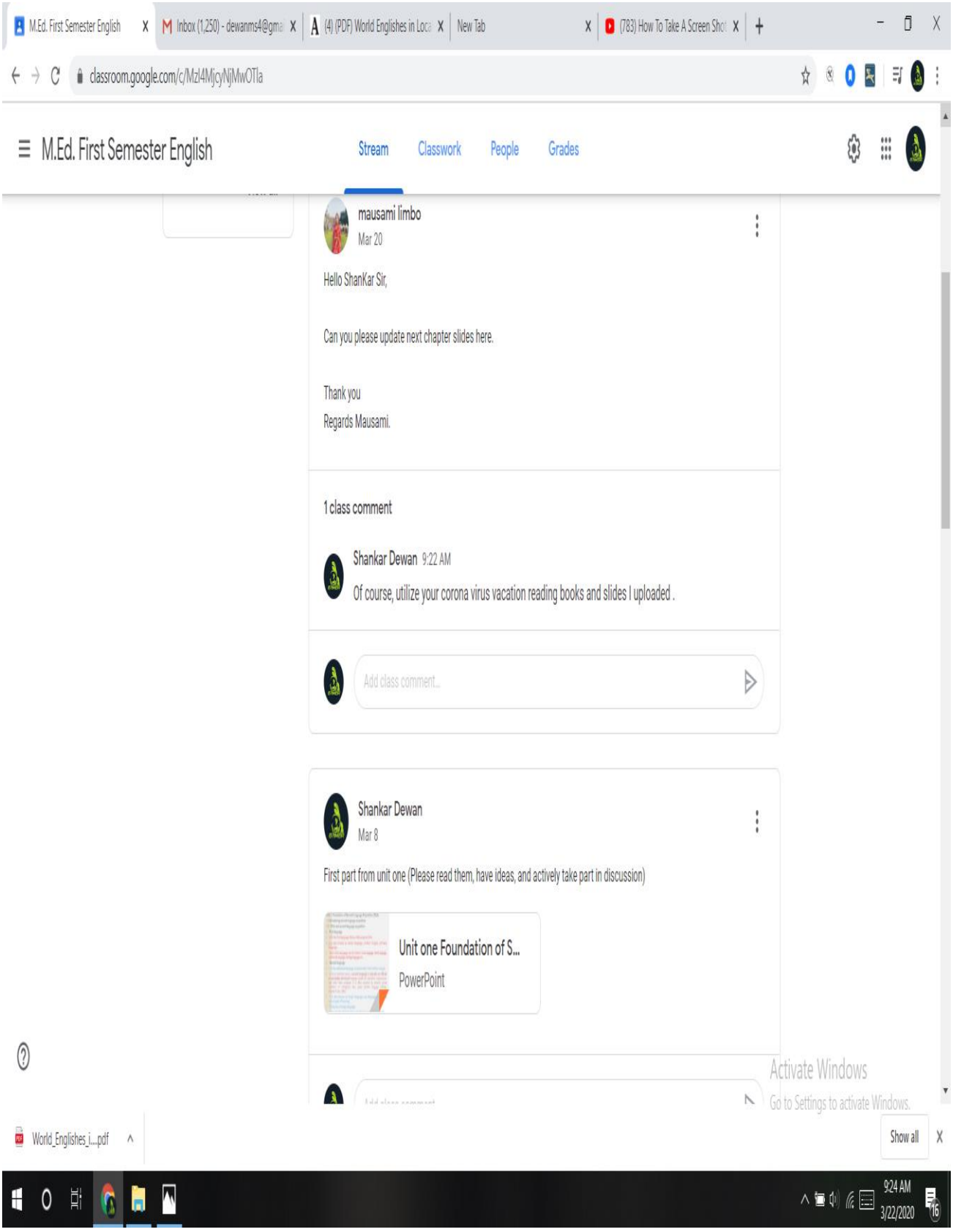

BBA Third Semester Sukuna Engl
Inbox (1,250) - dewanms4@gma
(4) (PDF) World Englishes in Loca
New Tab
(783) How To Take A Screen Shot
classroom.google.com/c/MzI4MjcyNjMxMDIa
BBA Third Semester Sukuna English
Stream
Classwork
People
Grades
Shankar Dewan
Feb 25
slides
Unit -27 business commu...
PowerPoint
Add class comment...
Shankar Dewan
Feb 24
Presentation schedule of those who have not done it [from last unit]
1. Rojina and Aman: Proposals (Wednesday - after 2 days)
2. Ayushma and Santosh: Oral presentations (Thursday)
3. Smriti and Elson: summary (Friday)
-Sources: a)Borrow a book from library and read it, b) Read Technical communication I uploaded
- Bring the major contents from the textbook, and check the questions asked in the final exam and try to incorporate them
- No excuse; final evaluation of your internal assessment is going on (except pre-board exam results)
-Perhaps, we will have class for two periods (I am talking to Biraj sir).
Activate Windows
Go to Settings to activate Windows.
World_Englishes_i....pdf
Show all
9:15 AM
3/22/2020


BBA First Semester 2076
Inbox (1,250) - dewanms4@gma
(4) (PDF) World Englishes in Loca
New Tab
(783) How To Take A Screen Shot
classroom.google.com/c/NDcxODYzNTE3NzJa
BBA First Semester 2076
Stream
Classwork
People
Grades
BBA First Semester 2076
Class code 5fbkqxz
Select theme
Upload photo
Upcoming
No work due soon
View all
Share something with your class...
Shankar Dewan
Mar 1
more on Savage Male
The Savage Male.pptx
PowerPoint
English Presentation on S...
PowerPoint
Add class comment...
Activate Windows
Go to Settings to activate Windows.
World_Englishes_i....pdf
Show all
9:19 AM
3/22/2020

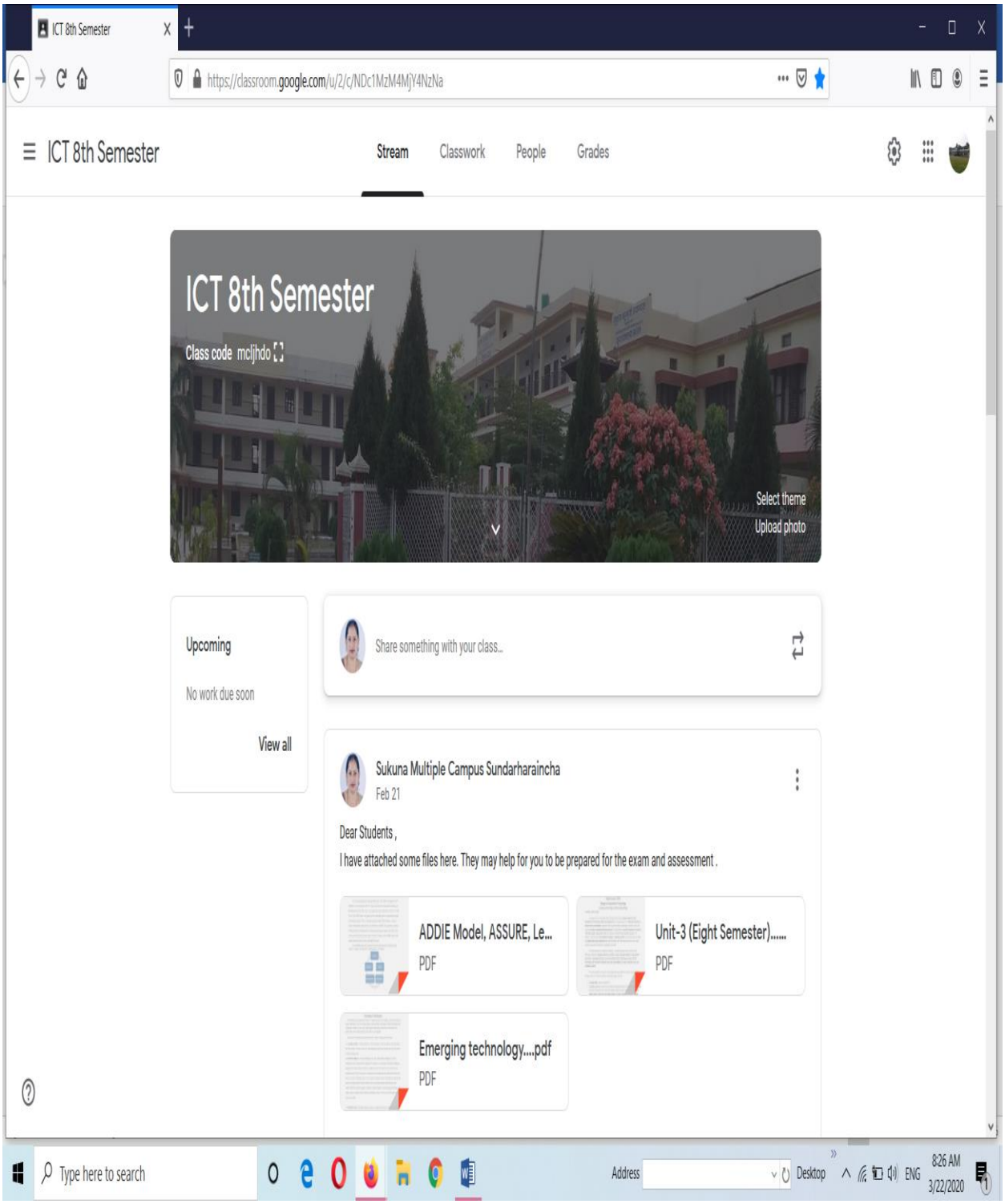

BBA First Semester 2076
Inbox (1,250) - dewanms4@gma
(4) (PDF) World Englishes in Loca
New Tab
(783) How To Take A Screen Shot
classroom.google.com/c/NDcxODYzNTE3NzIa
BBA First Semester 2076
Stream
Classwork
People
Grades
Shankar Dewan
Feb 25
Spellings
capital letters.pptx
PowerPoint
Confused Words.pdf
PDF
Spelling.pptx
PowerPoint
Add class comment...
Shankar Dewan
Feb 24
Quiz
punctuation practice.pptx
PowerPoint
Punctuation revised.pptx
PowerPoint
Puntuation.docx
Word
Quiz on Abbreviations.pp...
PowerPoint
Activate Windows
Go to Settings to activate Windows.
World_Englishes_i....pdf
Show all
9:19 AM
3/22/2020

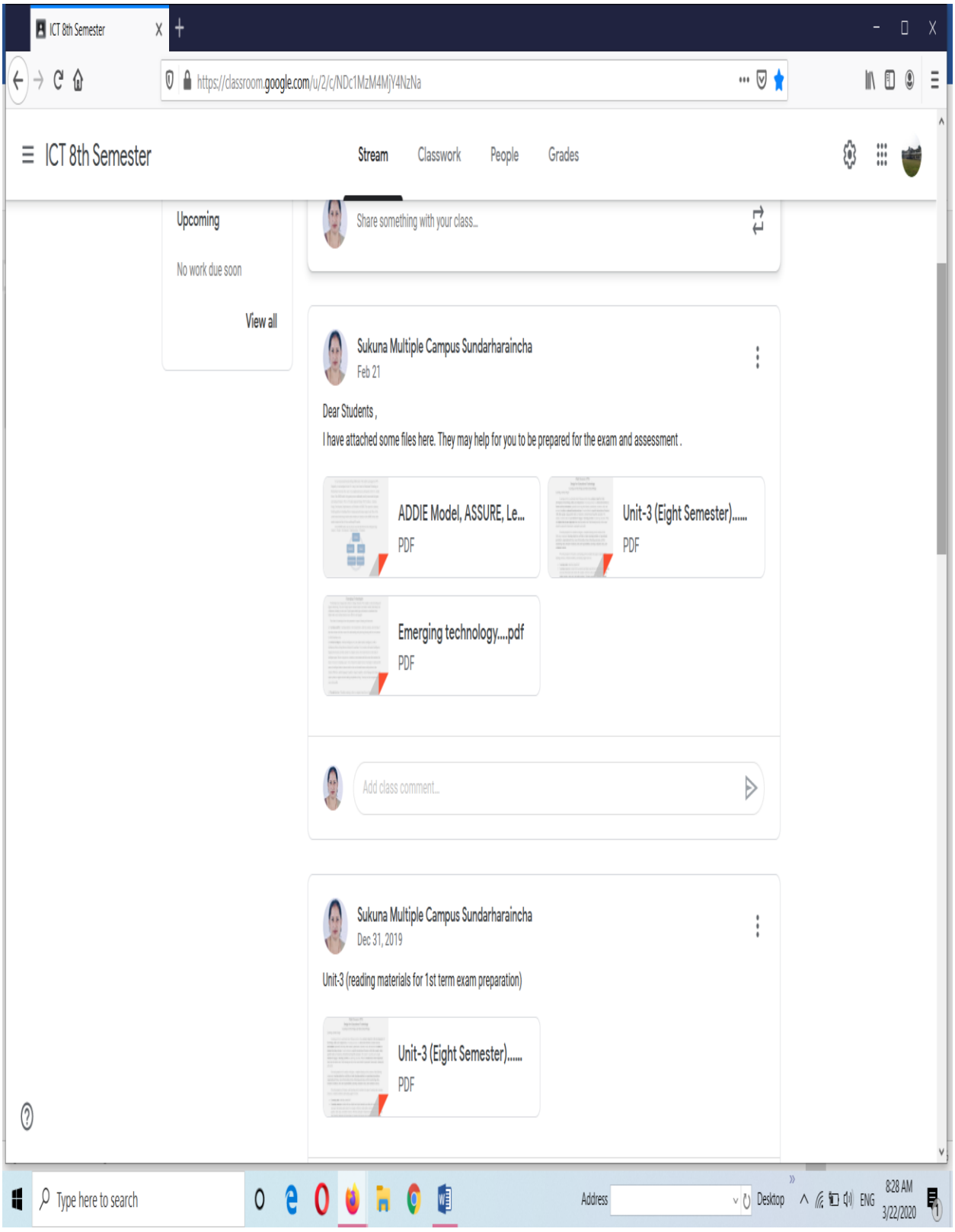

BBA First Semester 2076
Inbox (1,250) - dewanms4@gma
(4) (PDF) World Englishes in Loca
New Tab
(783) How To Take A Screen Shot
classroom.google.com/c/NDcxODYzNTE3NzIa
BBA First Semester 2076
Stream
Classwork
People
Grades
Shankar Dewan
Feb 25
Spellings
capital letters.pptx
PowerPoint
Confused Words.pdf
PDF
Spelling.pptx
PowerPoint
Add class comment...
Shankar Dewan
Feb 24
Quiz
punctuation practice.pptx
PowerPoint
Punctuation revised.pptx
PowerPoint
Puntuation.docx
Word
Quiz on Abbreviations.pp...
PowerPoint
Activate Windows
Go to Settings to activate Windows.
World_Englishes_i....pdf
Show all
9:20 AM
3/22/2020


M.Ed. First Semester English
Inbox (1,250) - dewanms4@gma
(4) (PDF) World Englishes in Loca
New Tab
(783) How To Take A Screen Shot
classroom.google.com/c/MzI4MjcyNjMwOTIa
M.Ed. First Semester English
Stream
Classwork
People
Grades
M.Ed. First Semester English
Class code vxidkhy
Select theme
Upload photo
Upcoming
No work due soon
View all
Share something with your class...
mausami limbo
Mar 20
Hello ShanKar Sir,
Can you please update next chapter slides here.
Thank you
Regards Mausami.
1 class comment
Shankar Dewan 9:22 AM
Activate Windows
Go to Settings to activate Windows.
World_Englishes_i....pdf
Show all
9:23 AM
3/22/2020

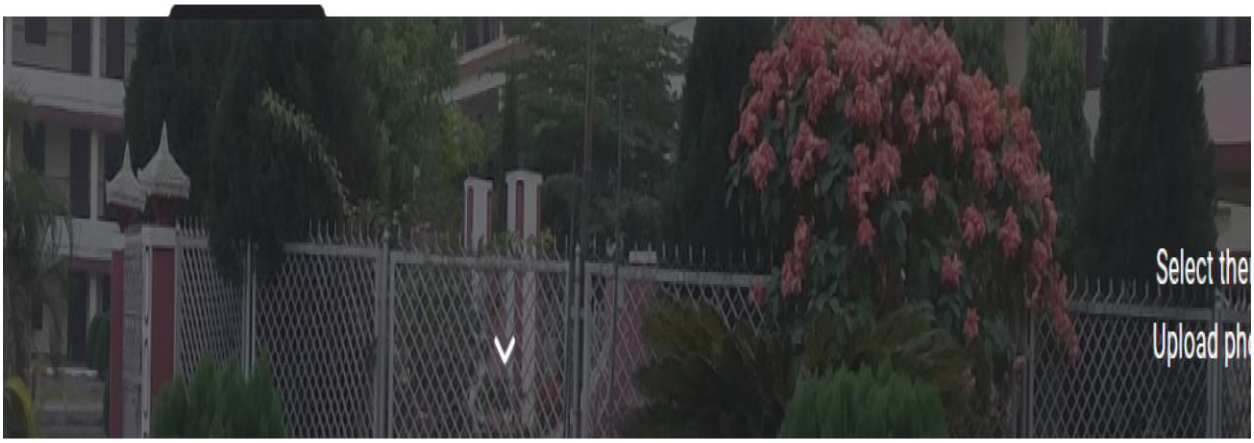

M.Ed. First Semester English
Inbox (1,250) - dewanms4@gma
(4) (PDF) World Englishes in Loca
New Tab
(783) How To Take A Screen Shot
classroom.google.com/c/MzI4MjcyNjMwOTIa
M.Ed. First Semester English
Stream
Classwork
People
Grades
mausami limbo
Mar 20
Hello ShanKar Sir,
Can you please update next chapter slides here.
Thank you
Regards Mausami.
1 class comment
Shankar Dewan 9:22 AM
Of course, utilize your corona virus vacation reading books and slides I uploaded .
Add class comment...
Shankar Dewan
Mar 8
First part from unit one (Please read them, have ideas, and actively take part in discussion)
Unit one Foundation of S...
PowerPoint
Activate Windows
Go to Settings to activate Windows.
World_Englishes_i....pdf
Show all
9:24 AM
3/22/2020

e) Google Classroom of Dharma Kumari Kalakheti




ICT 8th Semester
https://classroom.google.com/u/2/c/NDc1MzM4MjY4NzNa
ICT 8th Semester
Stream
Classwork
People
Grades
Upcoming
No work due soon
View all
Share something with your class...
Sukuna Multiple Campus Sundarharaincha
Feb 21
Dear Students ,
I have attached some files here. They may help for you to be prepared for the exam and assessment .
ADDIE Model, ASSURE, Le...
PDF
Unit-3 (Eight Semester).....
PDF
Emerging technology....pdf
PDF
Add class comment...
Sukuna Multiple Campus Sundarharaincha
Dec 31, 2019
Unit-3 (reading materials for 1st term exam preparation)
Unit-3 (Eight Semester).....
PDF
Type here to search
Address
Desktop
ENG
8:28 AM
3/22/2020

Stream Classwork People Grades

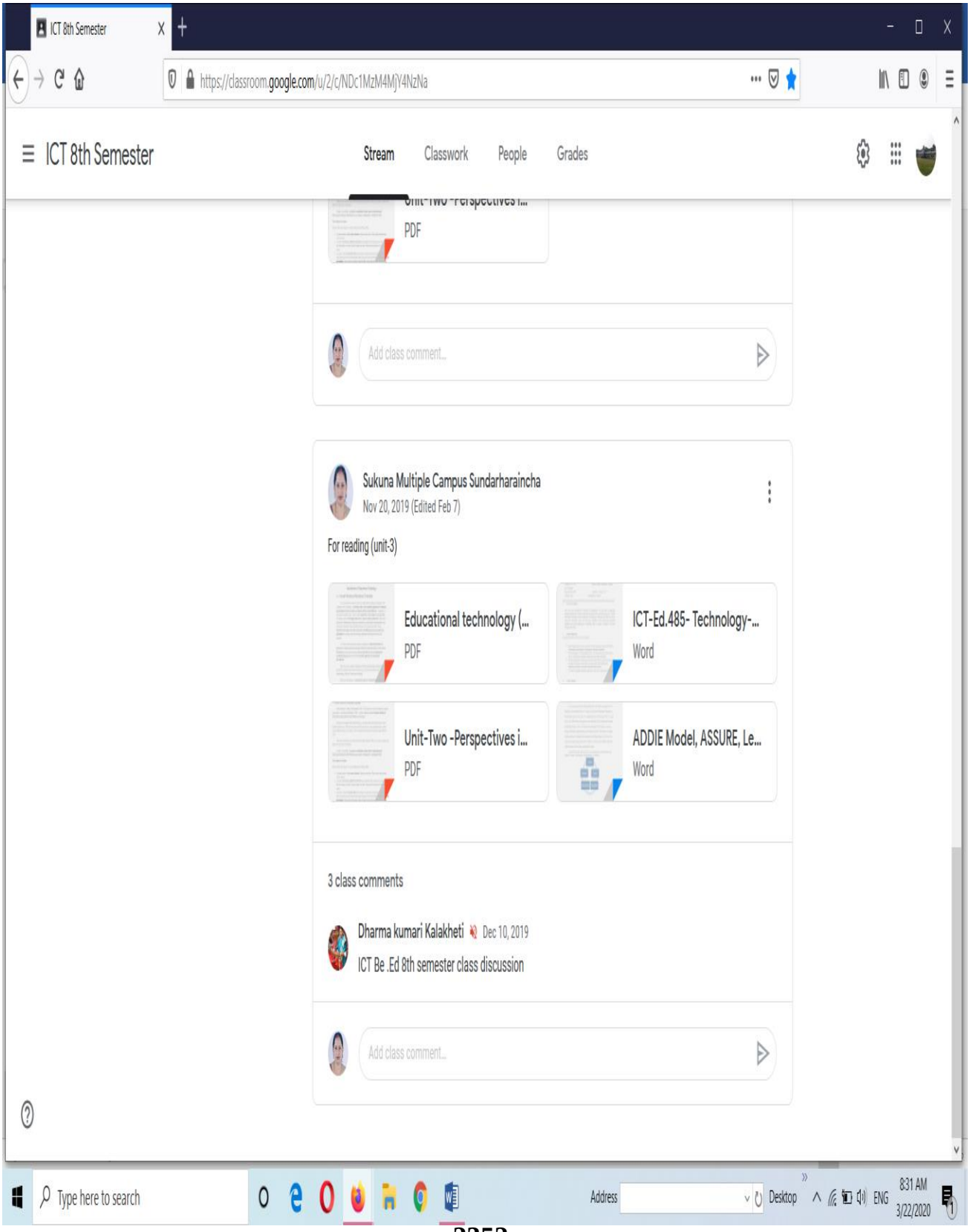


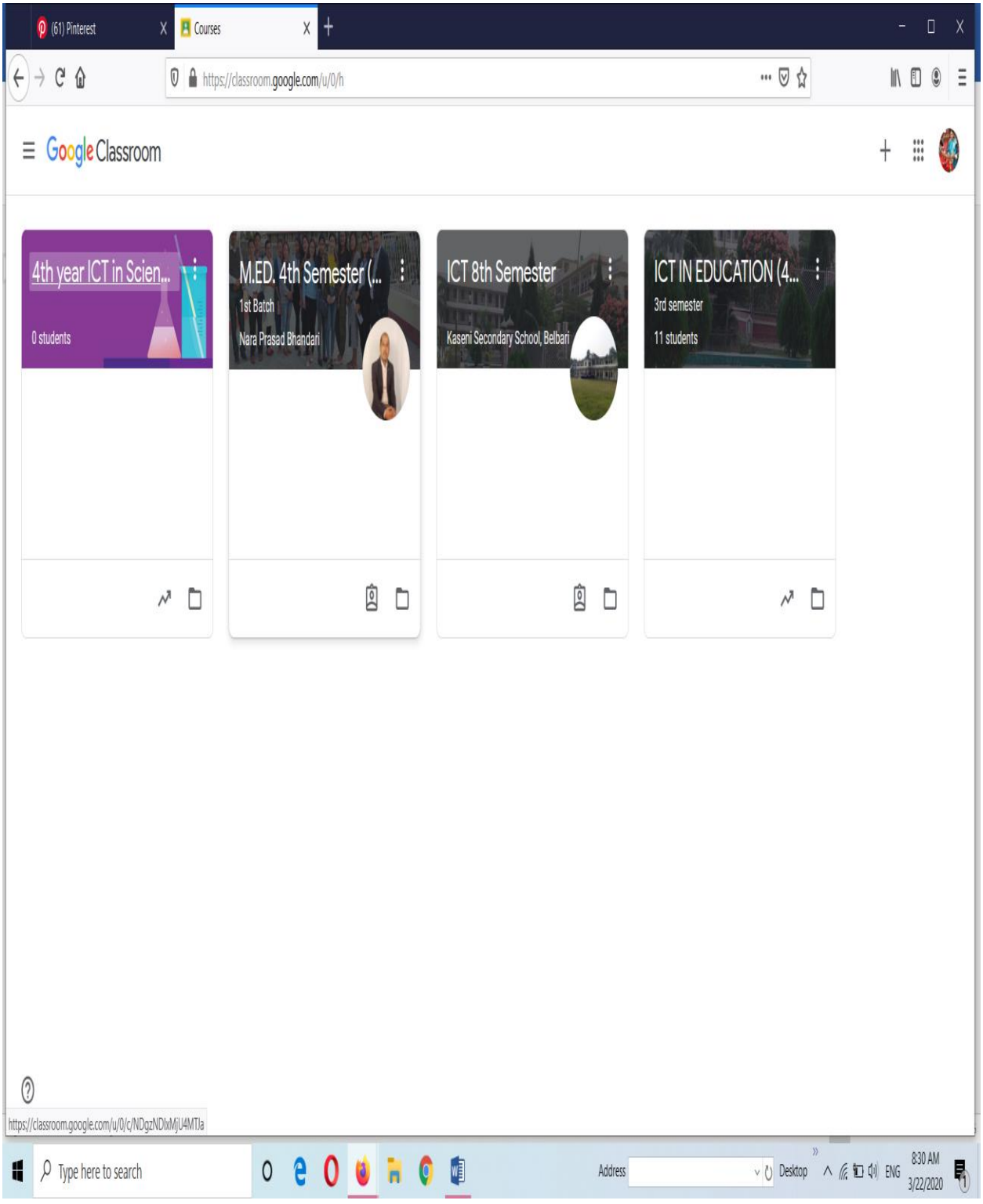
Share something with your class...

Sukuna Multiple Campus Sundarharaincha
Feb 21

Dear Students ,

I have attached some files here. They may help for you to be prepared for the exam and assessment .


ICT 8th Semester
https://classroom.google.com/u/2/c/NDc1MzM4MjY4NzNa
ICT 8th Semester
Stream
Classwork
People
Grades
PDF
Add class comment...
Sukuna Multiple Campus Sundarharaincha
Nov 20, 2019 (Edited Feb 7)
For reading (unit-3)
Educational technology (...
PDF
ICT-Ed.485- Technology-...
Word
Unit-Two -Perspectives i...
PDF
ADDIE Model, ASSURE, Le...
Word
3 class comments
Dharma kumari Kalakheti
Dec 10, 2019
ICT Be .Ed 8th semester class discussion
Add class comment...
Type here to search
Address
Desktop
ENG
8:31 AM
3/22/2020


(61) Pinterest
Courses
https://classroom.google.com/u/0/h
Google Classroom
4th year ICT in Scien...
0 students
M.ED. 4th Semester (...
1st Batch
Nara Prasad Bhandari
ICT 8th Semester
Kaseni Secondary School, Belbari
ICT IN EDUCATION (4...
3rd semester
11 students
https://classroom.google.com/u/0/c/NDgzNDIxMjU4MTJa
Type here to search
Address
Desktop
ENG
8:30 AM
3/22/2020

f) Google Classroom of Atual Bhattarai

Unit VI: System Implementation and Operation (12 Hrs)

6.1 System Construction and Implementation: The Construction Phase, The Implementation Phase, Testing: Unit, System and Regression Testing

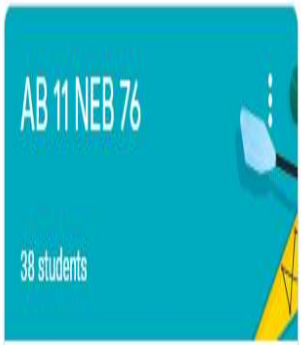
6.1 System Construction and Implementation:

Construction software is the collection of programs, processes and information used to perform various tasks within the building or assembling of a structure or infrastructure as a means of increasing productivity, efficiency, and competitiveness. Tasks previously administered by a project manager, construction manager, design engineer, construction engineer and project architect can be performed by construction software applications.

Implementation is a process of ensuring that the information system is operational. It involves –

- Constructing a new system from scratch
- Constructing a new system from the existing one.

Implementation allows the users to take over its operation for use and evaluation. It involves training the users to handle the system and plan for a smooth conversion.


AB 11 NEB 76
38 students

AB 02 BBA 2076
34 students

AB 04 BICTE 2072
13 students

AB 05 BICTE 2073
19 students

AB 06 BICTE 2074
12 students

Annex 100: Decision for MoU with KU

बैठक सं. - ४

मिति: २०७६।११।१०

आज मिति २०७६ साल फागुन १० गते शनिवारका दिन शुरु सुकुना बहुमुखी क्याम्पसको संचालक समिति, बैठक समिति २ पुनरावेदन समितिको संयुक्त बैठक संचालक समितिका अध्यक्ष श्री केशव अधिकारी को अध्यक्षतामा देहायका पदाधिकारीहरुको उपस्थितिमा बसी निम्नानुसारका प्रस्तावहरु उपर छलफल गरी निर्णय गरियो ।

उपस्थिति

१.	अध्यक्ष, संचालक समिति - श्री केशव अधिकारी	
२.	उपाध्यक्ष, " " - श्री गोपालबहादुर थापा	
३.	सदस्य, " " - श्री देवेन्द्रकुमार मास्के	
४.	" " " - श्री नारायणप्रसाद चुडाल	
५.	" " " - श्री गणेशराज मास्के	गणेश
६.	" " " - श्री सुरेन्द्रबहादुर थापा	
७.	" " " - श्री नेत्रप्रसाद ढकाल	
८.	" " " - श्री टीका गणगाई अङ्गराई	
९.	" " " - श्री नाजेश पोखरेल	
१०.	" " " - श्री ज्ञानेन्द्र ओझा	
११.	" " " - श्री विन्दा दाहाल थापा	
१२.	" " " - श्री ललितबहादुर श्रेष्ठ	
१३.	" " " - श्री लक्ष्मीप्रसाद पुँयल	
१४.	" " " - श्री पुण्यप्रसाद आचार्य	
१५.	" " " - श्री नरेन्द्र बस्नेत	
१६.	" " " - श्री शिवप्रसाद ढकाल	
१७.	" " " - श्री घनमाया तामाङ	
१८	" " " - श्री रोशनप्रसाद ढकाल	
१९.	" " " - श्री कलराम पोखरेल	
२०.	" " " - श्री लक्ष्मीकुमार श्रेष्ठ	
२१.	" " " - श्री अजम्बर राई	
२२.	" " " - श्री टीकाप्रसाद कट्टेल	

क्रमशः-

२५ उपसचिव, प्रवक्ता श्रीमति श्री रामप्रसाद गजुरेल
२६ सहायक प्राध्यापक " " - श्री चन्द्रमणि उपाध्याय
२७ शैक्षणिक अधिकृत " - श्री चूडामणि तिमिल्सिना
२८ उपसचिव, " " - श्री शिवराज कार्की
२९ " " " -
३० शैक्षणिक पुनर्निर्देशन " - श्री यज्ञप्रसाद आचार्य
३१ सचिव, " " - श्री मकरनन्द पराजुली
३२ " " " - श्री देवीप्रसाद आचार्य
३३ " " " - श्री गोविन्दप्रसाद फुयाल
३४ " " " - श्री रमेश बस्ती

प्रशासनिक

१. सहायक प्रशासकीय प्रमुख - श्री अर्जुनराज अधिकारी
२. " " - श्री लोकराज भट्टराई
३. संयोजक, SAT - श्री नरप्रसाद अर्याल
४. सदस्य, " - श्री गणेशप्रसाद दहाल
५. " " - श्री वासुदेव दाहाल
६. " " - श्री देवीप्रसाद गौतम
७. कार्यालय - श्री युवराज थुँवेली

प्रस्तावहरु

१. Comprehensive Master plan बनाउने सम्बन्धमा ।
२. Extension Service का सम्बन्धमा
३. शिक्षकहरुको पूर्णकालीन नियुक्तिका लागि मापदण्ड तथा कार्यविधि निर्धारण सम्बन्धमा ।
४. ~~शैक्षणिक सम्बन्धी विवरण~~ गर्ने सम्बन्धमा ।
५. धरौटी खाता खोल्ने सम्बन्धमा ।
६. ICT ल्याबका लागि अनुदान माग गर्ने सम्बन्धमा ।
७. विविध :- (क) शिक्षकहरुलाई नियुक्तिपत्र दिने सम्बन्धमा
(ख) पुस्तकालयमा विद्यार्थीहरुलाई Open Access दिने सम्बन्धमा ।
(ग) नियमावली पुनर्लेखन समितिको ~~गठनमा~~ :-
(घ) औंखा क्याम्पस सञ्चालन सम्बन्धमा ।

क्रमशः...

(1)

पर्सो पढ़ने

१ Comprehensive Master plan बनाउने सम्बन्धमा : यस सम्बन्धमा यहाँका सबै युवा साथी बहुमूल्य सुझावहरू Comprehensive Master plan (2070-2090) को अध्ययनमा समावेश गर्नेहेतु आवश्यक सहयोग गर्नुका साथै अध्ययनको क्रममा आवश्यक पर्ने जानकारी उपलब्ध गराई सहयोग गर्नुहुन प्रार्थना छ । (Comprehensive Master plan (2070-2090) तयार भई सकेपछि सार्वजनिक गरिने व्यवस्था मिलाइनेछ ।

धन्यवाद

धरान नगरपालिका (Comprehensive Master plan) तयारी समिति

१ संयोजक - श्री शोभाप्रसाद कँडेल
२ सदस्य - श्री रामप्रसाद पाण्डेय
३ " - श्री योगराज काफ्ले
४ " - श्री गंगेश तराई
५ " - श्री अर्जुनराज अधिकारी
६ " - श्री बलराम पौडयाल
७ सदस्य सचिव - श्री च प्रमोद राई

२ Extension Service का सम्बन्धमा : उक्त सम्बन्धमा हालसम्म धरान नगरपालिकाले सञ्चालन गरेका सामुदायिक विद्यालय, खेल, सांस्कृतिक समूह तथा क्लब तथा सार्वजनिक पुस्तकालयहरू तथा नगरपालिकाले सुन्दरीडाँडा कार्यालय बाहेक ९० प्रतिशत वडाहरूमा आधारभूत विद्यालयका अलावा अरू सामुदायिक विद्यालयका खेल मैदान तथा हालसम्म सञ्चालनमा रहेका खेलकूद कार्यक्रम सञ्चालन गर्न विद्यालयहरूको सहयोगमा बहुउद्देश्य कार्यको जिम्मेवारी दिने विचार गरेको छौं । साथै उक्त कार्यक्रम लक्षित विद्यालयको आवश्यकता हेरि तत्काल सञ्चालन गर्ने विचार गरेको छौं ।

क्रमशः ....

[illegible] संयोजक

1. संयोजक - श्री गोपाल बहादुर थापा
2. सदस्य - श्री धुरेन्द्र बहादुर थापा
3. " - श्री नरेन्द्र बरैलेन
4. " - श्री निरुदा दाहाल थापा
5. " - श्री मंजुला चापागाई खड्का
6. " - श्री रामप्रसाद कँडेल
7. " - श्री बलराम पौडयाल

3. निर्णयकर्ताको पूर्णकालीन नियुक्तिका लागि माग्ने तथा कार्यविधि निर्धारण सम्बन्धमा :- उक्त सम्बन्धमा छलफल गर्दा यस व्यायसभा अंशकालीन रुपमा कार्यरत निर्णयकर्ता तथा पूर्णकालीन नियुक्तीबाट अपनाईने कार्यविधि तथा मापदण्ड तयारी गर्नेबारेमा निम्नानुसारको समिति गठन गर्ने र उक्त समितिलाई ७ दिन भित्रमा मापदण्ड तयार गरी प्रस्तुत समितिको बैठकमा पेश गर्नेगरी कार्यभार दिने निर्णय गरियो ।

तपसिल

1. संयोजक - श्री रामप्रसाद गजुरेल
2. सदस्य - श्री रामकृष्ण कँडेल
3. " - श्री बलराम पौडयाल

संस्थागत सम्बन्ध विस्तार ~~[illegible]~~

4. ~~[illegible] विश्वविद्यालयसँग MOU~~ गर्ने सम्बन्धमा :- उक्त सम्बन्धमा छलफल गर्दा यस सुकुना बहुमुखी क्याम्पस लै सम्बन्ध विश्वविद्यालयहरु संगको सम्बन्ध विस्तार तथा अन्य शैक्षिक संस्थाहरु तथा अन्तराष्ट्रिय शैक्षिक संस्थाहरुसँग एमेन्ट सम्बन्ध विस्तार गर्न आवश्यक कार्यक्रम तयार गरि सम्झौता (MOU) गर्ने निर्णय गरियो । यस कार्यमा तत्कालका लागि काठमाडौं विश्वविद्यालय सँग MOU गर्ने निर्णय गरियो ।

५. (क) धरौटी खाता सञ्चालन गर्ने सम्बन्धमा :- उक्त सम्बन्धमा छलफल गर्दा व्यायसभा प्राप्त हुने धरौटी शीर्षक प्राप्त गर्ने २ २ वटा नगरपालिका वा स्थानीय तहमा धरौटी खाता सञ्चालन गरिनुपर्ने देखिन्छ । यस नगरपालिकामा खाता सञ्चालक श्री चन्द्रमणि राई (व्यायसभा प्रमुख) र श्री देवीप्रसाद गौतम (लेखापाल) को संयुक्त दस्तखतबाट खाता सञ्चालन गर्ने गरी कलटिभ जिम्मा खाता खोल्ने र उक्त खातामा रकम जम्मा भएका आधारमा आवश्यकता अनुसार ३ महिने । ६ महिने मुद्दती खाता व्यायसभा सञ्चालक समितिका अध्यक्ष श्री केशव अधिकारी र व्यायसभा प्रमुख श्री चन्द्रमणि राई को संयुक्त दस्तखतबाट सञ्चालन गर्ने निर्णय गरियो ।

(ख) मुद्दती खाता खोल्ने सम्बन्धमा :- उक्त सम्बन्धमा छलफल गर्दा यस व्यायसलाई विद्यार्थीहरुले तिरेको शुल्कबाट प्राप्त रकमबाट बैङ्क खातामा रकम जम्मा भएको अवस्थालाई हेरी आवश्यकता अनुसार हुने अवधिको (३ महिने) मुद्दती खाता खोलनका लागि स्थानीय गरिमा विकास बैङ्कमा खाता सञ्चालक व्यायसभा सञ्चालक समितिका अध्यक्ष श्री केशव अधिकारी र व्यायसभा प्रमुख श्री चन्द्रमणि राईको संयुक्त दस्तखतबाट सञ्चालन गर्ने गरी रु. को मुद्दती खाता सञ्चालन गर्ने निर्णय गरियो ।

(ग) अभिभावकको मुद्दती खाता खोल्ने सम्बन्धमा - उक्त सम्बन्धमा छलफल गर्दा यस व्यायसका विद्यार्थीहरु लाई हाजिरीमा सहयोग पुऱ्याउने उद्देश्यले सुन्दरबेल्या नगरपालिका वडा नं. १२ निवासी श्री सुशिल भाले र प्रदिप भाले ले व्यायसलाई प्रदान गर्नुभएको धनराशि अभिभावकको मुद्दती खाता रु. ७०२०००/- को २०१८"

[illegible]

6. ICT व्यवस्थापनको दृष्टिले [illegible] सम्बन्धमा छलफल गरि यस कार्यालयमा आवश्यक ईकाई ICT तथा व्यवस्थापनको लागि (१० थान कम्प्युटर सहितको) रु. १२,००,०००/- [illegible] नगरपालिका अन्तर आवश्यक प्रस्ताव सहित अनुरोध गर्ने निर्णय गरियो। साथै यस कार्यका लागि छलफल गर्यो गरि विधानुसारको २ सदस्यीय समिति गठन गर्ने निर्णय गरियो।

तपसिल

१. संयोजक - श्री गणेशप्रसाद दाहाल
२. सदस्य - श्री नरप्रसाद अर्याल
६. विविध:-

(क) शिक्षकहरुलाई नियुक्तिपत्र दिने सम्बन्धमा - यस सम्बन्धमा छलफल गरि यस कार्यालय मि-फ्लक्स्लाई (विद्युतीय कार्यालय) विकिन्त कार्यालय नियुक्ति दिन बाँकी रहेको हुदा त्यसपछि कार्यालय मुनाका शिक्षक तथा कर्मचारीहरुलाई कार्य शुरुमा नियुक्ति दिने लागुहुने गरी तपसिल अनुसारका शिक्षकहरुलाई नियुक्तिपत्र दिने निर्णय गरियो।

नियुक्तिपत्र दिनुपर्ने शिक्षकहरु

१. श्री जगेन्द्र अधिकारी, बेलवारी - २, माडड
२. श्री राजकुमार निरौला, सुन्दरहैचा - १२, माडड
३. श्री पुष्कल गौतम, सुन्दरहैचा - १२, माडड
४. श्री मदन गाथाक्षी, बेलवारी - ४ माडड
५. श्री विजय सुवेदी, बेलवारी - ३, माडड
६. श्री लखबहादुर थिमाल, बेलवारी

6. श्री ..... , निजगढ , मोरङ
7. श्री नरेन्द्र लिम्बु , दुहबी , तेह्रथुम
8. श्री हेमराज दाहाल , बेदकोटी 2, मोरङ
10. श्री कल्पना दाहाल , सु-दर्शनिया 12, मोरङ
11. श्री उषाकिरण तामाङ , दमक , झापा
12. श्री दण्डपाणि पौडेल , धरान 4 बुलबुले
13. श्री नेत्र बहादुर पाण्डे , महालक्ष्मी , धनकुटा
14. श्री सीमा बरुवाल , सु-दर्शनिया 10, मोरङ
15. श्री सीजराज तिमिल्सिना , सु-दर्शनिया 12, मोरङ
16. श्री शान्तोष सौनम , सु-दर्शनिया 12, मोरङ
16. श्री गणेश शैल्ह , सु-दर्शनिया 3, मोरङ
17. श्री राजेन्द्र शर्मा , सु-दर्शनिया 10, मोरङ
18. श्री योगना शर्मा , सु-दर्शनिया 12, मोरङ
20. श्री रत्नेन्द्रप्रसाद लुइटेल , पथरीशनिश्चरे , मोरङ
21. श्री अशोक बरुवाल , इनरुवा , सुनसरी
22. श्री मनोज दाहाल , साधी-5 , सङ्खुवासभा

(ख) पुस्तकालयमा विद्यार्थीकलाई Open Access दिने सम्बन्धमा :- उक्त सम्बन्धमा छलफल गर्दा यस व्यायामको पुस्तकालयलाई विद्यार्थी मैत्री, तथा अत्याधुनिक बनाउनकालागि पुस्तकालयमा विद्यार्थीकलाई सुलभ पहुँच पुर्‍याउन आवश्यक कार्यविधि तथा साधनस्रोत जुटे तत्काल कार्यारम्भ गर्ने पुस्तकालय व्यवस्थापन समितिलाई अधिकारसाथै दिने निर्णय गरियो। साथै E-Library सञ्चालन गर्ने लैंगिक पुस्तकालय व्यवस्थापन समितिलाई जिम्मेवारी दिने निर्णय गरियो।

(ग) व्यायामशाल नियमावली पुनर्लेखन समितिको गठन गर्ने सम्बन्धमा :- उक्त सम्बन्धमा छलफलगर्दा व्यायामशाल सञ्चालक समितिको मिति २०६६।०८।०१ गतेको व्यायामशाल नियमावली पुनर्लेखन समितिले आफ्नो कार्य सम्पन्न गर्ने २०६६ साल माघ मसान्त सम्मको समयावधि थपिने।

एकीमा ध्यान थप जनचेतनामूलक शिविरहरु सञ्चालन गर्ने सम्बन्धमा छलफल गरी देहाय बमोजिमको ध्यान २०८६ साल चैत्र मसान्त भित्र थप गर्ने निर्णय गरियो ।

(क) आँखा शिविर सञ्चालन सम्बन्धमा :- उक्त सम्बन्धमा छलफल गर्दा यस व्यायामूको (सुकुना-कुमुरखी व्यायाम) आँखाजाला र तिनीमाथि आँखा अपरेशन तथा चिनीरोगी आउ कुनाउ दमकको प्रविधिक सहयोगमा आगामि मिति २०८६ साल फागुन ३० गते शुक्रबारका दिन यस व्यायामको हातामित्र १ दिवसीय रक्तुला आँखा शिविर सञ्चालन गर्ने र सो शिविरका लागि आवश्यक पर्ने औषधी खरिदका लागि सुन्दरहैंचा नगरपालिका-सँग सहयोग लिन मनासीब निर्णय गरियो । साथै शिविरमा आवश्यक पर्ने अन्य सहयोग तथा सहभागिताका लागि स्थानिय समाजसेवी, बुद्धिजिवि तथा आम नागरिक समाज सँग अनुरोध गर्ने र यस सम्बन्धमा निर्णय गरियो ।

आ.ना मिति २०६८ साल फागुन ०.२ गते शुक्रवारका दिन
गय सुकुना गाउपालिका व्यायपन पुनरावेचना मोरङको
अनुसूचान व्यवस्थापन समाह समिति (RM. Sukuna)
को ने६८ समितिका प्रमुखले JA गणेशप्रसाद
दहालको अध्यक्षतामा बसी निम्न प्रस्तावहरुमा
छलफल गरी निर्णय गरिएको ।
* मिति: २०६८/११/०२ गते ।
* समय: अपरान्ह ३:४५ बजे ।
* स्थान: RM. - कार्यालय ।

उपस्थिति

१. गणेशप्रसाद दहाल - RM. प्रमुख - [signature]
२. डा. मोहनकुमार कुम्बाहाङ - सदस्य -
३. नरप्रसाद भण्डारी ,, - [signature]
४. शङ्कर दैवान ,, - [signature]
५. गुणराज नेपाल ,, - [signature]
६. इन्द्रप्रसाद तिम्सिना ,, - [signature]
७. जीवन खापङेरा ,, -
८. बालकुमार बालारबेली ,, -
९. दीपकप्रसाद कोपुचे ,, - [signature]
१०. कृष्णप्रसाद अधिकारी ,, - [signature]
११. त्रिलोचन घिमिरे ,, - [signature]

आमन्त्रित

१. चन्द्रमणि रुई - व्यायपन्न प्रमुख/वरिष्ठ -
२. केशवराज लुइटेल सहायक वडा प्र. - [signature]
३. बलराम पौखरेल - कार्यालय सहयोगी व्यवस्थापन - [signature]
४. वासुदेव दाहाल - सिपाही सहायक - [signature]
५. मेघनारायण निरौला - सहायक वडा प्र. - [signature]

प्रस्ताव तथा निर्णयहरु

१. लघु अनुसन्धान सम्बन्धमा ।

यस सम्बन्धमा आवश्यक छलफल
गर्दा यस व्यायपन्नको कार्यविधि बजेट अनुसार
अगाडि

(१४)

यस वर्ष यस RMC को अधिनमा रहि गरिने लघु अनुसन्धान र बृहत अनुसन्धानको परियोजना को लागि निम्न प्रस्तावनाहरु प्राप्त भएको हुँदा दुवै खाले अनुसन्धानका प्रस्तावनाको मूल्यांकन गर्न निम्न समितिलाई जिम्मा दिने र सो समितिले आजका मितिले ४ दिनभित्र मूल्यांकन गरी RMC मा पेश गर्ने भनी निर्णय गरियो।

क) शङ्कर देवान
ख) त्रिलोचन घिमिरे

मूल्यांकन पश्चात प्रस्तावप्रस्तोता छलफल मिति २०७६/११/१४ गते अपराह्न ४:०० बजेदेखि ६:०० बजे सम्म आफ्नो प्रस्तावनाको अवधारणा प्रस्तुतिको लागि हेर्किएर पेपरका रुपमा प्रस्तुत गरेपछि छलफल गर्ने र कार्यक्रम गर्ने निर्णय गरियो।

हाल सम्म प्राप्त प्रस्तावनाहरु निम्नअनुसार रहेका छन्।

क) तोर्णराज पौडेल-अङ्ग्रेजी- Motivational factors in Doing Homework for Secondary Grades
ख) नीलकण्ठ ढकाल - विज्ञान - A study on Noise pollution around Sundarharaincha
ग) दिक्षराज ढकाल - विज्ञान - To Generate basic concepts on Natural conservation, captive conservation and reporting on wild Animals of Northern Morang
घ) बालकुमार कुलासेली - अर्थशास्त्र - cost of Student Dropouts of community schools students of Sundarharaincha Morang
ङ) गुणराज नेपाल - अङ्ग्रेजी - Diverse contexts and Agencies: Exploring the ecology of English Language teaching

माथि उल्लिखित प्रस्तावना

को प्रस्तुतिकरण पछि Mini-Research र rigorus Research को प्रकृति निर्धारण गरी निर्णय गर्ने भनी निर्णय गर्ने।

२. सेमिनार सम्बन्धमा।

यस सम्बन्धमा आवश्यक छलफल गर्दा सुक्ष्म बहुमुखी क्याम्पस र NELTA प्रदेश नं. १ को संयुक्त आयोजनामा क्याम्पस स्तरका अङ्ग्रेजी शिक्षकहरुको प्रदेश स्तरीय सेमिनारको आयोजना सुक्ष्म बहुमुखी क्याम्पसका आयोजना गर्ने र यसका लागि RMC ले NELTA प्रदेश नं. १ संग सहजिकरण/समन्वय गरी कार्यक्रमको ढाँचा, शीर्षक र मिति निर्धारण गर्ने भनी निर्णय गरियो। उक्त कार्यक्रममा क्याम्पसका अङ्ग्रेजी शिक्षक र Masters' Degree का विद्यार्थीहरु लाई सहभागी गराउने गरी कार्यक्रमको आयोजना गर्ने भनी निर्णय गरियो।

३. अन्तर विश्वविद्यालय कार्यक्रम सम्बन्धमा।

यस सम्बन्धमा आवश्यक छलफल गर्दा काठमाडौं विश्वविद्यालय (KU) र सुक्ष्म बहुमुखी क्याम्पसको संयुक्त तत्वावधानमा यस क्याम्पसमा शैक्षिक कार्यक्रम आयोजना गरी क्याम्पस सञ्चालक समितिमा अनुरोध गरी पठाउने भनी निर्णय गरियो।