दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरुको कम्प्युटर सीप अध्ययन सर्वेक्षण २०७९

Computer Skill Gap Survey of Students

अध्ययन कर्ता

सहायक प्राध्यापक श्री लिला बहादुर खत्री

दिक्तेल वहुमुखी क्याम्पस

दिक्तेल, खोटाङ

Computer Skill Gap Survey of Students

विषयसुचि

परिशिष्टाङ्क

Campus Chief

परिचय

दिक्तेल बहुमुखी क्याम्पस त्रिभुवन विश्व विद्यालयबाट सम्बन्धन प्राप्त खोटाङ जिल्लाको प्रतिष्ठित पहिलो सामुदायिक क्याम्पस हो । यस शैक्षिक संस्थामा खोटाङ जिल्लाका अधिकांश भुभाग र अन्य जिल्लाबाट समेत यस क्याम्पसबाट विभिन्न तहका डिग्री हाँसिल गर्ने उद्धेश्य लिएर विद्यार्थीहरु भई यस क्याम्पसमा विभिन्न आरोह अवरोह पार गर्दै जाने कुरा २०३६ साल देखी निरन्तर अगाडी बढेता पनि विगत केही वर्ष अगाडी देखी यस क्याम्पसलाई अर्न्तराष्ट्रिय मापदण्डको क्यास स्थापित क्याम्पस निरन्तर QAA अभियानमा लागि रहेको छ जस कार्य अर्न्तगत विद्यार्थीह चौतर्फी विकासको मापन गरिनु एक महत्वपूर्ण कार्य हो । त्यसैले विद्यार्थीहरुको सीपमा विभिन्न मध्ये कम्प्युटर सीप एक महत्वपूर्ण तथा अपरिहार्य सीप रहेको ठहर गरी यस क्याम्प विद्यार्थीहरुलाई विभिन्न समयमा कम्प्युटर सम्बन्धी ज्ञान सीप र क्षमता अभिवृद्धी गराउन कम्प्युटर ल्याब समेतको व्यवस्था गरी अधिकतम ज्ञान सीप र क्षमता अभिवृद्धी गराई सम्पूर्ण विद्यार्थीलाई कम्प्युटर सम्बन्धी दक्ष नागरिक तयार पार्ने उद्धेश्य लिएको र हाल रहेका विद्यार्थीहरुमा कम्प्युटर सम्बन्धी ज्ञान सीप र क्षमताको दरको पहिचान गर्न यो कम्प्युटर सर्वेक्षण २०७९ गरिएको हो ।

उद्धेश्य

खोटाङ जिल्ला दिक्तेल रुपाकोट मझुवागढी नगरपालिका वडा न.२ स्थीत दिक्तेल बहुमुखि क्याम्पसमा विद्यार्थीहरुको कम्प्युटर सम्बन्धी ज्ञान सीप तथा क्षमता को मापन गर्ने तपसिलका उद्धेश्य निर्धारण गरी सर्वेक्षणलाई अगाडी बढाइएको छ ।

तपसिल

१. कम्प्युटर संचालन सीपको दर पत्ता लगाउने,

२. फाइल फोल्डर सम्बन्धी सीपको दर निर्धारण गर्ने,

३. डकुमेन्ट तयारी सम्बन्धी सीपको दर निर्धारण गर्ने,

४. इमेल इन्टरनेट सञ्चालन सीपको दर पत्ता लगाउने,

५. कम्प्युटर सम्बन्धी कार्यमा संलग्नताको दर पत्ता लगाउने ।

अध्ययन विधि

यस अध्ययनलाई उद्धेश्य मुलक बनाउन दिक्तेल बहुमुखी क्याम्पसका सम्पूर्ण विद्यार्थी समग्रतामा लिई परिमाणत्मक अनुसन्धान पद्धतीमा आधारीत हुदै दिक्तेल बहुमुखी स्नातक तहका सम्पूर्ण विद्यार्थी मध्ये मानविकी संकायका ११ प्रतिशत, शिक्षाशास्त्र सं प्रतिशत तथा व्यवस्थापन संकायका २१ प्रतिशत विद्यार्थीहरुलाई नमुनाको रुपमा लिई प्र माध्यमबाट आवश्यक तथ्याङ्क संकलन गरी प्राथमिक श्रोतको आधारमा यो सर्वे ____ङको हो ।

परिचय

दिक्तेल बहुमुखी क्याम्पस त्रिभुवन विश्व विद्यालयबाट सम्बन्धन प्राप्त खोटाङ जिल्लाको प्रतिष्ठित पहिलो सामुदायिक क्याम्पस हो । यस शैक्षिक संस्थामा खोटाङ जिल्लाका अधिकांस भुभाग र अन्य जिल्लाबाट समेत यस क्याम्पसबाट विभिन्न तहका डिग्री हाँसिल गर्ने उद्धेश्य लिएर विद्यार्थीहरु भर्ना भई यस क्याम्पसमा विभिन्न आरोह अवरोह पार गर्दै जाने कुरा २०३६ साल देखी निरन्तर अगाडी बढेता पनि विगत केही वर्ष अगाडी देखी यस क्याम्पसलाई अर्न्तराष्ट्रिय मापदण्डको क्याम्पस स्थापित क्याम्पस निरन्तर QAA अभियानमा लागि रहेको छ जस कार्य अन्तर्गत विद्यार्थीहरुको चौतर्फी विकासको मापन गरिनु एक महत्वपूर्ण कार्य हो । त्यसैले विद्यार्थीहरुको सीपमा विभिन्न क्षेत्र मध्ये कम्प्युटर सीप एक महत्वपूर्ण तथा अपरिहार्य सीप रहेको ठहर गरी यस क्याम्पसमा विद्यार्थीहरुलाई विभिन्न समयमा कम्प्युटर सम्बन्धी ज्ञान सीप र क्षमता अभिवृद्धी गराउन कम्प्युटर ल्याब समेतको व्यवस्था गरी अधिकतम ज्ञान सीप र क्षमता अभिवृद्धी गराई सम्पूर्ण विद्यार्थीलाई कम्प्युटर सम्बन्धी दक्ष नागरिक तयार पार्ने उद्धेश्य लिएको र हाल रहेका विद्यार्थीहरुमा कम्प्युटर सम्बन्धी ज्ञान सीप र क्षमताको दरको पहिचान गर्न यो कम्प्युटर सर्वेक्षण २०७९ गरिएको हो ।

उद्धेश्य

खोटाङ जिल्ला दिक्तेल रुपाकोट मझुवागढी नगरपालिका वडा न.२ स्थीत दिक्तेल वहुमुखि क्याम्पसमा विद्यार्थीहरुको कम्प्युटर सम्बन्धी ज्ञान सीप तथा क्षमता को मापन गर्ने तपसिलका उद्धेश्य निर्धारण गरी सर्वेक्षणलाई अगाडी बढाइएको छ ।

तपसिल

१. कम्प्युटर संचालन सीपको दर पत्ता लगाउने,

२. फाइल फोल्डर सम्बन्धी सीपको दर निर्धारण गर्ने,

३. डकुमेन्ट तयारी सम्बन्धी सीपको दर निर्धारण गर्ने,

४. इमेल इन्टरनेट सञ्चालन सीपको दर पत्ता लगाउने,

५. कमप्युटर सम्बन्धी कार्यमा संलग्नताको दर पत्ता लगाउने ।

अध्ययन विधि

यस अध्ययनलाई उद्धेश्य मुलक बनाउन दिक्तेल बहुमुखी क्याम्पसका सम्पूर्ण विद्यार्थीहरुलाई समग्रतामा लिई परिमाणत्मक अनुसन्धान पद्धतीमा आधारीत हुँदै दिक्तेल बहुमुखी क्याम्पसका स्नातक तहका सम्पूर्ण विद्यार्थी मध्ये मानविकी संकायका ११ प्रतिशत, शिक्षाशास्त्र संकायका १५ प्रतिशत तथा ब्यवस्थापन संकायका २१ प्रतिशत विद्यार्थीशरुलाई नमुनाको रुपमा लिई प्रशनावलीको माध्यमबाट आवश्यक तथ्याङ्क संकलन गरी प्राथमिक श्रोतको आधारमा यो सर्वेक्षण सम्पन्न गरिएको हो ।

1

Campus Chief

तथ्याङ्कको ब्याख्या विश्लेषण

तलिका नं. १, कम्प्युटर संचालन सीपको विश्लेषण तालिका

		जम्मा	सक्ने		नसक्ने	
			संख्या	प्रतिशत	संख्या	प्रतिशत
संकाय	शिक्षा	६५	५५	८५	१०	१५
	व्यवस्थापन	४५	४०	८९	५	११
	मानविकी	३५	३०	८६	५	१४
	जम्मा	१४५	१२५	८७	२०	१३

उक्त माथीको तालिकाबाट दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरु मध्ये शिक्षा, व्यवस्थापन तथा मानविकी संकायमा क्रमशः ८५, ८९, ८६ प्रतिशत विद्यार्थीहरुमा कम्प्युटर संचालन सीप रहेको छ भने समग्रतामा अध्ययन गर्दा ८७ प्रतिशत विद्यार्थीमा कम्प्युटर संचालन सीप रहेको छ ।

चित्र नं. :- १, कम्प्युटर संचालन सीपको विश्लेषण

Campus Chief
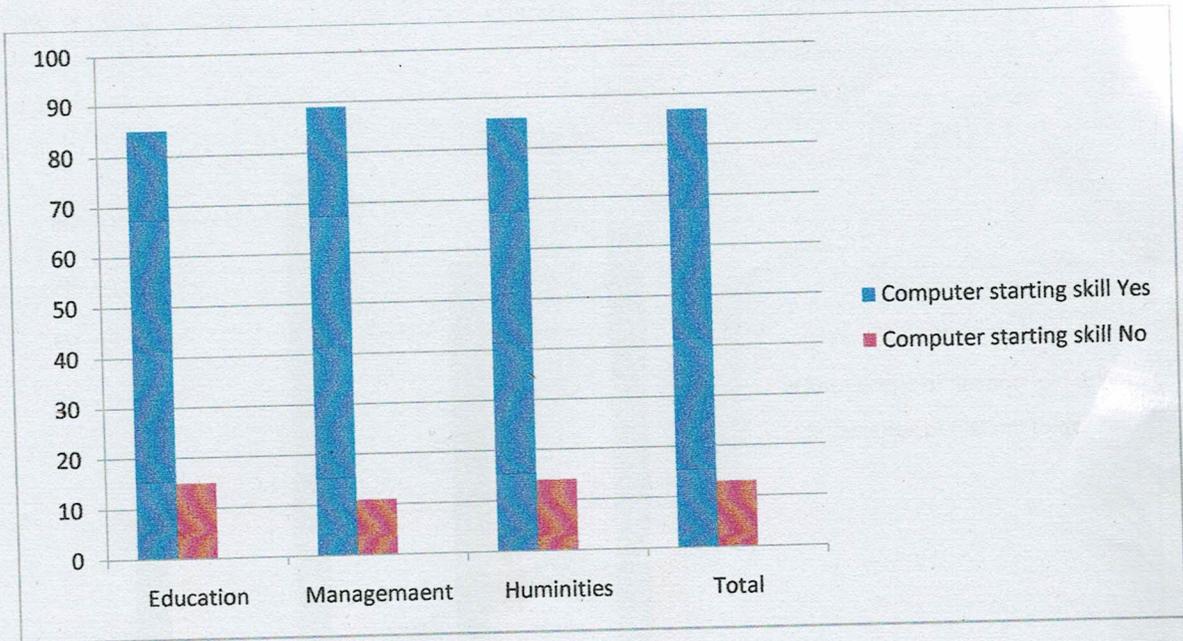
तलिका नं. २, कम्प्युटरमा फाइल फोल्डर संचालन तथा निर्माण सिपको विश्लेषण तालिका

		जम्मा	सक्ने		नसक्ने	
			संख्या	प्रतिशत	संख्या	प्रतिशत
संकाय	शिक्षा	६५	५०	७७	१५	२३
	व्यवस्थापन	४५	३९	८७	६	१३
	मानविकी	३५	२५	७२	१०	२८
	जम्मा	१४५	११४	७९	३१	२१

उक्त माथीको तालिकाबाट दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरु मध्ये शिक्षा, व्यवस्थापन तथा मानविकी संकायमा क्रमशः ७७, ८७, ७२ प्रतिशत विद्यार्थीहरुमा कम्प्युटरमा फाइल फोल्डर संचालन तथा निर्माण सीप रहेको छ भने समग्रतामा अध्ययन गर्दा ७९ प्रतिशत विद्यार्थीमा कम्प्युटरमा फाइल फोल्डर संचालन तथा निर्माण सीप रहेको छ ।

चित्र नं. :- २, कम्प्युटरमा फाइल फोल्डर संचालन तथा निर्माण सीपको विश्लेषण
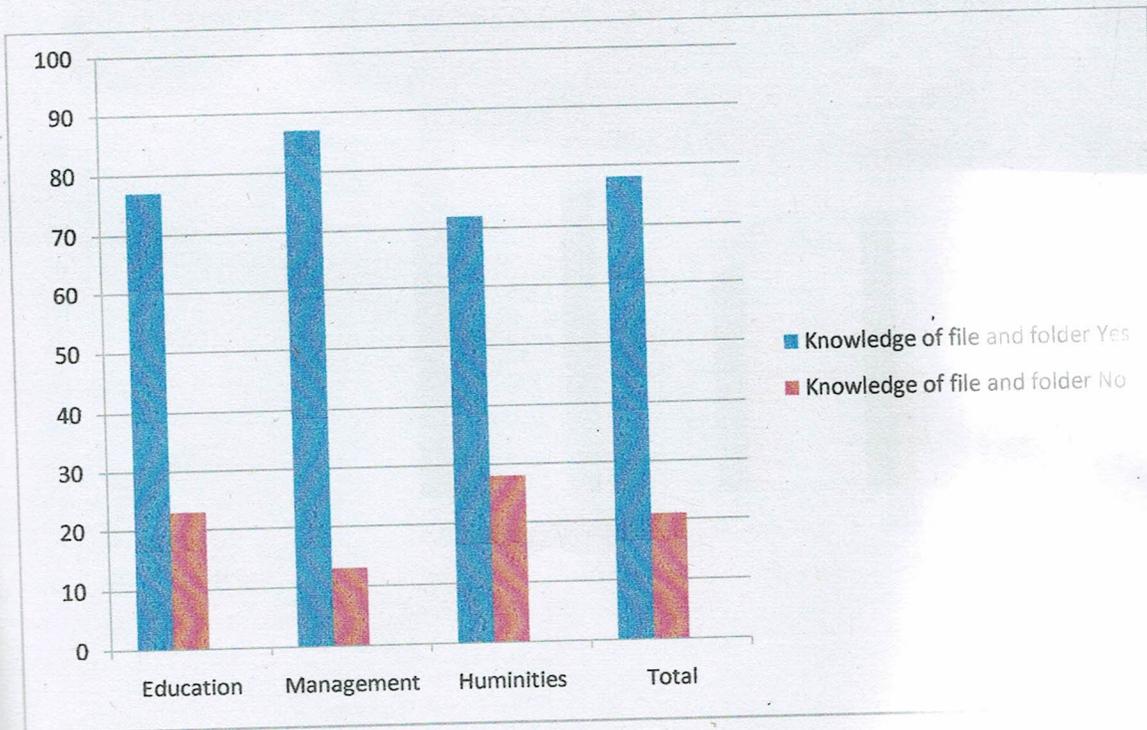
Computer skill Gap survey of students

तलिका नं. ३, कम्प्युटरमा cut,copy,save,print जस्ता function प्रयोग सिपको विश्लेषण तालिका

संकाय		जम्मा	सक्ने		नसक्ने	
			संख्या	प्रतिशत	संख्या	प्रतिशत
संकाय	शिक्षा	६५	४५	६९	२०	३१
	व्यवस्थापन	४५	३५	७८	१०	२२
	मानविकी	३५	२०	५७	१५	४३
	जम्मा	१४५	१००	६९	४५	३१

उक्त माथीको तालिका :- ३ को अध्ययनबाट दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरु मध्ये शिक्षा, व्यवस्थापन तथा मानविकी संकायमा क्रमशः ६९, ७८, ५७ प्रतिशत विद्यार्थीहरुमा कम्प्युटरमा cut,copy,save,print जस्ता function प्रयोग सीप रहेको छ भने समग्रतामा अध्ययन गर्दा ६९ प्रतिशत विद्यार्थीमा कम्प्युटरमा cut,copy,save,print जस्ता function प्रयोग सीप रहेको छ ।

चित्र नं. :- ३, कम्प्युटरमा cut,copy,save,print जस्ता function प्रयोग सम्वन्धी सीपको विश्लेषण

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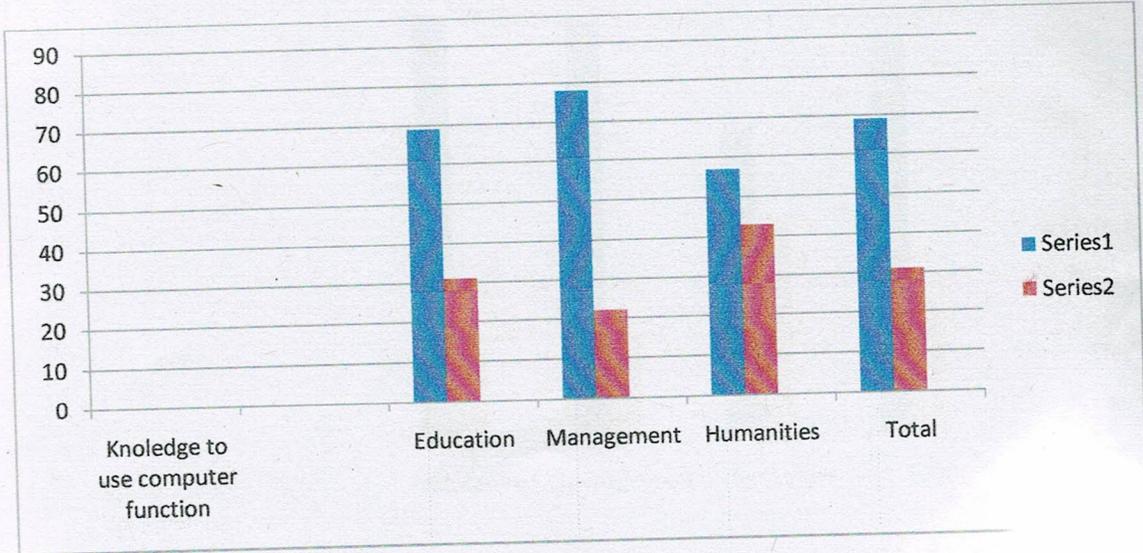
तलिका नं. ४, कम्प्युटरको Ms-Word Programme मा document तयार गर्ने सिपको विश्लेषण तालिका

		जम्मा	सक्ने		नसक्ने	
			संख्या	प्रतिशत	संख्या	प्रतिशत
संकाय	शिक्षा	६५	५३	८२	१२	१८
	व्यवस्थापन	४५	३६	८०	९	२०
	मानविकी	३५	२१	६०	१४	४०
	जम्मा	१४५	११०	७६	३५	२४

उक्त माथीको तालिका :- ४ को अध्ययनबाट दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरु मध्ये शिक्षा, व्यवस्थापन तथा मानविकी संकायमा क्रमशः ८२, ८०, ६० प्रतिशत विद्यार्थीहरुमा कम्प्युटरको Ms-Word Programme मा document तयार गर्ने सीप रहेको छ भने समग्रतामा अध्ययन गर्दा ७६ प्रतिशत विद्यार्थीमा कम्प्युटरको Ms-Word Programme मा document तयार गर्ने सीप रहेको छ ।

चित्र नं. :- ४, कम्प्युटरको Ms-Word Programme मा document तयार गर्ने सम्वन्धी सीपको विश्लेषण
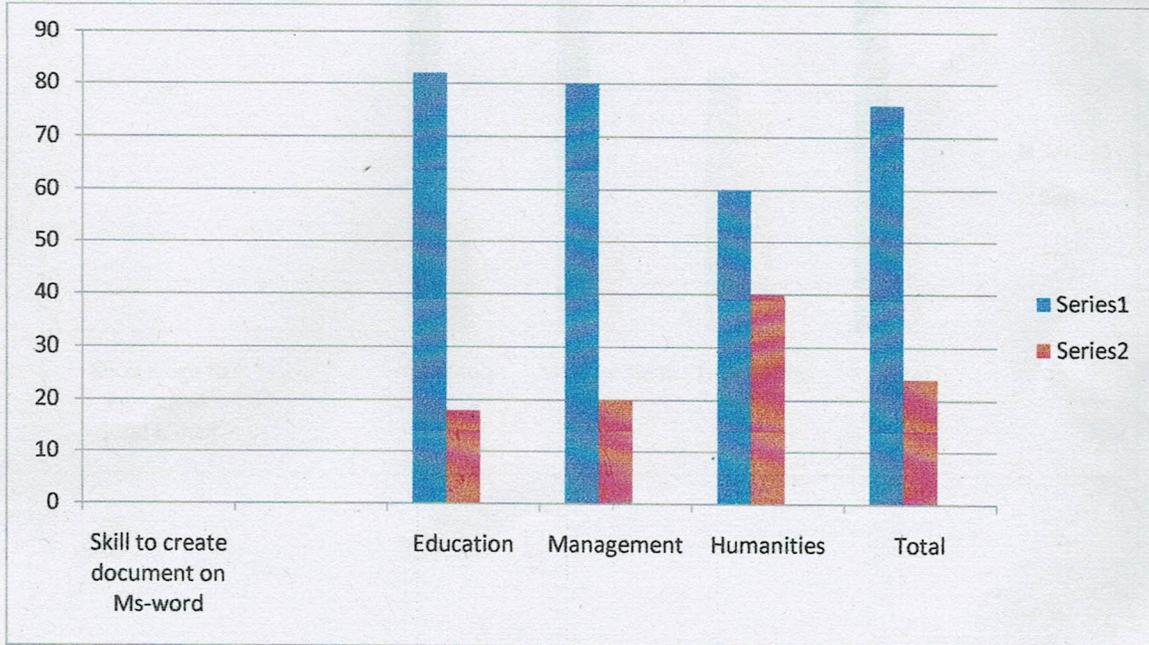
Campus

तलिका नं. ५, कम्प्युटरमा E-mail open and send गर्न सक्ने सिपको विश्लेषण तालिका

		जम्मा	सक्ने		नसक्ने	
			संख्या	प्रतिशत	संख्या	प्रतिश
संकाय	शिक्षा	६५	५०	७७	१५	
	व्यवस्थापन	४५	३७	८२	८	
	मानविकी	३५	१९	५४	१६	
	जम्मा	१४५	१०६	७३	३९	

उक्त माथीको तालिका :- ५ को अध्ययनबाट दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरु मध्ये शिक्षा व्यवस्थापन तथा मानविकी संकायमा क्रमशः ७७, ८२, ५४ प्रतिशत विद्यार्थीहरुमा कम्प्युटरमा E-mail open and send गर्न सक्ने सीप रहेको छ भने समग्रतामा अध्ययन गर्दा ७३ प्रतिशत विद्यार्थीमा कम्प्युटरमा E-mail open and send गर्न सक्ने सीप रहेको छ ।

चित्र नं. :- ५, कम्प्युटरमा E-mail open and send गर्न सक्ने सम्वन्धी सीपको विश्लेषण

Campus Chief
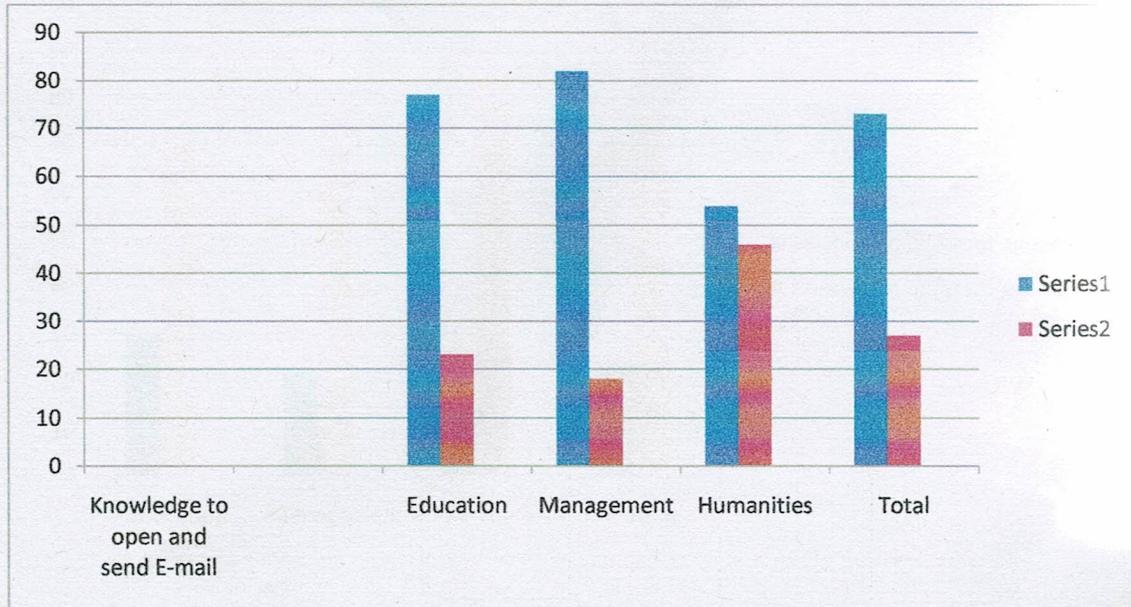
तालिका नं. ६, कम्प्युटर सम्बन्धी कार्यमा संलग्नताको विश्लेषण तालिका

		जम्मा	नरहेको		रहेको	
			संख्या	प्रतिशत	संख्या	प्रतिशत
संकाय	शिक्षा	६५	४५	७०	२०	३०
	व्यवस्थापन	४५	३५	७८	१०	२२
	मानविकी	३५	३०	८६	५	१४
	जम्मा	१४५	११०	७६	३५	२४

उक्त माथीको तालिका :- ६ को अध्ययनबाट दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरु मध्ये शि व्यवस्थापन तथा मानविकी संकायमा क्रमशः ३०, २२, १४ प्रतिशत विद्यार्थीहरु कम्प्युटर सम्वन्ध कार्यमा संलग्न रहेको छन् भने समग्रतामा अध्ययन गर्दा २४ प्रतिशत विद्यार्थी कम्प्युटर सम्वन्धी कार्यमा संलग्न रहेका छन् ।

चित्र नं. :- ६, कम्प्युटर सम्वन्धी कार्यमा संलग्नता सम्बन्धी विश्लेषण
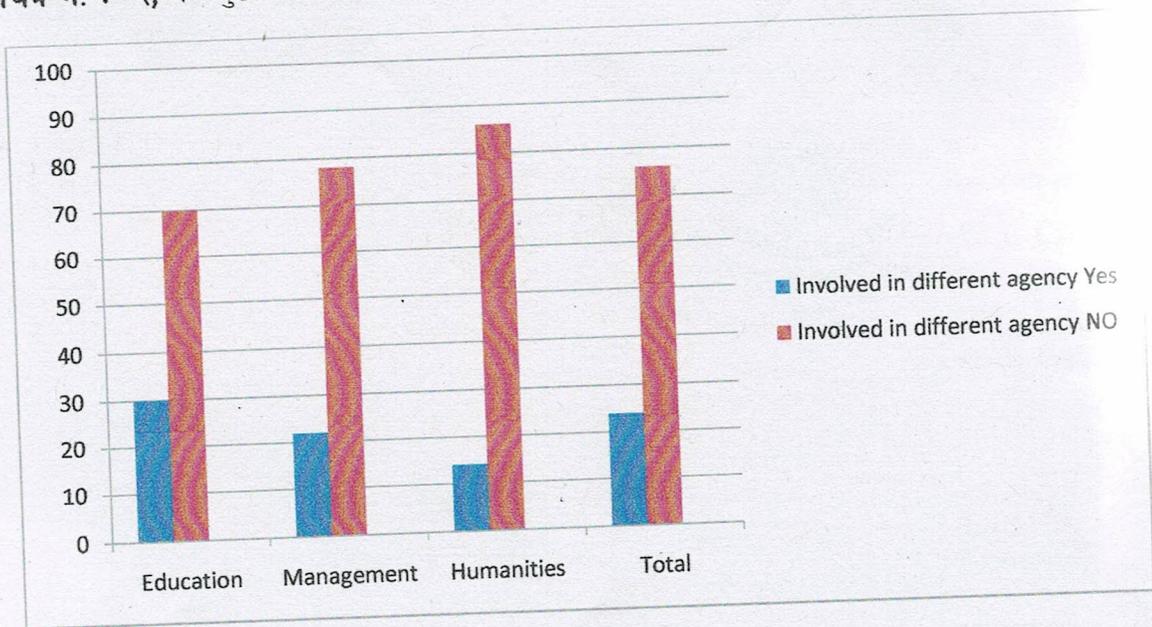
निष्कर्ष

दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरुको कमप्यूटर सिपको दक्षता अध्ययन गर्दा ८७ प्रतिशत विद्यार्थीहरुमा कमप्यूटर संचालन सिप हुँदा १३ प्रतिशत विद्यार्थीहरुमा भने उक्त सिपको अभाव रहेको पाइन्छ । त्यसै गरी कमप्यूटरमा फाइल फोल्डर संचालन तथा निर्माण सीपको अध्ययन गर्दा ७९ प्रतिशत विद्यार्थीहरुमा उक्त सीपको दक्षता रहेको छ भने २१ प्रतिशत विद्यार्थीहरुमा फाइल फोल्डर संचालन तथा निर्माण सीपको कमी रहेको छ । यस क्याम्पसका विद्यार्थीहरुमा कमप्यूटरका सामान्य function प्रयोग सीपको अध्ययन बाट ६९ प्रतिशतमा उक्त सीपको अभाव देखीन्छ । कमप्यूटरमा सामान्य डकुमेन्ट तयारी सीपको अध्ययनबाट ७६ प्रतिशत विद्यार्थीहरुले डकुमेन्ट तयार पार्न सक्ने अनुसन्धानले वताउँछ भने २४ प्रतिशत विद्यार्थीहरुमा उक्त डकुमेन्ट तयार पार्न सक्ने सीपको समस्या छ । त्यस्तै ७३ प्रतिशत विद्यार्थीहरुमा इमेल इन्टरनेट संचालन सीपको दक्षता पाइन्छ भने २७ प्रतिशत विद्यार्थीहरुमा उक्त सीपको अभाव रहेको देखिन्छ । त्यसैगरी २४ प्रतिशत विद्यार्थीहरु कम्प्युटर सम्बन्धी कार्यमा संलग्न भएको देखिन्छ भनें ७६ प्रतिशत विद्यार्थीहरु कम्प्युटर सम्बन्धी कार्य भन्दा अलग रहेको अनुसन्धानबाट निकर्ष निस्किएको छ ।
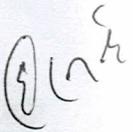
Campus Chief

दिक्तेल बहुमुखी क्याम्पसका विद्यार्थीहरुको कम्प्युटर सीप
अध्ययन सर्वेक्षण २०७९
प्रश्नावली

नाम : ....   सङ्काय : ....
तह : ....   वर्ष :.....................
लिङ्ग : ....   क्याम्पस रोल नं : ....
ठेगाना :......................

● तपाईलाई उपयुक्त लागेको विकल्पमा रेजा (√) चिन्ह लगाउनुहोस् ।

१. तपाई कम्प्युटर सुचारु गर्न सक्नुहुन्छ ?
     (क) सक्छु   (ख) सक्दिन   (ग) थाहा छैन
२. तपाई कम्प्युटरमा फाइल फोल्डर खोज्न र बनाउन सक्नुहुन्छ ?
     (क) सक्छु   (ख) सक्दिन   (ग) थाहा छैन
३. कम्प्युटरमा cut, copy, save, print जस्ता function को प्रयोग गर्न
     सक्नुहुन्छ ?
     (क) सक्छु   (ख) सक्दिन   (ग) अलिअलि सक्ने
४. MS-word का function को ज्ञान कति प्रतिशत होला ?
     (क) १०-२०   (ख) २०-५०   (ग) ५०-८०   (घ) १००
५. Ms- excel progamme मा कति प्रतिशत दक्षता भएको ठान्नुहुन्छ ?
     (क) नभएको   (ख) १०-२०   (ग) २०-४०   (घ) ५० भन्दा बढी
६. Ms- word मा डक्मेन्ट तयारीको दक्षता कति प्रतिशत भएको ठान्नुहुन्छ ?
     (क) नभएको   (ख) १०-२०   (ग) २०-५०   (घ) ५० भन्दा माथि
७. तपाईको प्रति मिनेट टाइपिङ क्षमता कति भएको स्वीकार्नु हुन्छ ?
     (क) ५ शब्द   (ख) १० शब्दसम्म   (ग) २० शब्दसम्म   (घ) ४० भन्दा माथि
८. तपाईले E-mail खोल्न र पठाउन सक्नुहुन्छ ?
     (क) सक्छु   (ख) सक्दिन   (ग) थाहा छैन
९. तपाई कम्प्युटर सम्बन्धी कार्यमा संलग्न हुनुहुन्छ ?
     (क) छु   (ख) छैन   (ग) आंशिक
१०. यदि संलग्न हुनुहुन्छ भने कुन सँग सम्बन्धित हुनुहुन्छ ?
     (क) सरकारी कार्यालय   (ख) गैर सरकारी संस्था   (ग) विद्यालय   (घ) अन्य ....

धन्यवाद

DIKTEL MULTIPLE CAMPUS

Report of Skill Gap Survey
2079/080

25	Skill Gap Survey	422-433

Skill Gap Survey of Teachers- Diktel Multiple Campus

Survey Team

SanjeebThapa

Lila Bahadur Khatri

Organized by:

IQAC

Diktel Multiple Campus

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Campus Chief

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Campus Chief

Chapter: One

Background

Diktel Multiple Campus is a community campus affiliated with Tribhuvan University. It was established in remote eastern areas of the Khotang district in 2037 B.S. to provide children with a top-notch education. If teacher have different skill and knowledge it gives better education. This study also aims to determine skill gap of teaching staff of at the Diktel Multiple campus. In this survey skill of teachers are categories in computer skill, teaching competencies and resume skill.

Objective of the Survey

This survey conducted to fulfill the following objectives:

1. To find out the teaching skill of teachers in Diktel Multiple Camps
2. to explore the skill gap in the teachers of Diktel Multiple Campus

Chapter: Two

Methodology of Survey

The purpose of this study was to investigate the teaching skill gap on their teaching. This chapter includes method, population of the study, data collection procedures and tools, and data analysis.

Research Design

A descriptive cross-sectional survey study was executed to find out the teaching skill gap on computer skill, teaching competence and resume skill and their use in their teaching method in the teachers ofDiktel Multiple Campus, Khotang. The data required for this study were collected from primary sources in the study area.

Setting of Study and Population

The present study was conducted on Diktel Multiple Campus, Khotang. It is situated in DiktelRupakotMajhuwagadhi Municipality -2, Khotang and mid hills of province 1 of Nepal. The population of this study consisted of teachers at Diktel Multiple Campus served as the study unit.

Sample size

The sample size of the study was calculated by using online sampling calculator as Select Statistical Service indicating that 21 is appropriate sample size for 35 population with 0.05% margin of error (Statistical services, 2021). However, this study consists 21 teachers indicating that the sample size is representative.

Sampling Technique

Multistage probability random sampling was used.

Data Collection Tools and Technique

The development of data collection tools was based on objectives of the study. Closed ended questionnaire was used as data collection tool. Data was collected within 2 days period from Poush 14 and 15, 2079.

Data Collection Procedure

Before proceeding for data collection from the teachers, the researcher made formal visits in each teacher for coordination and necessary support. One members of the survey team with questionnaires visited office, and distributed questionnaires after clear instruction, and collected data from the teachers.

Data Analysis and Interpretation

Procedure After data collection, data was thoroughly screened, reviewed, compiled and checked for its completeness, consistency and accuracy by the researcher and data analysis was done as per the objectives of the study. Editing, Coding and entry of data was done using Microsoft Excel and MS word. Frequencies, percentage, mean, standard deviation and level was applied to analyze the data.

Report of Skill Gap Survey

Result

Table 1Computer Skills

	Yes	Percentage	No	Percentage
Word Processing	18	86	3	14
Spreadsheet	8	38	13	62
Database Management	8	38	13	62
Electronic Presentation	15	71	6	29
Internet Navigation	13	62	8	38
Email Management	17	80	4	20
Networking	9	42	12	58
Touch Typing.	17	80	4	20

As shown in Table 1, 18 teachers have skill of word processing i.e. 86% teachers are able to operate the word processing and 3 teachers have not skill of word processing i.e. 14% teachers are not able to operate the word processing. 8 teachers have skill of Spreadsheet i.e. 38% teachers are able to operate the spreadsheet and 13 teachers have not skill of spreadsheet i.e. 62% teachers are not able to operate the spreadsheet. 8 teachers have skill of database management i.e. 38% teachers are able to manage the database management and 13 teachers have not skill of database management i.e. 62% teachers are not able to database management. 15 teachers have skill of electronic presentation i.e. 71% teachers are able to prepare the electronic presentation. and 6 teachers are not able to prepare electronic presentation i.e. 29% teachers are not able to electronic presentation. Likewise 13 teacher have skill of internet navigation i.e. 62% teachers are able to use of internet navigation and 8 teachers are not able to use internet navigation i.e. 38% teachers are not able to use internet navigation . 17 teachers have skill of email management i.e. 80% teachers are able email management and 4 teachers have not skill of email management i.e. 20% teachers are not able to email management. 9 teachers have skill of networking i.e. 42% teachers are able to make networking and 12 teachers have not skill of networking i.e. 58% teachers are not able to make networking. 17 teachers have skill of touch typing i.e. 80% teachers are able touch typing and 4 teachers have not skill of touch typing i.e. 20% teachers are not able to touch typing.

This concept is more clearly illustrated in Figure 1. It drives from the Table 1. It shows the computer skills of Diktel Multiple Campus teachers.

Computer Skill

Bar chart titled "Computer Skill" showing Yes/No responses for: Word Processing, Spreadsheet, Database Management, Electronic Presentation, Internet Navigation, Email Management, Networking, Touch Typing. Legend: ■ Yes ■ No
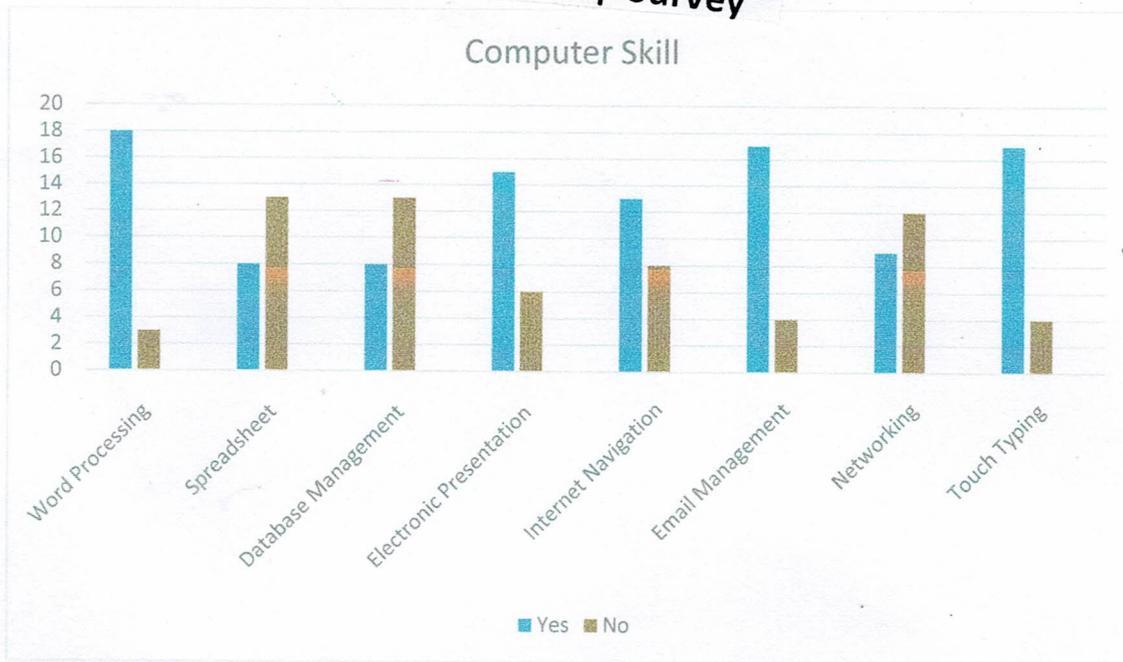
Table 2 Teaching Competencies

	No	Normal	Medium	High
Communication and Interpersonal		8	11	2
Organization and Planning.	3	4	13	1
Classroom Management	1	3	13	4
Facilitation and Engagement	2	4	13	2
Assessment and Coaching	2	3	14	2
Collaboration and Teamwork.	1	3	11	6
Caring and Inclusiveness	1	5	14	1
Flexibility and Adaptability	1	4	13	3

As shown in Table 2, 8 teachers have normal communication and interpersonal skills, 11 teachers have medium communication and interpersonal skills and 2 teacher have high communication and interpersonal skills. 3 teachers haven't skills of organization and planning, 4 teachers have normal organization and planning skills, 13 teachers have medium organization and planning skills and 1 teacher have high organization and planning skill. 1 teachers haven't skill of classroom management, 3 teachers have normal classroom management skill, 13

teachers have medium classroom management skill and 4 teacher have high classroom management skill. 2 teachers haven't skill of facilitation and engagement skill, 4 teachers have normal facilitation and engagement skill, 13 teachers have medium facilitation and engagement skill and 2 teacher have high facilitation and engagement skill. 2 teachers haven't skill of assessment and coaching skill, 3 teachers have normal assessment and coaching skill, 14 teachers have medium assessment and coaching skill and 2 teacher have high assessment and coaching skill. 1 teachers haven't skill of collaboration and teamwork, 3 teachers have normal collaboration and teamwork skill, 11 teachers have medium collaboration and teamwork skill and 6 teacher have high collaboration and teamwork skill. 1 teachers haven't skill of caring and inclusiveness, 5 teachers have normal caring and inclusiveness skill, 14 teachers have medium caring and inclusiveness skill and 1 teacher have high caring and inclusiveness skill. 1 teachers haven't skill of flexibility and adaptability, 4 teachers have normal flexibility and adaptability skill, 13 teachers have medium flexibility and adaptability skill and 3 teacher have high flexibility and adaptability skill.

This concept is more clearly illustrated in Figure 2. It drives from the Table 2. It shows the teaching competence skills of Diktel Multiple Campus teachers.

Teaching Competencies
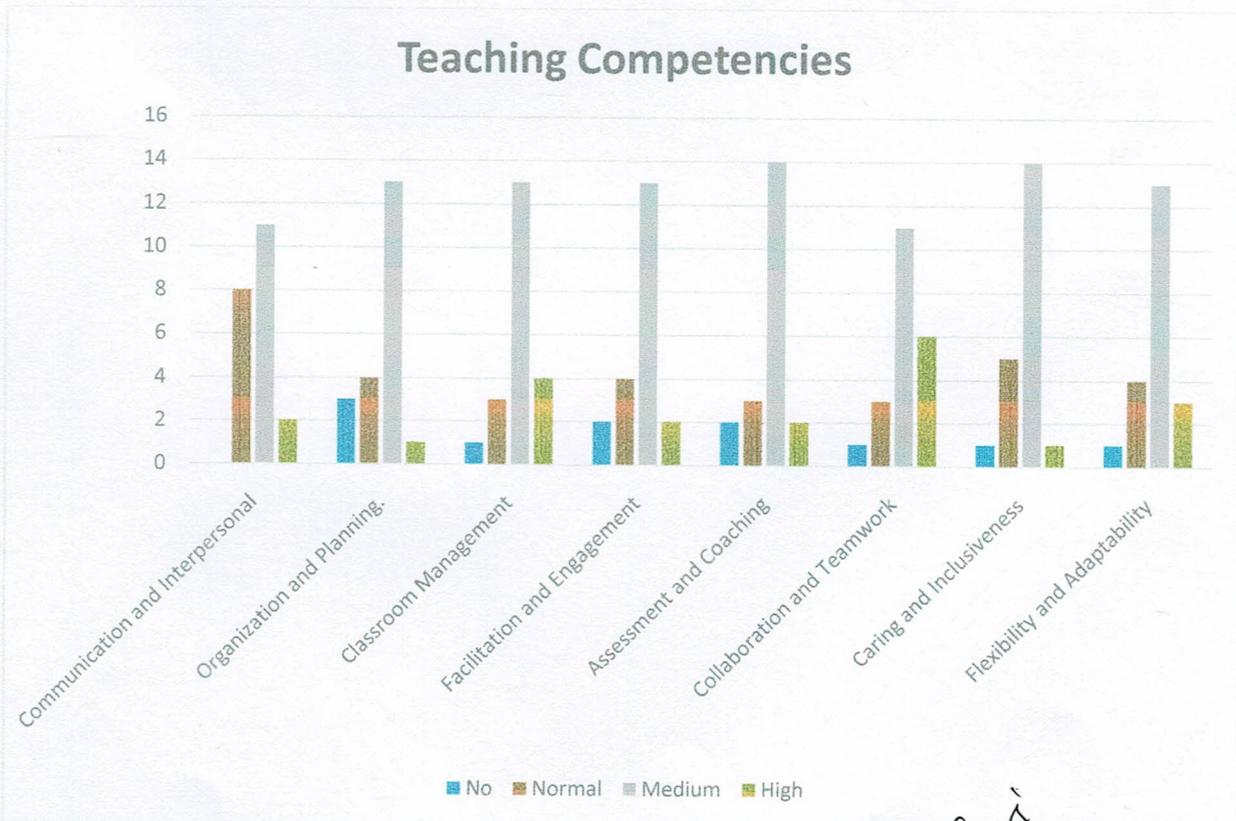
Legend: No, Normal, Medium, High

Campus Chief

Table 3Resume—Skills

	No	Normal	Medium	High
Analytical	1	7	12	.1
Teamwork	1	1	14	5
Communication and Listening	1	2	13	5
Critical Thinking	1	3	17	1
Interpersonal	1	2	15	2
Decision Making	1	4	14	2
Leadership	1	5	12	3
Problem Solving	1	3	12	5

As shown in Table 3, 1 teachers haven't skill of Analytical, 7 teachers have normal Analytical skill, 12 teachers have medium Analytical skill and 1 teacher have high Analytical skill. 1 teachers haven't skill of teamwork, 1 teachers have normal teamwork skill, 13 teachers have medium teamwork skill and 5 teacher have high teamwork skill. 1 teachers haven't skill of communication and listening, 2 teachers have normal communication and listening skill, 13 teachers have medium communication and listeningskill and 5 teacher have high communication and listening skill. 1 teachers haven't skill of critical thinking, 3 teachers have normal critical thinking skill, 17 teachers have medium critical thinking skill and 1 teacher have high critical thinking skill. 1 teachers haven't skill of interpersonal, 2 teachers have normal interpersonal skill, 15 teachers have medium interpersonal skill and 2 teacher have high interpersonal skill. 1 teachers haven't skill of decision making, 4 teachers have normal decision making skill, 14 teachers have medium decision making skill and 2 teacher have high decision making skill. 1 teachers haven't skill of leadership, 3 teachers have normal leadership skill, 12 teachers have medium leadership skill and 3 teacher have high leadership skill. 1 teachers haven't skill of problem solving, 3 teachers have normal problem solving skill, 12 teachers have medium problem solving skill and 5 teacher have high problem solving skill.

This concept is more clearly illustrated in Figure 3. It drives from the Table 3. It shows the resume skills of Diktel Multiple Campus teachers.

Campus Chief

Report of Skill Gap Survey

Reśume—Skills

Legend: ■ No ■ Normal ■ Medium ■ High

Categories: Analytical, Teamwork, Communication and Listening, Critical Thinking, Interpersonal, Decision Making, Leadership, Problem Solving
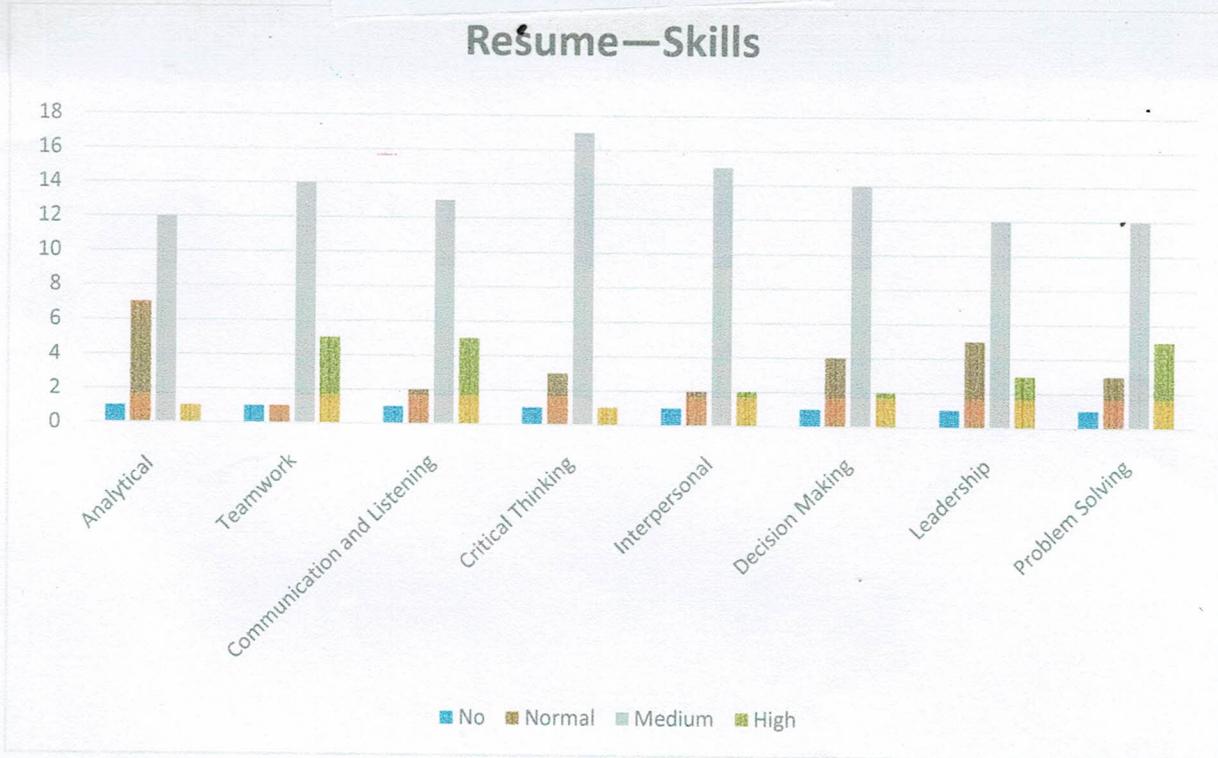
Conclusion

This surveyanalysed the skill gap in Diktel Multiple Campus from the view point three teaching skills which are required for teaching better. The paper then compared the anticipated skills demand against the current supply of skills training identifying the gap in which skills development policy intervention is most desirable.

As discussed in result section table 1, computer skill, 86% teachers are able to operate the word processing and 14% are unable to operate the word processing. Only 38% teachers have skill of Spreadsheet and database management. 71% teachers are able to make electronic presentation. 80% of teachers are able to email management and touch typing.

As discussed in result section table 2 teaching competencies skill, 5% to 10% teacher have no teaching competencies. 20% to 30% teacher have Normal, 52% to 70% have medium and 5% to 30% have highly teaching competencies.

As discussed in result section table 3 resume skills, on an average all categories is medium i.e. 57% to 81%. 5% have no any resume skill and 5% to 24% have highly resume skill.

This survey shows that there is skill gap in Diktel Multiple Campus teachers. For improvement of these gap skill personal and campus administrative should take action in human resource planning.

Appendix A

QUESTIONNAIRE

we have prepare this survey questionnaire to elicit the primary data required for the survey work entitled *"Skill Gap Survey of Teachers- Diktel Multiple Campus"*. Your kind cooperation in the form of reliable and genuine information will be invaluable in complementing our investigative work. We assure you that the information provided by you will be used only for the present survey work.

Survey Team

IQAC (DiktelMultipal Campus)

Name:

Designation :

Faculty:

Computer Skills

	Yes	No
Word Processing		
Spreadsheet		
Database Management		
Electronic Presentation		
Internet Navigation		
Email Management		
Networking		
Touch Typing.		

Teaching Competencies

	No	Normal	Medium	High
Communication and Interpersonal				
Organization and Planning.				
Classroom Management				
Facilitation and Engagement				
Assessment and Coaching				
Collaboration and Teamwork.				
Caring and				

Inclusiveness				
Flexibility and Adaptability				

Resume—Skills

	No	Normal	Medium	High
Analytical				
Teamwork				
Communication and Listening				
Critical Thinking				
Interpersonal				
Decision Making				
Leadership				
Problem Solving				

Date   Sign

Campus Chief

DIKTEL MULTIPLE CAMPUS

COPY OF TEACHING PLAN

1. B.ED. FIRST YEAR
2. B.B.S. FIRST YEAR
3. B.A. FIRST YEAR

26	Teaching Plan-B.Ed. First Year	434-470
27	Teaching Plan B.B.S. First Year	471-500
28	Teaching Plan B.A. First Year	501-530

DIKTEL MULTIPLE CAMPUS

Lesson Plan 2079/80

Course title: **Philosophical and Sociological Foundations of Education**

Course No. : Ed. 412

Nature of course: Theory

Level: B. Ed. Four Year

Year: First

Full marks: 100

Pass marks: 35

Periods per week: 6

Total periods: 150

Teacher name: Shyam Kumar rai

Time per period: 55 minutes

---

1.   **Course Description**

This is a core course of B. Ed. It intends to acquaint the students with the fundamental knowledge of education, innovations in teaching, school and society, education and social policy and education and philosophy. Moreover, it provides information regarding development of education in Nepal, the major recommendations of the education commissions and contributions of programmes to shape the education system in Nepal.

2.   **General Objectives**

The general objectives of this course are as follows:

- To provide the students with deeper and broader understanding of fundamentals of education and teaching.
- To provide the students with in-depth knowledge on different schools of philosophy.
- To develop the understanding of sociological foundation of education among the students
- To acquaint the students with the development of education in Nepal.
- To make the students familiar with the contribution of different education commissions plans and programmes to the development of education in Nepal.

3.   **Specific Objectives and Contents**

Contents	Specific objectives	Method	Period
Unit I: Concept and Meaning of Educations	• Clarify the concept of education as a discipline. • Elaborate the evolution of	-Question Answer -Discussion	(Mansir18-Paush 5)=15

(15)
 	
1.1 Education as a discipline
1.2 Evolution concept of education
1.3 Meaning and definitions of education
1.4 Aims and objectives of education
1.5 Nature of education
1.6 Types of education
1.7 Functions of education
1.8 Delivery of education:
   1.8.1 Lifelong education
   1.8.2 Alternative approaches to education
   1.8.3 Correspondence courses
	education.
	• Explain meaning, definitions, aims and objectives of education.
	• State the nature and types of education.
	• Describe the functions of education.
	• Elaborate lifelong education, alternative approaches to education and corresponding courses.		

Unit II: Teaching as a Profession (15)
2.1 Concept of teaching and learning.
2.2 Teaching as a profession:
   2.2.1 Requirements
   2.2.2 Development
   2.2.3 Licensing
2.3 Teaching as a science and an art
2.4 Importance of teacher training
2.5 Teacher effectiveness
	• Explain the concept of teaching and learning.
	• Elaborate teaching as a profession.
	• Justify teaching as a science and an art.
	• Explain the importance of teacher training.
	• Describe teacher effectiveness.
		• Library studies and self studies
		• Discussion
		• Group Work
			(Paussh6-Magh 10)=15

Unit III: Innovations of Teaching (20)
3.1 Behavior modification techniques
3.2 Models of teaching
   3.2.1 Concept
   3.2.2 Characteristics
   3.2.3 Elements
3.3 Classification of models of teaching
   3.3.1 Social interaction
   3.3.2 Information processing
   3.3.3 Personal and behavioral modification
	• Explain the behavior modification techniques.
	• Explain concept, characteristics and elements of models of teaching.
	• Describe different types of models of teaching.
	• Elaborate micro-teaching.
	• Elaborate programmed instruction.
	• Differentiate between large group and small group teaching.
		- Project works in different topics
		- Discusion& Question Answer
			(Magh 11-Falgun 5)=20

3.4 Micro-teaching. 3.5 Self Instruction (Programmed) Large group and small group teaching.			

Unit IV: School and Society (15)
 	
4.1 Meaning and definitions of society and community
4.2 Concept of sociology and educational sociology
4.3 School as a sub-system of society
4.4 Socialization
    4.4.1 Meaning
    4.4.2 Importance
4.5 Agencies of socialization
    4.5.1 Family
    4.5.2 Peer Group
    4.5.3 School
    4.5.4 Community
    4.5.5 Association media
    4.5.6 Political, religious and economical groups
4.6 Modes of socialization
    4.6.1 Repressive
    4.6.2 Permissive
4.7 Directness in socialization
4.8 Meaning and importance of social interaction.
4.9 Patterns of social interaction.
	• Elaborate the meaning of society and community.
	• State the concept of Sociology and Educational Sociology.
	• Explain school as a sub-system of society.
	• Clarify meaning and importance of socialization.
	• Describe different agencies of socialization.
	• Differentiate between modes of socialization.
	• Elaborate the concept of directness in socialization.
	• Explain the meaning and importance of social interaction and patterns of socialization.
		Project works in different topics.
		• Discussion
		• Group Works
			(Falgun 8-Falgun29)= 15

Unit V: Education and Social Policy (15)
5.1 Meaning of social policy in education
5.2 Equal opportunity in education
  5.2.1 Concept
  5.2.2 Need
  5.2.3 Hindrance
  5.2.4 Measures
5.3 Education and social justice
  5.3.1 Human right
  5.3.2 Child right
  5.3.3 Inclusive education (Salamanca 1995)
  5.3.4 Education for delinquencies and disadvantages group
5.4 Education for national integration.
5.5 Education from global perspectives
  5.5.1 Millennium Goal
  5.5.2 Education for All (EFA)
  • Jomtien conference
  • Dakar conference
  • Amman conference
	• Explain the meaning of social policy in education.
	• Clarify social factors of selection as well as equal opportunity in education.
	• Elaborate education and social justice with reference to human right, child right, inclusive education, education for delinquencies and disadvantaged groups.
	• Explain the need of education for national integration.
	• Explain education from global perspectives.
		• Assignments in different topics
		• Discussion
		• Group Works
			(Falgun30-Chaitra 24)= 15

Unit VI Education and Philosophy (35) 6.1 Meaning, definitions, purpose and scope of philosophy 6.2 General introduction to the eastern and the western philosophy 6.3 Relation between philosophy and education 6.4 Schools of philosophy with special reference to philosophical premises, objectives, educational process, curriculum, role of	• Clarify meaning and definitions of philosophy. • Describe purposes and scope of philosophy. • Compare the eastern and the western philosophy. • Show the relationship between philosophy and education. • Explain idealism, naturalism pragmatism and realism with reference to philosophical premises, objectives, process, curriculum and role of teacher and students.	-Library study, preparation of report and its presentation in the class. -Discussion; Question Answer	(Chaitra 26-Jestha 10)=35

teacher and students in context of school education 6.4.1 Idealism 6.4.2 Naturalism 6.4.3 Realism, Pragmatism			

Unit VII: Education in Nepal (7)
 	
7.1   Pre-democratic period: Major features
  7.1.1   Indigenous
  7.1.2   Negligence
  7.1.3   Opposition period
7.2   Post democratic period. (2007 B.S. to 2027)
7.3   Development period (2027 onward)
	• Elaborate the development of education in Nepal before democratic period, in post democratic period and after 2028 B.S.	-
		Assignments in different topics.
		- Project works in different topics.
			(Jeshtha 11-Jeshtha 23)=7

Unit VIII: Major Recommendations of Commissions Plans and their Application in School System (5) 8.1 Nepal National Education Planning Commission (NNEPC) 2011 B.S. 8.2 All Round National Education Committee (ARNEC 2018 B.S.) 8.3 National Education System Plan (NESP) 2028-2032 B.S. 8.4 Royal Higher Education Commission (RHEC) 2040 B.S. 8.5 National Education Commission (NEC) 2049 B.S. 8.6 High Level National Education Commission (HLNEC) 2055 B.S.	• State the major recommendations of education commissions and plans such as NNEPC 2011 B.S., ARNEC 2018 B.S., NESP 2028 B.S., RHEC 2040 B.S., NEC 2046 B.S. and HLNEC 2055 B.S. • Find out the application of these recommendations in school system.	Library study, preparation of report and its presentation in the class. • Discussion Group Work/Pair Work	(Jeshtha24-32)=5
Unit IX: Local and District Level Plans (15) 9.1 School Improvement Plan (SIP)	• Explain the major features of local and districts level of education such as different education plans VIP, SIP, DEP and SESP.	• Project work individually and in group,	(Shrawan2-Shrawan29)= 15

9.2 Village Education Plan (VEP) 9.3 District Education Plan (DEP) 9.4 Secondary Education Support Programme (SESP)		preparation of report and its presentation in the class. • Discussion • Groupwork /Pairwork	
Unit X: Educational Projects and **Programmes** **(10)** 10.1 Seti Education for Rural Development (SERD) 10.2 Primary Education Project (PEP) 10.3 Basic and Primary Education Project (BPEP I) 10.4 Basic and Primary Education Programme (BPEP II) 10.5 Education for All (EFA) 2004, 2009 10.6 School Sector Reform (SSR) 2009-2015	• Explain the contribution of education for rural development in education. • Elaborate PEP the contribution of BPEP I and II. • State the achievement and challenges of education for all 2001-2009. • Explain the major features of school sector reform plan 2009-2015	• Project work individually and in group, preparation of report and its presentation in the class. • Groupwork /Pairwork	(Shrawan 30-Bhadra 14)=10

Tribhuvan University
Diktel Multiple Campus, Khotang Diktel
Teaching Plan

Subject Teacher : *Padam B. Bista*

Academic year : *2079/ 2080*

Faculty and year : *B.Ed. first*

Subject : Foundation of Mathematics (416)

Campus opening days:274

Class running days:152

Teaching hours:150

Exam running days:12

ECA conducting days : 16

Specific Objectives	Contents	Date	Teaching materials	Teaching method	Evaluation scheme	Ren...
• Identify tautology and contradiction. • Describe the features of different methods of examples. • Determine the validity of arguments.	**Unit: Symbolic logic (8)** 1.1 Conditional 1.2 Bi-conditionals 1.3 Algebra of propositions 1.4 Negation of compound statements 1.5 More connectives and their truth values and truth tables 1.6 Tautology and contradiction 1.7 Validity of arguments 1.8 Use of Euler diagram 1.9 Deductive proof and their application.	mansir 8 to 26	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam	
• Describe countable and uncountable sets with examples. • Prove the characteristic properties of infinite sets. • Prove Cantor's	**Unit II: Infinite sets (9)** 2.1 Denumerable sets 2.2 Countable sets 2.3 Uncountable sets 2.4 Cardinality of infinite sets 2.5 Cardinal arithmetic	mansir 27 to paush 8	Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam	

Learning Outcomes	Unit / Topics	Theory	Teaching Materials	Teaching Methods	Evaluation
theorem and cardinality.	2.6 Cantor's theorem 2.7 Schoeder Bernstein theorem 2.8 Continuum hypothesis.				
• State the divisibility theorem of integers with examples. • Prove the properties of primes and unique factorization theorem. • Describe congruence modulo and apply it for divisibility tests. • State and prove Fermat's little theorem, Wilson's theorem and Euler's theorem.	**Unit III: Number Theory (20)** 3.1 Divisibility theory 3.1.1 Division algorithm 3.1.2 Euclidean algorithm 3.1.3 Diophantine equation 3.2 Primes and their distributions 3.2.1 Unique factorization theorem 3.2.2 Goldbach's conjecture 3.3 Theory of congruence 3.3.1 Properties of congruence 3.3.2 Divisibility tests 3.3.3 Linear congruence 3.3.4 Fermat's little theorem and Wilson's theorem 3.3.5 Euler's theorem	paush 10 to magh3	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Home assignment. Internal exam 2 time and pre board exam Unit test with subjective question.
• Describe traversability of Eulerian and Hamiltonian graphs and apply them. • Prove the properties of trees, planar graphs and directed graphs. • Apply the concepts of graph theory to solve	**Unit IV: Graph Theory (30)** 4.1 Basic concepts 4.1.1 Complete graph 4.1.2 Bipartite graphs	magh 4 to phgun 11	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

different problems.

4.1.3 Connectivity,
4.1.3 Sub graphs
4.1.4 Metric representation of graphs
4.1.5 Isomorphic graphs
4.2 Travers ability
4.2.1 Eulerian & Hamiltonian graphs
4.2.2 Properties and applications
4.3 Trees
4.3.1 Properties of trees
4.3.2 Spanning tree and minimal spanning trees
4.3.3 Rooted and binary tree
4.4 Planar graph
4.4.1 Properties & theorems of planar graphs
4.4.2 Graph coloring
4.5 Directed graphs
4.5.1 Diagraph
4.5.2 Connectivity
4.5.3 Traversability
4.5.4 Tournament
4.5.5 Traffic flows.

Objectives	Unit	Content	Time	Teaching Materials	Teaching Methods	Evaluation
• Solve the linear programming problems using simplex methods. • Use duality principle for minimization problem. • Apply the properties of basic feasible solutions.	Unit V: Linear Programming (8)	5.1 Formulation of linear programming problem in three or more variables; simplex method 5.2 Dual problems 5.3 Basic feasible solution and application of LPP.	phagun 12 to 22	Hand ou..., Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
• Explain the concepts of correlation and regression. • Derive the properties of correlation and regression. • Apply correlation and regression to solve problems.	Unit VI: Correlation and regression (6)	6.1 Correlation 6.1.1 Pearson's correlation 6.1.2 Rank correlation 6.1.3 Probable error and properties of correlation 6.2 Regression 6.2.1 Equation of regression 6.2.2 Angle between regression lines 6.2.3 Properties 6.2.4 Standard error of estimate.	phagun 23 to 30	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
• Describe probability distribution and distribution function of discrete and continuous variables. • Derive mean and variance of binomial distribution and normal distribution. • Use binomial table and normal table. • Prove Chebyshev's theorem. • Solve problems on binomial and normal distribution.	Unit: VII Probability Distributions (15)	7.1 Axioms of probability, some theorems on probability, Baye's theorem. 7.2 Discrete random variables: probability distribution, cumulative distribution, mathematical expectation, moments, mean and variance; uniform distribution and binomial distribution:– mean and variance, binomial probability table, recurrence relation. 7.3 Continuous random variables: probability density, cumulative distributions, mean and variance, Chebyshev's theorem and laws of large numbers; Normal distribution.	chaitra 1 to 26	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

Specific Objectives	Content	Time	Materials	Teaching Methods	Evaluation
	distribution properties, mean and variance, area under standard normal curve, normal approximation to binomial distribution.				
• Apply the concepts of the standard error of the mean and central limit theorem. • Estimate the population mean for large and small nd chi-samples.	**Unit: VIII Sampling distribution and Estimation (20)** 8.1 Parameter and statistics 8.1.1 Sampling distribution of mean, variance Square, 8.1.2 Standard error of statistics (concept only), 8.1.3 Central limit theorem (concept only). 8.2 Estimation of parameters 8.2.1 Confidence interval for mean (difference between means) 8.2.2 variance	chaitra 27 to baisak 20	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

Specific Objectives	Unit IX: Unit of Hypothesis	Baisak 21 to jestha 32		
Describe the basic concepts underlying hypothesis test.	(34)	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
State the steps in hypothesis tests.	9.1 Basic concepts			
	9.1.1 Null hypothesis			
Test the significance of difference between two means for large samples.	9.1.2 Alternative hypothesis			
	9.1.3 One - tailed and two - tailed tests			
Test the significance of difference between two means for small samples.	9.1.4 Type I and Type II errors			
	9.1.5 Level of significance			
Apply chi-square significance test of independence.	9.1.6 Critical region			
	9.1.7 Value			
Apply significance test for correction coefficients.	9.1.8 Test statistics			
	9.1.9 Steps in hypothesis testing.			
	9.2 Z-test: difference between two means of large samples			
	with unknown population variance.			
	9.3 T-test: difference between two means of small samples with unknown common variance.			
	9.4 Chi-square test: significance test of independence.			
	9.5 Significance test for correlation coefficient.			

Dikte. Multiple Campus Diktel Khotang
Faculty of Education
Education Department
Annual Work Plan, 2078/79 B.S.
Foundation of Language and linguistics
Code No.416

Prescribed periods: 150 Hours
Level: B.Ed.   Year: 1st

Subject Teacher: Ghimire, L.P.
Nature of course: Theory and practice

Full Marks: 80 +20
Pass Marks: 28 + 8

Topics	Content	Objectives	Methods	Reqiur period	From	To
1. Preliminaries of language and linguistics	1.1.Definition of language and linguistics, 1.2 The origin of language, 1.3 The characteristics of language, 1.4 Language and communication, 1.5 Language as a system of systems, 1.6 Levels f language 1.7 Varieties of language, 1.8 Branches of linguistics - theoretical vs applied, - Synchronic vs diachronic, ... 1.10 Key concepts in linguistics - langue vs parole, - Competence vs performance, - speech vs writing, ... etc.	1. Define language and linguistics, 2. Describe the origin and characteristics of language, 3. Justify language as a system of systems, 4. Differentiate human language from animal communication, 5. Explain the levels and varieties of language , 6. Classify linguistics into various branches, 7. Define key concepts of linguistics.....	-Lecture, - Discussion, -Demonstration, -Explanation, - Illustration, - Group work, -Pair work, -Individual work	22	Manshir18	Pouh 1.
2. Phonetics and phonology	2.1 Illustration between the two, 2.2 Phone, phoneme and allophone, 2.3 Speech organs, 2.4 The English vowels and their details, 2.5 Consonants and their details, 2.6 Transcription: broad and narrow 2.7 Suprasegmental features, 2.8 Speech units, 2.9 Consonant cluster, 1.10 Vowel sequence, 2.11 Syllable structure, 2.12 Punctuation in connected speech, 2.13 Strong and weak forms of vowels, 2.14 Linking /'r/ and intrusive /r/ 2.15 Punctuation of suffixes, 2.16 Elision	-Distinguish between phonetics and phonology, -Demonstrate how English sounds are produced, -Prepare the inventory English vowels and classify them in various categories, -List the consonants of the English language and classify them, - Describe the English sounds, -show the syllable structure and, vowel sequence and consonant cluster in English words, - Use appropriate suprasegmental features, - Define and use the features, such as deletion, assimilation	Demonstration, Explanation, Illustration, Group work Pair work, Individual work	25	Poush 14	Phagun 3

	2.17 Assimilation, 2.18 Practical work					
orphol gy and ntax	3.1 The morpheme .... 3.2 The word............... 3.3 The Phrase.......... 3.4 The clause .... 3.5 The sentence .... 3.6 Grammatical categories........ 3.7 Grammatical functions .... 3.8 Grammatical transformation ...... 3.9 Grammatical operations	-Define morphology and syntax, -Classify morphemes, - Form words using different morphological combinations, - Describe the English phrase and clause system, - Classify English sentences into various categories, - describe grammatical functions, operations and grammatical categories.	Lecture, Discussion, Demonstration, Explanation, Illustration, Group work, Pair work, Individual work	20	Phalg un 4	Phag un 30
mantic agmati and course alysis	4.1 Semantics: Conceptual and associative meanings, denotative and connotative meanings, Sense relations: Synonymy- (absolute and partial, descriptive and cognitive ...) Antonyms- (gradable, complementary, converseness etc) 4.2 Invisible meaning: context, deixis, reference, inference, anaphora, presupposition, speech acts, 4.3 Discourse analysis: Interpreting discourse, cohesion, speech events, conversational analysis, turn taking, the co-operative principle, hedges, implicature, background knowledge, schemas and scripts	- Define semantics, pragmatics and discourse analysis, - Explain various types of meanings, - Define and exemplify various kinds of semantic term that include synonymy, antonymy, hyponymy, homonymy, metonymy, collocation, - Describe the features of pragmatics, - Describe the basic concepts of discourse analysis	Lecture, Discussion, Demonstration, Explanation, Illustration, Group work, Pair work, Individual work	25	Chaitr a -01	Baish akh-03
guage tory I nge	Historical linguistics, Language families, Language change: Sound change, Lexical change, Syntactic change, Semantic change	- List the language families - Describe language history And change	Lecture, Discussion Demonstration Group work Pair work, Individual work	10	Baish ah-04	Baish akh-15
lagogi llicatio f uistics	Linguistics and language teaching , Contrastive analysis, CA hypothesis, Transfer theory, principles of CA, Assumptions of CA the uses of CA, Practical error analysis, EA, Lapses, mistakes and errors, Stages of error,	- Apply the knowledge of linguistics in language teaching, - Compare and contrast languages, - Analyze learner's errors.	Lecture, Discussion Demonstration Group work Pair work	25	Baish akh 16	Jesth a -26

recognition and explanation of Error The uses of EA, Practical work		Individual work			

The End

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Teaching Plan
B.ED. First Year

Tribhuvan University
Diktel multiple Campus Diktel
Faculty of Education
Education Department
B.Ed. First year
General English 411
Instructional Plan, 2078/79 B.S.

Subject Teacher: Ghimire, L.P.   Academic year: 2079/80   Level: B.Ed.-1st   Subject: General English

Topi	Content	Objectives	Methods	Require period	From	To
ra m r	Tense, Modals, Determiners, Noun phrases, Pronouns, Prepositions, Adjectives, Adverbs, Verb structures, Word formation, Conditionals, Clauses, Questions, Indirect speech, Sentences and varieties of English	(i) Make sentences using appropriate tenses and use modals correctly, (ii) Supply correct prepositions, adjectives and adverbs, (iii) Apply conditional in the given contexts, (iv) Form words and sentences	Small group discussion, Pair work, Mini Project works, Presentation of materials under the teachers feedbacks	32	Mangshir - 18	Magh- 17
ea ing	Determining co-references, matching things, understanding instructions. Scanning : locating and extracting information, Skimming : finding out main point and the central idea, drawing inferences and implications, assessing opinions and attitudes, solving problem and puzzles	(i) Extract general idea from texts, (ii) Find specific information in the text, (iii) Answer questions from the details in the given text, (iv) Read and make notes of the important points (v) Draw inferences from varieties of reading texts, (vi) Give opinions and expresses attitudes (vii) Solve problems and puzzles	Individual practice, Small group discussions, pair work, Problem solving given in the textbook, Lecturing	75	Magh-18	Jestha - 26
/ri ng	(i) Rewriting: Rephrasing, paraphrasing, (ii) Parallel writing, (iii) Completing a text, (iv) Organizing a text: sequencing instructions, ordering information, connecting ideas (v)Writing summaries (vi) Writing persona and official letters, (vii) Writing curriculum vitae and job applications, (viii) Writing reports: events and news	(i) Rewrite given texts in different forms, (ii) Compose short and long texts in the given topics, (iii) Maintain coherence and cohesion in writing, (iv) Write letters, resumes, summaries, reports and news	Demonstrations, Presentations, Interactions, Individual study, Pair work	25	Jesth 28	Shra wan - 15

demic writing	(i) The researched essay, (ii) Comparison-contrast essay, (iii) Cause and effect essay, (iv) Argumentative essay, (v) Classification essay, (vi) Reaction essays, (vii) Avoiding plagiarism	(i) List the points from research for writing, (ii) Write various essays using academic English, (iii) Write with proper citation, (iv) Avoid plagiarism while writing	(i) Individual assignment in various academic writing tasks, (ii) Small group discussion (iii) Presentation	32	Jestha-28	Shrawan 15

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Teaching Plan

B.ED. First Year
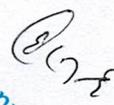
Campus Chief

Subject Teacher : Dhankarna Shrestha
Academic Year : 2076/77
Faculty : B.Ed. First
Subject : नेपाली कथा र उपन्यास
Code No. 416Major/418 Minor

Diktel Multiple Campus
Work Plan of 2076
Form 6

Campus Opening Days 274
Class Running : 152
Teaching Hours : 150
Exam Running days : 18
ECA conducting days : 14

Teaching Plan

B.ED. First Year

S.N.	Chap.	Content	Objectives	Teaching Method	Evaluation	Date
			खण्ड क : नेपाली कथा			
1	एकाइ १:	कथा सिद्धान्त र नेपाली कथाको विकासक्रम	• कथाको सैद्धान्तिक परिचय दिन, • कथाको विधागत स्वरूप निर्धारण गर्न, • कथाको परिभाषा बताउन, • कथाको रचनाविधान बताउन, • कथाको वर्गीकरण गर्न, • अन्य विधासँग कथाको सम्बन्ध बताउन, • लोककथादेखि परिचय दिई यसका विशेषता बताउन, • नेपाली कथाको विकासक्रमका प्रमुख मोड, धारा उपधारा र तिनका प्रवृत्तिको रेखाङ्कन गर्न • नेपाली कथाको परवर्ती परम्परा : प्रयोग र प्रवृत्ति केलाउन ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०७९/०८/१८ देखि ८/११ सम्म
2	एकाइ २:	निर्धारित कथाकारहरूका कथाहरू	• निर्धारित कथाकारहरूको परिचय दिन, • निर्धारित कथाकारका प्रवृत्तिगत मुख्य विशेषताको निरूपण गर्न, • रचनाविधानअनुसार निर्धारित कथाको विश्लेषण गर्न, • निर्धारित कथाका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०७९/०९/१२ देखि १०/२८ सम्म
			खण्ड ख : नेपाली उपन्यास			
3	एकाइ ३:	उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम	• उपन्यासको सैद्धान्तिक परिचय दिन, • उपन्यासको विधागत स्वरूप निर्धारण गर्न, • उपन्यासको परिभाषा दिन, • उपन्यासको रचनाविधान गर्न, • उपन्यासको वर्गीकरण गर्न, • अन्य विधासँग उपन्यासको सम्बन्ध बताउन, • नेपाली उपन्यासको विकासप्रक्रियाको प्रमुख मोड, धारा, उपधारा र तिनका प्रवृत्तिको रेखाङ्कन गर्न, • नेपाली उपन्यासमा देखापरेका परवर्ती परम्परा : प्रयोग र प्रवृत्ति केलाउन ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०७९/११/०१ देखि ११/२१ सम्म
4	एकाइ ४	उपन्यासकार लैनसिंह वाङ्देल र 'मुलुकबाहिर' उपन्यास	• निर्धारित उपन्यासकारको परिचय दिन, • निर्धारित उपन्यासकारका प्रवृत्तिगत मुख्य विशेषताको निरूपण गर्न, • विभिन्न दृष्टिले निर्धारित उपन्यासको विश्लेषण गर्न, • निर्धारित उपन्यासका विशिष्ट पङ्क्तिहरूको व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०७९/११/२९ देखि १२/१२ सम्म

Campus Chief

क्र.सं.	एकाइ	विषयवस्तु	उद्देश्य	शिक्षण विधि	मूल्याङ्कन	समय
5	एकाइ ५	उपन्यासकार विश्वेश्वरप्रसाद कोइराला र नरेन्द्रदाइ उपन्यास	• निर्धारित उपन्यासकारको परिचय दिन, • निर्धारित उपन्यासकारका प्रवृत्तिगत मुख्य विशेषताको निरूपण गर्न, • विभिन्न दृष्टिले निर्धारित उपन्यासको विश्लेषण गर्न, • निर्धारित उपन्यासका विशिष्ट पठनिकाहरूको व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०७९/१२/२२ देखि १२/३० सम्म
6	एकाइ ६	उपन्यासकार पारिजात र 'शिरीषको फूल' उपन्यास	• निर्धारित उपन्यासकारको परिचय दिन, • निर्धारित उपन्यासकारका प्रवृत्तिगत मुख्य विशेषताको निरूपण गर्न, • विभिन्न दृष्टिले निर्धारित उपन्यासको विश्लेषण गर्न, • निर्धारित उपन्यासका विशिष्ट पठनिकाहरूको व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०८०/०९/०३ देखि ०९/१२ सम्म
7	एकाइ ७	उपन्यासकार दौलतविक्रम विष्ट र 'भोक र भिसाहरू' उपन्यास	• उपन्यासकार दौलतविक्रम विष्टको परिचय दिन, • उपन्यासकार दौलतविक्रम विष्टका प्रवृत्तिगत मुख्य विशेषताको निरूपण गर्न, • विभिन्न दृष्टिले 'भोक र भिसाहरू' उपन्यासको विश्लेषण गर्न, • 'भोक र भिसाहरू' उपन्यासका विशिष्ट पठनिकाहरूको व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०८०/०९/१३ देखि ०९/२२ सम्म
8	एकाइ ८	उपन्यासकार ध्रुवचन्द्र गौतम र 'उपसंहार अर्थात् चौथो अन्त्य' उपन्यास	• उपन्यासकार ध्रुवचन्द्र गौतमको परिचय दिन, • उपन्यासकार ध्रुवचन्द्र गौतमका प्रवृत्तिगत मुख्य विशेषताको निरूपण गर्न, • विभिन्न दृष्टिले 'उपसंहार अर्थात् चौथो अन्त्य' उपन्यासको विश्लेषण गर्न, • 'उपसंहार अर्थात् चौथो अन्त्य' उपन्यासका विशिष्ट पठनिकाहरूको व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०८०/०९/२४ देखि ०२/०३ सम्म
9	एकाइ ९	उपन्यासकार होमनाथ सुवेदी र 'यमपुरीको महल' उपन्यास	• निर्धारित उपन्यासको परिचय दिन, • उपन्यासकार होमनाथ सुवेदीको औपन्यासिक प्रवृत्तिहरू निर्धारण गर्न, • नेपाली डायस्पोरिक साहित्यका कोणबाट 'यमपुरीको महल' उपन्यासको अध्ययन गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर र आरेखको प्रयोग	मौखिक तथा लिखित परीक्षा र समूह कार्य	२०८०/०२/०४ देखि ०२/१४ सम्म

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Teaching Plan
B.ED. First Year

Prepared by

Approved by

Campus Chief

दिक्तेल बहुमुखी क्याम्पस

शिक्षा शास्त्र संकाय

वार्षिक कार्ययोजना २०७९/०८०

तह (Level): स्नातक (बि.एड) वर्ष (Year): प्रथम

शैक्षिक सत्र : २०७९-०८०

विषय (Subject): अनिवार्य नेपाली

जम्मा पाठघण्टी : १२५

पाध्यापकको नाम : रामप्रसाद राई

क्र.सं. S.N.	मिति (अवधि) Date	एकाइ Unit	पाठ्यवस्तु Teaching item	शिक्षण सामग्री Instructional Materials	शिक्षण विधि Method of teaching	पाठघण्टी Period	मूल्याङ्कन Evaluation
०१	२०७९-०८-०९ देखि २०७९-०८-२५	एक	उच्चारण	पहिलेको नक्सा	व्याख्यान	०७	कक्षाकार्य
			बोलिचाली		छलफल		प्रश्नोत्तर
०२	२०७९-०८-०९ देखि २०७९-१०-०८	दुई	नेपाली शब्द शब्द भण्डार	शब्दकोश, अन्य	आगमन-निगमन समूहकार्य	२७	गृहकार्य कक्षाकार्य
०३	२०७९-१०-०९ देखि २०७९-१०-२२	तीन	वाक्य संरचना	कक्षाकोठा	,,	२७	,,
०४	२०७९-१०-२३ देखि २०७९-११-१५	चार	अनुच्छेद लेखन/ पत्र संरचना	पाठ्यपुस्तक	,,	२०	,,
०५	२०७९-११-१६ देखि २०७९-१२-१३	पाँच	पठन बोध	सन्दर्भ पुस्तक	,,	३२	आन्तरिक इकाई
०६	२०८०-०१-०८	छ	सम्प्रेषणात्मक व्या	,	,,	०८	,,

विषय शिक्षक (Subject Teacher):

Campus Chief

दिक्तेल बहुमुखी क्याम्पस

शिक्षा शास्त्र संकाय

वार्षिक कार्ययोजना २०७६/०७७

तह (Level) : ....

विषय (Subject) : ....

प्राध्यापकको नाम : ....

वर्ष (Year) : ....

शैक्षिक सत्र : २०७६-०७७

जम्मा पाठघण्टी : ....

क्र.स. S.N.	मिति (अवधि) Date	एकाइ Unit	पाठ्यवस्तु Teaching item	शिक्षण सामग्री Instructional Materials	शिक्षण विधि Method of teaching	पाठघण्टी Period	मूल्याङ्कन Evaluation
०७	२०८०-०९-१० देखि	चार	कुदा रेखा र आइडेन्टिफिकेशन	ड्रा. पि.	"	०७	कक्षाकार्य (प्रश्नोत्तर)
०८	२०८०-०९-२२ देखि	आठ	अन्तर्वस्तु रचना	बिहिबार पुस्तक	" प्रत्यक्ष	०८	गृहकार्य
०९	२०८०-१२-०१ देखि	नौ	व्यावहारिक लेखन	शैक्षिक चित्र व उदाहरण	"	०७	आन्तरिक परीक्षा
१०	२०८०-१२-०६ देखि			निर्देशिका विवरण	"	०७	गृहकार्य
११	२०८०-१२-१६ देखि	दश	निबन्ध लेखन	निबन्धका नमूना	"	१२	गृहकार्य
१२	२०८०-०१-०१ देखि	ग्यार	प्रचार प्रकाशन	सान्दर्भिक नमूना	"	११	गृहकार्य
	२०८०-०१-१० देखि	बाह	साहित्यिक पुस्तकको अध्ययन	ड्रा.पि. तालिका	"	२०	गृहकार्य

विषय शिक्षक (Subject Teacher) : ....

Campus Chief

Tribhuvan University
Diktel Multiple Campus
Diktel Khotang

Academic year :-2079 /2080   Teaching hours :- 150

Level :- Bachelor First year   Class running days :- 170

Subject :- Quality of Life (major 417)

Subject Teacher :- LILA BAHADUR KHATRI

Department :- Education   Date:- 20769 / 08 / 01

Chapter	Contents	Specific Objectives	Teaching method	Evalution scheme	Periods
Unit I	Introduction to Quality of Life 1.1 Meaning of quality of life 1.2 Definitions of quality of life 1.3 Importance of quality of life for education, health, employment, income environment, women, children and aging	• Delineate meaning and definitions of quality of life. • Explain the importance of quality of life in different aspects.	Lecture, Discussion, Question answer, Demonstration, Presentation .	Unite test, Assignment, Internal exam.	(15) Mangshir Poush

Unit II	Measurement of Quality of Life
	1.1 Concept of measurement of quality of life
	1.2 Types of measurement of quality of life
	  1.2.1 Basic needs approach
	  1.2.2 Measurements and trends of Human development indicators (HDI)
	  1.2.3 Physical quality of life indicators (PQLI)
	  1.2.4 Gender empowerment measures (GEM): measures and trends
		• Explain the concept of measurement of quality of life.
		• Discuss various types of measurement of quality of life.
		• Describe the basic needs approach.
		• Explain HDI and its measures and trends.
		• Explain PQLI, its measures and trends.
		• Explain GEM, and its measures and trends.
			Lecture, Discussion, Question answer, Demonstration, Presentation .	Unite test, Assignment, Internal exam	(15)
					
					Poush
					
					Magh

Unit III	Demographic Components of Quality of Life
	3.1 Fertility and quality of life
	  3.1.1 CBR and quality of life
	  3.1.2 TFR and quality of life
	  3.1.3 Replacement level and quality of life
	  3.1.4 CEB and quality of life
	3.2 Mortality and quality of life
	  3.2.1 CDR and quality of life
	  3.2.2 IMR and quality of life
	  3.2.3 MMR and quality of life
	  3.2.4 Morbidity and quality of
		• Identify different demographic component and quality of life.
		• Discuss fertility related measures and quality of life.
		• Discuss mortality related measures and quality of life.
		• Discuss migration related issues and quality of life.
			Lecture, Discussion, Question answer, Demonstration, Presentation .	Unite test, Assignment, Internal exam	(20)
					
					Magh
					
					Fagun

Campus Chief

	life
	3.3 Migration and quality of life
	  3.3.1 Brain drain and grain and quality of life
	  3.3.2 Human trafficking and quality of life
	  3.3.3 Remittance and quality of life
	  3.3.4 Urbanization and quality of life				

Unit IV	Factors Affecting Quality of life
	
	4.1. Demographic factors
	  4.1.1 Population size
	  4.1.2 Population growth
	  4.1.3 Age and sex composition
	  4.1.4 Active and dependent population
	4.2 Economic Factors
	  4.2.1 Per capita income
	  4.2.2 Employment
	  4.2.3 Infrastructure development
	  4.2.5 Technological advancement
	  4.2.6 Skilled and unskilled manpower
	4.3 Social factors
	  4.3.1 Education
	  4.3.2 Health services and facilities
	  4.3.3 Social security
	  4.3.4 Women empowerment
	4.4 Environmental factors
	  4.4.1 Natural resources
	  4.4.2 Pollution
	  4.2.3 Sustainable development
	4.5 Other factors
	  4.5.1 Political factors
	  4.5.2 Human rights
	  4.5.3 Family welfare
		• Explain the demographic factors in relation to quality of life.
		• Explain the economic factors of quality of life.
		• Explain the social factors of quality of life.
		• Describe the environmental factors of quality of life.
		• Describe other factors such as political, human rights and family welfare of quality of life.
			Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(35)
					
					Fagun
					Chaitra

Unit V	Government Efforts to Raise of Quality of Life in Nepal 5.1 Plan and policies on food supply 5.2 Plan and policies on housing 5.3 Plan and policies on clothing 5.4 Plan and policies on education 5.5 Plan and policies on health	• Describe the recent government plan and policies on food supply. • Explain the recent government plan and policies on housing and clothing. • Describe the recent	Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(20) 2080 Baisakh

	5.6 Women empowerment and quality of life 5.7 Child protection and quality of life 5.8 Social security and quality of life	government plan and policies on education. • Discuss the recent government plan and policies on health service. • Discuss the recent government plan and policies on women empowerment. • Describe the recent government plan and policies on child protection and social security.			
Unit VI	Quality of Life in the World: Data Study 6.1 Overview of quality of life in selected developing countries (Nepal, Thailand, Kenya, Uganda & Brazil) 6.2 Over of quality of life in selected developed countries (Japan, USA, Canada, UK, Norway & Australia) 6.3 Overview of quality of life in SAARC countries 6.4 Comparison of quality of life in Nepal with above developed countries 6.5 Comparison of quality of life in Nepal with rest SAARC countries	• Explain the data study of developing countries. • Describe the data study of developed countries. • Discuss the data study of SAARC countries. • Compare the quality in life in Nepal with selected developed countries. • Compare the quality in life in Nepal with rest SAARC countries.	Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(15) Jestha
Unit VII	Empirical Study on Quality of Life 7.1 Concept and meaning of empirical study 7.2 Objectives of empirical study in quality of life 7.3 Importance of empirical study in quality of life 7.4 Different steps in conducting empirical study in quality of life 7.5 Field work and report writing in quality of life 　7.5.1 Problem identification 　7.5.2 Objectives formation 　7.5.3 Review of related literature	• Explain the concept and meaning of empirical study in quality of life. • Describe the objectives of empirical study in quality of life. • Discuss the importance of empirical study in quality of life. • Describe the different steps in conducting empirical study in quality of life. • Carry out field work and prepare its report.	Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(30) Shrawan Bhadra

	7.5.4	Research methodology				
	7.5.5	Data analysis and presentation				
	7.5.6	Findings, conclusions and recommendations.				

Prepared by

Approved by

Campus Chief

Teaching Plan-B.Ed. First Year

Tribhuvan University
Diktel Multiple Campus
Diktel Khotang

Academic year :-2079 / 2080

Level :- Bachelor

Subject :- Foundation of Population Education (major 416 and minor 418)

Subject Teacher :- LILA BAHADUR KHATRI

Department :- Education

Teaching hours :- 150

Class running days :- 170

Date:- 2079 / 08 / 01

Chapter	Contents	Specific Objectives	Teaching method	Evalution scheme	Periods

Unit I	**Concept of Population Education**
	1.1 Concept and importance of population education
	1.2 Aims and objectives of population education
	1.3 Philosophy and principles of population education
	1.4 Scopes and major contents areas of population education
	  1.4.1 Scopes in terms of its contents:
	    • Demography
	    • Determinants of population change
	    • Consequence of rapid population growth
	    • Human sexuality and reproduction
	    • Planning for future
	  1.4.2 Scopes in terms of implication: fertility, Mortality and Migration
	1.5 Teachers preparation in population education
	1.6 Opportunities of population education
		• Delineate the meaning, importance and objectives of population education.
		• Describe the philosophy and principles of population education.
		• Identify the scopes and major contents of population education.
		• Show the relationship of population education with other disciplines.
		• Explain the need of teachers preparation in population education.
		• Discuss on various sectors of opportunities of population education and educators.
			Lecture, Discussion, Question answer, Demonstration, Presentation.	Unit test, Assignment, Internal exam.	(20)
					
					Mangshir poush

Unit II	**World Population Situation** 2.1 Growth of world population 2.2 Comparison of population of some developed countries (USA, UK, Japan, Australia) and developing countries (Nigeria, Brazil, China and Somalia) 2.3 Current population situation of the SAARC countries (Size, Growth, Fertility and mortality) 2.4 Population pyramid (types and uses)	• Discuss the trend of population growth of the world. • Compare the population size and growth of developed and developing countries. • Describe current population situation of SAARC countries. • Discuss types and uses of population pyramid	Lecture, Discussion, Question answer, Demonstration, Presentation.	Unit test, Assignment, Internal exam	(15) magh

Campus Chief

Unit III	**Determinants of Population Change**
	 1.1 Fertility
	      1.1.1 Determinants of fertility (general)
	      1.1.2 Bongaart's proximate determinants of fertility
	      1.1.3 Fertility differentials
	 1.2 Mortality
	      1.2.1 Determinants of mortality
	      1.2.2 Mortality differentials
	 1.3 Migration
	      1.3.1 Migration and it's types
	      1.3.2 Determinants of migration (push and pull factors)
	      1.3.3 Impacts of migration
		• Clarify and distinguish between fertility and fecundity.
		 • Discuss the determinants of fertility with special reference to Bongaart's proximate determinants.
		 • Analyze the fertility differentials with examples.
		 • Define mortality, express the determinants of mortality and its differentials with examples.
		 • Clarify the meaning of migration.
		 • Classify the types of migration.
		 • Analyze the determinants and impacts of migration.
			Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(20)
					
					 Magh Fagun

Unit IV	**Population Growth and its Management** (20)
	 4.1 Consequences of Rapid Population growth (RPG) on:
	      4.1.1 Food and nutrition
	      4.1.2 Health facilities and health services
	      4.1.3 Housing
	      4.1.4 Social security
	      4.1.5 Natural resources
	      4.1.6 Environment/Ecosystem
	      4.1.7 Economic development
	 4.2 Population management (Direct and Indirect)
	 4.3 Role of different organization in population management.
		• Delineate the meaning of rapid population growth.
		 • Examine the consequences of rapid population growth on different aspects.
		 • Elucidate the direct and indirect measures of population managements.
		 • Discuss role of different organization in population management.
			Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(20)
					 Fagun
					
					 Chaitra

Unit V	**Population Theories** 5.1 Marxists and socialists views on population 5.2 Malthusian theory 5.3 Demographic transition 5.4 Optimum population theory *Note: (Concept, Assumptions,*	• Interpret the views of Marxists and Socialists theory of population. • Illustrate the visions of Malthus on population growth and criticize Malthusian theory.	Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(20) Chaitra 2080 Baisakh

	• NGOs: FPAN and Nepal Red Cross Society • INGOs: UNFPA, UNESCO, UNICEF				
Unit VIII	**Population and Development** 8.1 Population and gender development 8.2 Women empowerment 8.3 Role of women in population development 8.4 Ageing and role of elderly people in development 8.5 Economic development and growth	• Explain population and gender development • Discuss women empowerment • Describe role of women in population development • Discuss ageing and role of elderly people in development • Explain economic development and growth	Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(10) Shrawan

Prepared by

Approved by

Campus Chief

	Basic features, Model and criticism of each theory should be included)	• Analyze demographic transition and optimum theory of population with examples.			

Unit VI	**Urbanization and Industrialization**
	6.1 Meaning and classification of urban centre with reference to Nepal
	6.2 Trend of urbanisation
	   6.2.1 Developed countries
	   6.2.2 Developing countries
	   6.2.3 Nepal
	6.3 Current urbanisation policies in Nepal
	6.4 Effects of urbanization on population and environment
	6.5 Industrialization in Nepal
		• Give the meaning of and classify urbanization.
		• Disclose the trend and policies of urbanization.
		• Justify the effects of urbanization on population and environment.
		• Show the relationship between industrialisation and development.
			Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(15)
					
					Baisakh

Unit VII	**Population Policies and Programs**
	7.1 Concept of population policy and population programme
	7.2 Characteristics of population policy
	7.3 Classification of population policy
	7.4 Population policies and plan of Nepal
	7.5 Population education program in formal and non-formal sectors (focusing objective and activities)
	   7.5.1 Formal sectors:
	    • GON
	    - MOE: Curriculum Development Centre (CDC), National Centre for Education and Development (NCED), Higher Secondary Education Board (HSEB)
	    - T.U.: Faculty of Education and Central Department of Population Studies
	    - Open distance learning
	   7.5.2 Non formal Sectors
	    • MOE: Ministry of Health and Population and National Non Formal Education Centre
		• Define population policy.
		• Highlight the characteristics of population policy.
		• Classify population policy.
		• Analyse and examine the population policies of different plan.
		• Discuss the population education programme conducted by formal as well as non formal sectors and NGOs / INGOs.
			Lecture, Discussion, Question answer, Demonstration, Presentation.	Unite test, Assignment, Internal exam	(30)
					
					Jestha

Tribhuvan University
Diktel Multiple Campus
Diktel Khotang

Academic year :-2079 /2080
Level :- B. Ed. (4 years)
Year : First

Teaching hours :- 150

Class running day:- 150
(Falgun 2078 to 2080/05/15)

Subject :- Reading, Writing and Critical Thinking
Course No.: Eng. Ed. 417
Subject Teacher :- Krishna Bahadur Rai
Department :- Education

Date:- 2079 / 09 /11

Chapter	Contents	Specific Objectives	Teaching method	Evaluation scheme	Periods
Unit I	**Unit I: Reading** 1.1 Reading with a purpose 1.2 Reading for specific information 1.3 Reading for general information 1.4 Reading for main ideas 1.5 Reading critically and analytically 1.6 Reading for pleasure Reading and taking notes	• Read and comprehend the purposes of texts • Identify the general idea of the texts. • Find the main points in the texts. • Read and take notes of the important points. • Comprehend details of the texts. Read and analyze the texts.	Lecture, Discussion, Question answer, Demonstration, Presentation.	Unit test, Assignment, Internal exam.	(60)

Unit II	**Unit II: Writing**
	2.1 Purpose and audience
	2.2 Main ideas and supporting details
	2.3 The essentials of writing
	2.4 Writing an essay
	  2.4.1 The structure of an essay
	  2.4.2 The writing process
	  2.4.3 Writing with sources
	2.5 Creative writing
	  2.5.1 Different genres of creative writing
	  2.5.2 Writing anecdotes
	  2.5.3 Writing stories
	  2.5.4 Writing poems
	2.6 Writing journal entries
	2.7 Writing notes and summaries
	Writing reports and letters
		• Write keeping in mind the purpose an audience.
		• Organize main ideas with supporting details.
		• Explain the essentials of writing.
		• Write narratives and anecdotes.
		• Write reports and letters.
		• Write different types of essays.
		• Write creatively.
			Lecture, Discussion, Question answer, Demonstration, Presentation.	Unit test, Assignment, Internal exam	(60)

Campus Chief

| Unit III | Critical Thinking
1.1 Developing a critical mind
1.2 Analyzing
1.3 Arguing
1.4 Reflecting
1.5 Reasoning | • Read and analyze the text critically.
• Argue with reasons.
• Think independently.
• Debate confidently. | Lecture, Discussion, Question answer, Demonstration, Presentation. | Unit test, Assignment, Internal exam | (30) |

Prepared by

Approved by

Campus Chief

Tribhuvan University
Diktel Multiple Campus, Khotang Diktel
Teaching Plan

Subject Teacher : *Padam B. Bista*

Academic year : *2079/ 2080*

Faculty and year : *B.Ed. first*

Subject : *Calculus (417)*

Campus opening days:274

Class running days:152

Teaching hours:150

Exam running days:12

ECA conducting days : 16

S.N.	Objectives	Content, topic and lecture hours	Date	Teaching materials	Teaching method	Evaluation scheme	Rmrk
1	• Explain the limit and continuity in terms of ε, δ.	Unit I: Limits and Continuity (6) 1.1 Use of ε − δ in finding limit 1.2 Continuity and discontinuity 1.3 Geometrical meaning of continuity and discontinuity	Mansir 18 to 23	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam	
2	• Find the differential coefficient of different types of functions. • Explain the meaning successive differentiation. • Find the higher order derivatives of some specific functions. • State and prove Liebnitz theorem.	Unit II: Higher Order Derivatives (8) 2.1 Differentiation of hyperbolic and step functions 2.2 Definitions and notations of higher order derivatives 2.3 nth order derivative of the functions as x^m, $(ax+b)^m$, $\sin(ax+b)$, $\log(ax+b)$ etc. 2.4 Leibnitz theorem	Mansir 25 to poush 5	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam	
3	• Prove mean value theorems.	Unit III: Expansion of Functions	Poush 6	Hand outs,	Self study,	Unit test with	

Campus Chief

No.	Specific objectives	Contents	Time	Instructional materials	Teaching methods	Evaluation
	• Interpret Rolles' theorem, Lagranges' mean value theorem and Cauchy's mean value theorem. • Verify the mean value theorems for some functions. • Prove Taylor's theorem in finite and infinite forms. • Expand some functions in finite and infinite forms by using Maclaurin's series.	(12) 3.1 Rolle's Theorem 3.2 Lagrange's mean value theorem 3.3 Canchy's mean value theorem 3.4 Taylors theorem with different form of remainders 3.5 Maclaurins' theorem 3.6 Verfication of Rolle's theorem, Lagrange's mean value theorem and Cauchy's mean value theorem 3.7 Expansion of functions e^x, sinx, logx etc. in finite and infinite forms using Maclaurin's series	to magh 5	Slid, Reference book	lecture, discussion, demonstration, question answer	subjective question. Home assignment. Internal exam 2 time and pre board exam
4	• Prove and generalize L Hospital's theorem. • Find the limits of functions of different indeterminate forms.	Unit IV: Indeterminate forms (5) 4.1 Examples of various indeterminate forms 4.2 L hospital's theorem (of ÷ form) and its generalization 4.3 Indeterminate forms: $\frac{\infty}{\infty}$, $\infty \times 0$, $\infty - \infty$, 1^0, 1^∞, ∞^0 (introduction with examples) 4.4 Limits of functions of indeterminate forms	Magh 6 to 11	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
5	• Define partial derivatives w.r.t. x, y and z. • Interpret geometrically the partial derivatives of first order of two variables. • Find partial derivatives of higher order. • State and prove Euler's theorem on homogeneous functions and	Unit V: Partial differentiation (10) 5.1 Limits and continuity of functions of two variables 5.2 Definition of partial derivatives and interpretation of first order 5.3 Partial derivatives of higher order 5.4 Homogeneous functions and	Magh 12 to 23	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

No	Specific Objectives	Content	Time	Teaching Materials	Teaching Methods	Evaluation
	verify the theorem. • Explain total differentials. • Find $\frac{dy}{dx}$ of implicit functions using partial derivatives.	Euler's theorem on two and three variables with its converse 5.5 Theorems on total differentials 5.6 Theorem on the derivative of composite functions 5.7 Differentiation of implicit functions				
6	• Derive equation of tangent and normal of curves in explicit, implicit and parametric forms. • Find the angle of intersection of the curves in Cartesian and polar forms. • Find the length of tangent, normal, sub-tangent and subnormal in Cartesian and polar forms. • Find the derivative of arc length in Cartesian and polar forms. • Derive the angle between radius vector and tangent. • Find the length of perpendicular from pole on tangent. • Find pedal equation of the curves in Cartesian & polar forms.	Unit VI: Tangent and Normal (10) 6.1 Equation of tangent and normal 6.2 Problems on tangent and normal 6.3 Angle of intersection of the curves in Cartesian and polar forms 6.4 Length of tangent, normal, subtangent, subnormal in Cartesian and polar forms 6.5 Derivative of are length (Cartesian and polar form) 6.6 Angle between radius vector and tangent 6.7 Pedal equation of Cartesian and polar curves	Magh 24 to phagun9	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
7	• Define increasing and decreasing functions, concavity, convexity, point of inflection, stationary point, saddle point. • Derive necessary and sufficient conditions for maximum and minimum. • Determine the conditions for	Unit VII: Maxima and Minima (10) 7.1 Definitions of increasing and decreasing functions, concavity, convexity, point of inflection, stationary point, and saddle point 7.2 Conditions for concavity and convexity	Phagun 10 to 21	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

Campus Chief

#	Specific Objectives / Content	Reference	Materials	Teaching Method	Evaluation
	• maximum and minimum of the functions of two and three variables. • Solve the problems on maximum and minimum (application type). Necessary and sufficient condition for maximum and minimum of functions of one, two or three variables. 7.4 Extreme values under subsidiary conditions 7.5 Lagrange's method of undetermined multipliers 7.6 Problems on maxima and minima of two or three variables					
8	• To give meaning of curvature • Find radius of curvature of different curves. • Find radius of curvature at origin • Deduce the chord of curvature through the origin (pole). • Define center of curvature, circle of curvature, evolutes, involutes. • Deduce the expressions for center of curvature. Unit VIII: Curvature (10) 8.1 Definition of curvature and its intuitive meaning 8.2 Radius of curvature of different types of curves 8.3 Curvature at origin 8.4 Chord of curvature through the origin (pole) 8.5 Center of curvature 8.6 Circle of curvature 8.7 Center of curvature and its property	Phagun 22 to chitra 5	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration ; question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
9	• Define asymptotes. • Find asymptotes parallel to x-axis and y-axis. • Find oblique asymptotes. • Find asymptotes of curves in polar form. Unit IX: Asymptotes (6) 9.1 Definition of asymptotes with illustration in figure 9.2 Asymptotes parallel and non-parallel to the axes 9.3 Asymptotes of algebraic curves 9.4 Asymptotes of polar curves	Chitra 6 to 12	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration , question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
10	• Describe rules for tracing curves in Cartesian and polar forms. • Trace some well-known curves in Cartesian and polar forms. • Define envelope. Unit X: Curve Tracing (6) 10.1 Rules for tracing Cartesian and polar curves 10.2 Tracing curves of some well-known curves	Chaitra 13 to 24	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration , question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

	Specific Objectives	Content	Time	Materials	Teaching Methods	Evaluation
1 5	Gamma functions to evaluate some integrals. • Find area of the curves in both Cartesian and polar forms. • Find the sectorial area of plane regions. • Find the length of arc of curve in both Cartesian and polar forms. • Find the intrinsic equation from Cartesian, Polar and Pedal equations. • Find the surface area and volume of solids of revolution: the axes of revolution being the x-axis, y-axis or any line in the plane.	Properties of Beta and Gamma functions Unit XV: Quadrature, Rectification, Volume and Surface Area of Revolution (16) 15.1 Area in Cartesian coordinates 15.2 Area in polar coordinates 15.3 Area between two curves 15.4 Length of the arc of curve in Cartesian and polar form 15.5 Intrinsic equations from Cartesian and polar equations 15.6 Volume of solids of revolution 15.7 Surface area of solids of revolution (the axes being x-axis, y-axis or any line)	Jest 1 to 18	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
1 6	• Form the family of curves in terms of differential equation and interpret geometrically the meaning of differential equation. • Solve equation of the first order and first degree homogeneous linear equations. • Solve equations of first order but not of the first degree solvable for p, x or y. • Solve linear differential equations with constant coefficients. • Solve homogeneous linear equations.	Unit XVI: Differential Equations (15) 16.1 Ordinary differential equation of first degree 16.1.1 Meaning Concept and Definitions 16.1.2 Concept of ordinary differentiation equation 16.1.3 General and particular solution 16.1.4 Change of variable 16.1.5 Homogeneous equations 16.1.6 Equations reducible to homogeneous equations 16.1.7 Linear differential equation 16.1.8 Equations reducible to linear form 16.1.9 Concepts and types of orthogonal and oblique trajectories 16.2 Linear differential equations	Jest 19 to Saun 3	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

Campus Chief

	Specific Objectives	Content	Time	Teaching Materials	Teaching Methods	Evaluation
1 1	• Give analytical definition of envelope of one parameter family of curves. • Determine envelope of one parameter family of curves. • Define two parameter family of curves. • Determine envelope of two parameter family of curves.	Unit XI: Envelope (6) 11.1 Envelope and its examples 11.2 Envelope of straight lines 11.3 Envelope of a family of curves 11.4 Envelope of two parametric family of curves	Chitra 26 to Baisak3	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration , question answer	exam Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
1 2	• Integrate different types of functions of standard forms by different methods	Unit XII: Indefinite Integral (6) 12.1 Integration of some standard integrals	Baisak 4 to 10	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration , question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
1 3	• Define integration as the limit of a sum. • Give the geometrical interpretation of $\int_a^b f(x)\,dx$. • To state and prove the theorems and properties of definite-integral. • Solve the problems of definite integral by definition and using properties. • Find the integration of infinite (or improper) integrals.	Unit XIII: Definite integral (6) 13.1 Integration as the limit of a sum 13.2 Geometrical interpretation of $\int_a^b f(x)\,dx$ 13.3 General properties of definite integral 13.4 Methods of evaluating infinite (or improper) integrals	Basiak 11 to 17	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration , question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
1 4	• Find the reduction formula for some standard integrals. • Define Beta and Gamma function. • Prove the properties of beta and gamma functions. • Apply the properties of Beta &	Unit XIV: Reduction formulae, and Beta and Gamma functions (10) 14.1 Reduction formulae for some special functions 14.2 Definition of Beta and Gamma functions	Baisak 18 to 28	Hand outs, Slid, Reference book	Self study, lecture, discussion, demonstration , question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

with constant coefficients 16.2.2 Equation of the second order 16.2.2 Auxiliary equation and their roots, complimentary functions 16.2.3 Particular Integral 16.2.4 Methods of finding particular Integral		
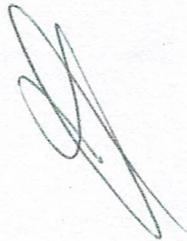
Teaching Plan-B.B.S. First Year

Teaching Plan-B.B.S. First Year

Tribhuvan University
Diktel Multiple Campus, Khotang Diktel
Teaching Plan

Subject Teacher :*Sher Bahadur Tamang*
Academic year:*2078/079*
Faculty and Year: *BBS first*
Subject: *Business Economics*

Campus opening days:274
Class running days:152
Teaching hours:150

Exam running days;18

ECA conducting days:14

SN	Unit, Teaching item and period	Specific Objectives	Date	Teaching method	Evaluation scheme	Remarks
1	Unit 1: Introduction LH 5 Concept of business (managerial) economics; Relation of business economics with traditional economics; Meaning, scope, use and limitations of microeconomics.	Concept of business (managerial) economics; Relation of business economics with traditional economics; Meaning, scope, use and limitations of microeconomics.	Shrawan 2-10	➤ Lecturer Method ➤ Self Study ➤ Discussion ➤ Question Answer	➤ Home Assignment ➤ Unit Test Exam ➤ Internal Exam	
2	Unit 2: Theory of Demand and Supply and Equilibrium Price Demand function, determinants of demand, movement and shift in demand curve; Supply function, determinants of supply, movement and shift in supply curve; Market equilibrium; Change in equilibrium due to shift in demand curve and supply curve. (Numerical exercise)	Theory of Demand and Supply and Equilibrium Price Demand function, determinants of demand, movement and shift in demand curve; Supply function, determinants of supply, movement and shift in supply curve; Market equilibrium; Change in equilibrium due to shift in demand curve and supply curve.	Shrawan 11-30	➤ Lecturer Method ➤ Self Study ➤ Discussion ➤ Question Answer	➤ Home Assignment ➤ Unit Test Exam ➤ Internal Exam	
3	Unit 3: Elasticity of demand and supply LH 20 Concept and types of price, income and cross elasticity of demand; Measurement of price, income and cross elasticity of demand: Total outlay, point and arc method; Uses of price, income and cross elasticity;	Concept and types of price, income and cross elasticity of demand; Measurement of price, income and cross elasticity of demand: Total outlay, point and arc method; Uses of price, income and cross elasticity; Concept of elasticity of supply;	Bhadra 1-26	➤ Lecturer Method ➤ Self Study ➤ Discussion ➤ Question Answer	Unit test with subjective question. Home assignment. Internal exam 2. time and pre board exam	

#	Content		Date	Teaching Method	Evaluation
4	Concept of elasticity of supply; Measurement of elasticity of supply.	Measurement of elasticity of supply			
	Unit 4: Theory of Consumer Behavior LH 20 Concept of cardinal and ordinal utility analysis; Cardinal approach: Assumptions, consumer's equilibrium, criticisms and derivation of demand curve (cardinal approach); Ordinal approach: Indifference curve: Concept, properties, marginal rate of substitution, price line and consumer's equilibrium; Price effect: Derivation of PCC; Income effect: Derivation of ICC; Substitution effect: Hicksian approach; Decomposition of price effect into income and substitution effect: Hicksian approach; Derivation of demand curve: (ordinal approach).	Concept of cardinal and ordinal utility analysis; Cardinal approach: Assumptions, consumer's equilibrium, criticisms and derivation of demand curve (cardinal approach); Ordinal approach: Indifference curve: Concept, properties, marginal rate of substitution, price line and consumer's equilibrium; Price effect: Derivation of PCC; Income effect: Derivation of ICC; Substitution effect: Hicksian approach; Decomposition of price effect into income and substitution effect: Hicksian approach; Derivation of demand curve: (ordinal approach).	Bahdra 27- Ashwin 30	➤ Lecturer Method ➤ Self Study ➤ Discussion ➤ Question Answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
5	Unit 5: Theory of Production LH 16 Production function: Meaning, long run and short run production function and concept of Cobb-Douglas production function; Concept of total product, average and marginal product; Law of variable proportions; Isoquant: Meaning and properties; Marginal rate of technical substitution. Iso-cost curve. Optimal combination of inputs. Laws of return to scale.	Production function: Meaning, long run and short run production function and concept of Cobb-Douglas production function; Concept of total product, average and marginal product; Law of variable proportions; Isoquant: Meaning and properties; Marginal rate of technical substitution. Iso-cost curve. Optimal combination of inputs. Laws of return to scale.	Kartik 22- mansir 10	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
6	Unit 6: Cost and Revenue Curves LH 17 Concept of cost: Actual cost and opportunity cost, implicit cost and explicit cost, accounting and economic	Concept of cost: Actual cost and opportunity cost, implicit cost and explicit cost, accounting and economic cost, historical cost and replacement cost, separable	Mansir 11- 30	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment.

	Content	Time	Teaching methods	Evaluation
	cost, historical cost and replacement cost, separable cost and common cost. Derivation of short run cost curves. Reason for the 'U' shape of short run average cost curve. Derivation of long run cost curves. Relationship between short run and long run AC and MC curve. Shape of the long run average 14 cost curve: Theoretical reason and empirical evidence. Concept of economies of scale and economies of scope. Concept of revenue: Total revenue, average revenue, and marginal revenue. Revenue curves under perfect and imperfect competition. Relation between average and marginal revenue curves. Relationship between price elasticity and marginal revenue and total revenue.			Internal exam 2 time and pre board exam
7	Unit 7: Theory of Product Pricing LH 30 Perfect competition: Meaning and characteristic of perfect competition; Pricing under perfect competition: Equilibrium of firm and industry in short run and long run (TR-TC approach and MC-MR approach); Derivation of short run and long run supply curve of a firm and industry Monopoly: Meaning and characteristic of monopoly; Pricing under monopoly: Equilibrium of firm in short run and long run (TR-TC approach and MC-MR approach); Price discrimination:	Poush 1 - magh 5	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

Teaching Plan-B.B.S. First Year

	Degree of price discrimination and price and output determination under discrimination; Dumping Monopolistic competition: Meaning and characteristics of monopolistic competition; Pricing under monopolistic competition: equilibrium of firm in short run and long run; equilibrium of firm under product variation and selling expenses Oligopoly: Meaning and characteristic of oligopoly; Pricing under cartel (aiming at joint profit maximization).	output determination under discrimination; Dumping Monopolistic competition: Meaning and characteristics of monopolistic competition; Pricing under monopolistic competition: equilibrium of firm in short run and long run; equilibrium of firm under product variation and selling expenses Oligopoly: Meaning and characteristic of oligopoly; Pricing under cartel (aiming at joint profit maximization).		
8	Unit 8: Theory of Factor Pricing LH 22 Pricing of inputs in perfect competition and imperfect competition market. Rent: Modern theory of rent. Wages: Marginal productivity theory of wages, Concept of collective bargaining and minimum wages fixation. Interest: Loanable fund theory and Liquidity Preference Theory of interest. Profit: Economic and Business Profit, Dynamic Theory and Innovation Theory of Profit.	Pricing of inputs in perfect competition and imperfect competition market. Rent: Modern theory of rent. Wages: Marginal productivity theory of wages, Concept of collective bargaining and minimum wages fixation. Interest: Loanable fund theory and Liquidity Preference Theory of interest. Profit: Economic and Business Profit, Dynamic Theory and Innovation Theory of Profit	Magh 6-30	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

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Ass. Campus Chief

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Campus Chief

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Teaching Plan-B.B.S. First Year

Page-950

Sample Copy of Teaching plan of some subjects

Diktel Multiple Campus, Khotang Diktel

Teaching Plan

Subject Teacher :*Harka Bir Rai*

Academic year:*2078/ 2079*

Faculty and year:*BBS first*

Subject: *Financial Accounting and Planning (211)*

Campus opening days:274

Class running days:152

Teaching hours:150

Exam running days:18

ECA conducting days:14

S N	Unit, Teaching item and period	Specific Objectives	Date	Teaching method	Evaluation scheme	Rem arks
1	Unit I: Basic Understanding of Financial Accounting Forms of business entities: sole proprietorship, partnership and corporate entities; Cyclical nature of business: financial cycle and operating cycle; Financial accounting : concept, features objectives and scope ; Book-keeping, accounting and accountancy; Nature of accounting; Qualitative features of accounting information; Users and uses of accounting information: internal users and external users; Limitations of financial accounting; Bases of accounting: cash and accrual bases of	-To be clear about meaning, forms, nature of financial accounting -To be known about meaning, feature, objectives, scope of book keeping -About the qualitative features of accounting information users of accounting information -Limitation and basis of accounting	LH=8 Falgun 1 to 16	- Lecturer - Discussion - Question and Answer	Home Assignment Unit Test Internal Exam Pre board Exam	

Sample Copy of Teaching Plan of some subjects

SN	Content	Objectives	Time	Teaching Methods	Evaluation
	accounting; and Accounting and other disciplines	about GAAP its features and basic accounting concept			
2	Unit 2: Conceptual Framework of Accounting GAAP and its features; Basic accounting concepts: the business entity concept, the monetary concept, the going concern concept, the cost concept, the dual aspect concept, the accounting period concept, the realization concept, the accrual concept and the matching concept; Accounting concepts Vs. Accounting conventions; Basic accounting conventions: consistency, conservatism, materiality and full disclosure; Accounting standards: meaning, nature, need and significance of accounting standards; NAS,IAS, NFRS, IFRS; Classification of Accounting standards; Ethics in accounting.	- Make them known about basic accounting conventions - Make them known about accounting standard ,need , significance, NAS,NFRS,IFRS and classifications - Ethics in accounting	Falgun 17 to 30	- Lecturer - Discussion - Question and Answer	-Home Assignment -Unit Test -Internal Exam -Pre board Exam
3	Unit 3: Accounting Process Accounting events of business: concept and types; Source documents: concept, types and role in recording transactions; Accounting equation for analyzing the transactions; Debit and credit and their rules; Recording process of accounting events: journal, sub-division of journal, ledger, and trial balance	- Make them known about accounting event of business and types - Sources of documents - Make them about to prepare the accounting equation - Debit and credit and their rules - Journal, sub division of journal, ledger and trial balance	LH=23 Chaitra 1 to 26	- Lecturer - Discussion - Question and Answer	-Home Assignment -Unit Test -Internal Exam -Pre board Exam

No.	Unit / Content	Objectives	LH / Date	Teaching Methods	Evaluation
4	Unit 4 :Accrual Basis of Accounting Accrual versus cash basis of accounting; Adjusting entries: concept and types of adjusting entries; Adjusted trial balance; Closing entries: concept and types of closing entries.	- Students will be clear about cash and Accrual basis accounting - Student will know to records of adjustment entries and prepare the adjusted trial balance	LH=10 Chaitra 27 to Baisakh 12	- Lecturer - Discussion - Question and Answer	-Home Assignment -Unit Test -Internal Exam -Pre board Exam
5	Unit 5: Accounting for Inventories and Cost of Goods Sold Concept, nature and cost of inventory; Cost of goods sold model; Inventory valuation and income measurement: periodic and perpetual system; Methods of inventory valuation in periodic and perpetual system; Inventory estimation: retail inventory method and gross profit method; Effect of inventory valuation on cost of goods sold and its disclosure; Analyzing the management of inventory: inventory turnover ratio and number of days' sales in inventory.	- Students will be clear about Accounting for Inventories and Cost of Goods Sold - Student will be able to record the accounting of inventories and cost of goods sold	LH=8 Baisakh 13 to Jestha 10	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
6	Unit 6: Accounting for Cash and Internal Control Concept and nature of cash ; Internal control and principles of internal control activities; Cash receipts and disbursement control; Preparation of	- Students will be able to know the Concept and nature of cash ; Internal control and principles of internal control activities;	LH=6 Jestha 11 To Jestha	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home

No	Content	Time	Objectives	Teaching methods	Evaluation
	bank reconciliation statement; adjusting entries; petty cash fund; Effect of cash in balance sheet; Internal control procedures.		Cash receipts and disbursement control - Students will able to prepare the bank reconciliation statement and petty cash book		assignment. Internal exam 2 time and pre board exam
7	**Unit 7: Accounting for Receivables** Concept, nature and types of receivables; Recognition and valuation of accounts receivables: presentation of accounts receivable in balance sheet, Recognition and valuation of notes receivables; Balance sheet presentation of notes receivable; Analyzing the management of accounts receivable: Accounts receivable turnover ratio and days' sales outstanding.	LH=6 Jestha 21 to Ashadh 3	- Student will be able to know Concept, nature and types of receivables; Recognition and valuation of accounts receivables - Student will b to keep the accounting fo receivables	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
8	**Unit 8: Accounting for Current Liabilities and Contingencies** Concept and nature of current liabilities; types of current liabilities: Accounts payable, notes payable, tax payable, other accrued liabilities (accrued expenses and unearned income) and current maturities of long-term debt; Recognition and valuation of accounts payable and notes payable; Balance sheet presentation of accounts and notes payable; Concept of contingent liabilities; Accounting entries of product warranty and guarantees; Analyzing the management of current liabilities	LH=6 Ashadh 4 to Ashad 15	- To know the Concept and nature of current liabilities; types of current liabilities: Accounts payable, notes payable, tax payable, other accrued liabilities (accrued expenses and unearned income) and current maturities of long-term debt - Students will be able to methods of accounting treatment of current liabilitie	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

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Sample Copy of Teaching plan of some subjects

#	Unit	Objectives	LH	Time	Teaching Activities	Evaluation
9	**Unit 9: Accounting for Long-Lived Assets** Concept, features and types of long lived assets; Acquisition cost of tangible long lived assets; Depreciation of tangible long lived assets: Straight-line method, diminishing balance method, unit of activity method and depreciation fund method; Choice of depreciation method; Disposal of long lived assets; Impact of depreciation on profit measurement; Capital versus Revenue expenditure; Effect of long lived assets in balance sheet; Analyzing the management of long lived assets.	and contingencies - To know about Concept, features and types of long lived assets; Acquisition cost of tangible long lived assets; Depreciation of tangible long lived assets - To know the methods of depreciation and accounting techniques	LH=10	Ashadh 16 to Shrawan 4	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
10	**Unit 10: Accounting for Long Term Liabilities** Concept of long term liabilities; Concept, features and types of debentures or bonds ; Accounting entries for issuance and retirement of debentures or bonds; Balance sheet presentation of debentures or bonds; Concept and types of leases: Acquisition of capital lease; depreciation of leased asset; amortization of lease obligation; balance sheet presentation of lease obligation; analyzing the management of long-term debt.	- Students will know the concept of long term liabilities and its accounting entries	LH=8	Shrawan 5 to Shrawan 17	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
11	**Unit 11: Accounting for Shareholders' Equity** Concept of shareholder's equity; Components of shareholders equity: Common share, preference share, additional paid-in capital, and retained earnings; Balance sheet presentation of	- Students will be able to know about theoretical portion of shareholders equity - Students will be able to accounting treatment of	LH=7	Shrawan 18 to Shrawan	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment.

Sample Copy of Teaching plan of some subjects

SN	Content	Objectives	LH/Time	Teaching methods	Evaluation
	shareholder's equity; Accounting entries for issuance of share or stock; Accounting entries for treasury share or stock; Accounting entries for cash and stock dividend, stock split and its effect on shareholder's equity; Analyzing the management of shareholders' equity.	shareholders equity	30		Internal exam 2 time and prè board exam
12	Unit 12: Basic Financial Statements Financial statements-means of communicating accounting information: concept, purpose, types and relationship; Income statement: concept and types of income statement, components of an income statement, preparation of single step and multi step income statement; Statement of retained earnings: concept, components and preparation of retained earnings statement; Statement of financial position or balance-sheet: concept, purpose, components and preparation of classified statement of financial position or balance sheet; Statement of changes in owners' equity: concept, components and preparation of statement of changes in owners' equity. (Disclosure required for financial statements as per Nepal Company Act and NFRS).	- Students will be able to know about theoretical concept of financial statement - Students will be able to prepare the Basic financial statement	LH =20 Bhadra 1 to Bhadra 25	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
13	Unit 13: Cash Flow Statement Meaning, objectives and importance of cash flow statement; Contents of cash flow statement; preparation of cash flow statement using trail balance of a year; Preparation of cash flow statement using balance-sheets of two dates	- To know about Meaning, objectives and importance of cash flow statement; Contents of cash flow statement - Student will be able to prepare the cash	LH=12 Bhadra 26 To Asoj 10	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal

Sample Copy of Teaching plan of some subjects

		flow statement			exam 2 time and pre board exam
	under direct and indirect method.				
14	**Unit 14: Value Added Statement** Value added: concept and its application; Value added statement: concept, contents and advantages; Preparation of value added statement showing value added generated and applied.	- student will be able to about value added statement, advantage, application - Student will be able to prepare the value added statement	LH=6 Asoj 11 to Kartik 10 LH=6	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
15	**Unit 15: Analysis of Financial Statement** Meaning, objectives, need and importance of financial statement analysis; Types of financial statement analysis: Horizontal and vertical analysis, comparative and common size statement analysis and their application. Ratio analysis: concept, uses, importance and limitations of ratio analysis; Types, computations and interpretations of: liquidity (current ratio and quick ratio), capital structure (debt-equity ratio, debt to total capital ratio, interest coverage ratio and debt coverage ratio), efficiency (stock turnover ratio, receivable turnover ratio including collection period, payable turnover ratio including payable period, fixed assets turnover ratio, total assets turnover ratio, capital employed turnover ratio). Profitability	- Students will be able to know about Meaning, objectives, need and importance of financial statement analysis; Types of financial statement analysis: Horizontal and vertical analysis, comparative and common size statement analysis and their application. Ratio analysis: concept, uses, importance and limitations of ratio analysis - Student will be able.	LH=12 Kartik 11 to Mansir 20	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

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Teaching Plan-B.B.S. First Year

Tribhuvan University

Diktel Multiple Campus, Khotang Diktel

Teaching Plan

Subject Teacher : *Padam Bista*

Academic year:2078/ 2079

Campus opening days:274

Faculty and year:*BBS first*

Subject:*Business Statistics (202)*

Class running days:152

Teaching hours:150

Exam running days;18

ECA conducting days:14

Unit, Teaching item and period	Specific Objectives	Date	Teaching method	Evaluation scheme	Remarks
Unit 1: Introduction to Statistics LH 5 Meaning, scope and limitation of statistics, Importance of statistics in Business and Management, Types and sources of data, Methods of collection of primary and secondary data, Precautions in using; secondary data, Problems of data collection.	1. Define Statistics and statistical methods 2. Describe the characteristics of statistics 3. Explain the main function, Limitation of Statistics 4. Explain the application of Statistics in business and management.	Phag un 1 to 5	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam	
Unit 2: Classification and	1. State the scope of	Phag	Self study,	Unit test with	

No.	Content	Specific Objectives		Teaching Method	Evaluation
	Presentation of Data LH 5 Data classification (need, meaning, objectives and types of classification); Construction of frequency distribution and its principles; Presentation of data: Tabular presentation; Diagrammatic presentation: Bar diagram, Pie diagram; Graphic presentation: Histogram, frequency polygon, Frequency Curve and Ogive (Illustrations related to Business and Management).	data collection 2. Differentiate between primary and secondary data 3. List the questionnaires of data gathering 4. Present the data in the form of different frequency distribution form different charts and Ogives curves	un 6 to 11	lecture, discussion, demonstration, question answer	subjective question. Home assignment. Internal exam 2 time and pre board exam
3	Unit 3: Measures of Central Tendency LH 15 Mean: Simple and Weighted (Arithmetic Mean, Geometric Mean and harmonic Mean), median, partition values, mode, Properties of averages, choice and general limitation of an average.	1. Describe the requisite characteristics of measure of central location 2. Define the various measures of central tendency, to calculate the AM, GM and HM from the different data, to calculate the median and mode from	Phag un 12 to Chaitra 2.	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

eaching Plan-B.B.S. First Year

	Content	Specific objectives	Reference	Teaching methods	Evaluation
		different data and state the properties of mean, median and mode 3. List the merits and demerits of various measures of central tendency and compute the relationship between mean, median and mode			
4	Unit 4: Measures of Dispersion LH 15 Absolute and relative measures, Range, Quartile deviation, mean deviation, standard deviation, coefficient of variation, Lorenz curve.	1. Define the various measures of dispersion 2. To define and calculate range, Q.D., M.D., S.D. and C.V. 3. Explain the relative measures of dispersion and calculate the relative measures of dispersion.	Chaitra 4 to 21	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
5	Unit 5: Skewness, Kurtosis and Moments LH 15 Meaning, objective and measurement of Skewness,	1. Difine Skewness, Kurtosis and Moments 2. To calculate	Chaitra 22 to Baisa	Self study, lecture, discussion, demonstrati	Unit test with subjective question. Home

	Content	Objectives	Time	Teaching methods	Evaluation
	Karl Pearson's and Bowley's Method; Five Number Summary, Box–Whisker Plot; Kurtosis and its measurement by Percentile method; Meaning of moments, Central and Raw moments and their relationship; Measurement of Skewness and Kurtosis by moment method.	Skewness, Kurtosis and Moments. 3. Explain the relationship between five number summaries. 4. To discuss and calculate correlation coefficient from different data. (Including bivariate data) and analyze the calculate value.	k 9	on, question answer	assignment. Internal exam 2 time and pre board exam
6	Unit 6: Simple Correlation and Regression Analysis LH 15 Karl Pearson's correlation coefficient including bi-variate frequency distribution, coefficient of determination, Probable Error, Spearman's Rank Correlation coefficient; Concept of Linear and Non-linear regression; Simple linear regression equations including bi-variate frequency distribution, Properties of regression	1. To discuss the significance and the concept of regressing, to calculate, analyze and use of linear regression equations from different perspectives	Baisak 11 to Jestha 5	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

coefficients.

S.N.	Content	Specific Objectives	Time	Teaching Methods	Evaluation
7	Unit 7: Analysis of Time Series LH 15 Meaning, need and components of time series. Measurement of trend: Semi-average, moving average, method of least squares; Measurement of seasonal variation: Method of simple average and Ratio to moving average	1. Understand, know the application sector, the meaning and importance of time series 2. To understand different variations in time series (secular trend, cyclic fluctuation, seasonal variations, irregular variations) 3. To know, calculate and application of different measurement of trend and to find the relations between different measures	Jestha 6 to24	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
8	Unit 8: Index Numbers LH 15 Meaning and types of Index Number; General rule and problems in construction of Index Number Methods of constructing index numbers: Simple and weighted (Aggregative and	1. To describe the meaning and importance of index number and familiar with the different types of index number 2. To calculate different weighted and un-	Jestha 25 to Saun 10	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

	Content	Specific Objectives	Reference	Teaching Methods	Evaluation
	Price Relative Method) Laspeyre's and Paasche's Index Number, Fisher's Ideal Index Number; Time and Factor Reversal Tests Cost of living index number (Consumer's price index number): Aggregative Expenditure Method and Family Budget Method, Base shifting and Deflating	weighted index numbers. 3. To calculate consumer's price index numbers by different methods.			
9	Unit 9: Probability LH 10 Definition of probability, Addition and Multiplication theorem, Application of Combination in Probability, Conditional probability and Baye's Theorem.	1. To describe meaning and types of probability 2. To calculate probability by using different methods (addition, multiplication, conditional, Bay's theorem)	Saun 11 to22	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
10	Unit 10: Sampling and Estimation LH 5 Meaning of sample and population, census versus sampling, Sampling Techniques, Concept of Sampling distribution,	1. To know the meaning of sampling, sample and population. 2. To identify and define types of sampling (	Saun 23 to 29	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre

	Content	Specific Objectives	Time	Teaching methods	Evaluation
					board exam
	standard error, Estimation, estimator; Concept of types of estimates: Point and Interval	Probability and non-probability) 3. To familiarizations with probability and non probability sampling techniques. 4. To understand sampling distribution standard error, estimation (point and interval)			
1 1	Unit 11: Quantitative Analysis LH 15 Introduction to quantitative analysis; Application of management science: Scientific approach to decision making, Decision making under the condition of uncertainty and risk, Expected Profit, Expected Profit with perfect information and Expected value of perfect information, Linear Programming Problem: Problem formulation with two decision variables, Graphical solution of Maximization and	1. To describe quantitative analyses 2. To calculate expected values, expected profit by different perspectives. 3. To know the problem formulation with two decision variables. 4. To find maximum values using graphical methods.	Saun 30 To Bhadra 23	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

S.N.	Content	Objectives	Time	Teaching methods	Evaluation
	Minimization problems.				
1 2	**Unit 12: Determinant LH 10** Definition of determinant, Methods of finding the numerical values of determinant upto three order, Properties of determinant and its use to find the numerical values of determinants, Cramer's Rule to solve simultaneous equations up to three variables.	1. To definition, to identify types, order, properties of determinants. 2. To use Cramer's rule to solve simultaneous equations up to three variables.	Bhadra 25 to Kartic15	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam
1 3	**Unit 13: Matrix LH 10** Definition and types of matrix, Addition, subtraction and multiplication of matrices, Cofactors, Transpose, Adjoint and Inverse of a matrix, Inverse and Row Operations method to solve simultaneous equations upto three unknowns. (Illustrations and applications in all chapters should be based on Business and Management situation as far as possible.)	1. To define types, order, properties of matrix. 2. To know the rules of addition, subtraction and multiplication of matrix 3. To calculate adjoint and inverse of matrix. 4. To use inverse and row operation method to solve simultaneous equations upto three variables.	Kartik 16 to 29	Self study, lecture, discussion, demonstration, question answer	Unit test with subjective question. Home assignment. Internal exam 2 time and pre board exam

Checked By

Ass. Campus Chief

Approved By:

Campus Chief

रामबारी पहेख

Campus Chief
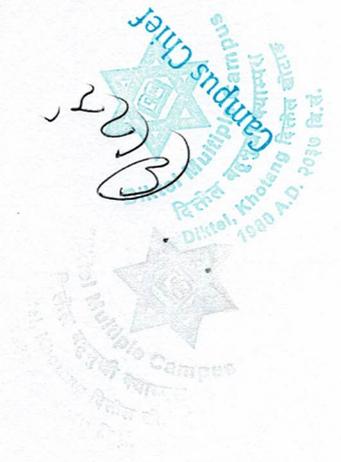
Tribhuvan University
Diktel Multiple Campus, Khotang Diktel
Teaching Plan

Subject Teacher : B.K. Rai
Level : BBS First year
Total Opening Days :222
Academic year :2078/79 Total class running days :150
Internal and board exam day faculties and year : ECA/and Other Occasional Program Days : 25
Subject : Principles of Management (MGT 213)

S.No.	Chapter	Months	Period	Content	Objectives Students are able to know about-	Teaching methods	evaluation scheme
1.	One	2078 Chitra 20- 2079 Baisakha 14	15	The nature of organization	• Concepts of organization • Organizational goals: concept, purposesand types • Features of effective organiazational goals • Goal formulation :process and approaches • Goal succession and displacement • Problems goal formulation • Changing perspective of organization	• Lecturer • Discussion • Using teaching materials • presentation • Field observation	• Class test • Question-answer • Home assignment • Presentation • Discussion • Obervation
2	Two	Baisakha 15- Baisakha 28	10	Introduction to management	• Management : definition, characteristics functions, principles • Managerial hierarchy, Types of managers • Managerial skills and roles; Management careers • Emerging challenges for management.	"	"
3.	Three	Baisakha 29- Jestha 18	15	Management : history and current thinking	• Classical theory : Introduction, Contribution and limitation, Human relations and behavioral science theories, System theory • Decision theory, Management science theory, Contingency theory, • Emerging management concepts: workforce diversity, outsourcing, knowledge management, learning organization.	"	"
4.	Four	Jestha 19- Jestha 17	16	Environmental context of management	• Concepts of business environment • Types of business environment : internal and external • Basic components o external environment economic, socio-cultural, political and technological • Environmental scanning : concept and methods • SWOT analysis • Social responsibility		

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Campus Chief

	Unit	Date	Hrs	Topics
5.	Five	Jestha 29- Saun 5	20	• Business ethics : Meaning and significance • Emerging business environment in Nepal.
	Planning and making decisions			• Planning : Concept, types, process, and importance • Elements of decision situation • Strategic planning : fundamentals pf strategic planning • Tactical planning: comparing and coordinating strategic and tactical planning • The planning levels of management • Decision making : Definition and approaches, conditions of certainty and uncertainty • Management by objectives (MBO) : Factors necessary for a successful MBO program • Decision making : mening, types and process • Group decision making : advantages and process
6.	Six	Saun 6 Saun 31	18	
	Fundamentals of Organizing			• Organizing : Concept, principles and process • Approaches to organizing : Classical, behavioural, contingency • Departmentalization : Meaning and types • Delegation of authority : meaning, steps, obstacles, Eliminating obstacles to delegation process • Ccentralization and decentralization : Meaning, advantages and disadvantages • Concept of organic and mechanistic views of organization • Organiza architectures : vertical differentiation (tall vs. flat hierarchies),. horizontal differentiation (functional structure, multidivisional strure, geographic structure and matrix structure) • Modern organizational structures : team, network, and 360 degree structure
7.	Seven	Bhadau 1-29	22	
	Leadership and motivation			• Leadership : Concept, functions, styles • Approaches to leadership : Trait, behavioural and situational • Leadership today : transformational, coaching entrepreneurial leadership, Leadership situations and decisions; Team management • Conflict :meaning and types

8.	Eight	Bhadau 30- Asoj 7	8	Funadamental of influencing and communication	• Managing conficst in organization • Motivation : concept and process • Theories of motivation : Need hierarchy and motivation-hygiene • Strategies for motivating employees • Influencing: Concept and fundamentals • Influencing people; Influencing subsystem; • Communication : Concept, structure, and process • Types of communication : formal and informal, interpersonal and nonverbal communication in organization • Barriers to effective communication • Enhancing effective commuication
9.	Nine	Kattis 1- 22	11	Control and quality management	• Control systems : Concept, process, types and characteristics of effective control system : • Potential barriers to successful controlling : • Quality control systems • Total quality management (TQM) : concept and tools • Deming management : Principles and techniques • The quality improvement process
10.	Ten	Kattil 23- Magra 2	8	Managing the global arena	• Globalization :Concept ,effects; Fundamental of international management • Multinational companies : meaning, types, advantages and disadvantages • Dizital dimentioning and planning. organizing, influencing and controlling
11.	Eleven	Marga 4-16	7	Management trends and scenario in Nepal	• Growth of business sector in Nepal • Major industries in Nepal : manufacturing, export-oriented import-substitution and service sector • Existing management practices and business culture in Nepalese organization • Major problems of businesses in Nepal

Tribhuvan University
DIktel Multiple Campus, khotang Diktel
Teaching Plan

Subject Teacher:- Parjun Rai

Level:- B.A. Frist year

Academic Year:- 2078/079

Subject:- आधुनिक नेपाली कथा, उपन्यास र नाटक(४२१)

S.N.	Chapter	content	Objects	Teaching Methods	Evaluation Scheme	Periods
१	एक	खण्ड 'क' आधुनिक.नेपाली कथाको अध्ययन :- क. साहित्यका मुख्य विधाका सापेक्षतामा कथाको विधागत स्वरुप, कथाको परिभाषा, तत्त्व र प्रकारहरू ख. आधुनिक नेपाली कथाको विकासक्रम -आधुनिक नेपाली कथाको प्रवर्तन तथा विकासप्रक्रियाका चरण र धारागत प्रवृत्ति एवं तिनका प्रमुख प्रतिभा र उपलब्धिको विवेचना ग प्रमुख नेपाली कथाकार र तिनका कथाको विवेचना अ. निर्धारित कथाकारका प्रवृत्तिगत मुख्य विशेषताको विवेचना आ. निर्धारित कथाको पठनबोध र आस्वदन एवं कथावस्तु, चरित्र, परिवेश, दृष्टिविन्दु, भाषाशैली, उद्देश्य, बिम्बप्रतीक र प्रस्तुतिसम्बकी विशेषताको विवेचना इ. विषयवस्तु, भाषाशैली र अन्य कलागत विशेषताका आधारमा निर्धारित कथाका विशिष्ट पङ्क्तिको सप्रसङ्ग व्याख्या ई. निर्धारित कथाकार र तिनका कथाहरू.- १ गुरुप्रसाद मैनाली : शहीद, २ विश्वेश्वरप्रसाद कोइराला : मध्रेशतिर, ३ भवानी भिक्षु : साबित्रीको बाखो, ४ गोविन्दबहादुर मल्ल 'गोठाले' : मैले सरिताको हत्या गरें, ५ इन्द्रबहादुर राई : खीर, ६ रमेश विकल : फुटपाथ मिनिस्टर्स, ७ पारिजात : सिटीहलको बूढो ज्यामी, ५ प्रेमा शाह : लोग्ने ९ मनु ब्राजाकी : मास्यो च्याड्बा मास्यो, १० प्रदिप नेपाल : फेवाको सुस्केरा	-साहित्यका मुख्य विधाका सापेक्षतामा कथाको विधागत स्वरुप, कथाको परिभाषा, तत्त्व र प्रकारहरू बताउन, - आधुनिक नेपाली कथाको प्रवर्तन तथा विकासप्रक्रियाका चरण र धारागत प्रवृत्ति एवं तिनका प्रमुख प्रतिभा र उपलब्धिको विवेचना गर्न, -निर्धारित कथाकारहरूका कथागत प्रवृत्तिहरू भन्न, - निर्धारित कथाको पठनबोध र आस्वदन एवं कथावस्तु, चरित्र, परिवेश, दृष्टिविन्दु, भाषाशैली, उद्देश्य, बिम्बप्रतीक र प्रस्तुतिसम्बन्धी विशेषताको विवेचना गर्न, -विषयवस्तु, भाषाशैली र अन्य कलागत विशेषताका आधारमा निर्धारित कथाका विशिष्ट पङ्क्तिको सप्रसङ्ग व्याख्या गर्न,	व्याख्यान, छल.फल, प्रश्नोत्तर, प्रदर्शन,मानक वाचन,	समूहकार्य, मौखिक, लिखित, प्रयोगात्मक, कक्षा जाँच, आन्तरिक परीक्षा, पुस्तकालयकार्य	५२
२	दुई	आधुनिक नेपाली उपन्यासको अध्ययन क) साहित्यका मुख्य विधाका सापेक्षतामा उपन्यासको विधागत परिचय, उपन्यासको परिभाषा, तत्त्व र प्रकार ख) आधुनिक नेपाली उपन्यासको विकासप्रक्रिया ग) प्रमुख उपन्यासकार र तिनका उपन्यासको विवेचना अ) निर्धारित उपन्यासकारहरूको प्रवृत्तिगत विशेषताको विवेचना आ) निर्धारित उपन्यासकृतिको पठन, बोध र आस्वादनका सथै तिनका कथावस्तु, चरित्र, परिवेश, दृष्टिविन्दु, उद्देश्य, भाषाशैली, बिम्बप्रतीक सम्बन्धी विशेषताको विवेचना इ) विषयवस्तु, भाषाशैली र अन्य कलागत विशेषताका आधारमा निर्धारित उपन्यासकृतिका विशिष्ट पङ्क्तिको सप्रसङ्ग व्याख्या ई) निर्धारित उपन्यासकार र तिनका उपन्यासहरू:- १. लैनसिंह बाङ्देल :मुलुक बाहिर २. पारिजात : अनिदो पहाडसँगै ३. विश्वेश्वरप्रसाद कोइराला: तीन घुम्ती	-साहित्यका मुख्य विधाका सापेक्षतामा उपन्यासको विधागत परिचय, परिभाषा, तत्त्व र प्रकार बताउन, - आधुनिक नेपाली उपन्यासको विकासप्रक्रिया भन्न, - प्रमुख उपन्यासकार र तिनका उपन्यासको विवेचना गर्न, -निर्धारित उपन्यासकारहरूको प्रवृत्तिगत विशेषताको विवेचना गर्न, -निर्धारित उपन्यासकृतिको पठन, बोध र आस्वादनका सथै तिनका कथावस्तु, चरित्र, परिवेश, दृष्टिविन्दु, उद्देश्य, भाषाशैली, बिम्बप्रतीक सम्बन्धी विशेषताको बिवेचना गर्न, - विषयवस्तु, भाषाशैली र अन्य कलागत विशेषताका आधारमा निर्धारित उपन्यासकृतिका विशिष्ट पङ्क्तिको सप्रसङ्ग व्याख्या गर्न,	व्याख्यान, छलफल, प्रश्नोत्तर, प्रदर्शन,मानक वाचन,	समूहकार्य, मौखिक, लिखित, प्रयोगात्मक, कक्षा जाँच, आन्तरिक परीक्षा, पुस्तकालयकाय	४५

		४. ध्रुवचन्द्र गौतम : अप्रिय ५. नयनराज पाण्डे : उलार				
३	तीन	आधुनिक नेपाली नाटकको अध्ययन :- क) साहित्यका मुख्य विधाका सापेक्षतामा नाटकको विधागत परिचय, परिभाषा, तत्त्व र नाटकका उपविधाहरू: नाटक, र गीतिनाटक ३. आधुनिक नेपाली नाटकको विकासक्रम ३.१ आधुनिक नेपाली नाटक र गीतिनाटकको वर्गीकरण-विषय वस्तुगत स्वरुप र अन्तिम परिणति,आकार प्रकारगत आयाम र शैलीका आकार ३.२ नाटकका घटक र तत्त्व ३.३ अङ्क-दृश्य संरचना,दृष्टिविन्दु,भाषाशैली, गति र लय,बिम्ब-प्रतिक विधान,उद्देश्य	- आधुनिक नेपाली नाटक र गीतिनाटकका सैद्धान्तिक परिचय दिन, -आधुनिक नेपाली नाटक र गीतिनाटकका विधागत स्वरुप,परिभाषा, वर्गीकरण र तत्त्वको पहिचान गरी बताउन, -आधुनिक नेपाली नाटकको विकासक्रमको प्रमुख मोड र धारागत प्रवृत्ति ठम्याउन, -निर्धारित नाटक र गीतिनाटको पठनबोध र आश्वादनका साथै तिनका कथावस्तु,पात्र, परिवेश, भावविस्तार, संवाद, अङ्गदृश्यविधान, उद्देश्य, रङ्गमञ्चीयता, गीत र भाषाशैलीका साथै अन्य प्रस्तुतिगत कलापक्षका विशेषताको विवेचना गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर, प्रदर्शन	समूहकार्य, मौखिक, लिखित, प्रयोगात्मक, कक्षा जाँच, आन्तरिक परीक्षा	१०
४	चार	४.अन्धवेग नाटकका अध्ययन:- ४.१ नाटककार बालकृष्ण सम र उनका नाट्य प्रवृत्ति ४.२ हुक्कान्त नाट्य तत्त्व (कथानक, परिवेश, चरित्र योजना विचार तत्त्व, दृश्य विधान र पदावली) का आधारमा अन्धवेग नाटकका अध्ययन ४.३ अन्धवेग नाटकको पठन,आश्वादन, बोध, र विश्लेषण ४.४ अन्धवेग नाटक भित्रका विशिष्ट पङ्क्तिको व्याख्या	-नाटककार बालकृष्ण समका नाट्य प्रवृत्ति ठम्याउन, -विभिन्न नाट्य तत्त्वका आधारमा अन्धवेग नाटकको विवेचना गर्न, -अन्धवेग नाटकको पठन अस्वदन र विश्लेषण गर्न, -अन्धवेग नाटक भित्रका विशिष्ट हरफहरूको भावविस्तार र व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर, प्रदर्शन	समूहकार्य, मौखिक, लिखित, प्रयोगात्मक, कक्षा जाँच, आन्तरिक परीक्षा	८
५	पाँच	५. मसान नाटकका अध्ययन:- ५.१ नाटककार गोपालप्रसाद रिमाल र उनका नाट्य प्रवृत्ति ५.२ विभिन्न नाट्य तत्त्व (कथानक,परिवेश,चरित्र, भाषाशैली,नाटकीयता,विचार तत्त्व,दृश्य विधान र संरचना शिल्प आदि) का आधारमा मसान नाटकका अध्ययन ५.३ मसान नाटकको पठन,आस्वादन, बोध, र विश्लेषण ५.४ मसान नाटक भित्रका विशिष्ट पङ्क्तिको व्याख्या	-नाटककार गोपालप्रसाद रिमाल का नाट्य प्रवृत्ति ठम्याउन, -विभिन्न नाट्य तत्त्वका आधारमा मसान नाटकको विवेचना गर्न, -मसान नाटकको पठन अस्वदन र विश्लेषण गर्न, -मसान नाटक भित्रका विशिष्ट हरफहरूको भावविस्तार र व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर, प्रदर्शन	समूहकार्य, मौखिक, लिखित, प्रयोगात्मक, कक्षा जाँच, आन्तरिक परीक्षा	८
६	छ	६. मानिस र मखुन्डो नाटकका अध्ययन:- ५.१ नाटककार विजय मल्ल र उनका नाट्य प्रवृत्ति ५.२ विभिन्न नाट्य तत्त्व (कथानक,परिवेश,चरित्र, भाषाशैली,नाटकीयता,विचार तत्त्व,दृश्य विधान र संरचना शिल्प आदि) का आधारमा मानिस र मखुन्डो नाटकका अध्ययन ५.३ मानिस र मखुन्डो नाटकको पठन,आस्वादन, बोध, र विश्लेषण ५.४ मानिस र मखुन्डो नाटक भित्रका विशिष्ट पङ्क्तिको व्याख्या	-नाटककार विजय मल्लका नाट्य प्रवृत्ति ठम्याउन, -विभिन्न नाट्य तत्त्वका आधारमा मानिस र मखुन्डो नाटकको विवेचना गर्न, - मानिस र मखुन्डो नाटकको पठन अस्वदन र विश्लेषण गर्न, - मानिस र मखुन्डो नाटक भित्रका विशिष्ट हरफहरूको भावविस्तार र व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर, प्रदर्शन	समूहकार्य, मौखिक, लिखित, प्रयोगात्मक, कक्षा जाँच, आन्तरिक परीक्षा	८
७	सात	७. वैकुण्ठ एक्सप्रेस नाटकका अध्ययन:- ७.१ नाटककार मोहनराज शर्मा र उनका नाट्य प्रवृत्ति ७.२ विभिन्न नाट्य तत्त्व (कथानक,परिवेश,चरित्र, भाषाशैली,नाटकीयता,विचार तत्त्व,दृश्य विधान र संरचना शिल्प आदि) का आधारमा वैकुण्ठ एक्सप्रेस नाटकका अध्ययन ७.३ वैकुण्ठ एक्सप्रेस नाटकको पठन,आस्वादन, बोध, र विश्लेषण ७.४ वैकुण्ठ एक्सप्रेस नाटक भित्रका विशिष्ट पङ्क्तिको व्याख्या	-नाटककार मोहनराज शर्माको नाट्य प्रवृत्ति ठम्याउन, -विभिन्न नाट्य तत्त्वका आधारमा वैकुण्ठ एक्सप्रेस नाटकको विवेचना गर्न, - वैकुण्ठ एक्सप्रेस नाटकको पठन अस्वदन र विश्लेषण गर्न, - वैकुण्ठ एक्सप्रेस नाटक भित्रका विशिष्ट हरफहरूको भावविस्तार र व्याख्या गर्न ।	व्याख्यान, छलफल, प्रश्नोत्तर, प्रदर्शन	समूहकार्य, मौखिक, लिखित, प्रयोगात्मक, कक्षा जाँच, आन्तरिक परीक्षा	७

८	बाठ	ख. आधुनिक नेपाली (लघुनाटक) एकाङ्कीको अध्ययन:	-नेपाली एकाङ्कीको परिचय दिन,	व्याख्यान,	समूहकार्य,	१२
		.८ एकाङ्की परिचय, विकास क्रम, प्रमुख एकाङ्कीकार र तिनका एकाङ्कीहरू	-नेपाली एकाङ्कीको विकास क्रम र तिनका मोड, उपमोडहरू निर्धारण गर्न,	छलफल, प्रश्नोत्तर, प्रदर्शन	मौखिक, लिखित, प्रयोगात्मक,	
		८.१ एकाङ्कीका सैद्धान्तिक परिचय	-निर्धारित एकाङ्कीकारहरूका एकाङ्की तत्त्वगत विवेचना गर्न,		कक्षा जाँच, आन्तरिक	
		८.२ नेपाली एकाङ्कीका विकास क्रम	-एकाङ्कीहरूका पठन, आस्वदन र विश्लेषण गर्न,		परीक्षा	
		८.३ निम्नानुसारका एकाङ्कीकारका प्रवृत्ति र तिनका निर्धारित एकाङ्की पठन, आश्वादान, बोध तया तत्त्वगत विवेचना र विशिष्ट पङ्क्तिका व्याख्या	-एकाङ्कीभित्रका विशिष्ट पङ्क्तिका व्याख्या गर्न ।			
		८.४ हृदय चन्द्रसिंह प्रधान:- गङ्गालालको चिता				
		८.५ भीमनिधि तिवारी:- सढि				
		८.६ गोविन्दबहादुर मल्ल 'गोठाले':-कान्तिको पृष्ठभूमि				

Prepared By :   Approved BY :

Tribhuvan University
Diktel Multiple Campus, Khotang Diktel
Teaching Plan

Subject Teacher :*Dewa Kumar Rai*   Academic year:2079/080
Faculty and year: *B.A. First Year*
Subject: *Introduction to Sociology*

Teaching hours:100+50=150
Internal Exam running days;18

S. N.	Content	Objectives	Teaching method	Evaluation scheme	Remarks
1	**Unit I. Understanding Society and Sociology (15 hrs)** a) The building blocks of society • Social interaction • Social structure (interactions, institutions, societies) . • Social interaction in everyday life . b) Understanding Society Sociologically • Social structural approach (Norbert Elias) • Sociological imagination(C. Wright Mills) • The sociology of knowledge (Berger and Luckman) • Comparative historical approach (Charles Tilly, Michael Mann) c) Contemporary transformations in Nepali society	-Differenciate between society and sociology. -Understand about social interaction, structure and social institution. -Explain about social structure, sociological imagination and comparative historical approach. -Understand and explain about transformation of Nepali society.	➢ Individual assignment and group discussion. ➢ Remedial instruction	Unit test(with short question and long question) Project workand providing feedback	
2	**Unit II. Key Contributions in Classical Sociology (15 hrs)** a) Contributions of classical sociologists • Auguste Comte • Karl Marx • Emile Durkheim • Max Weber b) Sociology in Nepal: Institutional, academic and research history	-Understand and explain about the contribution of classical sociologist and history of sociology in Nepal	➢ Individual assignment and group discussion. ➢ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback	
3	**Unit III. Science and Sociology (10 hrs)** a) Is sociology a science? b) Research philosophy: positivism and interpretivism c) The method and process of social research d) Understanding cause and effect e) Doing fieldwork and collecting data	-Differentiate between positivism and interpretivism -Understand sociology as science	Individual assignment and group discussion. Remedial instruction	Unit test(with short question and long question) Project work and providing feedback	

#	Unit / Content	Objectives	Teaching Methods	Evaluation
4	**Unit IV. Social Stratification and Inequality (5 hrs)** a) Theories of class and stratification (Marxist, Weberian and E. O. Wright's theories) b) Class, gender and ethnic dimensions of inequality • Class division and inequality . • Class and social mobility . • Gender inequalities • Ethnicity and inequality c) Aspects of class and caste hierarchies in Nepali society	- Understand about social stratification and inequality - Explain about Inequality and social stratification in the context of Nepal.	➢ Individual assignment and group discussion. ➢ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback
5	**Unit V. Micro Social Institutions (15 hrs)** a) Structure and functions of basic social institutions -Marriage -Family b) Variations in the family: single parents, cohabitation, same-sex couples, staying single, divorce and remarriage, intimate violence c) Globalization and family life	- Understand and Explain about Nepali society and micro social institution of Nepal. - Explain the Gobalization and it's impact in Nepali family.	➢ Individual assignment and group discussion. ➢ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback
6	**Unit VI. Macro Social Institutions (15 hrs)** a) Economicinstitutions -Work, -Occupations, -Division of labour -Transformation of work b) Political institutions • Power and politics (Functionalist and Marxist perspectives) • The elite theory • Pluralism • Voting behaviour • The democratic idea	- Understand about Macro social institution and Explain about Economic and Political institution.	➢ Individual assignment and group discussion. ➢ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback
7	**Unit VII. Understanding Social Change (15 hrs)** a) Change, development and progress b) Understanding social change • Theories ofsocial change • Factors in social change • Types ofsocial change c) Social change in developing countries d) Globalization, social change and Nepal	- Differentiat about Change, Development and Progress - Understand theories, factors and types of social change - Understand the impact of globalization in social change	➢ Individual assignment and group discussion. ➢ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback

Tribhuvan University
Diktel Multiple Campus, Khotang Diktel
Teaching Plan

Academic year:2079/080

Subject Teacher :*Dewa Kumar Rai*
Faculty and year: *B.A. First Year*
Subject: *Basic Sociology for Social Work*

Teaching hours:100+50=150
Internal Exam running days;18

S. N.	Content	Objectives	Teaching method	Evaluation scheme	Remarks
1	**Unit I: What is Sociology? [10 hrs]** -Developing a sociological outlook: studying sociology -How can sociology help us in our lives? Awareness of cultural differences; assessing the effects of policies; self-enlightenment -The development of sociological thinking; early theorists; Auguste Comte; Emile Durkheim; Karl Marx; Max Weber -More recent sociological perspectives; functionalism, conflict perspective, social action perspectives; symbolic interactionism - Sociology and socialwork	-Differenciate between social work and sociology. -Explain about Different Perspectives on sociology	➤ Individual assignment and group discussion. ➤ Remedial instruction	Unit test(with short question and long question) Project workand providing feedback	
2	**Unit II: Individual, Society and Culture (15)** - Culture and behavior - Norms and values - Status and roles - Social change	-Understand and explain about theSociety, Culture, Social Change and compare in Nepali Society	➤ Individual assignment and group discussion. ➤ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback	
3	**Unit III: Social Interaction and Everyday (15hrs)** - The study of daily life - Non-verbal commun ication - The social rules of interaction - Face, body and speech in interaction - Interaction in time and space Interaction, groups and organization	-Differentiate between verbal and non-verbal communication -Understand about groups and organization	➤ Individual assignment and group discussion. ➤ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback	
4	**Unit IV: Families, Socialization, the life-Course and Ageing** - The family in history - Families and intimate relationships in Nepal - Culture, society and child socialization - Gender socialization Socialization through the life-course	- Understand about social family, socialization and intimate family of Nepal - Explain about Culture, Societyetc..	➤ Individual assignment and group discussion. ➤ Remedial instruction	Unit test(with short question and long question) Project work and providing feedback	

Teaching Plan-B.A. First Year

5	**Unit V: Health,Illness and Disability(10hrs)** - The sociology of body - The social basis of health - The sociology of disability	- Understand and Explain about sociology of body, health and disability	> Individual assignment and group discussion. > Remedial instruction	Unit test(with short question and long question) Project work and providing feedback
6	**Unit VI: Social Institutions (15hrs)** - The economy and work - Politics and government - Marriage and family - Religion: belief - Education - Health and medicine	- Understand about Macro and Micro social institution and Explain about Economic and Political institution.	> Individual assignment and group discussion. > Remedial instruction	Unit test(with short question and long question) Project work and providing feedback
7	**Unit VII: Social Stratification and Inequality [10hrs]** - Stratification - Caste, class, gender, region based inequality	- Understand about social stratification and inequality on the basis of caste, class, gender, region etc.	> Individual assignment and group discussion. > Remedial instruction	Unit test(with short question and long question) Project work and providing feedback
8	**Unit VIII: Application of Sociology in Social Work [10hrs]** - Identifying social problems: urban crime; suburban crime; gang violence; juvenile delinquency; mental health, poverty, unemployment, etc. - Applied sociology in practice: identification, assessment, planning; implementation, monitoring and evaluation of projects	- Apply the sociological knowledge in Social Work	> Individual assignment and group discussion. > Remedial instruction	Unit test(with short question and long question) Project work and providing feedback

Tribhuvan University

Diktel Multiple Campus

Annual Teaching Plan-2079/080

Level: Bachelor   Year: I   Subject: So. 422 Dynamics of Nepali Society   Code: 422

S.N	Chapter/Unit	Contents	Objectives	Methods	Evaluation Scheme	Period	Remarks
1	Dynamics of Contemporary Nepali Society	1. Identity and ethnicity: concept and debate 2. Caste and society changing dynamics 3. Inclusion and exclusion: concept and debate 4. Nationalism: conceptual debate and practice 5. Federalism: concept, models and application		1. Lecture 2. Group discussion 3. Self-study and Question-Answer	1. Question-Answer 2. Class test 3. Class work 4. Unit test	20	

S.N.	Unit	Topics	Teaching Methods	Evaluation	Hours
		6. Secularism: conceptual debate and practice			
2	Economy and Society	1. Socio-economic history of Nepali society 2. The land tenure and taxation system in a historical perspective 3. Poverty in Nepal 4. Development planning in Nepal 5. Modes of production and social structure 6. Foreign labor migration, remittance and impact on national economy	1. Lecture 2. Group discussion 3. Self-study and Question-Answer	1. Question-Answer 2. Class test 3. Class work 4. Unit test	25
3	Education, Health and Society	1. Historical development of education in	1. Lecture 2. Group discussion 3. Self-study	1. Question-Answer 2. Class test 3. Class work	15

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No.	Unit	Contents	Teaching Methods	Evaluation	Marks
		Nepal 2. Education, nationalism and social Change 3. Health and health systems in Nepal	and Question-Answer	4. Unit test	
4	Politics and Society	1. Nepali culture and society 2. The process of nation-building 3. The evolution of Nepali nationhood 4. Ethnicity, nationality and culture 5. Diversity and national integration 6. Constitutions of Nepal	1. Lecture 2. Group discussion 3. Self-study and Question-Answer	1. Question-Answer 2. Class test 3. Class work 4. Unit test	20

5	Social Demography of Nepal	1. Notion of social demography 2. Population processes and dynamics (fertility, mortality, migration) 3. Caste and ethnic groups 4. Urbanization	1. Lecture 2. Group discussion 3. Self-study and Question-Answer	1. Question-Answer 2. Class test 3. Class work 4. Unit test	20
6	Practicum: Project Work and Report Writing			1. Project work 2. Group work 3. Fild work 4. Report Writing 5. Viva	50

Subject Teacher: Kalpana Rai

Tribhuvan University

Diktel Multiple Campus

Annual Teaching Plan-2079/080

Level: Bachelor   Year: I   Subject: Pol. Sc. 422 Political Thought   Code: 422

S.N	Chapter/Unit	Contents	Objectives	Methods	Evaluation Scheme	Period	Remarks
1	General Characteristics of Greek Political Thought	Concpt, Scope and Characteristics		1.Lecture 2.Group discussion 3. Self-study and Question-Answer	1.Question-Answer 2.Class test 3.Class work	15	
2	Greek Political Thinkers	• Plato: Justice and Ideal state • Aristotle: Classification of Government and Citizenship		1.Lecture 2.Group discussion 3. Self-study and Question-Answer	1.Question-Answer 2.Class test 3.Class work	20	
3	Medieval Political Thought	• Church VS Secularism: - Factors governing the conflict		1.Lecture 2.Group discussion 3. Self-study and Question-	1.Question-Answer 2.Class test 3.Class work	10	

#	Unit	Topics	Teaching Methods	Evaluation	Marks
6	Idealist and Liberalist Thinker	Rousseau: Concept of Popular Sovereignty • Thomas Hill Green: Concept of Popular Sovereignty • George Wilhelm Fredrich Hegel: Dialectical Method • John Stuart Mill: On Liberty	1.Lecture 2.Group discussion 3. Self-study and Question-Answer	1.Question-Answer 2.Class test 3.Class work	20
7	Marxism	• Ideas of Karl Marx on: - Economic or materialistic interpretation of history - Dialectical Materialism - Theory of Surplus Value - Class Struggle - Views on State	1.Lecture 2.Group discussion 3. Self-study and Question-Answer	1.Question-Answer 2.Class test 3.Class work	20
8	An Introduction	• Manu: Raj	1.Lecture	1.Question-	20

	to Eastern Political Thinker	Dharma Karitilya: Saptang Theory Gandhi: Non-Violence Buddha: Ideas on Peace Mao: New Democracy	2.Group discussion 3. Self-study and Question-Answer	Answer 2.Class test 3.Class work
9	Issues and Contemporary Isms:	• Capitalism • Socialism	1.Lecture 2.Group discussion 3. Self-study and Question-Answer	1.Question-Answer 2.Class test 3.Class work	20

Subject Teacher: Laxmi Kumar Rai

Diktel Multiple Campus

Annual Teaching Plan-2079/080

Level : Bachelor   Year : I   Subject : Political Science   Code : 421

S.N.	Chapter/ Unit	Contents	Objectives	Methods	Evaluation Scheme	Period
1	1. Introduction to Political Science	1.(A) Meaning Scope & Importance (B) Political Science Art or Science (t) Relation of Po.Sc. with other Social Science (D) Approaches to the study of Pol.Sc. Classical & Modern	1.	1.Lecture 2.Question-answer 3.Discussion	1.Question-answer 2.Class test/Unit test	20
2	2. State and	2.(A)Concept of State & Nation		1.Lecture 2.Question-answer	1.Question-answer	20

#	Topic	Subtopics	Teaching Method	Evaluation	Hours
	Nation	(B)Meaning of State, Nation & Nationlity (C) Elements of State (D) State & Government, Power & Authority	answer 3.Discussion	2.Class test/Unit test	25
3	Organs of Government	3.(A) Legislature, Executive, Judiciary (B)Theories of Separation of Power and Check & Balances	1.Lecture 2.Question-answer 3.Discussion	1.Question-answer 2.Class test/Unit test 3.Home Assignment	
4	Democracy	4.(A)Concept of Democracy (B) Types of Democracy (Inclusive &	1.Lecture 2.Question-answer 3.Discussion	1.Question-answer 2.Class test/Unit test 3.Home	20

				Assignment
		Libarl) (C) Power, Authority & Legitimacy in Democracy	1.Lecture 2.Question-answer 3.Discussion 4. Field Trip	1.Question-answer 2.Class test/Unit test 3.Home Assignment
5	5. Franchise and Election	5.(A)Concept: Election as a a tool of representative democracy (B)Relationship between Democracy and Election (C)Methods of Election -Direct: (FPTP) Single/ Multi-Member Representation, Two Round Systems - Indirect:		

Teaching Plan-B.A. First Year

(Including List System -PR), Single Transferable/ Preferential Voting System - Mixed (both FPTP + PR)

(D) Theory of Franchise & its Evolution
-Limited Franchise
Women franchise
-Adult Franchise
-Indicators of Democratic (Independent) Elections -Free, Fair & Periodic Elections

6	Political System and Process	6(A)Political System (Input-output Analysis) (B) Political Communication (c) Political Socialisation (D) Political Participation (E)Political Culture (F)Political Development	1.Lecture 2.Question-answer 3.Discussion	1.Question-answer 2.Class test/Unit test 3.Home Assignment
7	Political Parties	7(A) Concept (B)Types of political Parties (Intra-Parliamentary and Extra-Parliamentary) (c) Functions of	1.Lecture 2.Question-answer 3.Discussion 4. Field Trip	1.Question-answer 2.Class test/Unit test 3.Home Assignment

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Teaching Plan 2078/2079

Teaching hours:150

Prepared by : Bimala Rai

Level : BA First Year (New)   Subject : Major English   Code : So 421

SN	Chapter/Unit	Content	Objective	Teaching Methods	Evaluation	Teaching hour	From	To
1	Reading, writing and thinking (New)	Major element of literature	• To provide broad understanding of English literature including the heuristic for reading and writing critically about it, to comprehend and appreciate literature belonging to different cultural and national traditions, to acquire necessary knowledge and skills to undertake serious literary and cultural studies independently	• Self study • Lecture • Discussion question answer • Book talk	• Unit test with subjective questions, • Home assignment • Internal exam (two times) • Pre-board exam			
2	History of English literature and critical tradition	It emphasizes the growth of english literature	• To provide broad understanding of English literature including the heuristic for reading and writing critically about it, to comprehend and appreciate literature belonging to different	• Self study • Lecture • Discussion question answer • Book talk	• Unit test with subjective questions, • Home assignment			

	• Internal exam (two times) • Pre-board exam	
cultural and national traditions, to acquire necessary knowledge and skills to undertake serious literary and cultural studies independently		

Tribhuvan University

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Teaching Plan   2079/80

Faculty : Humanities   Level : B.A.

Subject : Nepali   Year : Frist

Paper / Subject Code No : आधुनिक नेपाली कविता काव्य   (४२२)

Bedi Kumar Rai

क्र.स.	एकाई	विषयवस्तु	उद्देश्य	शिक्षण विधि	मूल्याकण प्रणाली	पिरियड
१	१. आधुनिक नेपाली कविताको अध्ययन	(क) साहित्यका मुख्य विधाका सापेक्षतामा कविताको स्वरुप, परिभाषा, तत्त्व तथा प्रकार (ख) आधुनिक नेपाली कविताको विकास प्रकियाका चरण र धाराका मुख्य प्रवृत्ति तथा तिनका प्रमुख प्रतिभा र उपलब्धिको विवेचना	(क) कविताको स्वरुप, परिभाषा, तत्त्व, तथा प्रकार बताउन सक्ने (ख) कविताको सैद्धान्तिक ज्ञानका आलोकका आधारमा आधुनिक नेपाली कविताका विकास प्रकियाका चरण, धाराको मुख्य प्रवृत्ति, मुख्य प्रतिभा र उपलब्धिको विवेचना गर्न सक्ने	व्याख्यान, प्रश्नोत्तर, छलफल, प्रदर्शन, मानक वाचन	कक्षाकार्य, गृहकार्य, समूहकार्य, परियोजना कार्य, एकाई परीक्षा, अध्ययन पत्र लेखन, प्रतिवेदन लेखन, क्षेत्रकार्य, गोष्ठी, अवस्था वा घटना अध्ययन, आन्तरिक परीक्षा	३५
		१ कवि लेखनाथ पौड्यलका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन १.१ गौयर्लीको चिर्रीचिर्री १ कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, विम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन १.२ भावविचार, लय, भाषाशैली, र अन्य कलात्मक विशेषताका आधारमा गौयर्लीको चिर्रीचिर्री १ कविताको विशिष्ट पंतिको सप्रग व्याख्या	१ लखनाथका कविताको प्रवृत्तिगत विशेषता बताउन १.१ लेखनाथका कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, विम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने १.२ सप्रसंग व्याख्या गर्न सक्ने			
		२. कवि बालकृष्ण समका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन २.१ मृत्यपछिको अभिव्यञ्जन कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, विम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन	२. कविताको समका कविताको प्रवृत्तिगत विशेषता बताउन २.१ समका कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, विम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने			

		२.२ भावविचार, लय, भाषाशैली र अन्य कलात्मक विशेषताका आधारमा मृत्युपछिको अभिव्यञ्जन कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	२.२ सप्रसंग व्याख्या गर्न सक्ने		
		३. कवि लक्ष्मीप्रसाद देवकोटाका कविताका प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ३.१ पागलकविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ३.२ भावविचार, लय, भाषाशैली र अन्य कलात्मक विशेषताका आधारमा पागलकविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	३. देवकोटाका कविताका प्रवृत्तिगत विशेषता बताउन ३.१ पागलकविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ३.२ सप्रसंग व्याख्या गर्न सक्ने		
		४. कवि गोपालप्रसाद रिमालका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ४.१ मेरो प्रतिविम्ब कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ४.२ भावविचार, लय, भाषाशैली र अन्य कलात्मक विशेषताका आधारमा मेरो प्रतिविम्बकविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	४. रिमालका कविताका प्रवृत्तिगत विशेषता बताउन ४.१ मेरो प्रतिविम्बकविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ४.२ सप्रसंग व्याख्या गर्न सक्ने		
		५. कवि भूपिप्रसाद शेरचनका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ५.१ ज्वालामुखीका शेखकविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ५.२ भावविचार, लय, भाषाशैली र अन्य कलात्मक विशेषताका	५. शेरचनका कविताका प्रवृत्तिगत विशेषता बताउन ५.१ ज्वालामुखीका शेख कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु भावविचार भाषाशैली, कथनपद्धति, लयविधान अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ५.२ सप्रसंग व्याख्या गर्न सक्ने		

	आधारमा ज्ञानसमूहका भित्र कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या			
	६. कवि भूपालमानस्तुंगनाथ कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ६१. सपनामा कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ६२. भावविचार, लय, भाषाशैली र अन्य कलात्मक विशेषताका आधारमा सपनामा कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	६. कवि भूपालमानका कविताको प्रवृत्तिगत विशेषता बताउन ६१. सपनामा कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ६२. सप्रसंग व्याख्या गर्न सक्ने			
	७. कवि मणि शर्चनका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ७१. धर्मे मंचमाथि अन्धा मान्छे कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ७२. भावविचार, लय, भाषाशैली र अन्य कलात्मक विशेषताका आधारमा धर्मे मंचमाथि अन्धा मान्छे कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	७. मणि शर्चनका कविताको प्रवृत्तिगत विशेषता बताउन ७१. धर्मे मंचमाथि अन्धा मान्छे कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ७२. सप्रसंग व्याख्या गर्न सक्ने			
	८. कवि मोहन कोइरालाका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ८१. घाइते युग कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ८२. भावविचार, लय, भाषाशैली, र अन्य कलात्मक विशेषताका आधारमा घाइते युग कविताको विशिष्ट पंक्तिको	८. कवि मोहन कोइरालाका कविताको प्रवृत्तिगत विशेषता बताउन ८१. घाइते युग कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ८२. सप्रसंग व्याख्या गर्न सक्ने			

		सप्रसंग व्याख्या				
		९. कवि देवगीर काइनका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ९.१ मानेको मान्छेको भाषण मध्य रात पछिको सडकांसितकविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, विम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ९.२ मानेको मान्छेको भाषण मध्य रात पछिको सडकांसितभावविचार, लय, भाषाशैली, र अन्य कलात्मक विशेषताका आधारमा कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	९. देवगीर काइनाका कविताको प्रवृत्तिगत विशेषता बताउन ९.१ मानेको मान्छेको भाषण मध्य रात पछिको सडकांसितकविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, विम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ९.२ सप्रसंग व्याख्या गर्न सक्ने			
		१०. कवि इश्वर वल्लभका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन १०.१ रिक्तताको देवता हेर्न मनै लाग्यो कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, विम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन १०.२ भावविचार, लय, भाषाशैली, र अन्य कलात्मक विशेषताका आधारमा रिक्तताको देवता हेर्न मनै लाग्यो कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	१०. कवि इश्वर वल्लभका कविताको प्रवृत्तिगत विशेषता बताउन १०.१ रिक्तताको देवता हेर्न मन लाग्योकविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, विम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने १०.२ सप्रसंग व्याख्या गर्न सक्ने			
		११. कवि वानीरा गिरीका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ११.१ काठमाण्डौ एउटा ग्यालरीप्रफकविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, विम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ११.२ भावविचार, लय, भाषाशैली, र अन्य कलात्मक विशेषताका आधारमाकाठमाण्डौ एउटा ग्यालरीप्रफकविताको विशिष्ट	११. वानीरा गिरीकाकविताको प्रवृत्तिगत विशेषता बताउन ११.१ काठमाण्डौ एउटा ग्यालरीप्रफकविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, विम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ११.२ सप्रसंग व्याख्या गर्न सक्ने			

		कविको सप्रसंग व्याख्या				
		१२. कवि विमल निभाका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन १२.१. वसन्त कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, विम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन १२.२. भावविचार, लय, भाषाशैली, र अन्य कलात्मक विशेषताका आधारमा वसन्त कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	१२. कवि विमल निभाका कविताको प्रवृत्तिगत विशेषता बताउन १२.१.वसन्त कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, विम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने १२.२. सप्रसंग व्याख्या गर्न सक्ने			
		१३. कवि कृष्ण भूषण बलका कविताको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन २.१. पखेन पछ कविताको पठन, बोध, आस्वादन, विषयवस्तु, भावविचार, कथनपद्धति, लयविधान, अलंकार, विम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन २.२. भावविचार, लय, भाषाशैली, र अन्य कलात्मक विशेषताका आधारमापखेन पछ कविताको विशिष्ट पंक्तिको सप्रसंग व्याख्या	१३. कवि कृष्ण भूषण बलका कविताको प्रवृत्तिगत विशेषता बताउन २.१.पखेन पछ कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, विम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने २.२. सप्रसंग व्याख्या गर्न सक्ने			
२	२. आधुनिक नेपाली खण्डकाव्य (लामा कवितासमेत) को अध्ययन	(क) साहित्यका मुख्य विधाका सापेक्षतामा खण्डकाव्यको स्वरुप, परिभाषा, तत्त्व तथा प्रकार (ख) आधुनिक नेपाली खण्डकाव्यको विकास प्रक्रियाका चरण र धाराका मुख्य प्रवृत्ति तथा तिनका प्रमुख प्रतिभा र उपलब्धिको विवेचना	(क) खण्डकाव्यको स्वरुप, परिभाषा, तत्त्व तथा प्रकार बताउन सक्ने (ख) खण्डकाव्यको सैद्धान्तिक ज्ञानका आलोकका आधारमा आधुनिक नेपाली खण्डकाव्यको विकास प्रक्रियाका चरण, धाराको मुख्य प्रवृत्ति, मुख्य प्रतिभा र उपलब्धिको विवेचना गर्न	व्याख्यान, प्रश्नोत्तर, छलफल, प्रदर्शन, मानक वाचन	कक्षाकार्य, गृहकार्य, समूहकार्य, परियोजना कार्य, एकाई परीक्षा, अध्ययन पत्र लेखन, प्रतिवेदन लेखन, क्षेत्रकार्य, गोष्ठी, अवस्था वा घटना अध्ययन, आन्तरिक परीक्षा	३८
		१. खण्डकाव्यकार लक्ष्मीप्रसाद देवकोटाका खण्डकाव्यको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन १.१. कुञ्जिनी खण्डकाव्यको पठन, बोध, आस्वादन, विषयवस्तु, भावविधान, संगविधान, संरचना आख्यानात्मक, सूक्ष्म आख्यानात्मक,	१. लक्ष्मीप्रसाद देवकोटाका खण्डकाव्यको प्रवृत्तिगत विशेषता बताउन १.१. कुञ्जिनी खण्डकाव्यको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविधान, संगविधान, संरचना आख्यानात्मक, सूक्ष्म आख्यानात्मक, भावप्रवाहात्मक, भाषाशैली,			

		भावप्रवाहात्मक) कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन १.२ भावविचार, लय, भाषाशैलीका आधारमा कुञ्जिनीखण्डकाव्यको विशिष्ट पंक्तिको सप्रसंग व्याख्या	कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा खण्डकाव्यको विवेचना गर्न सक्ने १.२ भाव, विचार, भाषाशैली, लयविधानका आधारमा कुञ्जिनी खण्डकाव्यको विशिष्ट पंक्तिको सप्रसंग व्याख्या गर्न सक्ने		
		२. खण्डकाव्यकार बालकृष्ण समका खण्डकाव्यको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन २.१ आगो र पानी खण्डकाव्यको पठन, बोध, आस्वादन, विषयवस्तु, कथनपद्धति, लयविधान, भावविधान, संरचना - आख्यानात्मक, सूक्ष्म आख्यानात्मक, भावप्रवाहमय), अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन २.२ भावविचार, लय, भाषाशैलीका आधारमा आगो र पानी खण्डकाव्यको विशिष्ट पंक्तिको सप्रसंग व्याख्या	१. बालकृष्ण समका खण्डकाव्यको प्रवृत्तिगत विशेषता बताउन २.१ आगो र पानीखण्डकाव्यको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने २.२ सप्रसंग व्याख्या गर्न सक्ने		
		३. खण्डकाव्यकार वासुदेव त्रिपाठीका खण्डकाव्यको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन ३.१ अर्धनारीश्वरखण्डकाव्यको पठन, बोध, आस्वादन, विषयवस्तु, भावविधान, सर्गविधान, संरचना आख्यानात्मक, सूक्ष्म आख्यानात्मक, भावप्रवाहात्मक), कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन ३.२ भावविचार, लय, भाषाशैलीका आधारमा अर्धनारीश्वर खण्डकाव्यको विशिष्ट पंक्तिको सप्रसंग व्याख्या	३. वासुदेव त्रिपाठीका खण्डकाव्यको प्रवृत्तिगत विशेषता बताउन ३.१ अर्धनारीश्वरखण्डकाव्यको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने ३.२ सप्रसंग व्याख्या गर्न सक्ने		

		४ खण्डकाव्यकार घनश्याम ढकालको खण्डकाव्यको प्रमुख प्रवृत्तिगत विशेषताको अध्ययन	४ घनश्याम ढकालका खण्डकाव्यको प्रवृत्तिगत विशेषता बताउन			
		४.१. घनश्याम ढकालका खण्डकाव्यको पठन, बोध, आस्वादन, विषयवस्तु, भावविधान, सर्गविधान, संरचना - आख्यानात्मक, सूक्ष्म आख्यानात्मक, भावप्रवाहात्मक, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन	४.१ घनश्याम ढकालका खण्डकाव्यको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने			
		४.२. भावविचार, लय, भाषाशैलीका आधारमा घनश्याम ढकालका खण्डकाव्यको विशिष्ट पंक्तिको सप्रसंग व्याख्या	४.२. सप्रसंग व्याख्या गर्न सक्ने			
		५. मोहन कोइरालाका लामा कविताका प्रमुख प्रवृत्तिगत विशेषताको अध्ययन	५. मोहन कोइरालाका लामा कविताका प्रवृत्तिगत विशेषता बताउन			
		५.१. हिमाल आरोहण लाग्छ लामा कविताका पठन, बोध, आस्वादन, विषयवस्तु, भावविधान, संरचना आख्यानात्मक, सूक्ष्मआख्यानात्मक, भावप्रवाहात्मक, सर्गविधान, कथनपद्धति, लयविधान, अलंकार, बिम्बप्रतीक र भाषाशैली सम्बन्धी विशेषताको अध्ययन	५.१ हिमाल आरोहण लाग्छ लामा कविताको पठन, बोध, आस्वादनका साथै तिनका विषयवस्तु, भावविचार, भाषाशैली, कथनपद्धति, लयविधान, अलंकार, बिम्बविधानका आधारमा कविताको विवेचना गर्न सक्ने			
३	३. आधुनिक नेपाली महाकाव्यको अध्ययन	क) महाकाव्यको विधागत स्वरुप, परिभाषा, तत्त्व तथा प्रकार (ख) आधुनिक नेपाली महाकाव्यको विकास प्रक्रियाका चरण र धाराका मुख्य प्रवृत्ति तथा तिनका प्रमुख प्रतिभा र उपलब्धिको विवेचना	क) महाकाव्यको स्वरुप, परिभाषा, तत्त्व तथा प्रकार बताउन सक्ने (ख) महाकाव्यको सैद्धान्तिक ज्ञानका आलोकिको आधारमा आधुनिक नेपाली कविताको विकास प्रक्रियाका चरण, धाराको मुख्य प्रवृत्ति, मुख्य प्रतिभा र उपलब्धिको विवेचना गर्न सक्ने	व्याख्यान, प्रश्नोत्तर, छलफल, प्रदर्शन, मानक वाचन	कक्षाकार्य, गृहकार्य, समूहकार्य, परियोजना कार्य, एकाइ परीक्षा, अध्ययन पत्र लेखन, प्रतिवेदन लेखन, क्षेत्रकार्य, गोष्ठी, अवस्था वा घटना अध्ययन, आन्तरिक परीक्षा	३७
		१. महाकाव्यकार लक्ष्मीप्रसाद देवकोटाका महाकाव्यको प्रमुख प्रवृत्तिगत विशेषताको	१. लक्ष्मीप्रसाद देवकोटाका महाकाव्यको प्रवृत्तिगत विशेषताको विवेचना गर्न			

		विवेचना १.१ सुलोचना महाकाव्यको पठन, बोध, आस्वादन, विषयवस्तु कथावस्तु, चरित्र आदि, संगविधान, कथनपद्धति, लयविधान, अलंकार, भाषाशैली सम्बन्धी विशेषताको अध्ययन १.२ भावविचार, लय, अलंकार, भाषाशैली र अन्य कलात्मक विशेषताका आधारमा सुलोचना महाकाव्यको विशिष्ट पंक्तिको सप्रसंग व्याख्या	१.१ सुलोचना महाकाव्यको पठन, बोध, आस्वादन विषयवस्तु, कथावस्तु, चरित्र आदि, भाषाशैली, कथनपद्धति, संगविधान, लयविधान, अलंकारका आधारमा महाकाव्यको विवेचना गर्न सक्ने १.२ सप्रसंग व्याख्या गर्न सक्ने		
		२. महाकाव्यकार उमानाथ शर्मा सिन्धुलीया का महाकाव्यको प्रमुख प्रवृत्तिगत विशेषताको विवेचना २.१ मकवानीवालामहाकाव्यको पठन, बोध, आस्वादन, विषयवस्तु कथावस्तु, चरित्र आदि, संगविधान, कथनपद्धति, लयविधान, अलंकार, भाषाशैली सम्बन्धी विशेषताको अध्ययन २.२ भावविचार, लय, अलंकार, भाषाशैली र अन्य कलात्मक विशेषताका आधारमा मकवानी वालामहाकाव्यको विशिष्ट पंक्तिको सप्रसंग व्याख्या	२. उमानाथ शर्मा सिन्धुलीयाका महाकाव्यको प्रवृत्तिगत विशेषताको विवेचना गर्न २.१ मकवानी वालामहाकाव्यको पठन, बोध, आस्वादन, विषयवस्तु कथावस्तु, चरित्र आदि, भाषाशैली, कथनपद्धति, संगविधान, लयविधान, अलंकारका आधारमा महाकाव्यको विवेचना गर्न सक्ने २.२ सप्रसंग व्याख्या गर्न सक्ने		

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| 29 | Human Resources Development Plan | 531-5 |

Human Resource Management Plan of Campus

दिक्तेल बहुमुखी क्याम्पस

दिक्तेल रूपाकोट मझ्वुवागढी -२, खोटाङ

स्थापना : २०३७

मानव संसाधन व्यवस्थापन योजना

२०७९

Campus Chief

Human Resource Development

plon

क) परिचय

आज भन्दा ४३ वर्ष अघि मूलतः खोटाङ्गे शिक्षा प्रेमी, समाजसेवी, राजनीतिकर्मी तथा जन निर्वाचित प्रतिनिधि, शिक्षक, कर्मचारी सबैको पहल र प्रयासमा वि.सं. २०३७ सालमा त्रि.वि.वि.बाट सम्बन्धन प्राप्त गरी खोटाङ जिल्लाको सदरमुकाम दिक्तेलमा मुनाफा रहित सामुदायिक क्याम्पसको रुपमा दिक्तेल बहुमुखी क्याम्पस को नामबाट संचालन भएको एकमात्र खोटाङकै जेठो उच्च शैक्षिक संस्था विशेषतः खोटाङेहरूको शैक्षिक सम्पत्तिको रूपमा स्थापित छ । हाल त्रि.वि.बाट स्वीकृत भएको दिक्तेल बहुमुखी क्याम्पस सञ्चालन विधान २०७५ तथा त्रि.वि.ऐन, नियम अनुसार संचालनमा भइरहेको छ । हाल डिप्लोमा (बी.एड., बी.ए. बि.बी. एस.) देखि (एम.ए.र एम.एड.) स्नाकोत्तर तहसम्म ९०० भन्दा विद्यार्थीहरू नियमित अध्ययनरत रहेकाछन् ।

यस क्याम्पसमा वर्तमान मानव संसाधनको अवस्था निम्नानुसार रहेको छ :

यस क्याम्पसमा हाल (२०७९/०९/१३) जम्मा ३५ जना प्राध्यापक तथा कर्मचारी रहेको अवस्था छ । यसमध्ये २७ जना प्राध्यापक तथा ८ जना कर्मचारी रहेको छन्। यसको विस्तृत विवरण देहाय बमोजिम रहेको छ ।

कार्यरत शिक्षक, कर्मचारीहरूको वर्तमान अवस्था

Faculty Members

S.No.	Name	Designation	Full time/Part ime	Faculty	Subject
1	Hira kumar Rai	Campus Chief	Full timer	Humanities	Political Sc.
2	Krishna Bahadur Rai	Asst. Campus Chief	Full timer	Education	English Edu.
3	Harka Bir Rai	Asst.Campus Chief	Full timer	Management	Management
4	Bimala Rai	Lecturer	Full timer	Humanities	English
5	Sher Bahadur Tamang	Reader	Full timer	Humanities	Economics
6	Ram Prasad Rai	Reader	Full timer	Education	Nepali Edu.
7	Dhanakarna Shrestha	Reader	Full timer	Education	Nepali Edu.
8	Lal Prasad Ghimire	Lecturer	Full timer	Education	English Edu.
9	Bijaya kumar Rai	Head of Department (Management)	Full timer	Management	Management
10	Padam Bahadur Bista	Head of Department (Education)	Full timer	Education	Math. Edu.
11	Rabin Sunuwar	Assistant Lecturer	Full timer	Management	English Edu.
12	Shyam Kumar Rai	Assistant Lecturer	Full timer	Education	English Edu.
13	Bedi kumar Rai	Assistant Lecturer	Full timer	Humanities	Nepali
14	Lila Bahadur Khatri	Assistant Lecturer	Full timer	Education	Population Edu.
15	Dewa Kumar Rai	Head of Department (Arts & soci...)	Full timer	Humanities	Sociology

Campus Chief

16	Dhruba Shrestha	Assistant Lecturer	Full timer	Humanities	Sociology Anthr.
17	Shankar Thapa	Assistant Lecturer	Full timer	Management	Management
18	Krishna Bahadur Rai	Assistant Lecturer	Part time	Humanities	Law
19	Krishna Bahadur Gurung	Assistant Lecturer	Part time	Humanities	Sociology
20	Parjun Rai	Assistant Lecturer	Part time	Education	Nepali Edu.
21	Naindra Kumar Khatri	Assistant Lecturer	Part time	Education	Nepali Edu.
22	SanjibThapa	Assistant Lecturer	Part time	Management	Management
23	Chitra Kumar Subedi	Assistant Lecturer	Part time	Education	EPM
25	Kalpana Rai	Assistant Lecturer	Part time	Humanities	Sociology
26	Min Kumar Dahal	Assistant Lecturer	Part time	Humanities	Economics
27	Subash Chandra Rai	Assistant Lecturer	Part time	Humanities	Economics

Non Teaching Staffs

S.N.	Name	Designation	Remark	Mobile No.
1	Chuda Bahadur Karki	Accountant	Full time	9852849538
2	Gopal Dahal	Book Checker(Mukhia)	Full time	9842987012
3	Sanjib Khadka	Asst. Computer Operater	Contract	9852849108
4	Milan Chamling Rai	Asst. Computer Operater	Contract	9860004042
5	Ram Chandra Rai	Exam Asst. (Mukhia)	Contract	9842906055
6	Bed Maya Basnet	Administration	Contract	9819022220
7	Yubaraj Rai	Office Assistant	Full time	9840393158
8	Dhan Bahadur Darji	Office Assistant	Full time	9861195020

प्राध्यापक तथा कर्मचारी प्राप्ति नीति

१. दरबन्दी सिर्जना :

यस क्याम्पसमा प्राध्यापक तथा कर्मचारीको दरबन्दी क्याम्पसको आवश्यकतालाई दृष्टिगत गरी क्याम्पस प्रमुखको सिफारिसमा सञ्चालक समितिले निर्णय गरे बमोजिम हुनेछ ।

२. पद विभाजन:

(१) शिक्षकतर्फ:

यस क्याम्पसका शिक्षकका पदको श्रेणी देहाय बमोजिम हुनेछ :

(क) प्राध्यापक

(ख) सह प्राध्यापक

Campus Chief

(ग) उप प्राध्यापक

(घ) सहायक प्राध्यापक

(ङ) उप प्रशिक्षक

(२) कर्मचारीतर्फ:

यस क्याम्पसका कर्मचारीका पदको श्रेणी देहाय बमोजिम हुनेछ :

क) उपप्रशासक- उप सचिव वा सो सरह

ख) सहायक प्रशासक- शाखा अधिकृत वा सो सरह

ग) हेड असिस्टेन्ट- ना. सु. वा सो सरह (लेखा प्रशासन र पुस्तकालय)

घ) सहायक स्तर- खरिदार वा सो सरह (लेखा प्रशासन, पुस्तकालय र कम्प्युटर)

ङ) बुकचेकर- मुखिया वा सो सरह

च) श्रेणी विहीन

पद सिर्जना र खारेज :

दफा ३८ मा तोकिएका पदका अतिरिक्त क्याम्पसको आवश्यकता र सम्भाव्यतालाई हेरी क्याम्पस प्रमुखको सिफारिसमा सञ्चालक समितिले अन्य पदहरू सिर्जना गर्न र खारेज गर्न सक्ने छ ।

दरबन्दी मिलान :

यो विधान प्रारम्भ हुँदाको अवस्थामा यस विधानसँग बाझिने गरी क्याम्पसमा यथावत् रहेको पद तथा श्रेणीहरूलाई कमश: खारेज गरी विधान बमोजिमका पदमा दरबन्दी मिलान गर्दै लगिने छ ।

पदपूर्तिको व्यवस्था

पदपूर्ति :

क्याम्पसमा रिक्त रहेका पदहरूमा पदपूर्ति गर्न निम्नानुसार पदपूर्ति समिति रहने छ :

(१) पदपूर्ति समितिको गठन :

यस क्याम्पसमा रिक्त रहेको र नयाँ सिर्जना गरिएको पदहरूमा योग्य उमेदवारहरू छनोट गरी पदपूर्ति गर्न देहाय बमोजिमको पदपूर्ति समिति गठन हुने छ :

(क) सञ्चालक समितिले आफू मध्येबाट तोकेको एक जना   - संयोजक

(ख) सञ्चालक समितिले आफू मध्येबाट तोकेको दुई जना   - सदस्य

(ग) सहायक क्याम्पस प्रमुखहरू मध्येबाट संचालक समितिलेतोकेको एक जना - सदस्य

(घ) क्याम्पस प्रमुख   - सदस्य सचिव

(२) पदपूर्ति समितिको काम, कर्तव्य र अधिकार :-

(क) क्याम्पसमा रिक्त रहेको दरबन्दीमा अस्थायी वा स्थायी पदपूर्ति गर्नका लागि आवश्यक प्रक्रिया पुर्‍याई विज्ञापन गर्ने

(ख) पदपूर्तिको लागि गरिने खुल्ला विज्ञापन राष्ट्रिय र स्थानीय अखबारमा प्रकाशन गर्ने तर आन्तरिक बढुवाद्वारा पदपूर्ति गर्नु पर्ने भएमा त्यस्तो सूचना क्याम्पसको सूचना पाटीमा टाँस्ने ।

(ग) क्याम्पसमा कुनै पनि पदको दरबन्दी रिक्त भै तत्काल पदपूर्ति गर्न आवश्यक देखिएमा ती पदहरूमा करार वा अस्थायी सेवामा पदपूर्तिका लागि आवश्यक प्रक्रिया पुर्‍याई विज्ञापन गर्ने ।

(घ) प्राध्यापक तथा कर्मचारीहरुको वृत्ति विकासका लागि बढुवाको आवश्यक योग्यता पुगेका उमेदवारहरूलाई दृष्टिगत गरी विज्ञापन गर्ने ।

(ङ) विज्ञापित पदहरूका निम्ति निर्धारित मिति र समयमा आवश्यकता भए विशेषज्ञको सहयोग लिई सञ्चालन गर्ने ।

Campus Chief

(च) पदको प्रकृति हेरी मौखिक, लिखित एवम्प्रयोगात्मक परीक्षा प्रणाली उपदफा (३) र (४) लाई समेत आधार मानी सञ्चालन गर्ने ।

(छ) प्रतियोगितात्मक परीक्षाबाट छनोट भएका उमेदवारलाई सम्बन्धित पदमा नियुक्ति गर्न वा बढुवा गर्न सञ्चालक समिति समक्ष सिफारिस गर्ने ।

(ज) परीक्षा सञ्चालन र नतिजा प्रकाशन सम्बन्धी सम्पूर्ण अधिकार पदपूर्ति समितिलाई हुनेछ ।

(झ) आवश्यक कार्यविधि तयार गरी खण्ड 'छ' बाहेकको कार्य गर्न छनोट उप समिति गठन गर्न सक्नेछ ।

पदपूर्ति गर्ने तरिका

क्याम्पसमा रिक्त रहेको दरबन्दी र नयाँ सिर्जना भएका दरबन्दीहरूमा देहायका प्रक्रियाबाट पदपूर्ति समितिको सिफारिसबाट पदपूर्ति गरिने छ :-

(क) खुल्ला प्रतियोगिता

(ख) आन्तरिक र बढुवा प्रक्रिया

(ग) विशेष नियुक्ति

(घ) क्याम्पस सेवालाई समावेशी बनाउन खुल्ला प्रतियोगिताद्वारा पदपूर्ति हुने मध्ये ४५% छुट्याई सो प्रतिशतलाई सत प्रतिशत मानी देहाय बमोजिमको उमेदवारहरूमा मात्र प्रतिस्पर्धा गराई पदपूर्ति गरिनेछ :

(अ) महिला	३३%
(आ) अदिवासी/जनजाति	३६%
(इ) दलित	९ %
(ई) अल्पसङ्ख्यक	७%
(उ) अन्य	१५%

स्पष्टिकरण : उपदफा (३) को खण्ड 'घ' मा जेसुकै कुरा उल्लेख भएको भए पनि प्रतिस्पर्धामा सहभागी हुन नसक्दाको अवस्थामा उपस्थित उमेदवारहरू मध्ये खुल्ला प्रतिस्पर्धाबाट सहभागी मध्येबाटै योग्य प्रतिस्पर्धीलाई छनोट गरिने छ ।

छनोट उप समिति :

(१) पदपूर्ति समितिले दफा ४२ (२) को देहायका खण्डहरूमा व्यवस्था भएका कार्यहरू सम्पन्न गरी आफू समक्ष आवश्यक सिफारिस गर्न देहाय बमोजिमको एक छनोट समिति गठन गर्न सक्नेछ :

(क) क्याम्पस प्रमुख - संयोजक

(ख) पदपूर्ति समितिले तोकेको विषय विशेषज्ञ -१ जना

(ग) पदपूर्ति समितिमा सदस्यको रुपमा रहेको सहायक क्याम्पस प्रमुख - सदस्य सचिव

छनौट उप समितिको काम, कर्तव्य र अधिकार

छनौट उप समितिको काम, कर्तव्य र अधिकार पद पूर्ति समितिले तोके बमोजिम हुने छ ।

उमेदवार हुनको लागि योग्यता :

देहायका योग्यता पुगेका व्यक्तिहरू यस क्याम्पसमा कुनै पनि विज्ञापित पदमा उमेदवार हुन पाउने छन्:

(१) नेपाली नागरिक हुनु पर्ने ।

(२) सहायक स्तरको पदमा १८ वर्ष उमेर पुगेको ।

(३) अधिकृत स्तरको पदका लागि २१ वर्षको हुनु पर्ने ।

(४) सम्बन्धित पदका लागि न्यूनतम शैक्षिक योग्यता प्राप्त गरेको ।

(५) प्रचलित नियम अनुसार उमेरको हदबन्दी पार नगरेको ।

(६) नैतिक पतन देखिने फौजदारी अभियोगमा कसुरदार नठहरिएको ।

(७) भविष्यमा सरकारी सेवामा अयोग्य ठहरिने गरी कुनै सेवाबाट बर्खास्त नभएको ।

शिक्षकहरूको नियुक्ती :

क्याम्पसले निम्न पदमा विज्ञापन गरी पदपूर्ति गर्ने छ :

(१) सहायक प्राध्यापक

क्याम्पसमा रिक्त रहेका सहायक प्राध्यापक पदमा खुल्ला प्रतियोगिताबाट योग्यतम् उमेदवार छनोट गरी पदपूर्ति समितिको सिफारिस अनुसार सञ्चालक समितिले निर्णय गरेपछि क्याम्पस प्रमुखद्वारा नियुक्ति दिनेछ ।

(२) उपप्राध्यापक

(क) क्याम्पसमा सहायक प्राध्यापक पदमा रहि पाँच वर्ष सेवा अवधि पूरा गरेका शिक्षकहरूलाई आन्तरिक प्रकृयाहरूबाट पदपूर्ति समितिको सिफारिसमा वा खुल्ला प्रतिस्पर्धाबाट उपप्राध्यापक पदमा स्थायी नियुक्ति दिइने छ ।

(ग) यो विधान प्रारम्भ हुँदाको बखत शिक्षण सहायक पद खारेज भएको हुँदा सो पदमा कार्यरत शिक्षकहरुलाई सहायक प्राध्यापक पदमा पदस्थापन गरी समायोजन गरिने छ ।

(३) करार सेवा

(क) क्याम्पसलाई आवश्यक भई कुनै कारणबाट स्थायी, अस्थायी पदपूर्ति हुन नसकेमा वा विशेष परिस्थितिमा आवश्यक पदका लागि योग्यता पूरा गरेका इच्छुक नेपाली नागरिकलाई सम्बन्धित विषयमा अध्यापन गराउन वा सम्बन्धित क्षेत्रमा काम गराउन पदपूर्ति समितिको सिफारिसमा सञ्चालक समितिको सहमति लिई क्याम्पस प्रमुखले करार सेवामा नियुक्ति गर्ने छ तर यो विधान लागूहुन पूर्व करार सेवामा नियुक्ति भई कार्यरत शिक्षकहरुको करार अवधि समाप्त भई म्याद थप्न आवश्यक परेमा क्याम्पस प्रमुखले म्याद थप गरी त्यसको जानकारी सञ्चालक समितिलाई दिनुपर्ने छ । त्यसरी नियुक्त करार सेवाका शिक्षकको तलब, भत्ता तथा अन्य सुविधा दुई पक्ष बिचको सम्झौता अनुसार हुनेछ ।

(ख) यस खण्ड 'क' बमोजिम नियुक्त करार सेवाको शिक्षकको तलब, भत्ता तथा अन्य सुविधा परस्पर सम्झौताबाट निर्धारण भए पनि करार अवधि पुरा हुन बाँकी हुँदै नेपाल सरकारले शिक्षक कर्मचारीको तलब, भत्ता तथा अन्य सुविधा बृद्धि गरेमा र सो बृद्धिले करार सेवाका शिक्षकहरूलाई असर पुऱ्याएमा त्यस्ता शिक्षकहरूको तलब, भत्ता तथा अन्य सुविधाहरूलाई समय सापेक्ष समायोजन गर्दै लगिने छ ।

(४) आंशिक शिक्षक:

विशेष कारणले सम्बन्धित विषयको पठन पाठनलाई मौजुदा शिक्षकहरूबाट सम्भव नहुने देखिएमा क्याम्पस प्रमुखले सञ्चालक समितिको अध्यक्षको परामर्शमा शैक्षिक योग्यता पुगेका व्यक्तिलाई आंशिक शिक्षकमा एक शैक्षिक सत्रका लागि नियुक्त गर्न सक्ने छ । यस्तो नियुक्ति क्याम्पस प्रमुखले सञ्चालक समितिलाई नियमित बैठकमा जानकारी गराउनु पर्नेछ ।यसरी नियुक्त शिक्षकले न्यूनतम सहायक प्राध्यापक पदको सुरु तलबमानलाई प्रतिदिन ३ पिरियड मानी प्रतिदिन प्रति पिरियड आउने रकम बराबरको वा संचालक समितिले तोके बमोजिमको पारिश्रमिक पाउने छ ।

(५) आगन्तुक प्राध्यापकको व्यवस्था:

कुनै पनि विषयको विशेषज्ञ वा ख्याति प्राप्त विद्वान् व्यक्तिहरूलाई क्याम्पसले आवश्यक ठानेमा आगन्तुक प्राध्यापक पदमा नियुक्ति गर्न सक्नेछ । यस्तो पदमा करार सेवा अन्तर्गत मात्र नियुक्ति गरिने छ । साथै अतिथि प्राध्यापकको तलब, भत्ता र अन्य सुविधा सञ्चालक समितिले निर्णय गरे बमोजिम हुने छ ।

दोहोरो नियुक्ती :

यस क्याम्पसमा पूर्णकालीन सेवा गरी पूरा तलब, भत्ता तथा अन्य सुविधा उपभोग गर्ने कुनै पनि प्राध्यापकले कुनै पनि सरकारी निकाय तथा सामुदायिक संस्थामा स्थायी नियुक्ति लिई पूरा तलब भत्ता पाउने गरी सेवा गर्न पाउने छैन । यस्तो दोहोरो सुविधा पाउने गरी सेवाको नियुक्ति लिएमा क्याम्पसले दिएको पूर्णकालीन स्थायी तथा अस्थायी सेवाको नियुक्ति स्वतः खारेज हुने छ । तर क्याम्पसको पूर्व स्वीकृति र सहमति लिएर देहाय बमोजिमको सेवा भने गर्न पाइने छ :
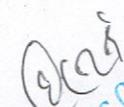
(१) क्याम्पसको पठन पाठनलाई हानी नपुऱ्याई अतिरिक्त समयमा कुनै सरकारी गैर सरकारी र सामुदायिक संस्थामा आंशिक सुविधा प्राप्त गर्न अल्पकालीन सेवा गर्न ।

(२) नेपाल सरकारको कुनै निकाय विश्वविद्यालय सामुदायिक संघ संस्थाले क्याम्पस समक्ष माग गरेमा खास विषयको विशेषज्ञ सेवाका लागि सुविधा सहितको सेवा गर्न ।

(३) यसमा जे सुकै लेखिएको भए पनि यो विधान लागु हुन पूर्व नै दोहोरो नियुक्ति लिई कार्यरत शिक्षकको हकमा यो व्यवस्था लागु हुने छैन । यसरी दोहोरो स्थायी नियुक्ति लिई कार्यरत शिक्षकको स्थायी र पदोन्नति हुने छैन । आंशिक सुविधा लिई अन्य संस्थामाकार्यरत शिक्षकहरूले पनि क्याम्पसको स्वीकृति लिनु पर्ने छ ।

पद रिक्त हुने अवस्थाः

क्याम्पसमा कार्यरत शिक्षकको देहायको अवस्थामा पद रिक्त हुने छ :

(१) लिखित राजीनामा दिई सञ्चालक समितिबाट स्वीकृत भएमा ।

(२) मृत्यु भएमा ।

(३) होश ठेगान नभई बहुलाएको प्रमाणित भएमा ।

(४) नैतिक पतन देखिने गम्भीर प्रकृतिको फौजदारी अभियोग कसुदार ठहरिएमा ।

(५) पदीय दायित्व निर्वाह नगरेको वा क्याम्पसको हित विपरित आचरण गरेको अभियोगमा क्याम्पस प्रमुखले पर्याप्त आधार सहित कारवाहीका लागि गरेको सिफारिसलाई सञ्चालक समितिको पूर्ण बैठकको बहुमतबाट अनुमोदन गरी बर्खास्त गरेमा तर यसरी बर्खास्त गर्दा निजलाई आफ्नो सफाई पेस गर्ने पर्याप्त मौकाबाट बञ्चित गरिने छैन ।

पदोन्नतिको व्यवस्था :

क्याम्पसमा कार्यरत सबै स्थायी शिक्षकहरूको योग्यताको आधारमा देहाय बमोजिम पदोन्नतिको व्यवस्था गरिएको छ :

(१) उपप्राध्यापक

(क) सहायक प्राध्यापक पदमा स्थायी नियुक्ति भई २ वर्ष सेवा अवधि पूरा गरेका शिक्षकहरू उपप्राध्यापकमा बढुवाको आवेदन दिन योग्य हुने छन् । तर एम.फिल. को उपाधि प्राप्त शिक्षकको हकमा डेढवर्ष र विद्यावारिधि उपाधि प्राप्त शिक्षकको हकमा भने १ वर्षको सेवा अवधि पार गरे पुग्नेछ ।

(ख) सहायक प्राध्यापक पदमा स्थायी नियुक्ति भई सोही पदमा अविच्छिन्न ५ वर्ष सेवा अवधि पुरा गरेका व्यक्तिहरू कार्यसम्पादन मूल्याङ्कनको आधारमा पदपूर्ति समितिको सिफारिसमा बढुवा गर्न सकिनेछ ।

(२) सहप्राध्यापक

(क) उपप्राध्यापक पदमा स्थायी नियुक्ति भई ५वर्ष सेवा अवधि पूरा गरेका शिक्षकहरू सहप्राध्यापकमा बढुवाको लागि आवेदन दिन योग्य हुने छन् । तर एम.फिल.को उपाधि प्राप्त शिक्षकको हकमा ४ वर्ष र विद्यावारिधि उपाधि प्राप्त शिक्षकको हकमा भने ३ वर्षको सेवा अवधि पार गरे पुग्नेछ ।

(ख) उपप्राध्यापक पदमा स्थायी नियुक्ति भई सोही पदमा अविच्छिन्न १० वर्ष सेवा अवधि पूरा गरेका व्यक्तिहरू कार्य सम्पादन मूल्याङ्कनको आधारमा पदपूर्ति समितिको सिफारिसमा बढुवा गर्न सकिने छ ।

(३) प्राध्यापक

सहप्राध्यापक पदमा स्थायी नियुक्ति भई कम्तिमा ७ वर्ष अविच्छिन्न सेवा अवधि पूरा गरेका शिक्षक प्राध्यापक पदमा बढुवाको लागि उमेदवार हुन पाउने छन्तरएम.फिल.को उपाधि प्राप्त शिक्षकको हकमा ६ वर्ष र विद्यावारिधि उपाधि प्राप्त शिक्षकको हकमा भने ५ वर्षको सेवा अवधि पार गरे पुग्नेछ ।

(४) शैक्षिक कार्यक्रमको आधारमा सम्बन्धित विषयको पाठ्यभार बमोजिम आवश्यक सङ्ख्यामा सहायक प्राध्यापक र उपप्राध्यापक पदको दरबन्दी कायम हुने छ तर सहप्राध्यापक पदको दरबन्दी भने सम्बन्धित पदमा वढुवाका लागि योग्यता पुगेका आवेदक संख्याको ५०% का हिसाबले दरबन्दी कायम हुने छ भनेप्राध्यापक पदका हकमा उमेदवार संख्याको एक तिहाई दरबन्दी कायम हुने छ ।

Campus Chief

स्पष्टिकरण : माथिका दफाहरुमा उल्लेखित पदोन्नतिको लागि उल्लेखित सेवा अवधि (वर्ष) त्रिभुवन विश्वविद्यालय ऐन,नियमसंग बाझिएमा बाझिएकोहदसम्म अमान्य हुनेछ ।

पदोन्नतिको विज्ञापन

पदपूर्ति समितिले आवश्यकता हेरी समय समयमा उपप्राध्यापक सहप्राध्यापक पदमा बढुवाको लागि आन्तरिक विज्ञापन गर्ने छ । तर बढुवाको लागि उपदफा ४ बमोजिमका आवेदक संख्या हुन नसक्ने भएमा विज्ञापन गर्न पदपूर्ति समितिले बाध्य हुने छैन ।

(१) पदोन्नतिको मूल्याङ्कनका आधारहरू

यस क्याम्पसमा कार्यरत शिक्षकहरूको सहप्राध्यापक र प्राध्यापक पदमा पदोन्नतिका लागि देहाय बमोजिम मूल्याङ्कनका आधार तय गरिएको छ :

सि. नं.	मूल्यांकनका क्षेत्र	पूर्णांक
क	अध्ययन अनुसन्धान	२०
ख	कृति लेखन, प्रकाशन तथा सम्पादन	२०
ग	कार्य सम्पादन मूल्यांकन	१५
घ	शैक्षिक योग्यता	१०
ङ	तलिम	५
च	जेष्ठता	२०
छ	विशेष अनुभव र शोधपत्र/सिर्जना पत्रको निर्देशन	५
	मौखिक परिक्षा	५
	जम्मा	१००

(क)अध्ययन अनुसन्धान वापत - २०

यस शीर्षकको अङ्क विभाजन निम्न अनुसार गरिएको छ :

(१)कुनै विषय/शीर्षकमा गरिएको सामान्य अनुसन्धान कार्य -५

(२) सम्बन्धित विषयकै विना उपाधिको अनुसन्धान कार्य (कम्तीमा ५ वटा) वापत -१०

(३) सम्बन्धित विषयकैएम. फिल. वा सो सरहको अध्ययन अनुसन्धान वापत - १५

(४) सम्बन्धित विषयको पिएच. डी.वा सो सरहको अध्ययन अनुसन्धान वापत -२०

(ख) कृति लेखन प्रकाशन तथा सम्पादन -२०

(१) सम्बन्धित विषयमा फुटकर लेख रचना प्रकाशन वापत -५

(२) सम्बन्धित विषयका एक कृति वा एक दर्जनभन्दा बढि फुटकर लेख रचना प्रकाशन वापत १०

(३) सम्बन्धित विषयका एक कृति र लेख रचना प्रकाशन वा सम्पादन वापत -१५ २२

(४) सम्बन्धित विषयको दुई वटा कृति प्रकाशन वापत -२०

(ग) कार्य सम्पादन मूल्याङ्कन -१५

यस शीर्षकलाई निम्न शीर्षकमा वर्गीकरण गरी पूर्णाङ्क निर्धारण गरिएको छ :

अति उत्तम	उत्तम	सन्तोषजनक
१५	१४	१३

(घ) शैक्षिक योग्यता

निम्न बमोजिम निर्धारण गरिएको छ :

विशिष्ट श्रेणी	प्रथम	द्वितीय
१०	९	८
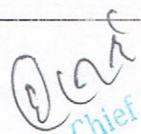
(ङ) तालिम वा गोष्ठी वापत - ५

सम्बन्धित विषयको प्रति तालिम वा गोष्ठी सहभागी भए वापत १ अङ्क प्राप्त हुने छ तर यस्तो अङ्क ५ भन्दा बढी हुनेछैन ।

(च) ज्येष्ठता वापत -२०

ज्येष्ठताको अङ्क गणना गर्दा हाल स्थायी भई बहाल रहेको पदमा कार्य गरे वापत प्रत्येकवर्षका लागि १.५ अङ्क प्राप्त हुनेछ तर जति धेरै सो पदमा बहाल रहेको भए तापनि ज्येष्ठता वापत २० भन्दा माथि अङ्क दिइने छैन । कुनै पदमा बढुवाका प्रतिस्पर्धी बिचमा अङ्क समान भएको खण्डमा स्थायी सुरु नियुक्तिको आधारमा निर्णय हुने छ तर स्थायी नियुक्ति पनि समान रहेछ भने अस्थायी वा करार सेवाको नियुक्तिको आधारमा ज्येष्ठताको क्रम निर्धारण हुने छ ।

(छ) विशेष अनुभव -५

यस संस्था बाहेक अन्यत्र सम्बन्धित विषयमा आर्जन गरेको अनुभव वापत प्रत्येक वर्ष एक अङ्कका दरले ५ अङ्क प्राप्त हुने छ ।

(ज) मौखिक परिक्षा -५

पदपूर्ति समितिले लिने अन्तर्वार्ताबाट प्रतियोगीले अधिकतम ५ अङ्क पाउने छ ।

प्रशासनिक कर्मचारीहरूको नियुक्ती :

(१) श्रेणी विहीन

क्याम्पसमा रिक्त रहेका पियन, अर्दली, पाले, चौकिदार, कुचिकार, क्लिनर जस्ता पदहरूमा योग्य उमेदवार छनोट गरी क्याम्पस प्रमुखबाट अस्थायी/करार सेवामा मात्र नियुक्त दिने छ । तर यो विधान लागु हुनु पूर्व उक्त पदहरूमा स्थायी नियुक्ति पाई कार्यरत कर्मचारीहरूमा भने यो दफा लागु हुने छैन ।

(२) बुक चेकर, मुखिया वा सो सरह

क्याम्पसमा पुस्तकलयमा रिक्त रहेका बुक चेकर वा मुखिया सो सरहको दरबन्दीमा खुल्ला प्रतियोगिताबाट योग्यतम् उमेदवार छनोट गरी पदपूर्ति समितिले सिफारिस गरेपछि क्याम्पस प्रमुखबाट अस्थायी नियुक्ति दिइनेछ । यस्तो नियुक्तिलाई सञ्चालक समितिले अनुमोदन गरे पछि लागु भएको मानिने छ ।बुकचेकर मुखिया वा सो सरहको पदमा ४ वर्ष अस्थायी करार सेवा अवधि पूरा २३ गरेका कर्मचारीलाई आन्तरिक प्रकृयाबाट पदपूर्ति समितिको सिफारिसमा स्थायी नियुक्ति दिन सकिनेछ ।

(३) सहायक स्तर, खरिदार वा सो सरह

क्याम्पसमा विभिन्न प्रशासनिक शाखा/फाँटमा रिक्त रहेका सहायक स्तर वा सो सरहका दरबन्दीमा खुल्ला प्रतियोगिताबाट योग्यतम् उमेदवार छनोट गरी पदपूर्ति समितिले सिफारिस गरेपछि क्याम्पस प्रमुखबाट अस्थायी नियुक्ति दिने छ । यस्तो नियुक्तिलाईसञ्चालक समितिले अनुमोदन गरेपछि मात्र लागु हुने छ । उक्त स्तरको पदमा ५ वर्ष अस्थायी/करार सेवा अवधि पूरा गरेका कर्मचारीलाई आन्तरिक प्रकृयाबाट पदपूर्ति समितिको सिफारिसमा स्थायी नियुक्ति दिन सकिनेछ ।

(४) हेड असिस्टेन्ट, ना.सु .वा सो सरह

क्याम्पसमा रिक्त रहेका हेड असिस्टेन्ट ना.सु. वा सो सरहका पदमा खुल्ला प्रतियोगिताबाट योग्यतम् उमेदवार छनोट गरी पदपूर्ति समितिले गरेको सिफारिसलाई क्याम्पस सञ्चालक समितिको बैठकले निर्णय गरेपछि क्याम्पस प्रमुखबाट अस्थायी सेवामा नियुक्ति दिने सकिने छ । उक्त स्तरको पदमा ५ वर्ष अस्थायी सेवा अवधि पूरा भएपछि निजलाई आन्तरिक प्रकियाबाट पदपूर्ति समितिको सिफारिसमा स्थायी नियुक्ति दिन सकिनेछ ।

(५) सहायक प्रसाशक ,शाखा अधिकृत वा सो सरह

यस क्याम्पसमा रिक्त रहेका सहायक प्रशासक, शाखा अधिकृत वा सो सरहका पदहरूमा खुल्ला प्रतियोगिताबाट योग्यतम् उमेदवार छनोट गरी पदपूर्ति समितिको सिफारिसले गरेको सिफारिसलाई क्याम्पस सञ्चालक समितिको बैठकले निर्णय गरेपछि क्याम्पस प्रमुखबाट अस्थायी सेवामा नियुक्त दिन सकिने छ ।

Campus Chief

सहायक प्रसाशक शाखा अधिकृत वा सो सरहको पदमा ५ वर्ष अस्थायी सेवा अवधि पूरा भएपछि निजलाई आन्तरिक प्रकृयाबाट पदपूर्ति समितिको सिफारिसमा स्थायी नियुक्ति दिन सकिनेछ ।

(६) उपप्रशासक, उप सचिव वा सो सरह

यस क्याम्पसमा रिक्त रहेका उपप्रशासक पदहरूमा आन्तरिक प्रतियोगिताबाट योग्यतम् उमेरदवार छनोट गरी पदपूर्ति समितिले गरेको सिफारिसलाई क्याम्पस सञ्चालक समितिले अनुमोदन भएपछि क्याम्पस प्रमुखले नियुक्ति दिने छ ।

दोहोरो नियुक्ती :

यस क्याम्पसमा पूर्णकालीन अस्थायी/स्थायी सेवा गरेवापत पुरा तलब भत्ता तथा अन्य सुविधा प्राप्त गर्ने कुनै पनि कर्मचारीले अन्य सरकारी कार्यालय र सामुदायिक संस्थामा पुरा तलब भत्ता प्राप्त गर्ने गरी सेवा गर्न पाउने छैन । यस्तो दोहोरो स्थायी नियुक्ति लिएको पाएमा क्याम्पसले दिएको पूर्णकालीन सेवाको नियुक्ति स्वतः बदर हुने छ तर क्याम्पसको पूर्व स्वीकृति लिएर क्याम्पसको प्रशासनिक कार्यमा बाधा नपुग्ने गरी त्यस्ता संस्थामा आंशिक सुविधा भोग गर्ने गरी सेवा गर्न भने बाधा पुग्ने छैन । यस दफामा जेसुकै लेखे पनि यो विधान लागु हुन पूर्व नै दोहोरो नियुक्ति लिई कार्यरत कर्मचारीको हकमा यो दफा लागु हुने छैन तर यसरी दोहोरो स्थायी नियुक्ति लिई कार्यरत कर्मचारीलाई स्थायी र पदोन्नति गरिने छैन ।

बढुवा सम्बन्धी व्यवस्था :

(१) श्रेणी विहीन कर्मचारी

क) श्रेणी विहीन कर्मचारी वा सो सरहको पदमा स्थायी नियुक्ति लिई ७ वर्ष वा सो अवधि पार गर्ने कर्मचारीलाई आन्तरिक प्रक्रियाबाट पदपूर्ति समितिको सिफारिसमा श्रेणी विहीन द्वितीय स्तरमा पदोन्नति गरी प्रोत्साहित गर्न सकिनेछ ।

ख) श्रेणी विहीन वा सो सरहको द्वितीय स्तरमा पदोन्नति भई ८ वर्ष सेवा अवधि पार गर्ने कर्मचारीलाई आन्तरिक प्रक्रियाबाट पदपूर्ति समितिको सिफारिसमा श्रेणीविहीन तृतीय स्तरमा पदोन्नति गरी प्रोत्साहित गर्न सकिनेछ ।

ग) यस्तो पदोन्नतिलाई क्याम्पस प्रमुखले सञ्चालक समितिको बैठकबाट अनुमोदन गराए पछि मात्र लागु हुने छ ।

(२) सहायक स्तर खरिदार वा सो सरह

बुकचेकर वा सो सरहको पदमा स्थायी नियुक्ति लिई ५ वर्ष सेवा गरी सकेका व्यक्ति सहायक स्तर वा खरिदार सो सरह पदमा बढुवाका लागि योग्य हुने छ ।

(३) हेड असिस्टेन्ट, ना.सु. वा सो सरह

सहायक स्तर, खरिदार सो सरहको पदमा स्थायी नियुक्ति लिई ७ वर्ष सेवा गरी सकेका व्यक्ति हेड असिस्टेन्ट ना.सु. वा सो सरहको पदमा बढुवाको लागि योग्य हुने छ तर माथिल्लो योग्यता पुगेका हकमा ५ वर्ष सेवा गरेकोलाई योग्य मानिने छ ।

(४) सहायक प्रशासक शाखा अधिकृत वा सो सरह

हेड असिस्टेन्ट ना.सु. वा सो सरको पदमा स्थायी नियुक्ति लिई ७ वर्ष सेवा गरी सकेका व्यक्ति सहायक प्रशासक शाखा अधिकृत वा सो सरह पदमा बढुवाको लागि योग्य हुने छ तर माथिल्लो योग्यता पुगेका हकमा ५ वर्ष सेवा गरेकोलाई योग्य मानिने छ ।

(५) उपप्रशासक वा सो सरह

सहायक प्रशासक शाखा अधिकृत वा सो सरहको पदमा स्थायी नियुक्ति लिई ७ वर्ष सेवा गरिसकेका व्यक्ति उपप्रशासक वा सो सरहका पदमा बढुवाका लागि योग्य हुने छ तर माथिल्लो योग्यता पुगेका हकमा ५ वर्ष सेवा गरेकोलाई योग्य मानिने छ ।

बढुवा वा पदोन्नति:

दफा ५१ (१) (२), (३), (४) र (५) मा उल्लिखित बढुवा वा पदोन्नति पदपूर्ति समितिको सिफारिसमा सञ्चालक समितिले अनुमोदन गरेपछि क्याम्पस प्रमुखले पदोन्नतिको नियुक्ति दिने छ ।

पदोन्नतिका लागि मूल्याङ्कनको आधार :

(१) यस क्याम्पसमा कार्यरत कर्मचारीको पदोन्नतिका लागि देहाय अनुसार तय गरिएको छ :

सि.नं. मूल्याङ्कनका आधार

सि. नं.	मूल्यांकनका क्षेत्र	पूर्णांक
क	तलिम वा गोष्ठी	१०
ख	कार्य सम्पादन मूल्यांकन	१५
ग	शैक्षिक योग्यता	५
घ	तलिम	५
ङ	जेष्ठता	१५
च	मौखिक परिक्षा	५
	जम्मा	५०

(२) प्रत्येक शीर्षकको अङ्क विभाजन यस प्रकार छ :

(क) कार्य सम्पादन मूल्याङ्कन -१५

अति उत्तम	उत्तम	सन्तोषजनक
१५	१४	१३

(ख) शैक्षिक योग्यता-५

विशिष्ट श्रेणी	प्रथम	द्वितीय	तृतीय
५	४	३	२

(ग) तालिम वा गोष्ठी बापत -१०
सम्बन्धित विषय वा सेवालाई उपयोगी हुने गोष्ठी वा तालिममा सहभागी भएको प्रत्येक पटकका लागि २ अङ्क दिईने छ तर यो अङ्क अधिकतम् १० मात्रै हुनेछ ।

(घ) जेष्ठता बापतको अङ्क - १५
बहाल रही पदमा स्थायी नियुक्ति लिई सेवा गरेको प्रत्येक वर्षका लागि १.५ अङ्क दिइने छ । यो अङ्क अधिकतम् १५ भन्दा बढी हुने छैन ।

(ङ) मौखिक परीक्षा -५
अन्तर्वार्ता लिने पदपूर्ति समितिले बढुवाका उमेदवारलाई अधिकतम् ५ अङ्क दिन सकिने छ ।

पद तथा अवकाश सम्बन्धी व्यवस्था :

क्याम्पसमा कार्यरत पदाधिकारी तथा कर्मचारीहरूको देहायका अवस्थामा पद रिक्त हुनेछ :

(क) लिखित राजीनामा दिई सञ्चालक समितिबाट स्वीकृत भएमा ।
(ख) मृत्यु भएको अवस्थामा ।
(ग) होश ठेगानमा नरही बहुलाएको प्रमाणित भएमा ।
(घ) नैतिक पतन देखिने गम्भीर प्रकृतिको फौजदारी अभियोगमा सजाय पाएमा ।
(ङ) पदीय दायित्व निर्वाह नगरेको वा क्याम्पसको हित विपरित आचरण गरेको अभियोगमा क्याम्पस प्रमुखले पर्याप्त आधार सहित कार्यवाहीका लागि गरेको सिफारिसलाई सञ्चालक समितिको बैठकले अनुमोदन गरी बर्खास्त गरिएमा तर यसरी बर्खास्त गर्दा निजलाई आफ्नो सफाइ पेस गर्ने पर्याप्त मौकाबाट बञ्चित गरिने छैन ।
(च) क्याम्पस प्रमुख, सहायक क्याम्पस प्रमुख, विभागीय प्रमुख तथा शिक्षण समितिका अध्यक्षको हकमा निजहरूको तोकिएको पदावधि समाप्त भएको अवस्थामा शैक्षिक पद भने कायमै रहनेछ ।
(छ) दफा ४६ र ५० बमोजिमको दोहोरो नियुक्ति लिएको पाइएमा ।

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Human Resource Development
Plan

परीक्षण काल :

स्थायी सेवामा नियुक्ति भएका शिक्षक तथा कर्मचारीलाई एक वर्षको परीक्षण कालमा राखिने छ । परीक्षण कालमा निजको काम सन्तोषजनक नदेखिए अवकाश दिन सकिने छ ।

बिदा सम्बन्धी व्यवस्था

बिरामी बिदा :

(१) प्राध्यापक वा कर्मचारीलाई एक वर्षको सेवाका लागि १५ दिनको पूरा तलबी वा ३० दिनको आधा तलबी बिरामी बिदा दिइनेछ तर ७ दिनभन्दा बढी अवधिको बिरामी बिदामा बस्ने प्राध्यापक वा कर्मचारीले मेडिकल काउन्सिल (चिकित्सा परिषद्) बाट मान्यता प्राप्त संस्था वा चिकित्सकले दिएको बिरामीको प्रमाण पत्र पेस गर्नु पर्ने छ ।

(२) प्राध्यापक वा कर्मचारीले यस नियम बमोजिम पाउने बिरामी बिदा संचित गरी राख्न सक्ने छ तर असाधारण वा बेतलवी बिदा बसेको अवधिको बिरामी बिदा पाउने छैन ।

(३) उपदफा (२) बमोजिम सञ्चित बिरामी बिदा बापत कुनै शिक्षक वा कर्मचारीले जुनसुकै किसिमले सेवाबाट अवकाश लिए पनि निजलेखाइपाई आएको तलबको दरले हुन आउने रकम एकमुष्ट पाउने छ ।

(४) सेवा अवधिभित्र कुनै शिक्षक तथा कर्मचारीको मृत्यु भै निजको सञ्चित बिदाको रकम मृत्यु हुँदाको अवस्थाको तलबको दरले हुन आउने रकम निजको नजिकको हकवालालाई दिइने छ ।

(५) कुनै ठूलो वा कडा रोग लागि उपचार गर्न शिक्षक वा कर्मचारीले सञ्चित गरेका बिरामी बिदा तथा घर बिदाबाट नपुग भएमा निजले ३० दिनको पेश्की बिदा पाउने छ ।

प्रसुति बिदा/प्रसुति सेवा बिदा :

(१) क्याम्पसको सेवामा कार्यरत कुनै महिला शिक्षक वा कर्मचारीलाई सुत्केरीका लागि सामान्यतः अगाडि र पछाडि गरी जम्मा ६० दिनसम्मको प्रसुति बिदा दिइने छ तर यस्तो बिदा क्याम्पस सेवा अवधि भरी बढीमा दुई पटकसम्म मात्र दिइने छ ।

(२) पुरुष कर्मचारी वा प्राध्यापकका हकमा निजकी श्रीमती सुत्केरी भएमा सुत्केरी स्याहार वापत ७ दिनको बिदा दिइने छ ।

(३) यी दुबैबिदा सेवा अवधि भरीमा २ पटक मात्र लिन पाइने छ ।

घर बिदा :

(१) वर्षे र हिउँदे विदा नपाउने शिक्षक, कर्मचारीले वर्षको ३० दिनमा नबढाइ घर विदा पाउनेछ । तर हिउँदे र वर्षे विदा लिन पाउने शिक्षक कर्मचारीले घर विदा पाउनेछैन ।

(२) घर विदा बस्दा शिक्षक कर्मचारीले पूरा तलब पाउनेछ ।

(३) घर विदा बढीमा एकसय असी दिन सम्म सञ्चित रहनेछ ।

(४) सेवाबाट अलग भएमा सञ्चित घर विदा १८० दिन वापत निज पदाधिकार रहेको पदबाट खाइपाइ आएको तलबका दरले हुन आउने रकम पाउनेछ ।

(५) अध्ययन विदा वा असाधारण विदामा बसेको शिक्षक कर्मचारीले सो अवधीभरको घर विदा पाउने छैन ।

पर्व तथा भैपरी आउने बिदा :

(१) शिक्षक कर्मचारीले वर्ष भरिमा बढीमा ६ (छ) दिन सम्मको पर्व विदा पाउनेछ ।

(२) शिक्षक कर्मचारीले वर्ष भरिमा बढीमा ९ (नौ) दिन सम्मको भैपरी आउने विदा पाउनेछ ।

(३) पर्व विदा र भैपरी आउने विदा सञ्चित हुने छैन ।

किरिया बिदा :

कुनै शिक्षक तथा कर्मचारीको बाबु वा आमा, पति वा पत्नी तथा छोराछोरीको मृत्यु भएको अवस्थामा वा निकटतम् नातेदारको मृत्यु भई आफैँ किरिया बस्नु परेमा, यस्ता शिक्षक वा कर्मचारीलाई प्रचलित संस्कार अनुसार काज किरिया गर्न १५ दिन सम्मको पूरा तलबी बिदा दिइने छ, तर विवाहित महिला शिक्षक तथा

Campus Chief

कर्मचारीको हकमा आफ्नो सासु-ससुराको मृत्यु भएमा पनि क्रिया बिदा दिइने छ ।

असाधारण बिदा :

क्याम्पसमा ५ वर्षसम्म स्थायी सेवा गरेको प्राध्यापक वा कर्मचारी कारण खोली असाधारण विदा लिनुपर्ने कारणसहित बेतलबी बिदा पाउन निवेदन गरेको अवस्थामा निजलाई सम्पूर्ण सेवा अवधिमा अधिकतम् ३ वर्षको असाधारण (बेतलबी) बिदा दिन सकिने छ । त्यस्तो बिदा एक पटकमा बढीमा एक बर्षका लागि मात्र स्वीकृत हुनेछ र सो विदा क्याम्पस प्रमुख मार्फत सञ्चालक समितिबाट स्वीकृत गराउनु पर्नेछ । असाधारण विदामा बस्नेले सो अवधिभर तलव पाउने छैन र विदाको अवधि निजको सेवा अवधिमा गणना गरिने छैन ।

बिदा सञ्चित हुने :

कुनै प्राध्यापक वा कर्मचारीको क्याम्पस सेवा अन्तर्गतको एक पदबाट अर्को पदमा सरुवा वा नियुक्ति भएमा निजको बढुवा वा नियुक्ति हुँदाका बखत सञ्चित रहेको सबै किसिमका बिदाहरू नयाँ पदमा बहाल गरी सञ्चय गरेका बिदा सरह मानिने छ ।

बिदा उपभोग गर्न नपाउने

यस विधानमा जुनसुकै कुरा लेखिएको भए तापनि सञ्चालक समितिबाट आवश्यक सेवा भनी तोकिएका (पाले, चौकीदार) कर्मचारीरूले कुनै पनि सार्वजनिक बिदा उपभोग गर्न पाउने छैनन् तर सो वापत निजहरूले एक बर्षमा ६० दिनको सट्टा बिदा पाउने छन् । आर्थिक बर्षका अन्त्यमा उपभोग नगरी बाँकी रहेको सट्टा बिदाको रकम निजले खाइपाई आएको तलबको अनुपातमा दिइने छ ।

बिदा अधिकारको रूपमा नहुने :

बिदा अधिकारको रूपमा मानिने छैन । क्याम्पसको काममा बाधा नपर्ने गरी दिइने सुविधा मात्र मानिने छ बिरामी, क्रिया र प्रसुती बिदा बाहेक कुनै पनि बिदा पूर्व स्वीकृती बिना लिन पाइने छैन ।

बिदा स्वीकृत गर्ने अधिकार :

घर बिदा, बिरामी बिदा र क्रिया बिदा प्राध्यापक र कर्मचारीको हकमा सम्बन्धित सहायक क्याम्पस प्रमुखको सिफारिसमा क्याम्पस प्रमुखले र अध्ययन बिदा र असाधारण बिदा क्याम्पस प्रमुखको सिफारिसमा सञ्चालक समितिले स्वीकृत गर्ने छ ।

तलब, भत्ता, ग्रेड, उपदान, दशैं खर्च र अवकाश

तलब भत्ता :

क्याम्पस सेवामा नियुक्ति पाएका प्राध्यापक तथा कर्मचारीले क्याम्पसको सेवामा रही काम गरे वापत पाउने तलब भत्ता र अन्य सुविधाहरू प्रचलित कानुन वा त्रि.वि. नियमावली अनुरूप खाइपाई आएको रकममा नघट्ने गरी सञ्चालक समितिको बैठकले तोके बमोजिम लागु हुने छ तर करार सेवा र आंशिक सेवामा नियुक्त भएका शिक्षक वा कर्मचारीको हकमा भने दफा ४५ (३) र (४) बमोजिम हुने छ ।

नयाँ तलबमान सम्बन्धमाः

नेपाल सरकार वा त्रि.वि.ले शिक्षक तथा कर्मचारीहरूको नयाँ तलबमान कायम गरेमा क्याम्पस प्रमुखले क्याम्पसमा कार्यरत शिक्षक तथा कर्मचारीहरूलाई नयाँ तलबमान अनुसार नै तलब, भत्ता तथा अन्यसुविधा उपलब्ध गराउने छन्र सो कार्यको अनुमोदन सञ्चालक समितिबाट गराउनु पर्ने छ ।

कक्षाभार तथा अतिरिक्त पारिश्रमिक :

कक्षाभार तथा अतिरिक्त पारिश्रमिक सम्बन्धी व्यवस्थाको आधार निम्नानुसार हुनेछ :-

क्र.सं.	पद	न्यूनतम् कक्षाभार	अतिरिक्त पारिश्रमिक, प्रति पिरियड दर
१	क्याम्पस प्रमुख	६	न्यूनतम सहायक प्राध्यापक पदको सुरु तलबमान प्रति दिन ३ पिरियड मानी प्रति दिन प्रति पिरियड हुने रकम ।
२	सहायक क्याम्पस प्रमुख	१२	

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३	शिक्षक समिति प्रमुख	१५
४	सहप्राध्यापक	१२
५	प्राध्यापक	६
६	उपप्राध्यापक/सहायक प्राध्यापक	१८

दैनिक तथा भ्रमण भत्ता :

त्रि.वि. नियामावली अनुसार हुने छ ।

दशैं खर्चको व्यवस्था :

क्याम्पसमा कार्यरत प्राध्यापक तथा कर्मचारीहरूले प्रचलित नियमानुसार दशैं खर्च प्राप्त गर्ने छन् तर अस्थायी प्राध्यापक तथा कर्मचारीका हकमा भने ५ महिनाको सेवा अवधि पूरा नभई यो सुविधा प्राप्त हुने छैन ।

ग्रेडको व्यवस्था :

क्याम्पसमा कार्यरत सबै स्थायी प्राध्यापक तथा कर्मचारीलाई प्रचलित त्रि.वि. नियम अनुसार ग्रेडको व्यवस्था गरिने छ ।

उपदान सम्बन्धी व्यवस्था :

क्याम्पसका स्थायी प्राध्यापक तथा कर्मचारीहरूले देहाय बमोजिमको दरमा उपदान पाउने छन्:

(१) ५ वर्षदेखि १० वर्षसम्म यस क्याम्पसमा रहेका प्राध्यापक तथा कर्मचारीले आफूले काम गरेको प्रत्येक वर्षको निमित्त खाइपाई आएको आखिरी तलबकोआधा महिनाको तलब पाउने छन् ।

(२) १० वर्षदेखि १५ वर्षसम्म यस क्याम्पसमा रहेका प्राध्यापक तथा कर्मचारीले आफूले काम गरेको प्रत्येक वर्षको खाइपाई आएको आखिरी तलबको १ महिनाको तलब पाउने छन् ।

(३) १५ वर्षदेखि २० वर्ष सेवा यस क्याम्पसमा रहेका प्राध्यापक तथा कर्मचारीले आफूले काम गरेको प्रत्येक वर्षको खाइपाई आएको आखिरी तलबको १ महिना १५ दिनको तलब पाउने छन् ।

(४) २० वर्षदेखि माथि सेवा गरेका प्राध्यापक तथा कर्मचारीले आफूले काम गरेको प्रत्येक वर्षको खाइपाई आएको आखिरी तलबको २ महिनाको तलब पाउनेछन् ।

औषधि उपचार खर्च सम्बन्धी :

(१) क्याम्पसमा कार्यरत स्थायी प्राध्यापक तथा कर्मचारी जसले २० वर्ष सेवा अवधि पूरा गरेका छन् निजहरूले देहाय बमोजिमका दरले अबकास हुँदाका बखत औषधि उपचार खर्च पाउने छन्:

(क) सहायक प्राध्यापक तथा कर्मचारीतर्फ सहायक प्रशासक वा सो सरह देखि माथिका प्राध्यापक तथा कर्मचारीले आफूले खाइपाई आएको आखिरी तलबमानको १२ महिना बराबरको रकम पाउने छन् ।

(ख) हेड असिस्टेण्ट ना.सु. वा सो सरह र बुक चेकर मुखिया वा सो सरहका पदमा कार्यरत कर्मचारीले आफूले खाइपाई आएको आखिरी तलबमानको १८ महिना बराबरको रकम पाउने छन् ।

(ग) श्रेणीविहीन वा सो सरहका कर्मचारीले आफूले खाइपाई आएको आखिरी तलबमानको २० महिना बराबरको रकम पाउनेछन् ।

(२) क्याम्पसमा कार्यरत स्थायी प्राध्यापक तथा कर्मचारीले १० वर्ष भन्दा माथि २० वर्ष भन्दा कम सेवा अवधिमै अवकाश लिएमा त्यस्ता शिक्षक तथा कर्मचारीले उपदफा (१) मा उल्लिखित रकमको एक तिहाइ बराबरको सुविधा प्राप्त गर्ने छन् ।

अवकाश सम्बन्धी व्यवस्था :

प्राध्यापक तथा कर्मचारीलाई निजको उमेर ६३ वर्ष पुरा भएपछि क्याम्पस सेवाबाट अनिवार्य अवकाश दिइनेछ । यस विधान बमोजिम अवकाश प्राप्त प्राध्यापक तथा कर्मचारीको सेवा क्याम्पसलाई आवश्यक महसुस भएमा निजलाई पटकपटक गरी जम्मा २ वर्ष मात्र करार सेवामा नियुक्ति दिन सकिने छ ।

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प्राध्यापकहरूको वृत्ति विकास तथा उपयोग योजना :

क्याम्पसको स्थायी सेवामा रही ५ वर्षसम्म लगातार काम गरी सकेका प्राध्यापक तथा कर्मचारीहरूले M.Phil तथा Ph.D. अध्ययनका लागि दुई वर्षसम्मको बिदा पाउने छ । यसरी अध्ययन बिदा लिने सम्बन्धित व्यक्तिले आफू भर्ना भएको वा शोध प्रस्ताव पारित भएका प्रमाणका कागजातहरू क्याम्पसमा पेस गर्नु पर्नेछ र क्याम्पस प्रमुखले अध्ययनका लागि पठाएको प्राध्यापक कर्मचारीका हकमा बढीमा पचास प्रतिशतसम्मको तलब सुविधा प्राप्त गर्नेछ । यसरी क्याम्पसको तर्फबाट सुविधा लिई अध्ययन गर्ने प्राध्यापक तथा कर्मचारीले ४ वर्ष अनिवार्य क्याम्पसमा सेवा गर्नुपर्ने छ । तोकिएको अवधिको सेवा नगरे निजले पाउने निवृत्त राहत कोषको ५०% रकम रोकिने छ । तर स्वेच्छिक रुपमा प्राध्यापक कर्मचारीले M. Phil तथा Ph.D.तहको अध्ययन गर्न चाहेमा बेतलबी अध्ययन बिदा लिनुपर्ने छ ।बेतलबी अध्ययन बिदा लिई तह उत्तीर्ण गर्ने शिक्षक कर्मचारीको हकमा त्यस्तो ५०% रकम रोक्का गरिने छैन ।

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