

Janajyoti Campus

Bhimad-6, Tanahun

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Self-Study Report (SSR) 2082 (Updated)

Annex Volume 4-2

2159-2377

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Group 'a'

- 7 Generally phonetics is concerned with the study of all the sounds which are possible in language of the world, whereas phonology is concerned with the study of a particular language (eg. of English or of Nepali). Phonetics is minimal physical unit of speech which ~~phonetics~~ ^{phonology} is minimal functional and structural unit of speech. The sound which we produce or hear is phone. Phone is the concrete or actual realization of sound. Phonetics and phonology can be ~~more~~ ^{distinguished} more clearly with the help of following points.

Phonetics	Phonology
<ul style="list-style-type: none"> It is scientific study of all sound of the language 	<ul style="list-style-type: none"> It is study of sound of a particular language (eg of English or of Nepali)
<ul style="list-style-type: none"> It studies how sounds are articulated, transmitted and perceived. 	<ul style="list-style-type: none"> It studies the patterns, collections, systems of the language.
<ul style="list-style-type: none"> It explores the universal principles of sound ^{of language} also it is universal. 	<ul style="list-style-type: none"> It explore the specific principle of certain language. so it is language specific.

Phonetics	Phonology
<ul style="list-style-type: none"> It deals with physical aspects but not with individual aspects of speech sounds. 	<p>It deals with functional as well as structural features of a sound.</p>
<ul style="list-style-type: none"> It discusses the ^{manner} place time of articulation of speech 	<p>It discusses the system, the pattern of speech,</p>
<ul style="list-style-type: none"> It's basic unit is phone 	<p>It's basic unit is phoneme ✓</p>
<ul style="list-style-type: none"> It is physical or actual realization of sound. 	<p>It's isn't actual realization of sound ✓</p>
<p>6</p>	



JANAJYOTI CAMPUS

Bhimad, Tanahun
Gandaki Province, Nepal

Exam Year : 208.....

Student's Name: Shishir Rana

Marks Obtained:

in figures : 18

in words :

Faculty : BBS

Level/Year : 1st

Campus Roll No.: 9

Reg. No. : 08210017

Subject : Financial Accounting and
Analysis

Subject Code : 211

Script :

Date : 2082-12-16

[Signature]
Examiner

[Signature]
Invigilator

[Signature]
Exam Co-ordinator

2) The process of identifying, collecting, analysing, recording and communicating the financial position of organization is called financial accounting.

3) The concept of accounting which have two party Debit and Credit is called accrual concept of accounting.

4) The inventory where only opening or closing inventory are recorded is called perpetual inventory system.

5)

Cost of machinery = 600000
Salvage value = Rs 30000
Life of machine 10 year

We know

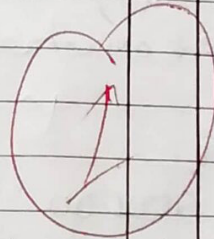
$$\begin{aligned} \text{Annual dep}^n &= \frac{\text{Cost of machinery} - \text{Salvage value}}{\text{Life of machine}} \\ &= \frac{600000 - 30000}{10} \\ &= \text{Rs } 57000 \end{aligned}$$

∴ Depreciation of the year of machine is Rs 57000

5) Working Note

Journal entries of Summer Term operation.

Date	Particular	Lk	Dr	Cr
1 st Nov, 2018	Cash acc - Dr To 12% Note payable (Being loan take on note)		200000	200000
Dec, 2018	Interest exp. acc - Dr To Interest payable ($200000 \times 12\% \times \frac{2}{12}$)		4000	4000
1 st April 2019	Cash acc - Dr To Interest exp I			



12)

a) B

⇒ Binayak Stores is the drawer and Himalayan Computer is the drawee on the bill.

b) 1st October 2019 is the maturity date of the bill.

g)

Working Note

$$\text{Interest of first year 3 month} = \frac{86000 \times 9\% \times 3}{12}$$

$$= \text{Rs } 1935$$

$$\text{Interest of second year 9 month} = \frac{86000 \times 9\% \times 9}{12}$$

$$= \text{Rs } 5805$$

∴ The amount that to be paid is Rs 932.40 at maturity date.

d) The accrued interest income is Rs 7740 for Himalayan Computer at the end of accounting year.

Date	Particulars	LS	CR
2018	By Balance b/d	26000	
2018	To cash a/c (Being Advance computer sold through bank)		68000
2018	Interest on a/c	1975	
2018	To Interest payable (Being 9% interest on liability on bank)		1975
2018	Cash a/c - Dr	26000	
2018	Interest on	1975	
2018	Interest payable	5805	
	To To Himalaya - Tempale		97740

13) Bank reconciliation statement		Particular	Amount
Particular	Amount	Particular	Amount
Bank bal as per pass book	100000		
Add			
Not credit on bank a/c	45000		
Errors			

20



JANAJYOTI CAMPUS

Bhimad, Tanahun
Gandaki Province, Nepal

Exam Year : 2082...

Student's Name: ...Manika Shrestha...

Faculty : ...Management... (BBS).....

Level/Year : ...st y.ca.....

Campus Roll No.: ...15.....

Reg. No. : ...08210030.....

Subject : Financial Accounting and analysis

Subject Code : ...211.....

Script : ...English.....

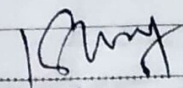
Date : ...2082-12-16.....

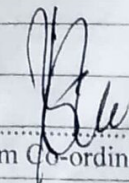
Marks Obtained:

in figures :

in words :

Examiner


Invigilator


Exam Co-ordinator

Section A

4. Solution:

Given:

Purchased 1st machine = Rs 60,000

Transportation = Rs 30,000

Life value / life of asset = 10 years.

Now,

$$\text{Depreciation for 1st year} = \frac{\text{cost of machine} - \text{scrap value}}{\text{life value}}$$

$$= \frac{(60,000 + 30,000) - 0}{10}$$

$$= \text{Rs } 6,300$$

∴ The depreciation for a year is Rs 6,300.

5. Solution:

Date	Particular	Rs	Debit	Credit
Debit	Cash/loan a/c Dr	200,000	-	
	Unearned interest X	4,000	-	
	To Bank a/c	-		204,000
	(Being loan and interest taken from bank and receive unearned interest)			
May 1	Cash a/c Dr	208,000		
	To Interest a/c	-		8,000
	To Note receivable	-		200,000
	(Being note received with interest)			

Section 'B'

11/08/20

Account receivable can be defined as the oral statement made during credit transaction and stopped for a mutual mutual time to pay. Note receivable are those transaction in which written promise was made as for when to pay/ receive. The difference between notes receivable and account receivable are:

S.N	Notes Receivable	S.N	Account receivable
1	It is a written promise made by maker and payee for a certain period of time.	1	It is a oral promise made by maker and payee for a short period of time.
2	It is formal process.	2	It is informal process.
3	Interest is allowed in notes receivable.	3	Interest isn't allowed / applied in account receivable.
4	There is less risk as it is written promise.	4	There is high risk as it is an oral promise.
5	It cannot be converted into account receivable.	5	It can be converted into note receivable.
6	Eg: When an loan is taken from bank for a certain fixed period of time.	6	Eg: When we buy groceries from market on credit

Qno 13

Solution:

Bank reconciliation statement -

Particular	Amount	Particulars	Amount
Balance as per pass book	100,000	Balance as per cash book	119,000
Add: Deposit in transit	45,000	Add: Note receivable	90,000
Recording errors (100,000 - 95,000)	5,000	Interest collected	4,000
		Recording errors	25,000
less: Outstanding cheque (12,000, 10,000, 13,000)	(35,000)	less: NSF cheque	90,000
		Bank service charge	5,000
		Office expenses	10,000
Adjusted balance	115,000	Adjusted balance	115,000

Bank balance as per company
 = adjusted balance - (Note receivable + interest collected + recording errors
 + (NSF cheque + Bank service charge + office expenses))
 = 115,000 - (90,000 + 4,000 + 25,000) + (90,000 + 5,000 + 10,000)
 = Rs 119,000

10

Ans
 The bank balance as per company record is Rs 119,000

b) Adjusted journal entries:

Date	Particular	(Dr)	Debit	Credit	(Cr)
6-15	Bank a/c To Note receivable a/c To Interest a/c (Bank note receivable received and interest earned)		84,000 - - - - -		90,000 - - - - -
6-21	Account receivable a/c - Dr To Bank a/c (Being NSF cheque returned by bank)		9,000 - - -		- 9,000 - -
6-27	Bank service a/c - Dr To Bank a/c (Service allowed by bank)		5,000 - -		- - 5,000
6-30	Office expenses a/c - Dr To Bank a/c (Being office expenses paid by company but not recorded)		10,000 - -		- - 10,000

Section A

2 ans

A accrual concept of accounting is a process in which the transaction are recorded on the time of receiving.

Solution: (Q no: 14)
Acc to question:
Sold unit = 1900 units.
Here, Sales amount = 1900 x 340 = 646,000
Cost of goods available

a)

Date	Units	Rate	Amount
Jan 1	200	230	46,000
Feb.	400	240	96,000
March	500	250	125,000
June	600	270	162,000
Dec	300	280	84,000
Total	2,000		513,000

Now,
b) Cost of goods sold under FIFO

Date	Units	Rate	Amount
Jan-1	200	230	46,000
Feb	400	240	96,000
March	500	250	125,000
June	600	270	162,000
Dec	200	280	56,000
Total	1,900		485,000

Cost of goods sold = Rs 485,000

Value of ending stock / closing stock = COGA - COGS
 = 513,000 - 485,000
 = Rs 28,000

- Cost of Goods Sold under LIFO

Date	Unit	Rate	Amount
Dec	300	280	84,000
June	600	270	162,000
March	500	250	125,000
Feb	400	240	96,000
Jan-1	100	230	23,000
Total	1900		490,000

Cost of Goods Sold (COGS) = 490,000

Value of ending inventory = COGA - COGS
 = 513,000 - 490,000
 = Rs 23,000

- Cost of goods under WAC method:

Weighted average method cost per unit
 = $\frac{\text{COGA}}{\text{Available unit}}$

= $\frac{513,000}{1900}$
 = 269.47

Cost of goods sold under WAC = cost per unit under
 x sold unit
 = 256.5 x 1900
 = Rs 487,350

Value of ending / closing stock = COGA - COGS
 = 513,000 - 487,350
 = Rs 25,650

Income statement

Particular	LIFO	FIFO	WAC
Sales (1900 x 340)	646,000	646,000	646,000
less: COGS	490,000	485,000	487,350
Gross profit	156,000	161,000	158,650
less: operating expenses	58,000	58,000	58,000
Profit before tax	98,000	103,000	100,650
less: tax saving	(19,600)	(20,600)	(20,130)
Total	78,400	82,400	80,520

10

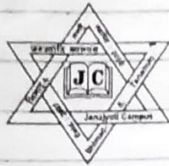
Section 2				
Solution (Ques 15)				
Journal entries				
Date	Particulars	Dr	Debit	Credit
Jan 2	Cash a/c To Share capital a/c (Being business started)	Dr	40,000	40,000
Jan 2	Note receivable a/c Interest a/c To Bank (Being note received along with interest)	Dr	15,000 15,000	30,000
Jan 2	Furniture a/c To Account payable a/c (Being furniture purchased on account payable)	Dr	100,000	100,000
Jan 2	Service revenue a/c To Account receivable a/c To Cash a/c (Being service provided and 25% paid and 75% after 30 days)	Dr	40,000 30,000	70,000
Jan 2	Utilities expenses a/c To Cash a/c (Being utilities expenses paid)	Dr	13,000	13,000
Jan 2	Account receivable a/c To Cash a/c (Being 25% of amount billed received)	Dr	10,000	10,000
Jan 2	Computer system a/c To Cash a/c (Being computer system purchased)	Dr	108,000	108,000
Jan 30	Prepaid salaries and wages a/c To Cash a/c (Being prepaid salaries and wages paid)	Dr	3300	3300

b) Solution:					
Cash account					
Date	Particulars	Dr	Amount	Cr	
Jan 2	To Share capital a/c	40,000	1-19	By Service revenue a/c	
				13,000	
				1-21	By Utilities expenses a/c
				1-28	By computer system
				1-30	By prepaid salaries and wages
				1-22	By AR a/c
				1-22	By AR a/c
1-31	By Balance b/d	104800			
	Total			Total	
				144300	
				2-1	By Balance b/d
					104800

Account receivable a/c					
Date	Particular	Amount	Date	Particular	Amount
1-22	To Cash a/c	10,000	1-19	By Service revenue a/c	30,000
1-31	By Balance c/d	20,000			
	Total	30,000		Total	30,000
			2-1	By Balance b/d	20,000

15 Trial balance.

SN Date	Particular	Jf	Debit (Rs)	Credit (Rs)
1	Cash a/c			104300
2	Capital a/c		40,000	
3	Bank a/c			30,000
4	AP a/c		100,000	100,000
5	AR a/c			20,000
6	Note receivable a/c		15,000	
7	Interest a/c		15,000	
8	Furniture a/c		100,000	
9	Service revenue a/c		40,000	
10	Utilities expenses a/c		13,000	
11	Computer system a/c		108000	
12	Prepaid salaries and wages a/c		3300	
	Total			



JANAJYOTI CAMPUS

Bhimad, Tanahun
Gandaki Province, Nepal

Exam Year : 208.....

Student's Name: Sadhana Sigdel

Faculty : BBS

Level/Year : First

Campus Roll No.: 7

Reg. No. : 082/6010

Subject : Financial Accounting

Subject Code : 211

Script :

Date : 2082-12-16

Marks Obtained:

in figures :

in words :

30/50

Examiner

Invigilator

Exam Co-ordinator

1-) विविध कारीवारहरूको आभिलेख राख्ने तरिके सङ्क्षेपिकरण गर्ने कार्यलाई विविध लेखाविधि भनिन्छ, यी विविध कारीवारहरूसँग सम्बन्धित हुन्छ। यसले कारीवारको पहिचान, लेखा राख्ने, वर्णिकरण, सङ्क्षेपिकरण, व्याख्या तथा विश्लेषण गर्ने र सञ्चार गर्ने कार्य गर्दछ।

2-) Accrual concept of accounting ^{सञ्चालन कुनै पनि वस्तु तथा सेवा प्रयोग गरेबापत तिर्नुपर्ने बाकी रकम हो।}

3-) Inventory दुई प्रकारको हुन्छ। जसमध्ये perpetual system हो। यसमा वर्षको सुरु देखि अव्यसम्पन्न सबै आभिलेखहरू तथा गरिन्छ।

4) Depreciation for 1st Month

Date	particulars	Amount	Date	particulars	Amount
1	To Bank a/c	60000	1	By depreciation a/c	3000
				By Balance c/d	57000
		60000			60000
2.	To Balance b/d	57000			

15. Journal entries			
Date	particulars	Dr	Cr
Jan 2	Cash a/c Dr To Common Stock a/c (Being started business)	20000	20000
Jan 8	Cash a/c Dr To Note payable a/c (Being signed a two year promissory note at the bank)	15000	15000
Jan 21	Furniture a/c Dr To Account payable a/c (Being purchase office furniture on account)	10000	10000
Jan 19	Cash a/c Dr Service revenue a/c Dr To Account receivable a/c	30000 10000	40000
Jan 22	Utilities expenses a/c Dr To cash a/c (Paid utilities expenses)	13000	13000
Jan 22	Cash a/c Dr Discount a/c Dr To Account receivable a/c	30000 10000	40000
Jan 28	Purchase a/c Dr To Cash a/c (Being purchased a computer system for in cash)	108000	108000

Date	particulars	Dr	Cr
Jan 30	Salaries a/c Dr Wages a/c Dr To cash a/c (Being Paid salaries and wages)	3300	3300

b) Account receivable a/c			
Date	particulars	Dr	Cr
Jan 2	To cash a/c	30000	
Jan 19	To discount a/c	10000	
		40000	
	By cash a/c		30000
	By service revenue a/c		10000
			40000

c) Cash a/c			
Date	particulars	Dr	Cr
Jan 2	To Common Stock a/c		20000
Jan 8	To Note payable a/c		15000
Jan 19	To Account receivable a/c		30000
Jan 22	To Account receivable a/c		30000
Jan 31	To Balance b/d		9700
		108000	
	By purchase a/c	108000	
	By salaries and wages		3300
	By Balance b/d		9700
			104700

① Total balance

S.N	particulars	Dr	Cr
1	Cash a/c		9200
2	Common stock a/c		20000
3	Note payable a/c		5000
4	Furniture a/c	10000	
5	Account payable a/c		10000
6	Service revenue a/c	10000	
7	Utilities expenses a/c	13000	
8	Purchase a/c	10800	
9	Salaries and wages a/c	3300	
	Total	114200	114200

14-9-5017

Date	Units	Rate	Costs
Jan	200	230	46000
Feb	400	240	96000
March	500	250	125000
June	600	270	162000
Dec	200	280	56000
Total	2500		485000

Sales = 1900 units

Cost of goods available for sale = 2000 - 1000 = 1000 units

→ (b) Cost of goods sold and value of closing stock under FIFO method

Date	Units	Rate	Cost
Jan	200	230	46000
Feb	400	240	96000
March	500	250	125000
June	600	270	162000
Dec	200	280	56000
	1900		485000

Ending inventory = 2000 - 1900 = 100 units × 280 = 28000

→ Cost of goods sold under LIFO method

Date	Units	Rate	Costs
Dec	200	280	56000
June	600	270	162000
March	500	250	125000
Feb	400	240	96000
Jan	200	230	46000
	1900		485000

Ending inventory = 100 × 230 = 23000

→ WAC method

$$WAC = \frac{513000}{2000} = 256.5$$

$$CoGS = 1900 \times 256.5 = 487350$$

$$\text{Ending Inventory} = 487350 - 513000 = 513000 - 487350 = 25650$$

6

13-1) Soln

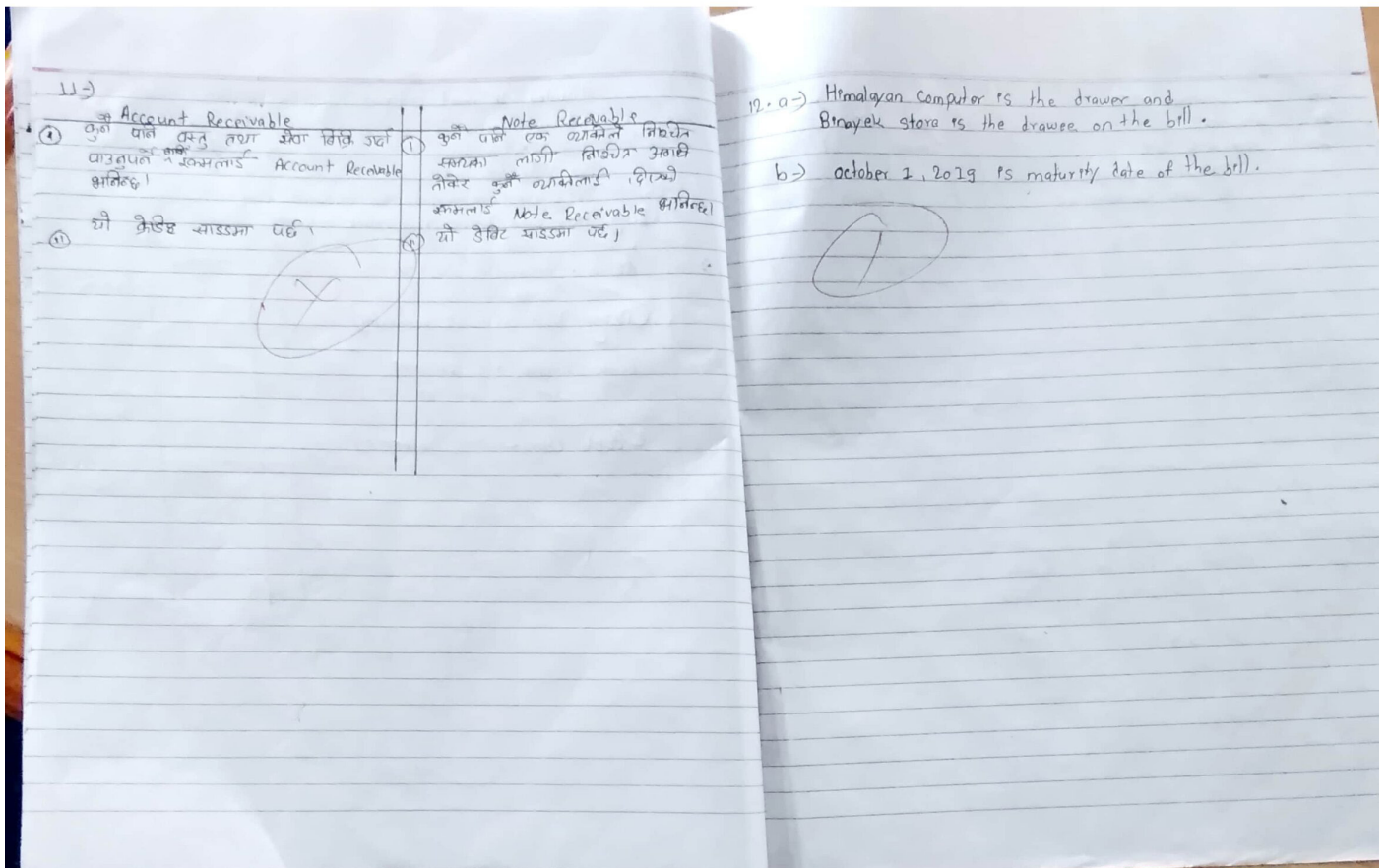
Bank reconciliation statement

Date	particulars	Amount	Date	particulars	Amount
13-1	Bank balance as per pass book	10000	13-1	Bank balance as per cash book	6000
5	Add: Deposit Interest	4500		Add: Note receivable	8000
	Recording errors	5000		Interest receivable	4000
	less: O/S cheque	(3500)		less: NSF	(9000)
				Bank charge	(5000)
				Recording errors	(2500)
				office expense	(1000)
	Adjusted bank balance	115000		Adjusted bank balance	115000

Adjusted journal entries

Date	Particulars	Dr	Cr
1.	Bank a/c Dr To Note receivable a/c To Interest receivable a/c (Being Note and Interest receivable recorded)	84000	8000 4000
2.	Account receivable a/c Dr To Bank a/c (Being NSF amount recorded)	9000	9000
3.	Bank charge a/c Dr office expenses a/c Dr To Bank a/c (Bank charge are recorded)	5000 10000	15000

9



~~Nisha~~ Nirmala Thapa Roll. 16
 Janajyoti Campus
 Bhimad-6, Tanahun

7

Internal Examination- 2082

Subject- Classroom Instruction
 Course No.: Edu. 442
 Level: B.Ed. 4th Year

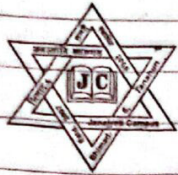
F.M. 100
 P.M. 35
 Time : 3 hrs

Group 'A'

20x1 = 20

Tick the best answer.

1. Academic Calendar is prepared by.....
 - a. Head teacher
 - b. teacher
 - c. school management committee
 - d. school supervisor
2. The most effective instructional material is
 - a. Printed material
 - b. audio material
 - c. visual material
 - d. audio-visual material
3. In our school classroom seating is mainly dominated by
 - a. V shape seating
 - b. U shape seating
 - c. line seating
 - d. fishbone seating
4. Which of the following is not example of qualities of good teacher?
 - a. Professional ethics
 - b. conflict management
 - c. classroom management skill
 - d. good presentation skill
5. Reason is the main source of pure knowledge is advocated by
 - a. Empiricism
 - b. rationalism
 - c. rationalism and empiricism
 - d. empiricism and nativism
6. The teacher centered method emphasis on
 - a. The teacher authority
 - b. memorizing the fact
 - c. belief in traditional agencies
 - d. all of the above
7. What are the three general set of factors that affect the teacher's teaching?
 - a. Personal characteristics, experience and content of teaching
 - b. Age, gender and personality
 - c. Class personality, past experience and teaching style preference
 - d. Knowledge of subject matter, professional preparation and class size
8. The practice of integrating all students – even those with severe disabilities into regular classroom is known as
 - a. Inclusion
 - b. mainstreaming
 - c. educational planning
 - d. Americanization
9. Consolidation is known as
 - a. First step of lesson structure
 - b. last step of lesson structure
 - c. unconcern element of lesson structure
 - d. motivation strategy



JANAJYOTI CAMPUS

Bhimad, Tanahun
Gandaki Province, Nepal

Exam Year : 208.....

Student's Name: Nirmala Thapa.....

Marks Obtained:

in figures : 92 + 6 = 24

Faculty : Education.....

in words :

Level/Year : 4th year.....

Campus Roll No. : 16.....

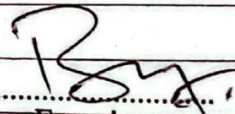
Reg. No. :

Subject : Classroom Instruction.....

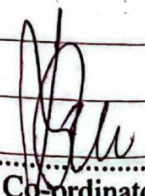
Subject Code : 442.....

Script : Nepali.....

Date : 2082/12/18.....


Examiner

Invigilator


Exam Co-ordinator

३

असल शिक्षकमा हुनुपर्ने
 १) कुनै शिक्षकले कक्षमा गएर विषय ~~को~~ पढाउनु
 पात्र वा भाषण गर्दा मात्र असल शिक्षक वरिष्ठ
 सकिदि सकिदैन । असल शिक्षक वरिष्ठको लागि
 विद्याश्रीलाई, क्रियाशील वा शिक्षक र विद्यार्थी
 विषय सुमधुर सम्बन्ध कायम गर्नुपर्छ ।
 असल शिक्षकमा हुनुपर्ने गुणहरू निम्नानुसार
 रहेका छन् ।

- १) सामाजिक गुणहरू
- २) व्यक्तिगत गुण
- ३) वैश्विक गुण

- १) सामाजिक गुण
 - पक्षपात रहित
 - सहयोग एवम पूरक वक्ता
 - मानविय सम्बन्धको सिप
 - सेवा भाव
 - विद्यार्थीलाई
 - विनोद प्रिय
 - समुदायको लागि

- २) व्यक्तिगत गुण
 - वैश्विक
 - मृदुभाव
 - धैर्य र सहनशील
 - प्रेम र सहानुभूति

3. शैक्षिक गुण
 - विषयों को समझना
 - बाल मनोविज्ञान को जानना
 - शिक्षण कौशल को जानना

प्रमत्तता एवं असल शिक्षकता से दृष्टपूर्ण गुण से परिपूर्ण दृष्टिकोण

1. आत्मनिर्भर विश्वास को दृष्टि स्थापना के लिए
2. अकेले सध्यता में आकर वही विश्वास को
3. शिक्षकता को सच साधना है
4. आत्मनिर्भर शिक्षक को कुरा उदाहरण द्वारा पुष्टि को
5. शिक्षक को आंतरिक प्रतिभा को विकास के
6. मुनिश्चित को निरंतर लागू
7. शिक्षक को पूर्ण प्रगतिको निरंतर लागू रहने
8. शिक्षक को के शिक्षक से सबको कुरा स्वीकृत करने

13

4- वैश्व	संज्ञानवादी
1. यह सिद्धांत स्वभाव की र, व्यापक चरित्रात्मक वाचन है।	1. यह सिद्धांत एक विद्या उपायों किगोचकी है।
2. सम्बन्ध प्रचारण र. S. R है सिद्धांत की प्रक्रिया है।	2. सूचना प्रशोधन प्रणाली सिद्धांत की प्रक्रिया है।
3. व्यापक सम्बन्ध प्रचारण प्रक्रियात्मक सम्बन्ध प्रचारण प्रचारण र प्रक्रियात्मक मुख्य समुदा है।	3. सूचना प्रशोधन सिद्धांत प्रणाली मुख्य समुदा है।
4. लक्षित गुणों प्राप्ति अभ्यास अर्थ है।	4. यह सिद्धांत व्यापक प्रदर्शन अर्थ है।
5. यह सिद्धांत की मूल्यांकन अर्थ वस्तुवैकल्पिक प्रश्न र व्यवहार अर्थ अर्थ है।	5. यह सिद्धांत की मूल्यांकन अर्थ वस्तुवैकल्पिक प्रश्न र निष्- धात्मक प्रश्न अर्थ है।
6. मुख्य शैक्षिक उपयोग वांछी निर्माणमा अर्थ है।	6. मुख्य शैक्षिक उपयोग चिन्तन र-तरकी सिद्धांत अर्थ है।
7. सिद्धांत सिद्धांत र प्रारम्भिक	7

3

1) → नेपाली मावामा प्रयोग गरिने औद्योगिक
 विधि भनेर शब्द अङ्ग्रेजी मावामा Pedagoggy
 शब्दको समानार्थी शब्द हो। Pedagoggy भनेर
 शब्द पनि यि क मावामा वाट आएको हो। यसको
 समग्र अर्थ चाँद and lead भनेर हुन्छ। यसलाई
 to lead the child भनेर अर्थ लगाउन सकिन्छ।
 व्याक्ति मावामा Pedagoggy को अर्थ पढ्यालाई
 शिक्षण गरिनु भनेर हुन्छ। व्याक्ति मावामा
 यसको पुढीकोणवाट होई हो भनेर पढ्याको
 अर्थ चाँद वा पढ्या भनेर हुन्छ गुरुको अर्थ
 दिनुको अर्थ पुझिन्छ। यसरी Pedagoggy को को
 अर्थ कल वा औद्योगिक अर्थ वा तत्विकालाई
 शिक्षा दिनु भनेर हुन्छ।

9

9
 → युगकी आवश्यकता अनुसार साक्षरता 2 यलमा लमाकेसि हुने आधार बदलिने थपिने जतिन बढे गएको पाइन्छ। साक्षरता अभियान पढाई लेखनाद खामाख्य अङ्कगणितको हिसाव कित्ताप गर्दा सबै हुदा साक्षरको परिभाषा पूरा हुन्छ। पछि ती तिनओटा तत्वहरूमा अरुथ थप तत्वहरू समावेश हुन पुगे जसमा कलेज अधिकार, मनीर-जना आदि कुराहरू मिलाए पुगे। 6 आबजोले यो साक्षरताको डिजिटल साक्षरताको व्यापक आवश्यकता आँखाउप आएको पाइन्छ। पाठुल डिजिटलको मनाइमा, डिजिटल साक्षरता अनाले यो समान जसमा कम्प्युटरको उपयोगबाट वर्गको धेरै खरपक्षका सूचनाहरू सुझने खोज्ने चलानुने हुनु नै डिजिटल साक्षरता हो। यो कम्प कम्प्युटर 6 जस्य सूचना ह्या प्रणालीमा आधारित कुराहरूको आदान गाने जानलाई जोडिएको विषय हो। डिजिटल डिजिटल साक्षरता अ

नेपाल सूचना तथा सञ्चार प्रविधिको प्रयोग गर्ने अरुम्मा सम्बन्धि चर्चा लागी इतिहास छैन। तिली गरी सूचना तथा सञ्चार प्रविधिको प्रयोग गर्न आरम्भ गरिए पनि अहिले यसको व्यापक क्षेत्र वरिष्ठको छ। नेपालमा यूपीको सुमिलालाई शैक्षिक पदसुजा जोडेर निम्नानुसार उल्लेख गरि सकिन्छ। मातको क्षेत्रमा पढुको लागि खैलेको भूमिका विषयमा विकसित। यो शैक्षिक सुगतरमा खैलेको भूमिका

२. शिक्षक केन्द्रित विधि का प्रमुख विधि एक

(क) व्याख्यान विधि

१. प्रदर्शन विधि

२. प्रश्नोत्तर विधि

३. निरीक्षण विधि

४. कलकल विधि

(ख) व्याख्यान विधि

-> व्याख्यान विधिलाई प्रवचन विधि पनि भनिन्छ।

शिक्षक शिक्षणको क्रममा शिक्षक एकोटोरै

व्याख्या मात्र गरिरहन्छ। यस विधिमा विद्यार्थी

निष्क्रिय रहन्छ। शिक्षणको क्रममा शिक्षकले

विषयवस्तुको शिक्षणका लागि वा विषयवस्तु

दिकाउनका लागि व्याख्या गर्ने र विभिन्न उदाहरण

प्रस्तुत गर्ने र विद्यार्थीले ध्यानपूर्वक लिने कुराले

अर्को र मूल्य गर्ने विधि हो व्याख्यान विधि हो।

(२) प्रदर्शन विधि

-> प्रदर्शन विधि शिक्षक केन्द्रित विधि हो।

यस विधिमा पनि शिक्षक वही सक्रिय हुनुपर्ने

हुन्छ विद्यार्थी चाहे निष्क्रिय हुन्छ। शिक्षण

प्रदर्शन गर्नु हो प्रदर्शन विधि भनिन्छ।

शिक्षण शिक्षणको क्रममा यो विधि व्यति

उपयुक्त मानिने भन्ने भन्ने भन्ने भन्ने शिक्षक

मात्र वही सक्रिय भएको हुनाले शिक्षण शिक्षणको

क्रममा व्यति उपयुक्त हुने।

② धलफल विधि । शिक्षण सिकाइको क्रममा धलफल विधि शिक्षक
 → केन्द्रित विधि हो । यस विधिले शिक्षार्थी केन्द्रित
 विधि पनि मानिन्छ । यी विद्यार्थी विधि विद्यार्थी
 विच धलफल गरेर सिकिन्छ । यस विधिमा शिक्षकले
 केहि कुरा दिएर विद्यार्थी विद्यार्थी विच धलफल गर्न
 गर्न लगाएर खेल्न लगाइन्छ ।

१०) शिक्षण सिकाइको क्रममा विद्यार्थीको सक्रियता
 वढिउने सिकाइको तरिकाले विद्यार्थी केन्द्रित विधि
 भनिन्छ । यो प्रजातन्त्रीय विधि शिक्षण पदध । सिकाइ
 को क्रममा मात्र नभएर विद्यार्थीको चर्चा र आफ्नो सुझाव
 समेत उठाएर विद्यार्थीको र आफ्नो सक्रिय रही
 विद्यार्थीले आफ्नो वही लागू र रहे विधिले सक्रिय
 विधि भनिन्छ । विषयवस्तुको प्रकृति र विद्यार्थी विद्यार्थी
 आवश्यकताका आधारमा हो फरक-फरक शिक्षण
 विधि र कोशले प्रयोगमा ल्याउन सकिन्छ ।
 विद्यार्थीको सुझावमा आधारित रहेर विकसित भएका
 विषयवस्तु र सिकाइमा पूर्व रण वस्तुको अर्थमा यस
 विषयवस्तु सिकाइका लागि विद्यार्थी केन्द्रित विधि
 उपयुक्त उत्तम मानिन्छ ।

विद्यार्थी केन्द्रित विधिहरू निम्नानुसार रहेका छन् ।

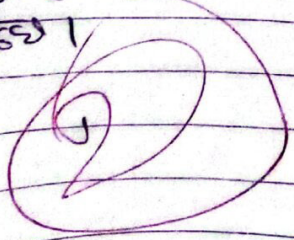
१. प्रयोगात्मक विधि
२. क्षेत्रमूलक विधि
३. व्यक्तिगत अध्ययन विधि
४. आभा परियोजना विधि
५. सर्वेक्षण विधि

६. समूहों का समन्वय विधि
७. स्वयंसेवा विधि
८. दूरस्थ शिक्षण विधि
९. आगमन व निगमन विधि

७ प्रयोगात्मक विधि ।
 प्रयोगात्मक विधि को विद्यार्थी केन्द्रित विधि है ।
 इस विधि में शिक्षक निष्क्रिय रहता है । यद्यपि
 शिक्षक विधि में शिक्षक ही विद्यार्थी के लिए
 प्रश्नों का उत्तर नहीं देता बल्कि प्रश्नों को
 गहरा करने के लिए विद्यार्थी को प्रोत्साहित
 करता है । केवल शिक्षक नहीं मात्र उपस्थित
 रहता है ।

८ क्षेत्रीय विधि
 क्षेत्रीय विधि को विद्यार्थी केन्द्रित विधि
 है । इस विधि में शिक्षण की क्रमबद्धता शिक्षक ही
 को एक ही क्षण में क्षेत्रीय लाभ प्राप्त है कि
 क्षेत्रीय के क्षेत्र के क्षेत्रों को वही टिप्पणी है
 क्षेत्रीय विधि में निम्नलिखित ।

९ व्यक्तिगत अध्ययन विधि
 व्यक्तिगत अध्ययन विधि विद्यार्थी केन्द्रित विधि
 का प्रथम प्रकार है । यहाँ शिक्षक अध्ययन
 गति को प्रोत्साहित करता है । इस विधि में शिक्षक निष्क्रिय
 रहता है ।



- 1) पढाउने पाठलाई के कसरी प्रभावकारी पढाउने सकिन्छ ? पाठलाई कसरी संग्रहित गर्न सकिन्छ भने कुरा गर्ने का सिकाइले सँगिलो हुनुलाई सिक्न सकिन्छ यी छिन्ता हरक अल्ल विष्कमा हुन्छ। पाठ योजनाको आवश्यक अणुहरू विभाजन:-
 - 1) पाठको प्रस्तुती लाजि तयारी
 - 2) पाठको प्रस्तुतीकरण
 - 3) पाठको सुदृढीकरण

1) पाठको लाजि तयारी
 शिक्षक पढाउने जानुअघि पहिला पढाउने तयारी गर्ने तरिका हो। शिक्षकले के पढे पढाउने कसरी पढाउने शिक्षकले पढाउने लाजि कसरी पढाउने के पढाउने भने कुराको योजना गर्ने पाठको तयारी हो।

2) पाठको प्रस्तुतीकरण
 शिक्षकले तयारी गरेको कुरा वा पाठको विभिन्न कक्षमा अलग गर्ने प्रस्तुतीकरण हो। शिक्षकले प्रस्तुत गर्ने विला दुक्त अरु अरु पनि हुन्छ तब मात्र विद्यार्थीहरूले शिक्षकले शिक्षकले अनेको कुरा ध्यानपूर्वक सुन्छ। शिक्षक शिक्षकको क्रममा दुक्त तरिकाले प्रस्तुत गर्ने सकिन्छ भने शिक्षक राम्रो हुनेछ। विद्यार्थीहरूले पनि ध्यान दिनेछ।

Janajyoti Campus

Bhimad-6, Tanahun

Internal Examination- 2082

Rachana Bok

(13) 10

Subject- Classroom Instruction

Course No.: Edu. 442

Level: B.Ed. 4th Year

F.M. 100

P.M. 35

Time : 3 hrs

Group 'A'

20x1 = 20

Tick the best answer.

1. Academic Calendar is prepared by.....
 - a. Head teacher
 - b. teacher
 - c. school management committee
 - d. school supervisor
2. The most effective instructional material is
 - a. Printed material
 - b. audio material
 - c. visual material
 - d. audio-visual material
3. In our school classroom seating is mainly dominated by
 - a. V shape seating
 - b. U shape seating
 - c. line seating
 - d. fishbone seating
4. Which of the following is not example of qualities of good teacher?
 - a. Professional ethics
 - b. conflict management
 - c. classroom management skill
 - d. good presentation skill
5. Reason is the main source of pure knowledge is advocated by
 - a. Empiricism
 - b. rationalism
 - c. rationalism and empiricism
 - d. empiricism and nativism
6. The teacher centered method emphasis on
 - a. The teacher authority
 - b. memorizing the fact
 - c. belief in traditional agencies
 - d. all of the above
7. What are the three general set of factors that affect the teacher's teaching?
 - a. Personal characteristics, experience and content of teaching
 - b. Age, gender and personality
 - c. Class personality, past experience and teaching style preference
 - d. Knowledge of subject matter, professional preparation and class size
8. The practice of integrating all students – even those with severe disabilities into regular classroom is known as
 - a. Inclusion
 - b. mainstreaming
 - c. educational planning
 - d. Americanization
9. Consolidation is known as
 - a. First step of lesson structure
 - b. last step of lesson structure
 - c. unconcern element of lesson structure
 - d. motivation strategy



JANAJYOTI CAMPUS

Bhimad, Tanahun
Gandaki Province, Nepal

Exam Year : 208.....

Student's Name: रचना विक

Marks Obtained:

in figures : ३६ + १० = ३६

Faculty : शिक्षाशास्त्र

in words :

Level/Year : चौथो वर्ष

Campus Roll No.: (१२)

Reg. No. :

Subject : कक्षा शिक्षण

Subject Code : (५४२)

Script : देवनागरी

Examiner

Date : २०८२/१२/१८ गते

Invigilator

Exam Coordinator

प्रश्न- 4)
 उत्तर - शिक्षण शिक्षणको सामान्य व्यापक प्रश्न हो
 अर्थात् शिक्षण किन गर्ने? कुनै शिक्षण गर्ने?
 कतल सामग्री प्रयोग गर्दै शिक्षण गर्ने? मुख्यतः
 कतल कुनै गर्ने? अर्थात् व्यापकताको मापक -
 समा विज्ञान भएको शिक्षण व्यापकको शास्त्र
 वा विज्ञान हो। यहाँ कार्य प्रकृति र उद्देश्य र
 शिक्षण विधि लक्ष्य यहाँ उल्लेख गरिएको
 छ।

नेपाली भाषा प्रयोग गरिने शैक्षणिक विधि
 भन्ने शब्द *pedagogy* भाषाको (*ped* शब्दको
 शब्दको सम्बन्धमा शब्द हो। *ped* शब्दको भन्ने
 शब्द पनि शिक्षण भाषाबाट भएको हो।
 जसको अर्थ *child and lead* भन्ने
 हुन्छ। यसको *to lead the child* भन्ने अर्थ
 लगाउन सकिन्छ। यसको शाब्दिक रूपमा नै
 पैदागर्जि वा शैक्षणिक विधिले वातव्यतिकलक्ष
 शिक्षणको भन्ने बुझिन्छ। र यसको शिक्षण
 विधि गर्दा स्थापन गरी यसको प्रकृति र
 उद्देश्य राम्रो सम्म बुझि गरिनु पर्दछ भन्ने
 व्यापक शैक्षणिक विधि अर्को को अवधारणा
 लक्ष्य उद्देश्य रूपमा तल उल्लेख गरिन्छ।

- शिक्षण कोशल सम्बन्धी शैक्षणिक दृष्टिकोण
- कोशलको मातृकारित गर्ने
- व्यापकतामा विद्यार्थीलाई उद्देश्य प्राप्त पुरान
 गर्ने।

- 3. कक्षा कोठामा विद्यार्थी प्रतिनिधालयि व्यवस्थापित गर्ने ।
- 4. सुभाषित सामग्रीको दृनाोट र प्रयोग गर्ने, फिप प्रस्त गर्ने ।
- 5. विद्यार्थीको लिफ्टको लतर र शिक्षण सामग्रीको विन्य सामग्री समुदायता कोषमा गर्ने ।

सहोदर को विविध कुराहरुको समुदाय प्रयोग गरी लडत आफ्नै शिक्षण ले को शैक्षणिक विविधता को शिक्षण विधि सम्बन्धित गर्ने लक्ष्य ।

प्रश्न - 2)
 उलर र ६ कामील धेरै धेरै मजिलहरुको वा पदका धेरै मजिलहरुको प्रयोग काम गरेको हेर र र्हा लको कार्यको जायजमा कामील सुलतिस र्हा सुलतिस शिक्षकको रुपमा स्वीकार गरिएको हुन्छो भने यो काममा आवश्यक पर्ने कुरा हो विभाषीत कक्षाकोठामा शिक्षण विधि पनि लखलेको धेरैकरीमा सम्बन्धित गर्ने गरिएको छ ।

शिक्षण शिक्षण शिक्षण आफ्नै तत्कालमा सम्भावित हुने शिक्षण, शिक्षण, विषय - वस्तु शिक्षण - कक्षाकोठामा सम्बन्धित कक्षाकोठामा विभाषीत भएमा शिक्षण प्रभावकारी हुने र उपलब्ध पनि

पाठने, प्रभावना वरिष्ठ जाण्डे । शिक्षण
 विद्यार्थीको क्रियाकलाप तदनुषंगिक
 प्रमाण र मापनको अन्तर्गत सम्मिलित
 रित हुन सक्छन् । कक्षाकोठामा क्रियाकलाप
 तदनुषंगिक । शिक्षण र विद्यार्थी कक्षाकोठामा
 एकीकृत र क्रियात्मक रूपमा हुन पाउने
 पीपीसीको सक्रियताले गर्दा शिक्षणको तथ्य
 पुरा हुन सक्छ । जस्तै कक्षाकोठामा
 क्रियाशीलता कायम गर्दै शिक्षण दिनेहरूले
 फर्गाडि बनाउन शिक्षणको क्रियात्मक विवरण ।

- क) प्रभावशाली सुकृष्टात्मक मान्य र रचनात्मकता
- ख) शिक्षणको योजना
- ग) प्रभावकारी शिक्षण र प्रतिक्रिया
- घ) उपकरण प्रयोग
- ङ) सुकृष्टात्मक प्रमाण र मापन
- च) प्रतिक्रिया र प्रतिक्रिया
- छ) कक्षाकोठामा प्रतिक्रिया प्रयोग ।

यस्तो निकटवर्ती अनुभव यी
 विविध कक्षाकोठामा पढाएर पढ्दा
 शिक्षणको कक्षा शिक्षणमा विद्यार्थीहरू
 यहाँ क्रियाशील बनाउन सक्छन् ।

3

भाषाओं के उपयोग हॉलियों को समझा चलाने के
 लिए। नाम कुमर कपरा करने को होने
 इच्छापूर्वक से मिलान भाषा अध्यापन काम को
 समझने दिखित संस्करण के कुमाँडे।

पढ़ने की सामग्री विकसित करने
 दिखित साधन को साधारण करने को होने
 पहले व्यक्तिगत निम्नलिखित प्रकार का
 समझा कि तथा सिपद्धत को संपूर्ण पढ़ने
 कुमाँडे।

- कंप्यूटर को संसाधन बनाने
- कंप्यूटर या साधारण इन्फोमेटिक्स बनाने
- इनके इच्छा से इच्छा से समझने को
 को इच्छा से पढ़ने कुमाँडे करने
 को इच्छा से प्रत्येक दिन करने कुमाँडे।

नवगरी विद्यालय (एन) कक्षा
 कुमाँडे को उचित तरीके से नाम अध्यापक
 2 कक्षा कुमाँडे को नाम अध्यापक
 दिखित कुमाँडे को नाम अध्यापक
 नाम अध्यापक को उचित तरीके से।

प्रश्न - 8) (समाचार की) विज्ञानत प्रणालि
 उच्च शिक्षण संस्थाओं के लिए शिक्षण प्रणालि
 के कक्षा कक्षा संस्थाओं के कक्षा संस्था
 संस्था संस्था? शिक्षण के लिए संस्था
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 प्रणालि प्रणालि प्रणालि प्रणालि प्रणालि

क्र. सं.	वाक्य	वाक्य
1	यदि संस्थान, प्रणालि- लक्ष, प्रणालि- वाक्य प्रणालि- को।	यदि प्रणालि, प्रणालि- प्रणालि- को।
2	प्रणालि- प्रणालि- को।	प्रणालि- प्रणालि- को।
3	यदि प्रणालि, प्रणालि- प्रणालि- प्रणालि- प्रणालि- प्रणालि- को।	यदि प्रणालि, प्रणालि- प्रणालि- प्रणालि- प्रणालि- प्रणालि- को।

<p>१) ग्राममा बहुतेक विद्यालय पुस्तक सञ्चालनमा आएको छैन।</p>	<p>ग्राममा बहुतेक विद्यालय पुस्तक सञ्चालनमा आएको छैन।</p>
<p>२) ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>	<p>ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>
<p>३) ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>	<p>ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>
<p>४) ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>	<p>ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>
<p>ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>	
<p>उत्तर - २) ग्राममा कतिपय विद्यालयमा शिक्षकको अभाव छ।</p>	

दुर्लभ जगहों को (होटलों) को दृष्टिगत
 (मौजियों) की दृष्टिगत होना शुरू रयी
 दृष्टिगत सेनाओं का पक्षों सेनाओं का
 गिनपड़ों सम्बन्ध होने गरी विरलवनात्मक
 निरतनको विचार को होने तर लोको
 नि विचारलय सम्बन्ध होने गरी (डा) यर
 वा वाजको सम्बन्धमा उद्वेग जगह

9

- क) पाठको लाडा तयरी ✓
- ख) पाठको पुनर्ति ✓
- ग) पाठको मुद्राधिकरण ✓

ये विविध कृतियों को सम्पादन
 वाट ने पाठको कारणों जनि अधिकण्ड ।

प्रश्न - 2)

उत्तर - शिक्षण केन्द्रित विधि शान्तले शिक्षण
 शिक्षण केन्द्रित पठने कपे लाडे लुगिण्ड ।
 शिक्षण केन्द्रित शान्तले जगह विधि को
 रूपमा विभिन्न विभिन्न । गालमा शिक्षण
 को शक्तिमा रूपमा लाडा वरने गर्दछन ।
 शक्तिमा पठमा केन्द्रित शान्तले शान्तले शिक्षण
 गान कपेछन निरत विरलत तल उद्वेग
 जगहको छ ।

- 1, गारणपन विधि ✓
- 2, प्रश्न विधि ✓
- 3, प्रतीक विधि ✓
- 4, निर्देशन विधि ✓

२) कथान विधि



नानि विविध विधि द्वारा सम्मानित
अथवा उच्च अथवा शिक्षकले शिक्षण गति
गर्हण गर्दै गतिहरूको पनि छा-जा
कुनै महत्व का मा-हानी परिवर्तन प्रकार
इको - हामी गर्दछौ ।

प्रति-६) (अथवाको)

उत्तर - शैक्षणिक विधिमा गर्दाले त सामान्य-
तमा पढाउने कामलाई नै सुनिन्छ तर
शैक्षणिक अथवा पढाउने कार्य गर्ने शिक्षक
ले असाध्यताउने माधान, समझी को
असम अथवा हुनोत कार्यको हामी मा गिओ
परिचय का लागि - साथै शैक्षणिक मासग्री
हको नयाँ तर गरिन्छो छ ।

शैक्षणिक विधिमा शिक्षण कार्य सम्पन्न
गर्नुका लागि आवश्यक पर्ने बुद्धव्यपूर्ण
तथ्यका रूपमा अथवा जानिबाने तथ्यका
रूपमा पढाउने तथ्य को सबै शैक्षणिक
मासग्री गर्नुको हुनोत कामले राम्रो सम्म
गरी शिक्षण कार्य फस्टाउनु पर्दछ ।
तब मात्र उच्च शिक्षकले आफूले गिओत
पढाउने महत्त्व गर्दै गर्दै शैक्षणिक
मासग्री सम्पन्न गर्न गर्दै शैक्षणिक मासग्री
सम्पन्न गर्नुको सम्भवता, तथ्यले

द्वितीय स्तरावली अनुसंधान से तथा ये विविध रूप में जल को सुरक्षित रूप में रख सकते हैं।

2) रोज़ाना, दैनिकीय, इन्टरनेट, इमेल, वेब, गैलरी, पब्लिक मसि पुरतिका, परपत्रिका, मित्रिया ईकाट टैप ईकाट, अलाउ-चना तथा अन्धकार प्रतिका, जहाँ के मुख्य मर शिवाण जहाँ लक्ष्मीधामा रूपान्तरित सामग्री मात्र। शैक्षणिक सामग्रीकृत - गति तालिका शक्य पत्तों, कर्षण पत्तों, वाक्य पत्तों, उद्योग नोटिफिकेशन, कर्षण करके लई शैक्षणिक सामग्रीका रूपमा लिना लिखिन्हे।

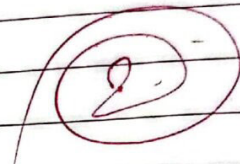
वर्गीय लिखिन्हेमा के जन्म लिखिन्हे गने शैक्षणिक सामग्री लक्ष्मीधामा जहाँ में अक्षरक न जहाँ रामो लीका का अर्थका इन्धा चहाना कुमि जारनु यह च तब जहाँ शैक्षणिक विकास अक्षर लक्ष्मीधामा शैक्षणिक सामग्री कृत को स्थापित गने लिखिन्हे।

प्रश्न - 6)

उत्तर - 3) शैक्षणिक विकास का अर्थ है कि छात्रों को विभिन्न रूपों में शिक्षण द्वारा प्रविधिक शिक्षा मिले। जलकरी कृत शैक्षणिक (technology) जहाँ लिखिन्हे लिखिन्हे।

प्रविधिक शिक्षण नानाते प्रविधिक
वेळी वावराय शकतील असा प्रविधिक शिक्षण वेळी
प्रविधिक शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक

- १) इ-कॉन्टेंट
- २) मल्टिमिडिया



प्रविधिक शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक
शिक्षण वेळी वावराय शकतील असा प्रविधिक

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9

Janajyoti Campus

Internal Examination-2081

Bachelor Level/Education/I year

Time: 1.5 hrs.

FM: 50

Reading, Writing & Critical Thinking (Eng. Ed.417)

PM: 18

Name = Amrita
Raondam
Roll no = 7

A. Read the following, passage, and tick the best answers. 10x1= 10

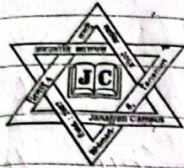
There are two places that have had a profound impact in my life. One of them is New York City, where I live now, and the other is Quetzaltenango, Guatemala, where I was born and lived the first part of my life. When you compare them, they seem like dramatically different places, but they have some things in common, and I love them both.

There are many reasons why New York seems like my home away from home. Both cities are striking and distinctive. For example, each has its own nickname. Everyone knows New York is 'the big apple.' Quetzaltenango is known as 'Xela' (Pronounced shey-la), which is a lot easier to say! Second, both cities have a 'Central Park' in Xela is smaller, its tropical flowers and colonial architecture make it just as beautiful as New York's. Furthermore, when you walk around Xela, you find many tourists and people from other countries, just like in New York. For me, this means conversations in Xela are just as interesting as conversations in New York.

Despite their similarities, these cities are different. Life in Xela is more colorful, and the pace of life is slower. For this reason, whenever I return to Xela, it is like an escape. When I arrive, the first thing I notice is the color. In New York, many people wear black to be stylish, but in Xela stylish clothing is the rainbow colored clothing of the indigenous people. And because Xela is smaller, the beautiful green mountains outside the city are always visible. The second thing I notice is the pace of life. They say New York never sleeps, and it must be true, because I always see people walking and cars on the streets, even late at night.

1. New York City and are the two places that have profound impact on the narrator's life.
 - a. Central park
 - b. Guatemala
 - c. the Big Apple
 - d. Sheyla
2. The narrator has To both of the cities.
 - a. Positive attitude
 - b. irritation
 - c. no connection
 - d. dramatically different feelings

3. What is the nick name of Quetzaltenango?
 a. New city
 c. Guatemala
 b. Xela
 d. New York
4. is his home city.
 a. New York
 c. The Big Apple
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5. Central Park in Xela is Than that in New York.
 a. Bigger
 c. older
 b. more beautiful
 d. smaller
6. New York and Xela are smaller in
 a. Colors
 c. pace of life
 b. conservation
 d. food habits
7. The pace of life in Xela than in New York .
 a. smaller
 c. faster
 b. slower
 d. never shines
8. In New York many people prefer to be stylish.
 a. Black
 c. shines
 b. never sleeps
 d. never shines
9. It is said New York.....
 a. Sleeps
 c. shines
 b. never sleeps
 d. never shines
10. This is an example of Essay.
 a. Narrative
 c. descriptive
 b. opinion
 d. comparison-contrast



JANAJYOTI CAMPUS

Bhimad, Tanahun
Gandaki Province, Nepal

Exam Year : 208

Student's Name: Amita Rasmelam

Faculty : Education

Level/Year : B.ed 1st year

Campus Roll No.: 7

Reg. No. : 082/0016

Subject : Reading, Writing & Critical Thinking

Subject Code : 417

Script :

Date :

Marks Obtained:

in figures : 20+9=29

in words :

Examiner

[Signature]
Invigilator

[Signature]
Exam Co-ordinator

Group 'B'

Q1 Answer

=> The 'Where Do We Stand?' written by Lisa Davis. In this article she describes the non-verbal conflicts. She focuses on non-verbal communication. Different culture, tradition, cross-culture.

She describes the non-verbal communication is play important role of our life. It express our feeling, happy, upset, confidence. The non-verbal communication. Greeting, eye-contact, touching, bowing, kissing, hand-shaking etc. The main cause of the non-verbal conflicts is cultural difference in American people make eye contact its symbol of confident, respect toward the people but in china, Japan it symbol of disrespect towards the person. Arabian people when meet they handshaking but Japan they bowing it is the symbol of respect to person when head down. US culture they kiss to chicks when meet with friends but in our culture it is not right they not accept this types of culture. Different different culture communication different value, behaviours, techniques. It is the conflict.

of the non-verbal communication. We are not train the ~~peopl~~ properly to adjust the culture of others ~~com~~ country. Lisa Davis finally tell about how to manage and developed the non-verbal communication. proper training and coaching is the solution of non-verbal communication. It helps to know the other people culture and there non-verbal communication.

So, the major cause of non-verbal ~~com~~ communication is cultural differences and cross cultural, and different environment its solution proper training and coaching its help us to know about non-verbal communication.

Q 2 Answer

⇒ The "Laward" written by the preamchand who was Indian writer He show the marriage in different cast [Interacts] what thinks to face in life. It is very difficult to face the problem to against your pre-parents, social culture, norms and assumption, values.

In ~~at~~ the story the character Preema or Keshav are lovers. In my opinion Preema was
(Att)

toward. In the first Keshav ready to do anything for Premea. He devoted to his parents over the love but Premea was not ready she was scared to the society value and assumption, norms and not ready to go against to her parents. But after time Keshav also refuse her to any property to him if he married the Premea. But Premea was ready to married with Keshav but this time Keshav refuse. And Premea committed to Sued. It shows that society, cast, religion, always wins over the love. This context Premea was toward first she scared and after time she committed to Sued it shows her toward behaviour. If they confess their parents to for their marriage Premea was alive and its happy ending.

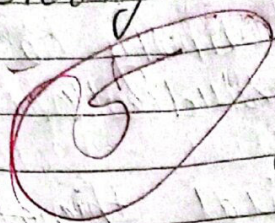
So, the society, & social class, values and assumption, norms and cast, religion is most important its always wins over the love.

Q3 Answer

⇒ The criticisms of David Rothenberg about using the World Wide Web in students.

- 1) Decline the writing of critical thinking and the originality of the thought expressed.
- 2) Use - Unreliable source.
- 3) Laziness or depress the attention of students.
- 4) It not arranged to order in important.
- 5) It Decline the use of libraries
- 6) Instead become of perfectionist many students have becoming slackers.
- 7) Its frustrated ~~try~~ year year try to go those web pages one by one.
- 8) Find the different to find originality from plagiarism, to author not given name web.
- 9) less time for revision paper & reflect the

10) web searching is OK but too much searching is like investigation.



[Group = C]

Q5 Answer Q4

⇒ Gardner's multiple intelligences and Coleman's Emotional intelligence

1) Logical - Mathematical

⇒ Skills of mathematical manipulation or solving logical problems. [related career mathematician, Scientist]

2) Linguistic

⇒ The analytical meaning of sounds and rhythms of words as well as the functions of language. [related career, poet, author, journalist]

3) Bodily Kinesesthetic

⇒ Ability to move physically or do object skillfully. [related career dancer, athletes.]

4) Musical
 ⇒ Ability to pitch variation and rhythm as well as the few functions of expression. [related career composer, artist]

5) Spatial / Place

⇒ Ability from a mental or spatial words to make area of place and using oriented [related career navigator, engineer]

6) Interpersonal

⇒ The analyzed the feeling, motivation, moods, desires of others peoples. [related career psychology, teacher, sales]

7) Intrapersonal

⇒ Ability to feels ones feeling need strength and weakness and use knowledge guide behavior. [related benefit self awareness.]

8) Naturalist
 ⇒ Ability to discriminate among the living things (as classifying animals, plants and minerals). Spend sensitivity to living things [related career chef, botanist].

➤ Differences of IA test with MI and EI.

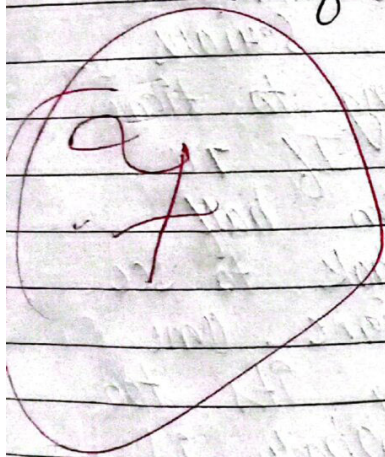
- 1) Multiple intelligence wide range of human abilities but traditional IA focus of logical skill.
- 2) MI & EI is analyzed the meaning of why the abilities different in differ activities. but traditional IA Universal Skills.
- 3) MI & EI emphasize the knowledge of human abilities but tradition IA focuses on pen test paper & pencil.
- 4) MI & EI focus & logical problems solving but tradition IA don't does not care about it.

5) MI & EI it is focuses on Interpersonal skill but tradition IQ focuses only the knowledge.

6) MI & EI was more focuses on success more than ~~EI~~ tradition IQ.

7) MI & EI focuses on solving logical problem but tradition IQ focuses only human knowledge.

So, the Gardner's multiple intelligences & kinds of shows that human abilities.



Q 4 Answer

→ "Time talks with Accents" Levine written from his book "Geography of the Time" # his life work.

"Social Times" He describes the social times difference between US and Brazil. US say time money we use correctly time and manage them. It is benefit to our life. They are punctual type person. It's very role of time but in Brazil expressions of his. It's totally different from the America. They Brazilian people not take serious of time they do nothing according to time. They are not punctual person. If 7 o'clock school starts they come in half hour late in school. He was shocked to see how much they waste their time. One day late class and was thinking it's too late but in class he realized how much Brazilian people not serious about time. "Social Times" is very important for our life. If we use carefully the time is not useful think which success our life. How manage manage social time.

→ See some successful person interview and podcasts How they use their time and follow some rules and modify according to your adjustment.

So, the "Social Time" is most important role play in our life we use it carefully.

Parbin Rana

Roll no- 41

Janajyoti Campus

Internal Examination-2081

Bachelor Level/Education/I year

Time: 1.5 hrs.

FM: 50

PM: 18

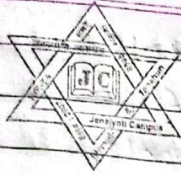
Reading, Writing & Critical Thinking (Eng. Ed.417)

- A. Read the following, passage, and tick the best answers. $10 \times 1 = 10$
- There are two places that have had a profound impact in my life. One of them is New York City, where I live now, and the other is Quetzaltenango, Guatemala, where I was born and lived the first part of my life. When you compare them, they seem like dramatically different places, but they have some things in common, and I love them both. There are many reasons why New York seems like my home away from home. Both cities are striking and distinctive. For example, each has its own nickname. Everyone knows New York is 'the big apple.' Quetzaltenango is known as 'Xela' (Pronounced shey-la), which is a lot easier to say! Second, both cities have a 'Central Park' in Xela is smaller, its tropical flowers and colonial architecture make it just as beautiful as New York's. Furthermore, when you walk around Xela, you find many tourists and people from other countries, just like in New York. For me, this means conversations in Xela are just as interesting as conversations in New York.

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 a. Narrative
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JANAJYOTI CAMPUS

Bhimad, Tanahun
Gandaki Province, Nepal

Exam Year: 208.....

Student's Name: Parbin Rana

Faculty: Education

Level/Year: 1st

Campus Roll No.: 41

Reg. No. :

Subject: Reading writing & critical thinking

Subject Code :

Script: English

Date: 2082/12/17

Marks Obtained:

in figures: 24+8=32

in words:

Examiner

[Signature]
Invigilator

[Signature]
Exam Co-ordinator

Group - B

The essay 'Where do we stand' is written by Lisa Davis. In this essay, she ~~discusses~~ ^{discusses} about the verbal and ~~informal~~ ^{non-verbal} communication which ~~cause~~ ^{cause} lots of problems in the society. She ~~is~~ ^{is} concerned about the intercultural difference within a group of people, community and nation which arises the various conflicts. She also clarifies that the non-verbal and verbal conflict can be minimize by effective training and coaching.

In the essay 'Where do we stand', various factors like, language, culture, society, religion, norms values and assumptions, ethnic etc are the major cause of the non-verbal conflict. People of America are bullied but ~~African~~ African are chilled nature. It is because of the intercultural difference among the people. Similarly, the education system also ~~cause~~ ^{cause} non-verbal conflicts. In the essay, writer mentioned that non-verbal communication like (Kissing, hugging, physical touch, ~~eye~~ ^{eye} ~~cont~~ ^{cont} handshaking) are practiced in different parts of world. In Arab people hold their hands ~~at~~ ^{while} walking on the street but American do not. ~~American~~ American like to ~~take~~ ^{talk} with the ~~by direct~~ straight arm and do handshake.

while they met each other. Americans do direct eye contact during conversation but Japanese bow their eyes which is sign of respect. So, it is difficult to adjust or adapt if one ~~is~~ visits other country if s/he lacks enough training.

on conclusion, the writer ~~help~~ says that the non-verbal conflicts can be minimize with the proper training and coaching.

2. Ans.

'The Coward' is a story written by Indian writer Premchand. He discusses the intercaste marriage system practised in that time. He also shows that caste religion, ~~and~~ ^{matters} in marriage.

In the story, a young boy 'Keshav' and 'Prema' were in love. Keshav was a brahman upper class/caste and Prema was a lower caste 'Banyar'. ~~They~~ ^{Their} parents' ~~are~~ ^{did} not accept their love affairs. In story Keshav was ready to sacrifice his love because of his father and cultural value but Prema was not ready. Prema shared her affair to her parents. At first her parents didn't accept but later ~~later~~ ^{later} convinced if their daughter could take her life. Then

Prema's father^s went to talk Keshav's father to discuss in matter of their children affair but Keshav's father respond him in a rude manner. At last prema writes a letter to Keshav ^{but} no respond from Keshav and she took her life herself.

In the story, Keshav can be ~~coward~~ ^{the coward}. In my view, Prema convinced her parents ^{about} ~~aff~~ their affairs while Keshav stayed silent and didn't try to convince his family. He was afraid of his father, reputation, and cultural values. Prema wrote a letter to Keshav where she said that she was ready to face every difficulties and problems if he would accept her. But Keshav didn't respond and sacrifice his love. At this point Keshav became coward even his love was ready to sacrifice ~~evently~~ everything for him.

24

9
 4
 PPT

The essay "How the web destroys student's" written by David Rothenberg show that the web has become hazard as it discard natural ^{ability} and ^{and} creativity of student. He made the criticisms of using the World Wide Web in student's research paper which are listed below.

• Decline in the quality and originality of the thought expressed.

• Beautiful pictures and graph inserted in the research paper look impressive but often bear a relation of paper's topic.

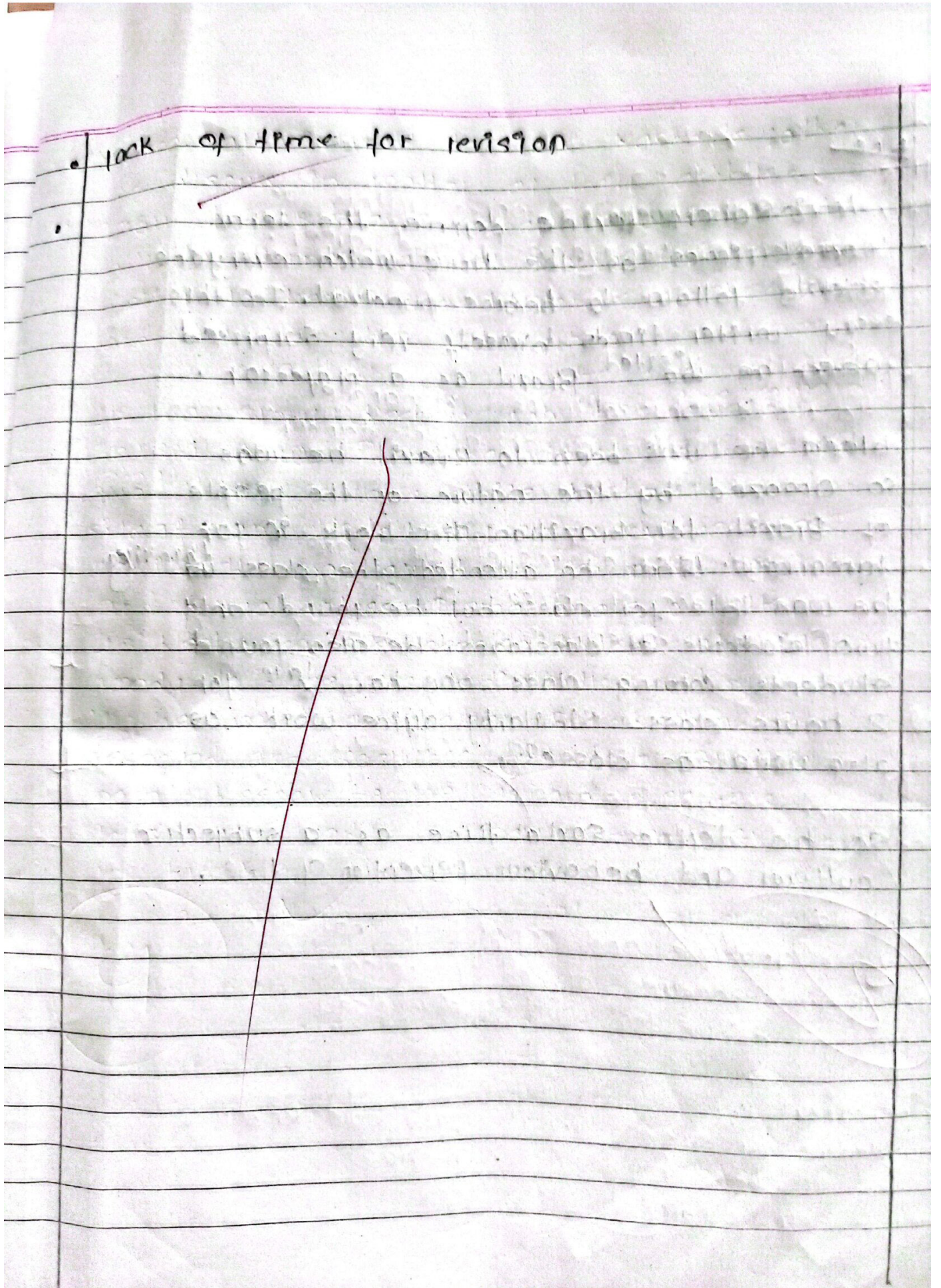
• The use of outdated source and web articles but not ^{depth} ~~center~~ found in commercial books.

4 • Increase plagiarism and laziness.

• The sources aren't in order of importance.

• Use of unreliable source.

• Lack of use of libraries and books.



• Lack of time for revision

4

Ans

Text Robert Levine define the term 'social times' as the time which everyone should follow to become punctual. In this essay writer finds himself very surprised when he ~~was~~ visited Brazil as a professor:

When he was been to Brazil he was so amazed by the nature of the people of Brazil. For Brazilian ~~the~~ work is for tomorrow. When he attended the class ^{thinking} he was late for class but he found only two students at classroom. He also found students coming class one hour late for 2 hours class. Similarly, office work, is also usual as classes.

So he defines social time as a subjective cultural and behaviour perception of time.

Group 2

5 The essay discusses traditional intelligence or measurement of intelligence in terms of IQ (Intelligence Quotient) score. Moreover, it shows difference between IQ, Gardner's multiple intelligence (MI) and Goleman's emotional intelligence (EI).

The traditional IQ was developed in the early 20th century. It is supposed to be a measure of person's innate intelligence with a score of 100 defines average or bright. The higher the score, the brighter the person is. Some of us grew in such community where IQ score is great part of our own culture. Some people score high IQ, some score low IQ. Some are genius and some aren't. So Gardner developed intelligence as capacity to solve problem or mathematical logical problems, and made 8 abilities of human:

1 logical mathematic

Ability to mathematical manipulation or logical problem solving skill. (related career: mathematician, scientists)

2 Linguistics
 Sensitive to the meanings, words rhythm as well as function of language [related career: author, poet]

3 Bodily Kinesthetics
 Ability to move physically and handle objects carefully [related career: athlete, dancer]

4 Spatial
 Ability of make mental model of place and make the place or area or operate using it. [related career: engineer painter]

5 Musical
 Ability to produce rhythm as well as musical expression. [related career: musician composer]

6 Interpersonal
 Ability to analyze and respond to motivation needs, moods desires of other person [related career: sales, teacher, psychology]

7 Intrapersonal
 Knowledge of one's strength, need weakness and use it for change in behavior. [career: self awareness activities]

8 Naturalists

Ability to discriminate living things to classify plants, animal and sensitive to nature, environment. (Related career: chef, biologist).

→ Some of the differences between Gardner's multiple intelligences (MI) and Goleman's Emotional Intelligence (EI) ^{with} traditional IQ.

- MI stress wide range of human abilities but traditional IQ reflect on ~~language~~ language and logical mathematical.
- MI provides better explanation why ability of different person differs in different activities but traditional IQ reflect only single standard of performance.
- MI stress that specific intelligence differs cross culturally but traditional IQ focus on universal performance.
- MI provide broad flexible notion of human intelligence but traditional IQ is reflect in a fixed curriculum.

• EI is better predictor of success than ~~IQ~~ traditional IQ.

• MI and EI emphasizes different ways of evaluation human intelligence but traditional IQ focus on paper and pencil test.

• MI and EI focuses on interpersonal human intelligence are important but traditional IQ don't care about them.

IQ



S.No	Student Name	Roll No	Basic of Academic Writing (424)	Subjects				Total	Per(%)	Result	Rank(S)	
				Eng. 422 Expanding Horizons in English (422)	Population Statistics of Nepal (428)	English for Communication (423)	Population Dynamics (429)					
1	Sajina Ale	23	32	20	33	32	26	170	66.34	PASS		
2	Asmita Rana	17	23	11	20	4	26	31	174	38.00	PASS	
3	Aarati Thapa	24	23	18	24	4	27	172	57.33	PASS		
4	Binita Thapa	22	19	15	24	4	22	152	50.67	PASS		
	Mina Nepali	28	28	22	19	20	30	143	49.33	PASS		
	Anusa Thapa	18	19	17	19	31	20	140	47.00	PASS	(140)	
	Ratna B.K.	12	21	19	23	30	27	139	47.33	PASS		
	Karishma Nepali	13	20	21	21	37	23	136	46.90	PASS		
	Salina B.K.	16	19	18	23	32	23	130	43.33	FAIL		
	Isha Nepali	2	19	18	22	20	24	121	41.72	PASS	(120)	
	Mamata Sigdel	3	9	15	20	20	30	112	38.42	FAIL	(130)	
	Durga Barua	4	11	14	18	21	27	106	38.17	FAIL	(400)	
	Shanti Nepali	32	9	10	14	24	18	105	35.00	FAIL		
	Pratibha Tharu	14	8	12	14	21	18	97	32.33	FAIL		
	Rujma Gurha	31	15	8	14	23	24	92	31.72	FAIL		
	Bindu B.K.	6	9	14	13	23	18	92	30.67	FAIL		
	Tak Maya Parwar	19	10	16	11	18	20	89	29.67	FAIL		
	Salina Khatri Mya	15	12	9	14	21	20	88	30.34	FAIL		
	Sneha B.K.	34	17	18	7	21	18	88	30.34	FAIL		
	Prahena Shrestha	11	11	13	18	14	25	85	29.31	FAIL		
	Sanksha Thapa	21	7	9	9	14	24	69	23.79	FAIL		
	Suju Ale	29	7	23	9	14	20	69	23.00	FAIL		
5	Sanjibani Thapa	19	13	16	19	20	18	65	22.41	FAIL		
6	Sabina Khatri Mya	20	1	1	1	1	1	0	0.00	FAIL		
7	Mamata Barua	26	1	1	1	1	1	0	0.00	FAIL		
8	Shoeta Chhetri	9	1	1	1	1	1	0	0.00	FAIL		
9	Sophiya Khatri	19	1	1	1	1	1	0	0.00	FAIL		
10	Durga Sen	25	1	1	1	1	1	0	0.00	FAIL		
11	Salina Thapa	30	1	1	1	1	1	0	0.00	FAIL		
12	Sarjana Gupta	33	1	1	1	1	1	0	0.00	FAIL		
13	Amrit Gurha	36	1	1	1	1	1	0	0.00	FAIL		
	Appears in exam		11	11	10	11	21	10	11	21		
	Absent		6	2	7	2	9	7	2	9		
	Pass Student		4	5	5	7	11	5	8	21		
	Fail Student		7	6	5	4	10	1	3	0		
	Appears in exam %		64.71	84.62	58.82	84.62	70.00	70.00	58.82	84.62	70.00	
	Absent %		35.29	15.38	41.18	15.38	30.00	30.00	41.18	15.38	30.00	
	Pass Student %		23.53	38.46	29.41	53.85	36.67	66.67	29.41	61.54	70.00	
	Fail Student %		41.18	46.15	29.41	30.77	33.33	3.33	29.41	23.08	0.00	
	Average Score		15.36	13.73	15.10	21.64	16.29	26.39	13.70	19.73	24.10	
	Highest Score		28	23	22	31	26	41	19	28	31	
	Lowest Score		7	7	0	14	7	14	5	13	19	

(Handwritten signature)

Bhimad-6, Tanahun
Program : B.Ed. 3rd Year
Internal Examination-2082

S.No	Student Name	Roll No	Subjects						Total	Per(%)	Result	Rank(S)				
			Critical Reading in English	वक्तव्य लेखन	ELT Theories & Practice	संस्कृत भाषा	Curriculum Evaluation (43)	English for Class Community/Oral & Individual					संस्कृत व्याकरण	Method of teaching population Education (439)		
1	Archana Gairhe	14	73	---	61	---	---	61	---	53	315	65.63	PASS			
2	Nashila Nepali	4	---	74	---	---	51	62	---	49	290	58.00	PASS			
3	Ashma Nepali	3	---	72	---	---	42	48	---	44	45	251	50.20	PASS		
4	Phal Maya Ale	2	---	67	---	---	44	50	---	52	36	249	49.80	PASS		
5	Shusila Shrestha	11	56	---	45	---	---	56	---	54	37	248	51.67	PASS		
6	Anjali Dawadi	12	57	---	42	---	---	53	---	48	43	243	50.63	PASS		
7	Yashu Maya Thapa	1	49	---	41	---	---	52	---	47	52	241	50.21	PASS		
8	Paspa Adhikari	28	57	---	39	---	---	50	---	40	39	225	46.88	PASS		
9	Bimada Sigdel	8	52	---	41	---	---	49	---	44	38	224	46.67	PASS		
10	Subasana Basyal	16	---	54	---	---	21	43	---	39	41	198	39.60	FAIL		
11	Asha Sanar	18	---	54	---	---	---	35	---	---	---	89	17.80	FAIL		
12	Soan Bahadur Basyal	19	---	---	---	---	---	---	---	---	---	---	---	---		
13	Arati B.K.	26	---	---	---	---	---	---	---	---	---	---	---	---		
14	Shova B.K.	27	---	---	---	---	---	---	---	---	---	---	---	---		
15	Babita Thapa	7	---	---	---	---	---	---	---	---	---	---	---	---		
16	Laxmi Nepali	10	---	---	---	---	---	---	---	---	---	---	---	---		
17	Nisha Sen Thakuri	13	---	---	---	---	---	---	---	---	---	---	---	---		
18	Anjina Thapa	21	---	---	---	---	---	---	---	---	---	---	---	---		
19	Padama Rana	24	---	---	---	---	---	---	---	---	---	---	---	---		
Appears in exam			6	5	6	4	11	6	4	10						
Absent			5	3	5	4	8	5	4	9						
Pass Student			6	5	6	3	11	6	4	10						
Fail Student			0	0	0	1	0	0	0	0						
Appears in exam %			54.55	62.50	54.55	50.00	57.89	54.55	50.00	52.63						
Absent %			45.45	37.50	45.45	50.00	42.11	45.45	50.00	47.37						
Pass Student %			54.55	62.50	54.55	37.50	57.89	54.55	50.00	52.63						
Fail Student %			0.00	0.00	0.00	12.50	0.00	0.00	0.00	0.00						
Average Score			57.33	64.20	44.83	39.50	51.36	49.00	47.25	43.30						
Highest Score			73	74	61	51	67	61	54	53						
Lowest Score			49	54	39	21	35	40	39	36						

Exam Coordinator

Campus Chief

Bhimad-6, Tanahun
 Program - B.Ed 4th Year
 Internal Examination-2082

S.No	Student Name	Roll No	Subjects					Total	Per(%)	Result	Rank(%)
			Literature for language development	Research Methodology in English	Project work and seminar on population education	Classroom Instruction					
1	Goma Nepali	15	---	16	19	---	26	18	77	38	FAIL
2	Sabina Lamsal	27	---	14	19	---	27	13	73	36	FAIL
3	Mancha Thapa	10	---	13	21	---	22	15	71	35	FAIL
4	Rachana B K	12	---	14	29	---	---	14	57	28	FAIL
5	Nirmala Thapa	16	---	11	---	---	29	16	47	23	FAIL
6	Rupa Pariyar	4	---	---	---	---	---	---	---	---	---
7	Mina Kumari B.K.	5	---	---	---	---	---	---	---	---	---
8	Sagun Thapa	8	---	---	---	---	---	---	---	---	---
9	Sangita Thapa	18	---	---	---	---	---	---	---	---	---
10	Muna Thapa	19	---	---	---	---	---	---	---	---	---
11	Nisha Bhujel	22	---	---	---	---	---	---	---	---	---
12	Rabina Thapa	23	---	---	---	---	---	---	---	---	---
13	Ashmita Chhetri	29	---	---	---	---	---	---	---	---	---
14	Pabina Thapa	31	---	---	---	---	---	---	---	---	---
Appears in exam			0	5	4	0	4	5			
Absent			6	3	4	6	19	9			
Pass Student			0	0	0	0	0	0			
Fail Student			0	5	4	0	4	5			
Appears in exam %			0.00	62.50	50.00	0.00	28.57	35.71			
Absent %			100.00	37.50	50.00	100.00	71.43	64.29			
Pass Student %			0.00	0.00	0.00	0.00	0.00	0.00			
Fail Student %			0.00	62.50	50.00	0.00	28.57	35.71			
Average Score			0.00	13.60	22.00	0.00	23.25	15.20			
Highest Score			0	16	29	0	27	18			
Lowest Score			0	11	19	0	20	13			

Exam Co-ordinator


K. K. K.

Bhimad-6, Tanahun
Program : BBS 2ndYear (New)
Internal Examination-2082

S.No	Student Name	Roll No	Subjects				Total	Per(%)	Result	Rank(S)
			MGT 215: Fundamentals of Financial Management	MGT 209: Microeconomics for Business	MGT 223: Organizational Behavior & Human Resource Management	MGT 214: Cost Management Accounting				
1	Kanchan Rana Magar	1	41	37	40	37	30	185	74	PASS
2	Prabin Shrestha	56	28	20	29	23	24	124	49.6	FAIL
3	Sujana Mal	39	19	22	33	26	22	122	48.8	PASS
4	Om Maya Thapa	6	24	25	20	22	22	113	45.2	PASS
5	Arati Lamsal	25	11	25	29	18	27	110	44	FAIL
6	Prabha Rana	10	10	20	28	18	28	104	41.6	FAIL
7	Ashmita Basel	35	18	18	19	20	24	99	39.6	PASS
8	Salina Thapa	17	10	18	22	26	22	98	39.2	FAIL
9	Binita Poudel	2	22	10	31	12	20	95	38	FAIL
10	Ashika Garhe	34	13	18	18	19	26	94	37.6	FAIL
11	Dimpal Ale	28	10	16	23	18	26	93	37.2	FAIL
12	Indra Bahadur Gurung	37	23	18	19	18	15	93	37.2	FAIL
13	Lok Maya Thapa	7	9	19	30	18	16	92	36.8	FAIL
14	Shova Thapa	5	18	18	29	16	16	81	32.4	FAIL
15	Sovana Khatun Miya	23	10	10	30	23	15	78	31.2	FAIL
16	Bhumika Ojha	13	22	8	22	3	18	73	29.2	FAIL
17	Bhagawati Shrestha	12	4	10	18	21	18	71	28.4	FAIL
18	Usari Sunari	20	1	11	18	8	20	58	23.2	FAIL
19	Kamal Shrestha	32	14					14	5.6	FAIL
20	Amrit B.K	15								FAIL
21	Kiran Giri	9								FAIL
22	Sabina Chaudhary	11								FAIL
23	Dipen Thapa	16								FAIL
24	Barsha Timisena	18								FAIL
25	Swostika Bhandari	19								FAIL
26	Arjun Thapa	21								FAIL
27	Renuka Karki	22								FAIL
28	Bal Krishna Garhe	24								FAIL
29	Chuna Maya Ale	26								FAIL
30	Sapana Adhikari	29								FAIL

Bhimad-6, Tanahun
 Program BBS 2nd Year (New)
 Internal Examination 2082

S.No	Student Name	Roll No	Subjects			MGT 212: Cost and Management Accounting	MGT 205: Business Communication	Total	Per(%)	Result	Rank(S)
			MGT 215: Fundamentals of Financial Management	MGT 209: Macroeconomics for Business	MGT 223: Organizational Behavior & Human Resource Management						
31	Anil Nepali	30								FAIL	
32	Nischal Gotame	31								FAIL	
33	Sristi BK	40								FAIL	
34	Deepa Singh Thakur	55								FAIL	
			18	18	18	18	17				
	Absent		16	16	16	16	17				
	Pass Student		9	1	1	1	0				
	Fail Student		9	17	17	17	17				
			52.94	52.94	52.94	52.94	50.00				
	Absent %		47.06	47.06	47.06	47.06	50.00				
	Pass Student %		26.47	2.94	2.94	2.94	0.00				
	Fail Student %		26.47	50.00	50.00	50.00	50.00				
	Average Score		16.50	17.94	25.44	19.22	21.94				
	Highest Score		41	37	40	37	30				
	Lowest Score		1	8	18	3	15				


Exam Co-ordinator


Campus Chief

JANAJYOTI CAMPUS

Bhimad-6, Tanahun
 Program : BBS 2nd Year (Old)
 Internal Examination 2082

S.No	Student Name	Roll No	MGT 215: Fundamentals of Financial Management	MGT 209: Macroeconomics for Business	Subject MGT 223: Organizational Behavior & Human Resource Management	MGT 212: Cost and Management Accounting	MGT 205: Business Communication	Total	Per(%)	Result	Rank(S)
1	Tulsi Chhetri	10	73	64	55	61	42	295	59	PASS	
2	Reema Kumari Thapa	31	69	45	44	51	31	240	48	FAIL	
3	Laxmi Lamsal	3	52	35	39	55	21	202	40	FAIL	
4	Isha Aryal	33	61					61	12	FAIL	
5	Deepika Rana	16	52					52	10	FAIL	
6	Narayan Rijal	28	7	22		10		4	43	9	FAIL
7	Asha B.K	13	35					35	7	FAIL	
8	Milan Raj Bangshi	37		12		5		17	3	FAIL	
9	Dipisha Rana	25					8	8	2	FAIL	
10	Jharana Lamsal	4									
11	Phul Maya B.K.	6									
12	Pratistha thapa	7									
13	Sajina Shrestha	8									
14	Anjana Subedi	12									
15	Anjita Thapa	17									
16	Sandeepa Sunar	18									
17	Sudip Acharya	19									
18	Sandeep Acharya	20									
19	Kusum Thapa	24									
20	Bishal Bhandari	29									
21	Prasamsha Gairhe	34									
22	Pabina Shrestha	36									
23	Samrachana Poudel	38									
			7	5	3	5	5				
	Absent		16	18	20	18	18				

Klaphe

JANAJYOTI CAMPUS
Bhimad-6, Tanahun
Program : BBS 2ndYear (Old)
Internal Examination-2082

Student Name	Roll No	Subjects				
		MGT 215: Fundamentals of Financial Management	MGT 223: Organizational Behavior & Human Resource Management	MGT 209: Macroeconom ics for Business	MGT 212: Cost and Management Accounting	MGT 205: Business Communication
Full marks		100	100	100	100	100
Total Student		23	23	23	23	23
Appars in exam		7	5	3	5	5
Appars in exam %		30.43	21.74	13.04	21.74	21.74
Absent		69.57	78.26	86.96	78.26	78.26
Total Student Pass %		26.09	13.04	13.04	13.04	4.35
Appars Pass		85.71	60.00	100.00	60.00	20.00
Average Score		50	36	46	36	21
1st Devison		3	1	0	1	0
2nd Devison		2	1	1	2	0
3rd Devison		1	1	2	0	1
Fail		1	2	0	2	4

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Klapote

Bhimad-6, Tanahun
 Program : BBS 3rd Year
 Internal Examination 2082

S.No	Student Name	Roll No	MGT 204: Business Law	MGT 226 : Foundation of Financial Systems	MGT 217: Business Environment and Strategy	MGT 224: Taxation in Nepal	MGT 214: Fundamentals of Marketing	Total	Per(%)	Result	Rank(S)
1	Shree Ram Thapa	12	56	79	56	72	42	305	61	PASS	
2	Sapana Sharma Lamsal	19	52	84	45	66	43	290	58	PASS	
3	Sagar Gharti	21	6	28	7	27	8	76	15	FAIL	
4	Sabil Rai	40	6	35		10	15	66	13	FAIL	
5	Ramhari Maharjan	11	1	19	10	8	12	50	10	FAIL	
6	Binju Thapa	16	5	13				18	4	FAIL	
7	Simran Mishra	41	6	11				17	3	FAIL	
8	Alish Rana	8		4				4	1	FAIL	
9	Anshu Chaudhary	2									
10	Nirmala Ale	3									
11	Shanti Waiba	10									
12	Anjali Shrestha	14									
13	Pushpa Shrestha	18									
14	Anjana Shrestha	20									
15	Selina Thapa	34									
16	Yam Bahadur Rana	38									
			7	8	4	5	5				
	Absent		9	8	12	11	11				
	Pass Student		2	3	2	2	2				
	Fail Student		5	5	2	3	3				
			43.75	50.00	25.00	31.25	31.25				
	Absent %		56.25	50.00	75.00	68.75	68.75				
	Pass Student %		12.50	18.75	12.50	12.50	12.50				
	Fail Student %		31.25	31.25	12.50	18.75	18.75				
	Average Score		18.86	34.13	29.50	36.60	24.00				
	Highest Score		56	84	56	72	43				
	Lowest Score		1	4	7	8	8				

[Signature]

Bhimad-6, Tanahun
Program : BBS
Internal Examination-2082


S.No	Student Name	Roll No	Subjects			Total	Per(%)	Result	Rank(S)	
			MGT 225: Entrepreneurship	MGT 221: Business Research Methods	FIN 250: Fundamentals of Corporate Finance					FIN 255: Management of Financial Institutions
1	Kusum Thapa	5	24	33	25	36	37	155	62	PASS
2	Devyani Thapa	6	28	31	24	31	37	151	60	PASS
3	Kasika Rana	4	23	31	21	36	39	150	60	PASS
4	Bina Thapa	19	21	34		46	35	136	54	FAIL
5	Sujina Rana	14			18	41	36	95	38	FAIL
6	Pradip Lamsal	42				36	32	68	27	FAIL
7	Amisha Poudel	17				21	28	49	20	FAIL
8	Nisha Gahatraj	1								
9	Phool Maya Thapa	7								
10	Buddhi Sara Thapa	15								
11	Pratima Poudel	18								
12	Suruchi Bhandari	20								
13	Sushmita Ale	23								
14	Saru Shrestha	27								
15	Shilpa Manandhar	39								
16	Manisha Kumari	44								
17	Rasmita Nepali	55								
18	Nehal Gupta Rauniyar	63								
			4	4	4	7	7			
	Absent		14	14	14	11	11			
	Pass Student		4	4	4	7	7			
	Fail Student		0	0	0	0	0			
			22.22	22.22	22.22	38.89	38.89			
	Absent %		77.78	77.78	77.78	61.11	61.11			
	Pass Student %		22.22	22.22	22.22	38.89	38.89			
	Fail Student %		0.00	0.00	0.00	0.00	0.00			
	Average Score		24.00	32.25	22.00	35.29	34.86			
	Highest Score		28	34	25	46	39			
	Lowest Score		21	31	18	21	28			

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Graph

Bhimad-6, Tanahun
 Program : B.Ed. 3rd Year
 Internal Examination-2080

S.No	Student Name	Roll No	Critical Reading in English		E.T Theories & Practice		Curriculum & Evaluation (431)		English for mass Communication		Method of teaching population Education (439)		Total	Per(%)	Result	Rank(S)
			marks	Pass	marks	Pass	marks	Pass	marks	Pass	marks	Pass				
1	Dol Maya Shrestha	15	51		51		52		42		45		241	51	PASS	(1/24)
2	Dipa Rana	9	35		35		40		36		34		180	38	PASS	(2/24)
3	Bishal Bhandari	19	36		29		39		32		24		160	34	FAIL	-
4	Biplab Bhandari	26	33		25		35		30		23		146	31	FAIL	-
5	Lulu Maya Thapa	31			30		41		30		32		133	28	FAIL	-
6	Sajana Thapa	34	20		27		37		23		25		132	28	FAIL	-
7	Subet Shrestha	46	13		23		36		20		30		122	26	FAIL	-
8	Nisha Thapa	1														
9	Ujwal Singh Thapa	3														
10	Rahna Ramdham	8														
11	Sajana Gautam	10														
12	Rashmi Kunwar	21														
13	Kushum Thapa	27														
14	Alisha Nepali	28														
15	Bishnu Ucheha	35														
16	Deepa Thapa	39														
17	Bina Rana Magar	42														
18	Bhal Maya Gurung	43														
19	Punam Somai Magar	45														
20	Gomaya Sarki	47														
21	Apsara Kumal	49														
22	Amrita Pokhrel	52														
23	Binita Rusaliy	57														
24	Sangita Thapa	71														
Appears in exam			6	0	7	0	7	0	7	0	7	0				
Absent			11	7	10	7	17	7	10	7	17	7				
-17 Pass Student			3	0	2	0	7	0	5	0	1	0				
Fail Student			3	0	5	0	0	0	2	0	6	0				
Appears in exam %			35.29	0.00	41.18	0.00	29.17	0.00	41.18	0.00	29.17	0.00				
Absent %			64.71	100.00	58.82	100.00	70.83	100.00	58.82	100.00	70.83	100.00				
Pass Student %			17.65	0.00	11.76	0.00	29.17	0.00	29.41	0.00	4.17	0.00				
Full Student %			17.65	0.00	29.41	0.00	0.00	0.00	11.76	0.00	25.00	0.00				
Average Score			31.33	-	31.43	-	40.00	-	30.43	-	30.43	-				
Highest Score			51	0	51	0	52	0	42	0	45	0				
Lowest Score			13	0	23	0	35	0	20	0	23	0				

ASS. Exam Co-ordinator


ASS Campus Chief


Bhimad-6, Tanahun
 Program : BRS 3rd Year
 Internal Examination-2080

S.No	Student Name	Roll No	Subjects					Total	Perf(%)	Result	Rank(S)
			Business Law (204)	Foundation of Financial Systems	Taxation in Nepal	Fundamentals of Marketing	Business Environment and Strategy				
1	Mamisha Shrestha	33	51	67	78	48	53	297	59	PASS	(1/19)
2	Tul Prasad Shrestha	17	52	75	52	37	47	263	53	PASS	(2/19)
3	Bikalpa Thapa	9	48	62	45	19	36	210	42	FAIL	--
4	Bel Maya Thapa	23	43	60	44	21	35	203	41	FAIL	--
5	Swostika Subedi	47	23	53	57	22	25	180	36	FAIL	--
6	Binita Dhakal	5	18	53	35	35	35	176	35	FAIL	--
7	Shushma Dhakal	4	29	57	35	23	26	170	34	FAIL	--
8	Srijana B.K.	42	35	55	36	19	25	170	34	FAIL	--
9	Kirti Ale	27	20	53	44	15	23	155	31	FAIL	--
10	Prabin Kandel	12	18	54	42	18	22	154	31	FAIL	--
11	Sujan Poudel	44	18	43	7	15	18	101	20	FAIL	--
12	Sajina Kumal	39		43				43	9	FAIL	--
13	Sandhya Gairhe	61			22		20	42	8	FAIL	--
14	Hajiran Miya	1								FAIL	--
15	Anita Maya Ale	22								FAIL	--
16	Purnima Gurung	31								FAIL	--
17	Pratima Gahaga Magar	59								FAIL	--
18	Sarita Poudel	71								FAIL	--
19	Uma Thapa	72								FAIL	--
	Absent		11	12	12	11	12	12			
	Pass Student		8	7	7	8	7	7			
	Fail Student		5	12	10	3	5	5			
	Absent %		57.89	63.16	63.16	57.89	63.16	63.16			
	Pass Student %		42.11	36.84	36.84	42.11	36.84	36.84			
	Fail Student %		26.32	63.16	52.63	15.79	26.32	26.32			
	Average Score		31.58	0.00	10.53	42.11	36.84	36.84			
	Highest Score		52	75	78	48	53	53			



त्रिभुवन विश्वविद्यालयबाट संबन्धित प्राङ्ग
Affiliated To Tribhuvan University

जानज्योति क्याम्पस
JANAJYOTI CAMPUS

जिनाङ्ग नगरपालिका, ६, रतौडी, जेठारा
Bhimad Municipality - 6, Tanahun, Nepal

प.सं./Letter No: २०८१/०८२
प्र.सं./Dispatch No :

स्थापित : २०६३
ई.सं. : २००७

मिति/Date : २०८१/०४/०९

सूचना ।

यही मिति २०८१/०४/२० देखि २०८१/०४/२५ गतेसम्म यस क्याम्पसमा सञ्चालन गरिने स्नातक तह तेश्रो वर्ष (पुरानो)को वार्षिक परीक्षा तयारी परीक्षाका लागि उत्तम बर्षमा अध्ययन गराउनुहुने प्राध्यापकहरूले पूर्णाङ्क १०० को प्रश्नपत्र निर्माण गरी त्यसको हार्ड कपी र सफ्ट कपी मिति २०८१/०४/१६ गते भित्रमा परीक्षा समिति सदस्य सुनिल पाठकलाई बुझाउनु हुन सम्बन्धित सबै प्राध्यापकहरूलाई निवेदन गरिन्छ ।


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सीतादेवी भद्राचार्य
संयोजक परीक्षा समिति



त्रिभुवन विश्वविद्यालयबाट ससक्तसयल प्राप्त
Affiliated to Tribhuvan University

जानज्योति क्याम्पस
JANAJYOTI CAMPUS

जिलाद काठारपुलिका-६, तलार्ड, जोपाल
Bhimad Municipality-6, Tanahun, Nepal

पुस/Letter No.: २०८१/०८२

स्थापित : २०६८
Establ: 2007

मिति/Date : २०८१/०४/०९

सुचनात !

यही मिति २०८१/०४/२० देखि २०८१/०४/२५ यतिसम्म यस क्याम्पसमा तेस्रो वर्ष (पुरानो)मा अध्ययन गर्ने विद्यार्थीहरूका लागि वार्षिक परीक्षा तयारी परीक्षा तयारीलमा उल्लिखित विषय र समय तालिका अनुसार सञ्चालन गर्न लागिपर्को सम्बन्धित सबैलाई सूचित गरिन्छ ।

Routine for Management Faculty

Date	2081-04-20	2081-04-21	2081-04-22	2081-04-23	2081-04-24
BBS Third	Business Law (204)	Foundation of Financial Systems (MGT. 226)	Fundamental of Taxation & Auditing(218)	Business Environment Strategic (MGT 217)	Fundamentals of Marketing (MGT)

Routine for Education Faculty

Date	2081-04-20	2081-04-21	2081-04-22	2081-04-23	2081-04-24
B.Ed. Third	Critical Reading in English (433) क्याली मया मियन(४३३)	EIT Theories & Methods & Practice (432) साहित्यतय र कालावना (४३२)	Curriculum & Evaluation(431)	English for Mass Communication (434) प्रयोगक साध विज्ञान (४३४)	Method of Teaching Population Education (439)

परीक्षा शुरु हुने समय विज्ञान :- ९:१५ देखि ९:१५ सम्म

नस्य : परीक्षामा सहभागी नहुने विद्यार्थीको प्रति विषय रु १००/- जरिवाना लाग्ने छ ।

वेश पत्र बिना विद्यार्थीहरूलाई परीक्षामा सहभागी गराइने छैन ।

सीतादेवी शर्कराई
संयोजक परीक्षा समिति



त्रिभुवन विश्वविद्यालयबाट स्वीकृत ग्राह
Affiliated to Tribhuvan University

जानज्योति क्याम्पस
JANAJYOTI CAMPUS



विभागाद नगरपालिका-६, तनहुँ, नेपाल
Bhimad Municipality-6, Tanahun, Nepal

पत्र/Letter No.: २०८१/०८२
चक्र/Dispatch No.:

स्थापित: २०६८
Estd.: 2007

मिति/Date: २०८१/०४/०९

सूचना :

यही मिति २०८१/०४/२० देखि २०८१/०४/२५ गतेसम्म यस क्याम्पसमा तेस्रो वर्ष (पुरानो)मा अध्ययन गर्ने विद्यार्थीहरूका लागि वार्षिक परीक्षा तयारी परीक्षा तपशिलमा उल्लिखित विषय र समय तालिका अनुसार सञ्चालन गर्ने लागि एको सन्वन्धित सवैलाई सूचित गरिन्छ ।

Routine for Management Faculty

Date	2081-04-20	2081-04-21	2081-04-22	2081-04-23	2081-04-24
Year	2081-04-20	2081-04-21	2081-04-22	2081-04-23	2081-04-24
BBS Third	Business Law (204)	Foundation of Financial Systems (MGT. 226)	Foundation of Taxation & Auditing(218)	Business Environment Strategic (MGT 217)	Fundamentals of Marketing (MGT 439)

Routine for Education Faculty

Date	2081-04-20	2081-04-21	2081-04-22	2081-04-23	2081-04-24
Year	2081-04-20 <td>2081-04-21 <td>2081-04-22 <td>2081-04-23 <td>2081-04-24</td> </td></td></td>	2081-04-21 <td>2081-04-22 <td>2081-04-23 <td>2081-04-24</td> </td></td>	2081-04-22 <td>2081-04-23 <td>2081-04-24</td> </td>	2081-04-23 <td>2081-04-24</td>	2081-04-24
B.Ed. Third	Critical Reading in English (433) नेपाली भाषा शिक्षण(४३३)	ELT Theories & Methods & Practice (432) साहित्यशास्त्र र समाजतन्त्रा (४३२)	Curriculum & Evaluation(431)	English for Mass Communication (434) प्रयोगिक भाषा विज्ञान (४३४)	Method of Teaching Population Education (439)

परीक्षा शुरु हुने समय विज्ञान :- ६:१५ देखि ९:१५ सम्म

पुनस्वः परीक्षामा सहभागी नहुने विद्यार्थीको प्रति विषय रु १००/- जरिवाना लाग्ने छ ।

प्रवेश पत्र विना विद्यार्थीहरूलाई परीक्षामा सहभागी गराइने छैन ।

सीतादेवी शङ्कराई
संयोजक परीक्षा समिति

Bhimad-6, Tanahun
 Program B Ed 2nd Year
 Internal Examination-2082

S.No	Student Name	Roll No	Basic of Academic Writing (424)	सामान्य लेखन प्रयोग एवं विचार प्रवाह (424)	Eng. 422 Expanding Horizons in English	समस्य लेखन प्रयोग (423)	Population Situation of Nepal (428)	Education Psychology (421)	English for Communication (423)	समाजिक मनोविज्ञान (422)	Population Dynamics (429)	Total	Pcr(%)	Result	Rank(S)	
1	Lok Maya Thapa	8	---	---	---	62	---	50	65	---	66	346	59	PASS	(1/0)	
2	Man Maya Ale	9	---	43	---	---	39	62	---	---	55	305	52	PASS	(2/0)	
3	Bimata Sarka	2	42	---	42	---	49	---	---	---	45	270	46	PASS	(3/0)	
4	Bhagawati Sarka	3	---	---	---	59	---	35	60	29	---	---	44	PASS	(4/0)	
5	Khum Maya B.K.	14	---	---	35	---	35	65	---	---	48	37	258	39	FAIL	---
6	Durga Rana	15	---	23	---	38	---	35	62	---	46	43	233	31	FAIL	---
7	Pratikshya Rana	4	9	---	13	---	35	22	62	---	38	38	180	25	FAIL	---
8	Go Maya Ram	13	---	---	---	---	---	---	---	---	---	---	---	---	---	
9	Tanuja Rana	5	---	10	---	---	17	35	---	20	---	29	145	25	FAIL	---
10	Rita Ale	6	---	---	---	---	---	---	---	---	---	---	---	---	---	
11	Hira Maya B.K.	7	---	---	---	---	---	---	---	---	---	---	---	---	---	
12	Hari Maya Thapa	10	---	---	---	---	---	---	---	---	---	---	---	---	---	
13	Bimala Nepali	11	---	---	---	---	---	---	---	---	---	---	---	---	---	
14	Kusum Rakhali	12	---	---	---	---	---	---	---	---	---	---	---	---	---	
15	Anita Bhattarai	19	---	---	---	---	---	---	---	---	---	---	---	---	---	
16	Chin Bahadur Thapa	20	---	---	---	---	---	---	---	---	---	---	---	---	---	
Appar exam			2	5	5	4	6	6	2	4	6	0	0	FAIL	---	
Absent			4	4	4	4	5	9	9	4	5	9	0	0	FAIL	---
Pass Student			1	2	2	4	3	6	1	4	5	9	0	0	FAIL	---
Fail Student			1	3	0	0	3	0	1	0	1	1	0	0	FAIL	---
Appar exam %			33.33	55.56	33.33	44.44	40.00	40.00	33.33	44.44	40.00	1	1	0	0	---
Absent %			66.67	44.44	66.67	55.56	60.00	60.00	66.67	55.56	60.00	40.00	40.00	0	0	---
Pass Student %			16.67	22.22	33.33	44.44	20.00	40.00	16.67	44.44	33.33	60.00	60.00	0	0	---
Fail Student %			16.67	33.33	0.00	0.00	20.00	40.00	16.67	44.44	33.33	60.00	60.00	0	0	---
Average Score			25.50	24.60	47.00	39.75	28.00	53.67	24.50	46.25	6.67	6.67	6.67	0	0	---
Highest Score			42	42	59	49	39	65	29	55	58	41.67	41.67	0	0	---
Lowest Score			9	10	35	35	17	35	20	36	29	29	29	0	0	---

Exam Coordinator

Campus Chief

K. K. K.

Bhimad-6, Tanahun
 Program: B.Ed. 3rd Year
 Internal Examination-2081

S.No	Student Name	Roll No	Subjects							Total	Per(%)	Result	Rank(S)			
			Critical Reading in English	नेपाली भाषा शिक्षण	ELT Theories & Practice	साहित्यशास्त्र र सवालोकचना	Curriculum & Evaluation (431)	English for mass Communication	प्राथमिक भाषा शिक्षण					Method of teaching population Education (439)		
1	Sushila Nepali	4	—	76	—	—	56	64	—	59	54	309	66	PASS	(1/0)	
2	Archana Gairhe	14	65	—	61	—	—	65	53	—	56	300	64	PASS	(2/0)	
3	Padama Rana	24	60	—	57	—	—	67	48	—	54	286	61	PASS	(3/0)	
4	Phal Maya Ale	2	—	69	—	—	45	57	—	55	48	274	58	PASS	(4/0)	
5	Shusila Shrestha	11	47	—	47	—	—	57	50	—	52	253	54	PASS	(5/0)	
6	Ashma Nepali	3	—	63	—	—	36	53	—	47	50	249	53	PASS	(6/0)	
7	Anjali Dawadi	12	52	—	37	—	—	54	48	—	52	243	52	PASS	(7/0)	
8	Nisha Sen Thakuri	13	54	—	42	—	—	53	42	—	50	241	51	PASS	(8/0)	
9	Bimala Sigdel	8	46	—	39	—	—	52	36	—	42	215	46	PASS	(9/0)	
10	Yashu Maya Thapa	1	46	—	36	—	—	42	39	—	48	211	45	PASS	(10/0)	
11	Subasana Basyal	16	—	55	—	—	17	42	—	35	40	189	40	FAIL	—	
12	Arati B.K.	26	—	50	—	—	24	30	—	35	37	176	37	FAIL	—	
13	Puspa Adhikari	28	42	—	11	—	—	35	25	—	39	152	32	FAIL	—	
14	Shova B.K.	27	—	47	—	—	—	36	—	35	33	151	32	FAIL	—	
15	Babita Thapa	7	—	—	—	—	—	—	—	—	0	0	0	FAIL	—	
16	Laxmi Nepali	10	—	—	—	—	—	—	—	—	0	0	0	FAIL	—	
17	Asha Sunar	18	—	—	—	—	—	—	—	—	0	0	0	FAIL	—	
18	Som Bahadur Basyal	19	—	—	—	—	—	—	—	—	0	0	0	FAIL	—	
19	Anjina Thapa	21	—	—	—	—	—	—	—	—	0	0	0	FAIL	—	
Applied in exam			8	6	8	5	14	8	6	14						
Absent			3	2	3	3	5	3	2	5						
Pass Student			8	6	7	3	13	7	6	13						
Fail Student			0	0	1	2	1	1	0	1						
Applied exam %			72.73	75.00	72.73	62.50	73.68	72.73	75.00	73.68						
Absent %			27.27	25.00	27.27	37.50	26.32	27.27	25.00	26.32						
Pass Student %			72.73	75.00	63.64	37.50	68.42	63.64	75.00	68.42						
Fail Student %			0.00	0.00	9.09	25.00	5.26	9.09	0.00	5.26						
Average Score			51.50	60.00	41.25	35.60	50.50	42.63	44.33	46.79						
Highest Score			65	76	61	56	67	53	59	56						
Lowest Score			42	47	11	17	30	25	35	33						

Exam Coordinator

Campus Chief

JANAJYOTI CAMPUS											
Bhimad-6, Tanahun											
Program: BBA 2nd Year											
Internal Examination-2082											
S.No	Student Name	Roll No	Subjects					Total	Per(%)	Result	Rank(%)
			MGT 215: Fundamentals of Financial Management	MGT 223: Organizational Behavior & Human Resource Management	MGT 209: Macroeconom ics for Business	MGT 212: Cost and Management Accounting	MGT 205: Business Communication				
1	Isha Aryal	33	50	59	45	62	64	280	56	PASS	(1/30)
2	Tulsi Chibetri	10	49	56	44	73	53	275	55	PASS	(2/30)
3	Sannrachana Poudel	38	37	22	45	54	62	230	50	PASS	(3/30)
4	Asha B K	13	50	54	42	54	49	240	48	PASS	(4/30)
5	Laxmi Lamaal	3	38	61	46	52	35	232	46	PASS	(5/30)
6	Deepika Rama	16	35	52	35	53	44	219	44	PASS	(6/30)
7	Reema Kumari Thapa	31	27	49	43	54	42	215	43	FAIL	--
8	Anjana Subedi	12	39	44	19			192	20	FAIL	--
9	Anjila Thapa	17	31	35	23			89	18	FAIL	--
10	Sandeepa Sunar	18	1	35	15		35	86	17	FAIL	--
11	Kusum Thapa	24	3	37	12		27	79	16	FAIL	--
12	Prasanna Gairhe	34	3	35				38	8	FAIL	--
13	Narayan Rijal	28	3	13	6	2	2	26	5	FAIL	--
14	Pabina Shrestha	36	9					9	2	FAIL	--
15	Milan Raj Bangali	37						1	1	FAIL	--
16	Pratista thapa	7	1					1	0	FAIL	--
17	Bibash Thapa	1						0	0	FAIL	--
18	Jharana Lamaal	4						0	0	FAIL	--
19	Phul Maya B K	6						0	0	FAIL	--
20	Sajna Shrestha	8						0	0	FAIL	--
21	Sanjila Manandhar	9						0	0	FAIL	--
22	Karushma Shrestha	11						0	0	FAIL	--
23	Sneha Sundas	14						0	0	FAIL	--
24	Sudip Acharya	19						0	0	FAIL	--
25	Sandeep Acharya	20						0	0	FAIL	--
26	Dipisha Rana	25						0	0	FAIL	--

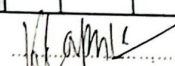
Ba


Kupala

Bhimad-6, Tanahun
 Program: BBA's 3rd Year
 Internal Examination-2082

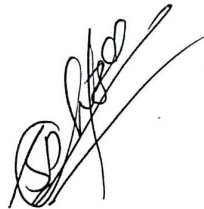
S.No	Student Name	Roll No	MGT 204: Business Law	MGT 225 : Foundation of Financial Systems	MGT 217: Business Environment and Strategy	MGT 224 : Taxation in Nepal	MGT 214: Fundamentals of Marketing	Total	Pert(%)	Result	Rank(S)
1	Sapana Sharma Lamical	19	52	65	40	55	48	260	52	PASS	(1/16)
2	Shree Ram Thapa	12	40	58	50	37	39	224	45	PASS	(2/16)
3	Simran Mishra	41	8	26	22	10	21	87	17	FAIL	--
4	Sagar Gharti	21	10	35	24	10	7	86	17	FAIL	--
5	Ramhari Maharjan	11	1	13	13	3	10	40	8	FAIL	--
6	Sebil Rai	40	5	12	2	3	11	33	7	FAIL	--
7	Anshu Chaudhary	2								FAIL	--
8	Nirmala Ale	3								FAIL	--
9	Alish Rana	8								FAIL	--
10	Shanti Walba	10								FAIL	--
11	Anjali Shrestha	14								FAIL	--
12	Binju Thapa	16								FAIL	--
13	Pushpa Shrestha	18								FAIL	--
14	Anjana Shrestha	20								FAIL	--
15	Selina Thapa	34								FAIL	--
16	Yam Bahadur Rana	38								FAIL	--
			6	6	6	6	6				
	Absent		10	10	10	10	10				
	Pass Student		2	3	2	2	2				
	Fail Student		4	3	4	4	4				
			37.50	37.50	37.50	37.50	37.50				
	Absent %		62.50	62.50	62.50	62.50	62.50				
	Pass Student %		12.50	18.75	12.50	12.50	12.50				
	Fail Student %		25.00	18.75	25.00	25.00	25.00				
	Average Score		19.33	34.83	25.17	19.67	22.67				
	Highest Score		52	65	50	55	48				
	Lowest Score		1	12	2	3	7				

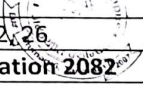

 Exam Co-ordinator


 Campus Chief


 Room No.3, 36
Internal Examination 2082
 Seat Plan
 2nd year new

BBS 2nd Year	BED 2nd Year	BBS 2nd Year	BED 2nd Year	BBS 2nd Year	BED 2nd Year
1	1	12	12	21	18
2	2	13	13	22	21
5	3	17	14	23	22
6	6	18	15	25	23
7	10	19	16	26	24
10	11	20	17	28	28




 Room No 2/26
Internal Examination 2082
 Seat Plan
 BBS and BED 2nd year (OLD)

BBS 2nd year	BED 2nd year	BBS 2nd year	BED 2nd year	BBS 2nd year	BED 2nd year
3	1	10	8	18	20
4	3	12	9	24	
6	4	13	14	28	
7	5	16	15	29	
8	6	17	20	31	




 ROOM No. 1, 35
Internal Examination 2082
Seat Plan

BBS 3RD YEAR 3-41, BED 3RD YEAR 1-19, BBS 2ND YEAR. (OLD) 33,34,36,37,38

BBS 3rd year	BED 3rd year	BBS 3rd year	BED 3rd year	BBS 3rd year	BED 3rd year
3	1	16	8	38	17
8	2	18	9	40	18
10	3	19	11	41	19
11	4	20	BBS 2nd year OLD 33	BED 3rd year 12	BBS 2nd year OLD 37
12	6	21	34	13	38
14	7	34	36	16	





Room No 4, 36

Internal Examination 2082**Seat Plan**

BBS4th year1-55,BED 4 th year1-12, BBS 2nd Year New 40,55,56,BED 2ND NEW 30,31

BBS 4th year	BED 4 th year	BBS 4th year	BBS 2nd Year New	BBS 4th year	BED 4 th year
1	1	17	29	39	8
4	3	18	32	42	10
5	4	19	34	44	12
6	5	20	35	55	BBS 2nd Year New 40
14	6	23	37	BED 2ND NEW 30	55
15	7	27	39	BED 2ND NEW 31	56


JANAJYOTI CAMPUS
 Bhimad-6, Tanahun
 Annual plan 2081/082

Name of the Teacher: Laxmi shrestha

Total working Days 150

Faculty: Education

पूर्णाङ्क : १००

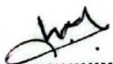
Subject & code: नेपाली भाषा पाठ्यक्रम, पाठ्यपुस्तक तथा शिक्षण पद्धति (४२४)

Period =1st

वर्ष : स्नातक/द्वितीय वर्ष

पाठ्यांश शीर्षक : नेपाली भाषा पाठ्यक्रम, पाठ्यपुस्तक तथा शिक्षण पद्धति

Month	Weightage	Unit	Topic	Remarks
Shrawan	५	५	नेपाली भाषा पाठ्यपुस्तकको अध्ययन	पाठ पुनरावृत्ति र मूल्याङ्कन
	१५	६	भाषा पाठ्यपुस्तकको निर्माण योजना	
Bhadra	५	६	भाषा पाठ्यपुस्तकको निर्माण योजना	
	११	७	नेपाली भाषाशिक्षणको परम्परा	
Ashwin	१०	८	भाषाशिक्षणका सामान्य पद्धति	
Kartik	१२	९	भाषाशिक्षणका विशिष्ट पद्धति	
Mangsir	पाठ पुनरावृत्ति र मूल्याङ्कन			
Poush	पाठ पुनरावृत्ति र मूल्याङ्कन			
Magh	७	१	भाषा पाठ्यक्रमको परिचय	
Falgun	९	१	भाषा पाठ्यक्रमको परिचय	
	६	२	भाषा पाठ्यवस्तुको छनोट र स्तरण	
Chaitra	१४	२	भाषा पाठ्यवस्तुको छनोट र स्तरण	
	९	३	भाषा पाठ्यक्रमको अध्ययन र निर्माण	
Baishakh	११	३	भाषा पाठ्यक्रमको अध्ययन र निर्माण	
	६	४	भाषा पाठ्यपुस्तक तथा अनुपूरक सामग्री	
Jestha	२०	४	भाषा पाठ्यपुस्तक तथा अनुपूरक सामग्री	
Ashad	१०	५	नेपाली भाषा पाठ्यपुस्तकको अध्ययन	



 Subject Teacher



 Department Head



 Campus Chief

JANAJYOTI CAMPUS
Bhimad -6, Tanahun
Annual plan 2081/082

Name of the Teacher: Laxmi shrestha

Total working Days 150

Faculty: Education

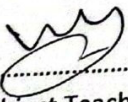
Full marks = 100

Subject & code: साहित्यशास्त्र र नेपाली समालोचना (४३४)

Period = second


वर्ष : स्नातक / तृतीय वर्ष

Month	Weightage	Unit	Topic	Remarks
Shrawan	१०	५	अलङ्कारसिद्धान्त	पाठ पुनरावृत्ति र मूल्याङ्कन
	५	६	छन्दपरिचय	
Bhadra	१०	६	छन्दपरिचय	
	१०	७	पाश्चात्य साहित्यशास्त्रका प्रमुख वाद	
Ashwin	१०	८	पाश्चात्य साहित्यशास्त्रका प्रमुख वाद	
Kartik	१०	८	पाश्चात्य साहित्यशास्त्रका प्रमुख वाद	
Mangsir	१०	९	नेपाली समालोचना	
Poush	१२	१०	प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति	
Magh	५	१०	प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति	
Falgun	पाठ पुनरावृत्ति र मूल्याङ्कन			
Chaitra	१५	१	पूर्वीय समालोचनाका प्रमुख आधारहरु	
	५	२	रससिद्धान्त	
Baishakh	१५	२	रससिद्धान्त	
	५	३	ध्वनिसिद्धान्त र वक्रोक्तिसिद्धान्त	
Jestha	१५	३	ध्वनिसिद्धान्त र वक्रोक्तिसिद्धान्त	
	५	४	रीतिसिद्धान्त र औचित्यसिद्धान्त	
Ashad	३	४	रीतिसिद्धान्त र औचित्यसिद्धान्त	
	५	५	अलङ्कारसिद्धान्त	


 Subject Teacher


 Department Head


 Campus Chief


JANAJYOTI CAMPUS
 Bhimad -6, Tanahun
 Annual plan 2081/082

Name of the Teacher: Laxmi shrestha

Total working Days 150

Faculty: Education


Full marks = 100

Subject & code: साहित्यशास्त्र र नेपाली समालोचना (४३४)


Period = second

वर्ष : स्नातक तृतीय वर्ष

Month	Weightage	Unit	Topic	Remarks
Shrawan	१०	५	अलङ्कारसिद्धान्त	पाठ पुनरावृत्ति र मूल्याङ्कन
	५	६	छन्दपरिचय	
Bhadra	१०	६	छन्दपरिचय	
	१०	७	पाश्चात्य साहित्यशास्त्रका प्रमुख वाद	
Ashwin	१०	८	पाश्चात्य साहित्यशास्त्रका प्रमुख वाद	
Kartik	१०	८	पाश्चात्य साहित्यशास्त्रका प्रमुख वाद	
Mangsir	१०	९	नेपाली समालोचना	
Poush	१२	१०	प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति	
Magh	५	१०	प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति	
Falgun	पाठ पुनरावृत्ति र मूल्याङ्कन			
Chaitra	१५	१	पूर्वीय समालोचनाका प्रमुख आधारहरु	
	५	२	रससिद्धान्त	
Baishakh	१५	२	रससिद्धान्त	
	५	३	ध्वनिसिद्धान्त र वक्रोक्तिसिद्धान्त	
Jestha	१५	३	ध्वनिसिद्धान्त र वक्रोक्तिसिद्धान्त	
	५	४	रीतिसिद्धान्त र औचित्यसिद्धान्त	
Ashad	३	४	रीतिसिद्धान्त र औचित्यसिद्धान्त	
	५	५	अलङ्कारसिद्धान्त	


 Subject Teacher


 Department Head


 Campus Chief


JANAJYOTI CAMPUS
 Bhimad -6, Tanahun
 Annual plan 2081/082

Name of the Teacher: Laxmi shrestha

Total working Days 150

Faculty: Education

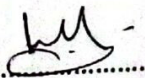
पूर्णाङ्क : १००

Subject & code: नेपाली भाषा पाठ्यक्रम, पाठ्यपुस्तक तथा शिक्षण पद्धति (४२४)

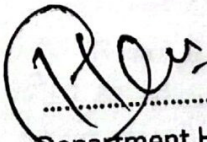
Period = 1st

वर्ष : स्नातक/द्वितीय वर्ष

Month	Weightage	Unit	Topic	Remarks
Shrawan	५	५	नेपाली भाषा पाठ्यपुस्तकको अध्ययन	पाठ पुनरावृत्ति र मूल्याङ्कन
	१५	६	भाषा पाठ्यपुस्तकको निर्माण योजना	
Bhadra	५	६	भाषा पाठ्यपुस्तकको निर्माण योजना	
	११	७	नेपाली भाषाशिक्षणको परम्परा	
Ashwin	१०	८	भाषाशिक्षणका सामान्य पद्धति	
Kartik	१२	९	भाषाशिक्षणका विशिष्ट पद्धति	
Mangsir	पाठ पुनरावृत्ति र मूल्याङ्कन			
Poush	पाठ पुनरावृत्ति र मूल्याङ्कन			
Magh	७	१	भाषा पाठ्यक्रमको परिचय	
Falgun	९	१	भाषा पाठ्यक्रमको परिचय	
	६	२	भाषा पाठ्यवस्तुको छनोट र स्तरण	
Chaitra	१४	२	भाषा पाठ्यवस्तुको छनोट र स्तरण	
	९	३	भाषा पाठ्यक्रमको अध्ययन र निर्माण	
Baishakh	११	३	भाषा पाठ्यक्रमको अध्ययन र निर्माण	
	६	४	भाषा पाठ्यपुस्तक तथा अनुपूरक सामग्री	
Jestha	२०	४	भाषा पाठ्यपुस्तक तथा अनुपूरक सामग्री	
Ashad	१०	५	नेपाली भाषा पाठ्यपुस्तकको अध्ययन	



 Subject Teacher



 Department Head



 Campus Chief

Bhimad-6, Tanahun
Annual Plan 2081/2082

Name of Teacher: Devi Kumari Adhikari

Full Mark : 100

Faculty: Education

Period : 150

Subject & code: नेपाली कथा र उपन्यास (४१६)

वर्ष : स्नातक प्रथम वर्ष

Month	Weightage	Unit	Topic	Remark
Shrawan			उपचारात्मक कथा	
Bhadra	२	खण्ड 'क' १	नेपाली कथा : कथा सिद्धान्त र नेपाली कथाको विकासक्रम	
Ashwin	१०	१	कथा सिद्धान्त र नेपाली कथाको विकासक्रम	
Kartik	८ ७	१ २	कथा सिद्धान्त र नेपाली कथाको विकासक्रम निर्धारित कथाहरूका कथाहरू	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Mangsir	१८	२	निर्धारित कथाहरूका कथाहरू	
Poush	१४ ३	२ खण्ड 'ख' ३	निर्धारित कथाहरूका कथाहरू उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम	
Magh	७	३	उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम	
Falgun	१०	३	उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम उपन्यासकार लैनसिंह वाङ्देले र 'भुलुक बाहिर' उपन्यास	
Chaitra	१४ ६	४ ५	उपन्यासकार लैनसिंह वाङ्देले र 'भुलुक बाहिर' उपन्यास उपन्यासकार विश्वेश्वरप्रसाद कोइराला र 'नरेन्द्र दाई' उपन्यास	
Baishakh	४ १०	५ ६	उपन्यासकार विश्वेश्वरप्रसाद कोइराला र 'नरेन्द्र दाई' उपन्यास उपन्यासकार पारिजात र 'शिरीषको फूल' उपन्यास	
Jestha	१०	४	उपन्यासकार दौलत विक्रम विष्ट र 'भोक र उपन्यासकार ध्रुवचन्द्र गौतम र 'उपसंहार अर्थात् चौधो अन्त्य' उपन्यास	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Ashad	१०	९	उपन्यासकार होमनाथ सुवेदी र 'धमपुरी' को महल उपन्यास	
② Subject Teacher		(Signature) Department Head		(Signature) Campus Chief

Janajyoti Campus
Bhimad-6, Tanahun
Annual Plan 2081/082

Name of Teacher : Devi Kumari Adhikari
Faculty : Education
Subject & Code : नेपाली कविताकाव्य (४२३)
वर्ष : स्नातक दोस्रो वर्ष

Full Mark: 100
Period: 150

Month	Weightage	Unit	Topic	Remark
Magh	८	१	नेपाली सिद्धान्त र नेपाली कविताको विकासक्रम	
Falgun	७ १०	१ २	नेपाली सिद्धान्त र नेपाली कविताको विकासक्रम निर्धारित कविहरु र तिनका कविता	
Chaitra	२ २३	२ ३	निर्धारित कविहरु र तिनका कविता निर्धारित कविहरु र तिनका कविता	पाठ पनुरावृत्ति तथा मूल्याङ्कन
Baishakh	२ १० १०	३ ४ ५	निर्धारित कविहरु र तिनका कविता नेपाली राजलको अध्ययन नेपाली बालकविता/गीतको अध्ययन	
Jestha	१५ ६ २	६ ७ ८	खण्डकाव्य सिद्धान्त र नेपाली खण्डकाव्यको परम्परा लेखनाथ पौड्याल र उनको ऋतुविचार खण्डकाव्य लक्ष्मीप्रसाद देवकोटा र उनको कुञ्जिनी खण्डकाव्य	पाठ पनुरावृत्ति तथा मूल्याङ्कन
Ashad	४ ६ ३	८ ९ १०	लक्ष्मीप्रसाद देवकोटा र उनको कुञ्जिनी खण्डकाव्य माधवप्रसाद घिमिरे र उनको राजेश्वरीको खण्डकाव्य मोहन कोइराला र उनको लामो कविता	
Shrawan	२ १५ ४	१० ११ १२	मोहन कोइराला र उनको लामो कविता महाकाव्यको सैद्धान्तिक स्वरूप र नेपाली महाकाव्य लक्ष्मीप्रसाद देवकोटा र सुलोचना महाकाव्य	पाठ पनुरावृत्ति तथा मूल्याङ्कन
Bhadra	११ १०	१२ १३	लक्ष्मीप्रसाद देवकोटा र सुलोचना महाकाव्य मोदनाथ प्रश्रित र उनको मानव महाकाव्य	पाठ पनुरावृत्ति तथा मूल्याङ्कन
Ashwin			उपचारात्मक कक्षा	

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Subject Teacher

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Department Head

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Campus Chief

Janajyoti Campus
Bhimad-6, Tanahun
Annual Plan 2081/082

Name of Teacher : Devi Kumari Adhikari

Full Mark: 100

Faculty : Education

Period: 150

Subject & Code : प्रायोगिक भाषाविज्ञानन (४३३)

घण्टी : चौथो

वर्ष : स्नातक तृतीय वर्ष

Month	Weightage	Unit	Topic	Remark
Chaitra	८	१	प्रायोगिक भाषाविज्ञानको परिचय	
	१२	२	नेपालको भाषिक स्थिति	
Baishakh	१३	३	सामाजिक भाषाविज्ञान	
Jestha	१३	४	मनोभाषाविज्ञान	
	५	५	शैलीविज्ञान	
Ashad	१०	५	शैलीविज्ञान	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Shrawan	१६	६	व्यतिरेकी विश्लेषण	
Bhadra	१६	७	त्रुटि विश्लेषण	
	४	८	कोशविज्ञान	
Ashwin	७	८	कोशविज्ञान	
Kartik	१४	८	कोशविज्ञान	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Mangsir	१४	९	अनुवाद अध्ययन	
	६	१०	सङ्कथन विश्लेषण	
Poush	१२	१०	सङ्कथन विश्लेषण	
Magh			उपचारात्मक कक्षा	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Falgun				

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Subject Teacher

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Department Head

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Campus Chief

Janajyoti Campus
Bhimad-6, Tanahun
Annual Plan 2081/082

Name of Teacher : Devi Kumari Adhikari
Faculty : Education
Subject & Code : नेपाली कविताकाव्य (४२३)

Full Mark: 100
Period: 150
घण्टी : दोस्रो

वर्ष : स्नातक दोस्रो वर्ष

Month	Weigh- tage	Unit	Topic	Remark
Falgun	१२	१	निर्धारित सिद्धान्त र नेपाली कविताको विकासक्रम	
Chaitra	३	१	निर्धारित सिद्धान्त र नेपाली कविताको विकासक्रम	
	१२	२	निर्धारित कविहरु र तिनका कविता	
	५	३	निर्धारित कविहरु र तिनका कविता	
Baishakh	१३	३	निर्धारित कविहरु र तिनका कविता	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Jestha	७	३	निर्धारित कवि र तिनका कविता	
	१०	४	नेपाली गजलको अध्ययन	
	४	५	नेपाली बालकविता/गीतको अध्ययन	
Ashad	६	५	नेपाली बालकविता/गीतको अध्ययन	
	३	४	खण्डकाव्य सिद्धान्त र नेपाली खण्डकाव्यको परिचय	
Shrawan	१२	६	खण्डकाव्य सिद्धान्त र नेपाली खण्डकाव्यको परिचय	पाठ पुनरावृत्ति तथा मूल्याङ्कन
	६	७	लेखनाथ पौड्याल र उनको ऋतुविचार खण्डकाव्य	
Bhadra	६	८	लक्ष्मीप्रसाद देवकोटा र उनको कुञ्जिनी खण्डकाव्य	
	६	९	माधवप्रसाद घिमिरे र उनको राजेश्वरीको खण्डकाव्य	
	५	१०	मोहन कोइराला र उनको लामो कविता सिमसारको राजदूत	
	५	११	महाकाव्यको सैद्धान्तिक स्वरूप र नेपाली महाकाव्यको परम्परा	
Ashwin	८	११	महाकाव्यको सैद्धान्तिक स्वरूप र नेपाली महाकाव्यको परम्परा	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Kartik	२	११	महाकाव्यको सैद्धान्तिक स्वरूप र नेपाली महाकाव्यको परम्परा	
	१०	१२	लक्ष्मीप्रसाद देवकोटा र सुलोचना महाकाव्य	
Mangsir	५	१२	लक्ष्मीप्रसाद देवकोटा र सुलोचना महाकाव्य	
	१०	१३	मोदनाथ प्रश्रित र उनको मानव महाकाव्य	
Poush			उपचारात्मक कक्षा	पाठ पुनरावृत्ति तथा मूल्याङ्कन
Magh				

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Subject Teacher

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Department Head

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Campus Chief

Janajyoti Campus
Bhimad-6, Tanahun
Annual Plan 2081/082

Name of Teacher : Devi Kumari Adhikari

Full Mark: 100

Faculty : Education

Period: 150

Subject & Code : नेपाली कथा र उपन्यास (४१६)

घण्टी : तेस्रो

वर्ष : स्नातक प्रथम वर्ष

Month	Weigh- tage	Unit	Topic	Remark
Shrawan			उपचारात्मक कक्षा	पाठ पनुरावृत्ति तथा मूल्याङ्कन
Bhadra	२	खण्ड 'क' १	नेपाली कथा : कथा सिद्धान्त र नेपाली कथाको विकासक्रम	
Ashwin	१०	१	कथा सिद्धान्त र नेपाली कथाको विकासक्रम	पाठ पनुरावृत्ति तथा मूल्याङ्कन
Kartik	८ ७	१ २	कथा सिद्धान्त र नेपाली कथाको विकासक्रम निर्धारित कथाहरुका कथाहरु	
Mangsir	१८	२	निर्धारित कथाहरुका कथाहरु	
Poush	१५ ३	२ खण्ड 'ख' ३	निर्धारित कथाहरुका कथाहरु उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम	
Magh	७	३	उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम	
Falgun	१० ५	३ ४	उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम उपन्यासकार लैनसिंह बाइदेल र 'मुलुक बाहिर' उपन्यास	
Chaitra	१५ ६	४ ५	उपन्यासकार लैनसिंह बाइदेल र 'मुलुक बाहिर' उपन्यास उपन्यासकार विश्वेश्वरप्रसाद कोइराला र 'नरेन्द्र दाई' उपन्यास	
Baishakh	४ १०	५ ६	उपन्यासकार विश्वेश्वरप्रसाद कोइराला र 'नरेन्द्र दाई' उपन्यास उपन्यासकार पारिजात र 'शिरीषको फूल' उपन्यास	
Jestha	१० १०	४ ८	उपन्यासकार दौलतविक्रम विष्ट र 'भोक र भित्ताहरु' उपन्यास उपन्यासकार धुवचन्द्र गौतम र 'उपसंहार अर्थात् चौथो अन्त्य' उपन्यास	पाठ पनुरावृत्ति तथा मूल्याङ्कन
Ashad	१०	९	उपन्यासकार होमनाथ सुवेदी र 'यमपुरी' को महल उपन्यास	

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Subject Teacher

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Department Head

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Campus Chief


JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual/Work plan 2081/82
Fiscal Year:

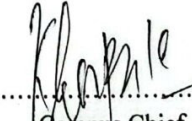
Name of the Teacher: Deepak Bhattarai
Faculty : Education (B.Ed 1st Year)
Subject & Code : Phil. and Soc. Foundations of Education (412)

Total Days :
Full Marks : 100
Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2082, Bhadra	10 LHs	1	• Concept and Meaning of Educations	<ul style="list-style-type: none"> • Basically Lecture, Discussion, Problem- Solving & Question- Answer methods are used. • Power Point Presentation also used according to need of the course. • Making the best use of technology in teaching as needed. • Revision and Evaluation in the end of every unit according to the demand of students and nature of subject matter. 	
2082, Asoj	5 LHs	1	• Concept and Meaning of Educations		
2082, Kartik	15 LHs	2	• Teaching as a Profession		
2082, Mangsir	15 LHs	3	• Innovations of Teaching		
2082, Poush	5 LHs 10 LHs	3 4	• Innovations of Teaching • Education and Society		
2082, Magh	5 LHs 15 LHs	4 5	• Education and Society • Education and Social Policy		
2082, Falgun	15 LHs	6	• Education and Philosophy		
2082, Chaitra	20 LHs	6	• Education and Philosophy		
2083, Baishakh	7 LHs	7	• Education in Nepal		
	5 LHs	8	• Major Recommendations of Commissions Plans and their Application in School System		
2082, Jeshtha	8 LHs	9	• Local and District Level Plans		
	7 LHs 10 LHs	9 10	• Local and District Level Plans • Educational Project and Programs		
2082, Asar	15 LHs		Exam Oriented Activities & feedback		


Subject Teacher


Department Head


Campus Chief

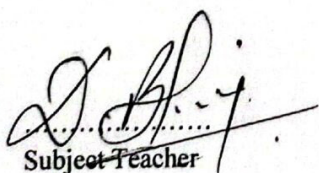
JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual/Work plan 2081/82
Fiscal Year:

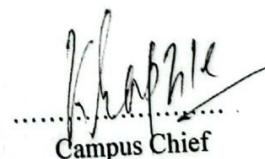
Name of the Teacher: Deepak Bhattarai
Faculty : Education (B.Ed 2nd Year)
Subject & Code : Population Dynamics (429)

Total Days :
Full Marks : 100
Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2082, Bhadra	10 LHs	1	• Nature and Scope of Population Studies	<ul style="list-style-type: none"> • Basically Lecture, Discussion, Problem- Solving & Question- Answer methods are used. • Power Point Presentation also used according to need of the course. • Making the best use of technology in teaching as needed. • Revision and Evaluation in the end of every unit according to the demand of students and nature of subject matter. 	
2082, Asoj	10 LHs	1	• Nature and Scope of Population Studies		
2082, Kartik	10 LHs	2	• Sources of Population Data		
	5 LHs	3	• Measures of Fertility		
2082, Mangsir	15 LHs	3	• Measures of Fertility		
2082, Poush	15 LHs	4	• Measures of Morbidity and Mortality		
2082, Magh	5 LHs	4	• Measures of Morbidity and Mortality		
	15 LHs	5	• Measures of Migration		
2082, Falgun	5 LHs	5	• Measures of Migration		
	10 LHs	6	• Measures of Population Growth		
2082, Chaitra	10 LHs	6	• Measures of Population Growth		
	5 LHs	7	• Measures of Population Density & Age- Sex Composition		
2083, Baishakh	5 LHs	7	• Measures of Population Density & Age- Sex Composition		
	10 LHs	8	• Population Projection		
2083, Jestha	10 LHs	8	• Population Projection		
2083, Asar	Course Revision, feedback giving & Exam Oriented Activities				


Subject Teacher


Department Head


Campus Chief

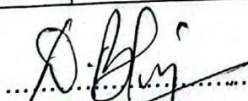
JANAJYOTI CAMPUS

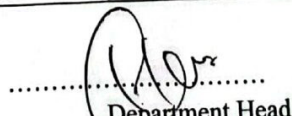
Bhimad -6, Tanahun
Annual/Work plan 2081/82
Fiscal Year:

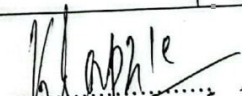
Name of the Teacher: Deepak Bhattarai
Faculty : Education (B.Ed 3rd Year)
Subject & Code : Curriculum & Evaluation (431)

Total Days:
Full Marks: 100
Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2081, Chaitra	15 LHs	1	• Concept of Curriculum	<ul style="list-style-type: none"> • Basically Lecture, Discussion, Problem- Solving & Question- Answer methods are used. • Power Point Presentation also used according to need of the course. • Making the best use of technology in teaching as needed. • Revision and Evaluation in the end of every unit according to the demand of students and nature of subject matter. 	
2082, Baishakh	15 LHs	2	• Sources of Influences on Curriculum		
2082, Jestha	20 LHs	3	• Curriculum Development		
2082, Asar	10 LHs	4	• Existing Secondary School Curriculum of Nepal		
2082, Shrawan	5 LHs	4	• Existing Secondary School Curriculum of Nepal		
	8 LHs 7 LHs	5 6	• Local Curriculum • Measurement and Assessment		
2082, Bhadra	5 LHs	6	• Measurement and Assessment		
	15 LHs 5 LHs	7 8	• Characteristics of a Good Test • Construction of Teacher Made Test		
2082, Ashwin	10 LHs	8	• Construction of Teacher Made Test		
2082, Kartik	7 LHs	8	• Construction of Teacher Made Test		
	10 LHs	9	• Assembling, Administration, Scoring and Analyzing Test Score		
2082, Mangsir	5 LHs	9	• Assembling, Administration, Scoring and Analyzing Test Score		
	5 LHs	10	• Other Devices of Evaluation		
2082, Poush	5 LHs	10	• Other Devices of Evaluation		
	5 LHs	11	• Current Evaluation System in the School Level of Nepal		
2082, Magh	5 LHs	11	• Current Evaluation System in the School Level of Nepal		
	Course Revision, feedback giving & Exam Oriented activities				


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Subject Teacher


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Department Head


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Campus Chief

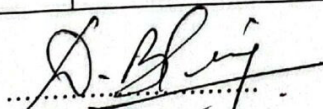
JANAJYOTI CAMPUS

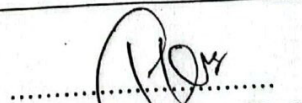
Bhimad -6, Tanahun
Annual/Work plan 2081/82
Fiscal Year:

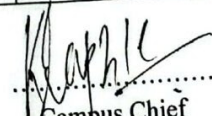
Name of the Teacher: Deepak Bhattarai
Faculty : Education (B.Ed 3rd Year)
Subject & Code : **Methods of Teaching Population Education (439)**

Total Days:
Full Marks: 100
Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2081, Jetha	5 LHs	1	• Introduction to Teaching Population Education	<ul style="list-style-type: none"> • Basically Lecture, Discussion, Problem- Solving & Question- Answer methods are used. • Power Point Presentation also used according to need of the course. • Making the best use of technology in teaching as needed. • Revision and Evaluation in the end of every unit according to the demand of students and nature of subject matter. 	
2081, Ashad	5 LHs 5 LHs	1 2	• Introduction to Teaching Population Education • Communication		
2081, Shrawan	10 LHs	2	• Communication		
2081, Bhadra	20 LHs	3	• Approaches and Methods of Population Education		
2081, Ashwin	5 LHs	3	• Approaches and Methods of Population Education		
	5 LHs	4	• Materials and Media in Population Education		
2081, Kartik	15 LHs	4	• Materials and Media in Population Education		
2081, Mangsir	8 LHs	5	• Planning in Teaching Population Education		
2081, Poush	7 LHs	5	• Planning in Teaching Population Education		
	10 LHs	6	• Evaluation of Teaching Population Education		
2081, Magh	7 LHs	6	• Evaluation of Teaching Population Education		
2081, Falgun	3 LHs	6	• Evaluation of Teaching Population Education		
	15 LHs	7	• Curriculum in Population Education		
2081, Chaitra	10 LHs	7	• Curriculum in Population Education		
	13 LHs	8	• Practicum in Modern Methods of Pop. Edu. (Pr)		
2082, Baishakh	7 LHs	8	• Practicum in Modern Methods of Population Education (Practical)		
	Course Revision, feedback giving, Exam Oriented activities & Field Study for Project Work				


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual/Work plan 2081/82

Fiscal Year:.....

Name of the Teacher: Deepak Bhattarai

Faculty : Education (B.Ed 4th Year)


Subject & Code : Project Work & Seminar on Pop. Education (449)

Total Days :

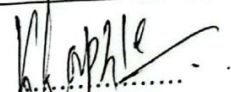
Full Marks : 100

Period : 150

Month	Weightage	Unit	Topic	Remarks
2082, Shrawan	20 LHs	1	• Population issues	Making the best use of technology in teaching as needed
2082, Bhadra	5 LHs 20 LHs	1 2	• Population issues • Unplanned settlement and haphazard reclassification of urban area	
2082, Ashwin	10 LHs	3	• Living Sustainable Life	
2082, Kartik	5 LHs 10 LHs	3 4	• Living Sustainable Life • Environmental hazards of urban areas	
2082, Mangsir	15 LHs	4	• Environmental hazards of urban areas	
2082, Poush	15 LHs	5	• Sexual and reproductive health issues	
2082, Magh	10 LHs 10 LHs	5 6	• Sexual and reproductive health issues • Issues of senior citizens	
2082, Falgun	10 LHs	6	• Issues of senior citizens	
2082, Chaitra	20 LHs	7	• Public health problems of Nepal	
2083, Baishakh	10 LHs	6	• Empirical study on selected title (Discussion & Interaction for Practical work)	
Course Revision, Exam oriented activities & feedback giving.				Revision, Evaluation & Guideline Project Work
Discussion & Interaction for Practical work		After Final Examination		


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMUS

Bhimad -6, Tanahun

Annual/Work plan: 2081

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2081/082

Level : B.Ed 3rd year

Full Marks : 100

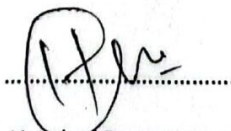
Subject & Code : English Language Teaching Methods and Practices (432)

Period : 150


Month	Weightage	Unit	Topics	Activities
Jestha 2081	12	1	Learners, Teachers and Teaching Learning Activities	Presentation , activities & evaluation
Ashad	12	2	Teaching plan and Classroom Management	Presentation , activities & evaluation
Shrawan	5+16	2&3	Teaching plan and Classroom Management ;Language Teaching Approaches &Methods	Presentation , activities, evaluation&Revision
Bhadra	12+11	3&4	Language Teaching Approaches &Methods; Teaching Aspects of Language	Presentation , activities, evaluation&Revision
Ashwin	11	5	Teaching Language Skills	Presentation , activities & evaluation
Kartik	18	5	Teaching Language Skills	Presentation , activities & evaluation
Mangsir	3+18	5+6	Teaching Language Skills; Instructional Materials and ELT Technology in the Classroom	Presentation , activities, evaluation&Revision
Poush	16+5	7+8	Language Assessment; Language Teacher Development	Presentation , activities, evaluation&Revision
Magh	8	8	Language Teacher Development	Presentation , activities & evaluation
Falgun	18	8	Language Teacher Development	Presentation , activities, evaluation&Revision



Campus Chief



Head of Department



Subject Teacher

JANAJYOTI CAMUS

Bhimad -6, Tanahun

Annual/Work plan: 2081

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2081/082

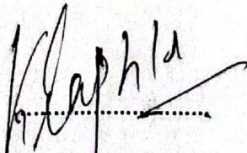
Level : B.Ed 1st year

Full Marks : 100

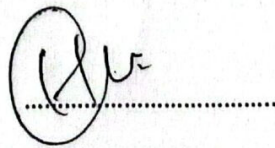
Subject & Code : Reading, Writing and Critical Thinking (Eng.Edu. 417)

Period : 150

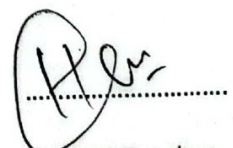
Month	Weightage	Unit	Topics	Remarks
Bhadra 2081	2	1	Reading	Evaluation
Ashwin	12	1	Reading	Evaluation
Kartik	16	1	Reading	Evaluation
Mansir	20	1	Reading	Evaluation
Poush	6+14	1+2	Reading & Writing	Evaluation & Revision
Magh	9	2	Writing	Evaluation
Falgun	16	2	Writing	Evaluation
Chaitra	25	2	Writing & Critical Thinking	Evaluation and Revision
Baishakh 2082	21	3	Critical Thinking	Evaluation
Jestha	22	3	Critical Thinking	Evaluation & Revision
Ashadh	10	3	Critical Thinking	Evaluation
Shrawan	15	Remedial Teaching	Evaluation & Revision



Campus Chief



Head of Department



Subject Teacher

JANAJYOTI CAMUS

Bhimad -6, Tanahun

Annual/Work plan: 2081

Name of the Teacher: Hari Prasad Subedi

Total Days :

Faculty : Education

Academic Year : 2081/082

Level : B.Ed


Year : 4th

Full Marks : 100

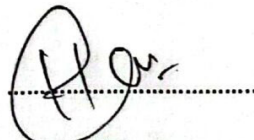
Subject & Code : Classroom Instruction (Edu.442)

Period : 150

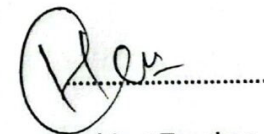
Month	Weightage	Unit	Topics	Remarks
Ashwin 2081	8+4	1+2	Concept of Pedagogy/Teacher, Learners & Classroom	Evaluation and Revision
Kartik	12+4	2+3	Teacher, Learners & Classroom/Lesson Structure	Evaluation and Revision
Mansir	12+8	3&4	Lesson Structure/Teacher Centered Methods	Evaluation and Revision
Poush	11+9	4+5	Teacher Centered Methods/ Students Centered Methods	Evaluation and Revision
Magh	9	5	Students Centered Methods	Evaluation and Revision
Falgun	17	5	Students Centered Methods	Evaluation and Revision
Chaitra	25	6	Review and Revision of lesson	Evaluation
Baishakh 2082	5+10+7	6+7+8	Review and Revision of lesson/ Instructional Materials/Introduction to ICT	Evaluation and Revision
Jestha	14	8+9	Instructional Materials/Introduction to ICT	Evaluation and Revision



Campus Chief



Head of Department



Subject Teacher

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual/Work plan: 2081

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2081/082

Level : B.Ed

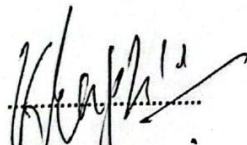
Year : 2nd

Full Marks : 100

Subject & Code : Basics of Academic Writing (Eng.Edu.424)

Period : 150

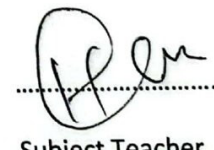
Month	Weightage	Unit	Topics	Remarks
Magh 2081	13	1	Academic Writing	Introduction & Evaluation
Falgun chaitra	20 3+22	1 1+2	Academic Writing	Evaluation
Baishakh 2082	13+7	2+3	Academic Writing & Academic Writing: Process & Strategies	Evaluation and Revision
Jestha	19+6	3&4	Academic Writing: Process & Strategies Use of Published Sources for Academic Writing	Evaluation and Revision
Ashadh	8	4	Use of Published Sources for Academic Writing & Writing Models	Evaluation and Revision
Shrawan	20	4	Writing Models	Evaluation
Bhadra	20	4	Writing Models	Evaluation
Ashwin	11	4	Writing Models	Evaluation and Revision



Campus Chief



Head of Department



Subject Teacher

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual/Work plan: 2081

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2081/082

Level : B.Ed

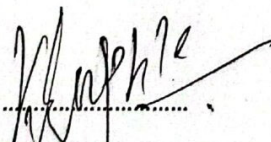
Year : 2nd

Full Marks : Th.80+Pr.20

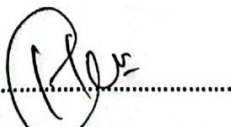
Subject & Code : English for Communication (Eng.Edu.423)

Period : 150

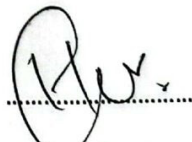
Month	Weightage	Unit	Topics	Remarks
magh 2081	13	1+2	Introduction & Language Functions: About Information	Evaluation and Revision
falgun	9+11	2+3	Language Functions: About Information & Attitudes	Evaluation and Revision
Chaitra	10+15	3&4	Language Functions: About Attitudes & Actions	Evaluation and Revision
Baishakh	6+16	4+5	Language Functions: About Actions & Social Formulas	Evaluation and Revision
Jestha	9+11	5+6	Language Functions: About Social Formulas & Making Communication Work	Evaluation and Revision
Asar	8	7	Language Functions: Imparting Factual Information	Evaluation
Shrawan	2+5+13	7+8+9	Language Functions: Imparting Factual Information, Finding out about Language & Written Communication	Evaluation and Revision
Bhadra	9 +	9	Written Communication + Remedial	Evaluation and Revision
Ashwin			Remedial class	Evaluation and Revision



Campus Chief



Head of Department



Subject Teacher

जनज्योति क्याम्पस
भिमाद तनहुँ
वार्षिक कार्ययोजना
श. स. २०८१

शिक्षकको नाम : सीतादेवी भट्टराई

जम्मा कार्य दिन : १५० घण्टी

संकाय : शिक्षाशास्त्र

पूर्णाङ्क : १००

तह/वर्ष : स्नातक / चौथो वर्ष

विषय /कोड नं : अनुसन्धान विधि (४४५)

घण्टी:

मिति र महिना २०८१	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
आश्विन.	७	१	अनुसन्धानको परिचय र विधिहरू	पाठ पुनरावृत्ति र मूल्याङ्कन
कार्तिक	१५ ४	१ २	अनुसन्धानको परिचय र विधिहरू तथ्याङ्क सङ्कलन र उपकरण निर्माण	
मंसिर	१७	२	तथ्याङ्क सङ्कलन र उपकरण निर्माण	
पौष	१३ ७	३ ४	भाषिक अनुसन्धानमा साङ्ख्यिकीको प्रयोग अनुसन्धान प्रस्ताव र यसका प्रमुख अङ्गहरू	
माघ.	११	४	अनुसन्धान प्रस्ताव र यसका प्रमुख अङ्गहरू	
फाल्गुण	७ ९	४ ५	अनुसन्धान प्रस्ताव र यसका प्रमुख अङ्गहरू अनुसन्धान प्रतिवेदनको स्वरूप	
चैत्र	१३ १२	५ ६	अनुसन्धान प्रतिवेदनको स्वरूप अनुसन्धानको भाषा र प्राविधिक पक्ष	पाठ पुनरावृत्ति र मूल्याङ्कन
बैशाख २०८२	२०	७	कार्यमूलक अनुसन्धान	
जेष्ठ .	१३	७	कार्यमूलक अनुसन्धान	
आषाढ.	१०		उपचारात्मक कक्षा	


विषय शिक्षक


विभागीय प्रमुख

भिमाद तनहुँ
वार्षिक कार्ययोजना
श. स. २०८१

शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक प्रथम वर्ष

जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००

विषय कोड नं : स्नातक नेपाली (नेपा : शिक्षा: ४०१)

घण्टी: छैटौँ

मिति र महिना २०८१	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
आश्विन	७	१	• अक्षरीकरण र वर्णविन्यास	पाठ पुनरावृत्ति र मूल्याङ्कन
कार्तिक	१५ ४	२ ३	• नेपाली शब्दभण्डार • वाक्यतत्वपरक रचना	पाठ पुनरावृत्ति र मूल्याङ्कन
मंसिर	११ ५	३ ४	• वाक्यतत्वपरक रचना • सङ्कथन /पाठको संरचना	पाठ पुनरावृत्ति र मूल्याङ्कन
पुस	३ १५	४ ५	सङ्कथन /पाठको संरचना पठनबोध	पाठ पुनरावृत्ति र मूल्याङ्कन
माघ	७	५	• पठनबोध	पाठ पुनरावृत्ति र मूल्याङ्कन
फाल्गुण	८ ७	६ ७	• सन्दर्भपूर्ण सूचनाको रुपान्तर • बुँदाटिपोट र संक्षेपीकरण	पाठ पुनरावृत्ति र मूल्याङ्कन
चैत्र	८ ७ ९	८ ९ १०	• अनुच्छेद रचना (स्वतन्त्र तथा निर्देशित) • व्यावहारिक लेखन • निबन्ध लेखन	पाठ पुनरावृत्ति र मूल्याङ्कन पाठ पुनरावृत्ति र मूल्याङ्कन
वैशाख २०८२	३ ११ ६	१० ११ १२	• निबन्ध लेखन • प्रतिवेदन लेखन • साहित्यिक कृतिको अध्ययन	पाठ पुनरावृत्ति र मूल्याङ्कन
जेष्ठ	१८	१२	• साहित्यिक कृतिको अध्ययन	पाठ पुनरावृत्ति र मूल्याङ्कन
आषाढ	६	१२	• साहित्यिक कृतिको अध्ययन	पाठ पुनरावृत्ति र मूल्याङ्कन
श्रावण	१५		उपचारात्मक शिक्षण श्रावण	पाठ पुनरावृत्ति र मूल्याङ्कन

विषय शिक्षक

बिभागीय प्रमुख

जनज्योति क्याम्पस
भिमाद तनहुँ
वार्षिक कार्ययोजना
शै. स.२०८१

शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक प्रथम वर्ष

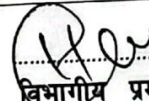
जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००

विषय कोड नं : नेपाली नाटक एकाङ्की निबन्ध (नेपा : शिक्षा: ४१७) घण्टी: दोस्रो

मिति र महिना २०८१	पाठ्यभार	एकाङ्क	पाठ शीर्षक	कैफियत
आश्विन	७	खण्ड :क १	नेपाली नाटकहरुको अध्ययन • नाटकको विधागत स्वरूपको परिचय, नाटकको परिभाषा नाटकको वर्गीकरण	पाठ पुनरावृत्ति र मूल्याङ्कन
कार्तिक	१३ ५	१ २	• नाटकका तत्वहरु ,नेपाली नाटकको विकासक्रम,प्रमुख मोड र धारागत प्रवृत्ति • अन्धवेग नाटकको अध्ययन	
मंसिर	१० ५	२ ३	• अन्धवेग नाटकको अध्ययन • मसान नाटकको अध्ययन	
पुस	१० १०	३ ४	• मसान नाटकको अध्ययन • 'भोलि के हुन्छ ?' नाटकको अध्ययन	
माघ	५ ४	४ ५	• भोलि के हुन्छ ?' नाटकको अध्ययन • 'बाँसुरीमा नअटाएका धुनहरू' नाटकको अध्ययन	
फाल्गुण	१० ६	५ खण्ड ख' ६	• 'बाँसुरीमा नअटाएका धुनहरू' नाटकको अध्ययन • नेपाली एकाङ्कीको अध्ययन - • एकाङ्की परिचय, विकासक्रम, प्रमुख एकाङ्कीकार र तिनका एकाङ्कीहरू • एकाङ्कीको सैद्धान्तिक परिचय	
चैत्र	१३ ११	६	• नेपाली एकाङ्कीको विकासक्रम (प्रमुख मोड र प्रवृत्ति) • निम्नलिखित एकाङ्कीकारका प्रवृत्ति र तिनका निर्धारित एकाङ्कीको पठन, आस्वादन, बोध तथा तहगत विवेचना र विशिष्ट पङ्क्तिको व्याख्या । • हृदयचन्द्रसिंह प्रधान : मरुभूमिका लेखक • भीमनिधि तिवारी : भावना • गोविन्दबहादुर मल्ल 'गोठाले' : युगको सिकार • गोपाल पराजुली : गोलार्द्धका दुई छेऊ • आशेष मल्ल : म भनेको हामी • मोहनराज शर्मा :अब बाँभो हुन्न	

वैशाख २०८२	१५	खण्ड 'ग' ७	<ul style="list-style-type: none"> • सरु भक्त : निमावीय • निबन्धको सैद्धान्तिक परिचय र नेपाली निबन्धको अध्ययन • निबन्धको विधागत स्वरूप • निबन्धको परिभाषा <p>निबन्धका घटक तत्व : (शीर्षकीकरण, विषयवस्तु,) निबन्धको वर्गीकरण</p> <p>निम्नलिखित निबन्धकारका प्रवृत्ति र तिनका निर्धारित निबन्धको पठन, आस्वादन, बोध तथा तहगत विवेचना र विशिष्ट पङ्क्तिको व्याख्या</p> <ul style="list-style-type: none"> • बालकृष्ण सम : देखेको • लक्ष्मीप्रसाद देवकोटा : नेपाली साहित्यका सर्वश्रेष्ठ पुरुष • बदरीनाथ भट्टराई : देशप्रेम • हृदयचन्द्रसिंह प्रधान : तस्विर 	
जेष्ठ	१८	८	<ul style="list-style-type: none"> • शङ्कर लामिछाने : एक पत्र सम्पादकलाई • केशवराज पिँडाली : शूरवीरहरूको नरकयात्रा • श्यामप्रसाद शर्मा : एक घन्टा बिताउन • भैरव अर्याल : भान्सा भो हजूर ? • कृष्णचन्द्रसिंह प्रधान : शालिक (शालिकमा सङ्कलित) • डा. तारानाथ शर्मा : आँसु छचल्किदै जान्छ 	
आषाढ	६	८	<ul style="list-style-type: none"> • देवीचन्द्र श्रेष्ठ : ताकलाकोटदेखि मानसरोवरसम्म • डा. दुर्गाप्रसाद भण्डारी : रोम जलिरहेछ; निरो बाँसुरी बजाइरहेछ • युवराज नयाँघरे : बोलीको बगैँचा 	
श्रावण	१५		उपचारात्मक कक्षा	पाठ पुनरावृत्ति र मूल्याङ्कन


विषय शिक्षक


विभागीय प्रमुख

जनज्योति क्याम्पस
भिमाद तनहुँ
वार्षिक कार्ययोजना २०८१/८२


शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक द्वितीय वर्ष

जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००

विषय कोड नं : भाषा विज्ञान र नेपाली भाषा (नेपा : शिक्षा: ४२२) घण्टी: पाचौँ

मिति र महिना २०८१	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
फाल्गुण	१५ ४	१ २	<ul style="list-style-type: none"> भाषा र भाषिक भेद भाषाविज्ञान र यसका शाखाहरू 	पाठ पुनरावृत्ति र मूल्याङ्कन
चैत्र	४ १४	२ ३	<ul style="list-style-type: none"> भाषाविज्ञान र यसका शाखाहरू ध्वनिविज्ञान 	
२०८२ वैशाख	१४ ६	४ ५	<ul style="list-style-type: none"> वर्णविज्ञान रूपविज्ञान 	
जेष्ठ	१८ ४	५ ६	<ul style="list-style-type: none"> रूपविज्ञान वाक्यविज्ञान 	
आषाढ	१२	६	<ul style="list-style-type: none"> वाक्यविज्ञान 	
श्रावण	१४ ३	६ ७	<ul style="list-style-type: none"> वाक्यविज्ञान अर्थविज्ञान 	
भाद्र	६ १०	७ ८	<ul style="list-style-type: none"> अर्थविज्ञान भारोपेली परिवार र नेपाली भाषा 	
आश्वीन	२ ३	८ ९	<ul style="list-style-type: none"> भारोपेली परिवार र नेपाली भाषा नेपाली भाषाको उत्पत्ति र विकासक्रम 	
कार्तिक	११	९	नेपाली भाषाको उत्पत्ति र विकासक्रम	
मंसिर	१०	१०	नेपालमा बोलिने भाषापरिवार	
पौस	१०		उपचारात्मक कक्षा	पाठ पुनरावृत्ति र मूल्याङ्कन
माघ	१०		उपचारात्मक कक्षा	पाठ पुनरावृत्ति र मूल्याङ्कन


विषय शिक्षक


विभागीय प्रमुख

जनज्योति क्याम्पस
भिमाद, तनहुँ
वार्षिक कार्ययोजना
श.स. २०८१/०८२

जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००

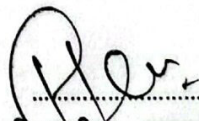
शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक तृतीय वर्ष

विषय कोड नं : नेपाली भाषा शिक्षण (नेपा : शिक्षा: ४३२)

घण्टी: पहिलो

मिति र महिना	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत	
२०८१ चैत्र	१८	१ २	<ul style="list-style-type: none"> नेपाली भाषा शिक्षणसम्बन्धी परिचय विविध सन्दर्भमा नेपाली भाषा शिक्षण 	पाठ पुनरावृत्ति र मूल्याङ्कन	
२०८२ बैशाख	१२ ७	३ ४	<ul style="list-style-type: none"> भाषिक विधा शिक्षणको प्रयोजन र प्रक्रिया सुनाइ शिक्षण 		
जेष्ठ	८ ६ ५	५ ६ ७	बोलाइ शिक्षण उच्चारण शिक्षण वाचन, पठनबोध र द्रुतपाठ शिक्षण		
आषाढ	१०	७	वाचन, पठनबोध र द्रुतपाठ शिक्षण		
श्रावण	५ १२	८ ९	शब्दार्थ शिक्षण लेखाइ शिक्षण		
भाद्र	१०	१०	वर्णविन्यास र वाक्यगठन शिक्षण		पाठ पुनरावृत्ति र मूल्याङ्कन
आश्विन	१०	११	व्याकरण शिक्षण		
कार्तिक	८ १३	१२ १३	शिक्षण सामग्री भाषिक मूल्याङ्कन		
मंसिर	१०	१४	अध्यापन योजना		
पौस	१६	१५	नेपाली भाषा शिक्षणका सामयिक सन्दर्भहरू		
माघ	१५		उपचारात्मक कक्षा	पाठ पुनरावृत्ति र मूल्याङ्कन	


विषय शिक्षक


विभागीय प्रमुख

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan 2082/2083

Name of the Teacher: Keshav Raj Kaphle

Total working Days -----

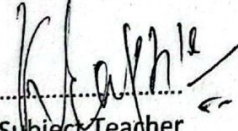
Faculty: Education

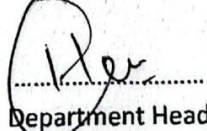
Full marks 100

Subject & code: Eng. Ed. 416: Foundations of Language and Linguistics

Period 150

Month	Weightage	Unit	Topic	Remarks
Manshir	17 LHS	• Unit 1	• Preliminaries of Language and Linguistics •	
Pause	3 LHS 15 LHS	Unit 1 Unit 2	• Preliminaries of Language and Linguistics • Phonetics and Phonology	
Magh	15LHS	Unit 2	• Phonetics and Phonology	
Falgun	20 LHS	Unit 3	• Morphology and Syntax	
Chaitra	20 LHS	Unit 3	• Morphology and Syntax	Revision and evaluation
Baishak	15 LHS	Unit 4	• Semantics, Pragmatics and Discourse Analysis	Revision and evaluation
Jestha	5 LHS 10 LHS	Unit 4 Unit 5	• Semantics, Pragmatics and Discourse Analysis • Language history and Change	
Ashad	18 LHS	Unit 6	• Pedagogical implication of language and linguistics	
Shrawan	12 LHS		• Pedagogical implication of language and linguistics	Revision and evaluation
			Remedial class	Revision and evaluation


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan 2082/083

Name of the Teacher: Keshav Raj Kaphle

Faculty : Education

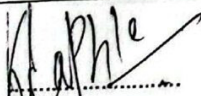
Subject & code: English for Mass Communication Eng.Ed. 432

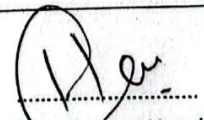
Total working Days

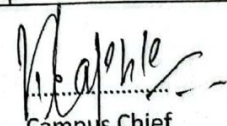
Full marks 100

Period 150

Month	Weightage	Unit	Topic	Remarks
Magh and Falgun	18 LHS	Unit 1	• Basics of Communication and Mass Communication	Course orientation
Chaitra	12 LHs 8 LHS	Unit 1 Unit 2	• Basics of Communication and Mass Communication • Key Concepts in Language and Media	Revision and evaluation
Baishakh	17 LHs	Unit 2	• Key Concepts in Language and Media	Revision, evaluation and Practical work.
Jestha	LHs 17	Unit 3	• Studies in Media Language Media Language analysis	Revision, evaluation
Ashad	LHs 3 LHs 10	Unit 3 Unit 4	• Studies in Media Language Media Language analysis • Studies in Media Language •	Revision, evaluation and Practical work
Shrawan	LHs 10 LHs 5	Unit 4 Unit 5	• Studies in Media Language • Media Language analysis	Revision, evaluation and Practical work
Bhadra	LHs 10	Unit 5	• Media Language analysis	
Ashoj	LHs 10 LHs 5	Unit 5 Unit 6	• Media Language analysis • Studies in Language of Newspapers	Revision, evaluation and Practical work
Kartik	LHs 13	Unit 6	• Studies in Language of Newspapers • Studies in Language of Broadcast Media	Revision, evaluation and Practical work
Manshir	LHs 12	Unit 6	• Studies in Language of Broadcast Media	Revision, evaluation and Practical work
Pause			Remedial class	
Magh				


Subject Teacher


Department Head

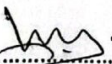

Campus Chief




Name of the Teacher: Laxmi shrestha
 Faculty :Education
 Subject & code: साहित्यशास्त्र र नेपाली समालोचना (४३४)
 वर्ष : स्नातक / तृतीय वर्ष


Total working Days 150
 Full marks =100
 Period = second

Month	Weightage	Unit	Topic	Remarks
Shrawan	७ १०	६ ७	छन्दपरिचय पाश्चात्य समालोचना प्रणाली	पाठ पुनरावृत्ति र मूल्याङ्कन
Bhadra	२०	८	पाश्चात्य साहित्यशास्त्रका प्रमुख वाद	
Ashwin	१०	९	नेपाली समालोचना	
Kartik	१०	१०	प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति	
Mangsir	७	१०	प्रमुख नेपाली समालोचक र तिनका प्रवृत्ति	
Poush	पाठ पुनरावृत्ति र मूल्याङ्कन			
Magh	५	१	पूर्वीय समालोचनाका प्रमुख आधारहरु	
Falgun	१०	१	पूर्वीय समालोचनाका प्रमुख आधारहरु	
Chaitra	२०	२	रससिद्धान्त	
Baishakh	२०	३	ध्वनिसिद्धान्त र वक्रोक्तिसिद्धान्त	
Jestha	८ १०	४ ५	रीतिसिद्धान्त र औचित्यसिद्धान्त अलङ्कारसिद्धान्त	
Ashad	५ ८	५ ६	अलङ्कारसिद्धान्त छन्दपरिचय	


 Subject Teacher


 Department Head


 Campus Chief



JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual plan 2082

Name of the Teacher: **Laxmi Shrestha**

Faculty: Education


Subject & code: **Foundation of Population Education (POp.Ed.418)**

Total working Days

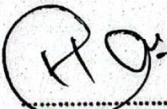
Full marks 100

Period 150

Month	Weightage	Unit	Topic	Remarks
Shrawan	10 LH	8	Population and Development Revision and evaluation	Revision and evaluation
Bhadra	10 LH	1	Concept of Population Education	
Ashwin	10 LH	1	Concept of Population Education	
Kartik	15 LH	2	World Population Situation	
Mangsir	15 LH	3	Determinants of Population Change	
Poush	5 LH	3	Determinants of Population Change	
	5 LH	4	Population Growth and its Management	
Magh	15 LH	4	Population Growth and its Management	
Falgun	10LH	5	Population Theories	
Chaitra	15 LH	5	Population Theories	
Baishakh	15 LH	6	Urbanization and Industrialization	
Jestha	20 LH	7	Population Policies and Programs	
Ashad	10 LH	7	Population Policies and Programs	




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Subject Teacher



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Department Head



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Campus Chief



JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan 2082/83Name of the Teacher: **Laxmi Shrestha**

Faculty: Education

Subject & code: **Population Situation of Nepal (Pop Ed.428)**

Total working Days

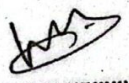
Full marks

Period


100

150


Month	Weightage	Unit	Topic	Remarks
Shrawan	Revision and evaluation			Revision and evaluation
Bhadra	10 LH	1	Sources of Population Data in Nepal	
Ashwin	10 LH	2	Population Characteristics of Nepal	
Kartik	10 LH	2	Population Characteristics of Nepal	
	5 LH	3	Social Characteristics	
Mangsir	15 LH	3	Social Characteristics	
Poush	10 LH	4	Level and Trends of Fertility	
Magh	10 LH	4	Level and Trends of Fertility	
	5 LH	5	Level and Trends of Mortality	
Falgun	10 LH	5	Level and Trends of Mortality	
Chaitra	5 LH	5	Level and Trends of Mortality	
	15 LH	6	Level and Trend of Migration	
Baishakh	5 LH	6	Level and Trend of Migration	
	15 LH	7	Level and Trends of Nuptiality	
Jestha	5 LH	7	Level and Trends of Nuptiality	
	15 LH	8	Economics Characteristics	
Ashad	5 LH	8	Economics Characteristics	



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Subject Teacher



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Department Head



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Campus Chief


JANAJYOTI CAMPUS
Bhimad-6, Tanahun
Annual plan 2082/083

Name of the Teacher: Laxmi shrestha

Total working Days 150

Faculty: Education

पूर्णाङ्क : १००

Subject & code: नेपाली भाषा पाठ्यक्रम, पाठ्यपुस्तक तथा शिक्षण पद्धति (४२४)

Period =1st

वर्ष : स्नातक/द्वितीय वर्ष

पाठ्यांश शीर्षक : नेपाली भाषा पाठ्यक्रम, पाठ्यपुस्तक तथा शिक्षण पद्धति

Month	Weightage	Unit	Topic	Remarks
Shrawan	५	५	नेपाली भाषा पाठ्यपुस्तकको अध्ययन	पाठ पुनरावृत्ति र मूल्याङ्कन
	१५	६	भाषा पाठ्यपुस्तकको निर्माण योजना	
Bhadra	१०	१	भाषा पाठ्यक्रमको परिचय	
Ashwin	६	१	भाषा पाठ्यक्रमको परिचय	
	५	२	भाषा पाठ्यवस्तुको छनोट र स्तरण	
Kartik	१५	२	भाषा पाठ्यवस्तुको छनोट र स्तरण	
Mangsir	१५	३	भाषा पाठ्यक्रमको अध्ययन र निर्माण	
Poush	५	३	भाषा पाठ्यक्रमको अध्ययन र निर्माण	
	६	४	भाषा पाठ्यपुस्तक तथा अनुपूरक सामग्री	
Magh	२०	४	भाषा पाठ्यपुस्तक तथा अनुपूरक सामग्री	
Falgun	१०	५	नेपाली भाषा पाठ्यपुस्तकको अध्ययन	
Chaitra	५	५	नेपाली भाषा पाठ्यपुस्तकको अध्ययन	
	१५	६	भाषा पाठ्यपुस्तकको निर्माण योजना	
Baishakh	५	६	भाषा पाठ्यपुस्तकको निर्माण योजना	
	११	७	नेपाली भाषाशिक्षणको परम्परा	
Jestha	१०	८	भाषाशिक्षणका सामान्य पद्धति	
	१२	९	भाषाशिक्षणका विशिष्ट पद्धति	
Ashad	पाठ पुनरावृत्ति र मूल्याङ्कन			

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Subject Teacher

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Department Head

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Campus Chief

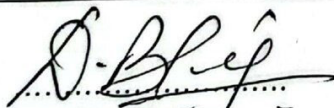
JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual/Work plan 2082/83
Fiscal Year:

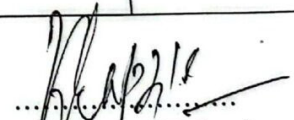
Name of the Teacher: Deepak Bhattarai
Faculty : Education (B.Ed 3rd Year)
Subject & Code : Curriculum & Evaluation (431)

Total Days:
Full Marks: 100
Period : 150

Month	Weightage	Unit	Topic	Remarks
2082, Magh	5 LHs	1	• Concept of Curriculum	Making the best use of technology in teaching as needed
2082, Falgun	10 LHs	1	• Concept of Curriculum	
	5 LHs	2	• Sources of Influences on Curriculum	
2082, Chaitra	20 LHs	3	• Curriculum Development	
2083, Baishakh	15 LHs	4	• Existing Secondary School Curriculum of Nepal	
2083, Jestha	8 LHs	5	• Local Curriculum	
	12 LHs	6	• Measurement and Assessment	
2083, Asar	10 LHs	7	• Characteristics of a Good Test	
2083, Shrawan	5 LHs	7	• Characteristics of a Good Test	
	10 LHs	8	• Construction of Teacher Made Test	
2083, Bhadra	10 LHs	9	• Assembling, Administration, Scoring and Analyzing Test Score	
2083, Aswin	5 LHs	9	• Assembling, Administration, Scoring and Analyzing Test Score	
	5 LHs	10	• Other Devices of Evaluation	
2083, Kartik	5 LHs	10	• Other Devices of Evaluation	
	5 LHs	11	• Current Evaluation System in the School Level of Nepal	
2083, Mangsir	5 LHs	11	• Current Evaluation System in the School Level of Nepal	
	Course Revision, feedback giving & Exam Oriented activities			


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

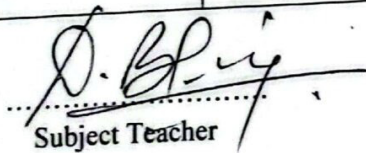
Annual/Work Plan 2082/83

Fiscal Year:

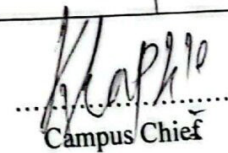
Name of the Teacher: Deepak Bhattarai
 Faculty : Education (B.Ed 3rd Year)
 Subject & Code : **Methods of Teaching Population Education (439)**

Total Days:
 Full Marks: 100
 Period : 150

Month	Weightage	Unit	Topic	Remarks	
2082, Magh	10 LHs	1	• Introduction to Teaching Population Education	Making the best use of technology in teaching as needed	
2082, Falgun	15 LHs	2	• Communication		
2082, Chaitra	15 LHs	3	• Approaches and Methods of Population Education		
2083, Baishakh	10 LHs	3	• Approaches and Methods of Population Education		
2083, Jestha	20 LHs	4	• Materials and Media in Population Education		
2083, Asar	15 LHs	5	• Planning in Teaching Population Education		
	10 LHs	6	• Evaluation of Teaching Population Education		
2083, Shrawan	10 LHs		• Evaluation of Teaching Population Education		
2083, Bhadra	5 LHs	6	• Evaluation of Teaching Population Education		Revision, Discussion & Evaluation in the end of every unit.
	10 LHs	7	• Curriculum in Population Education		
2083, Aswin	10 LHs	7	• Curriculum in Population Education		
2083, Kartik	5 LHs	7	• Curriculum in Population Education		
2083, Mangsir	10 LHs	8	• Practicum in Modern Methods of Population Education (Practical)		
	Course Revision, feedback giving, Exam Oriented activities & Field Study for Project Work				


 Subject Teacher


 Department Head


 Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual/Work plan: 2082

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2082/083

Level : B.Ed

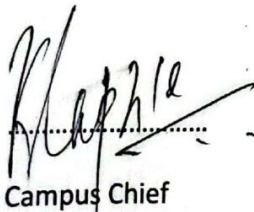
Year : 2nd

Full Marks : Th.80+Pr.20

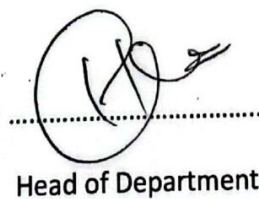
Subject & Code : English for Communication (Eng.Edu.423)

Period : 150

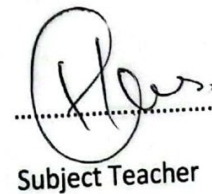
Month	Weightage	Unit	Topics	Remarks
Bhadra 2082	13	1+2	Introduction & Language Functions: About Information	Evaluation and Revision
Ashwin	10	2	Language Functions: About Information & Attitudes	Evaluation and Revision
Kartik	15	3	Language Functions: About Attitudes & Actions	Evaluation and Revision
Mansir	5+8	3+4	Language Functions: About Attitudes & Actions; About Actions & Social Formulas	Evaluation and Revision
Poush	12	4	Language Functions: About Social Formulas	Evaluation and Revision
Magh	17	5	Making Communication Work ; Language Functions: Imparting Factual Information	Evaluation
Falgun	8+5	5+6	Language Functions: Imparting Factual Information & Making Communication Work	Evaluation and Revision
Chaitra	6+10+5	6+7+8	Language Functions: Making Communication Work ; Imparting Factual Information, Finding out about Language	Evaluation and Revision
Baishakh	22	9	Written Communication	Evaluation and Revision
Jestha			Remedial class	Evaluation and Revision



Campus Chief



Head of Department



Subject Teacher

JANAJYOTI CAMUS

Bhimad-6, Tanahun

Annual/Work plan: 2082

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2082/083

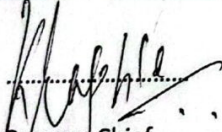
Level : B.Ed 3rd year

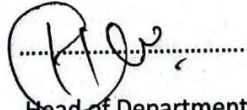
Full Marks : 100

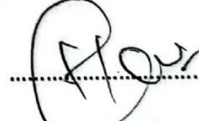
Subject & Code : English Language Teaching Methods and Practices (432)

Period : 150

Month	Weightage	Unit	Topics	Activities
magh 2082	5	1	Learners, Teachers and Teaching Learning Activities	Presentation , activities & evaluation
Falgun	5+15	1+2	Learners, Teachers and Teaching Learning Activities /Teaching plan and Classroom Management	Presentation , activities & evaluation
Chaitra	25	3	Language Teaching Approaches &Methods;	Presentation , activities, evaluation&Revision
Baisakh 2083	10+12	4+5	Teaching Aspects of Language &Teaching Language Skills	Presentation , activities, evaluation&Revision
Jestha	20+4	5+6	Teaching Language Skills ; Instructional Materials and ELT Technology in the Classroom	Presentation , activities & evaluation
Asar	12	6	Instructional Materials and ELT Technology in the Classroom	Presentation , activities & evaluation
Shrawan	16+8	7+8	Language Assessment / Language Teacher Development	Presentation , activities, evaluation&Revision
Bhadra	22	8	Language Teacher Development	Presentation , activities, evaluation&Revision
Ashwin			Rmedial class	Presentation , activities & evaluation


Campus Chief


Head of Department


Subject Teacher

JANAJYOTI CAMUS

Bhimad -6, Tanahun

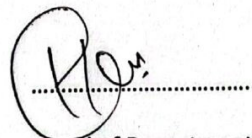
Annual/Work plan: 2082


Name of the Teacher: Hari Prasad Subedi
 Faculty : Education
 Level : B.Ed
 Year : 4th
 Subject & Code : Classroom Instruction (Edu.442)

Total Days : 156
 Academic Year : 2082/083
 Full Marks : 100
 Period : 150

Month	Weightage	Unit	Topics	Remarks
Shrawan 2082	8+4	1+2	Concept of Pedagogy/Teacher, Learners & Classroom	Evaluation and Revision
Bhadra	12+12	2+3	Teacher, Learners & Classroom/Lesson Structure	Evaluation and Revision
Ashwin	4+6	3&4	Lesson Structure/Teacher Centered Methods	Evaluation and Revision
Kartik	14+2	4+5	Teacher Centered Methods/ Students Centered Methods	Evaluation and Revision
Mansir	13	5	Students Centered Methods	Evaluation and Revision
Poush	14	5	Students Centered Methods	Evaluation and Revision
Magh	6+12	5+6	Review and Revision of lesson	Evaluation
Falgun	15	6	Review and Revision of lesson	Evaluation and Revision
Chaitra	10+10 +4	7+8+9	Instructional Materials/Introduction to ICT	Evaluation and Revision
Baishakh 2083	10+.....	9	Introduction to ICT & Remedial class	Evaluation and Revision


 Campus Chief


 Head of Department


 Subject Teacher

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual/Work plan: 2082

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2082/083

Level : B.Ed


Year : 2nd


Full Marks : 100

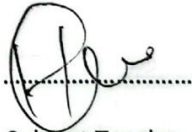
Subject & Code : Basics of Academic Writing (Eng.Edu.424)

Period : 150

Month	Weightage	Unit	Topics	Remarks
Bhadra2082	13	1	Academic Writing	Introduction & Evaluation
ashwin	10	1	Academic Writing	Evaluation
Kartik	14	1	Academic Writing	Evaluation and Revision
Mansir	13	2	Academic Writing: Process & Strategies	Evaluation and Revision
Poush	14	3	Use of Published Sources for Academic Writing	Evaluation and Revision
Magh	13+4	3+4	Use of Published Sources for Academic Writing & Writing Models	Evaluation
Falgun	8	4	Writing Models	Evaluation
Chaitra	22	4	Writing Models	Evaluation
Baishakh	22	4	Writing Models	Evaluation and Revision
Jestha	8+.....	4	Writing Models & Remedial Class	Evaluation and Revision


Campus Chief


Head of Department


Subject Teacher

JANAJYOTI CAMUS

Bhimad -6, Tanahun

Annual/Work plan: 2082

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2082/083

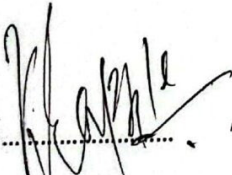
Level : B.Ed 1st year

Full Marks : 100

Subject & Code : Reading, Writing and Critical Thinking (Eng.Edu. 417)

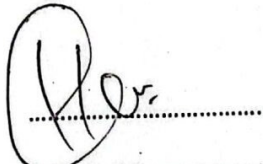
Period : 150

Month	Weightage	Unit	Topics	Remarks
Bhadra 2082	10	1	Reading	Evaluation
Ashwin	10	1	Reading	Evaluation
Kartik	16	1	Reading	Evaluation
Mansir	14	1	Reading	Evaluation
Poush	14	2	Reading & Writing	Evaluation & Revision
Magh	16	2	Writing	Evaluation
Falgun	12	2	Writing	Evaluation
Chaitra	23	2	Writing & Critical Thinking	Evaluation and Revision
Baishakh 2082	21	3	Critical Thinking	Evaluation
Jestha	22	3	Critical Thinking	Evaluation & Revision
Ashadh	10	3	Critical Thinking	Evaluation
Shrawan	15	Remedial Teaching	Evaluation & Revision



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Campus Chief



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Head of Department



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Subject Teacher

Bhimad -6, Tanahun

Annual/Work plan: 2082

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education

Academic Year : 2082/083

Level : B.Ed

Year : 2nd

Full Marks : 100

Subject & Code : Basics of Academic Writing (Eng.Edu.424)

Period : 150

Month	Weightage	Unit	Topics	Remarks
Bhadra2082	13	1	Academic Writing	Introduction & Evaluation
ashwin	10	1	Academic Writing	Evaluation
Kartik	14	1	Academic Writing	Evaluation and Revision
Mansir	13	2	Academic Writing: Process & Strategies	Evaluation and Revision
Poush	14	3	Use of Published Sources for Academic Writing	Evaluation and Revision
Magh	13+4	3+4	Use of Published Sources for Academic Writing & Writing Models	Evaluation
Falgun	8	4	Writing Models	Evaluation
Chaitra	22	4	Writing Models	Evaluation
Baishakh	22	4	Writing Models	Evaluation and Revision
Jestha	8+.....	4	Writing Models & Remedial Class	Evaluation and Revision



Campus Chief



Head of Department



Subject Teacher

JANAJYOTI CAMUS

Bhimad -6, Tanahun

Annual/Work plan: 2082

Name of the Teacher: Hari Prasad Subedi

Total Days : 152

Faculty : Education
2081/082

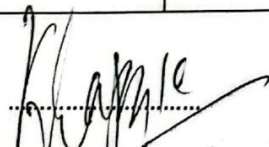
Academic Year : 2082

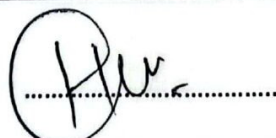
Level : B.Ed 3rd year
100

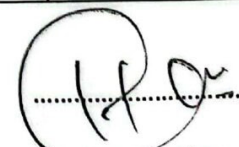
Full Marks : 100

Subject & Code : English Language Teaching Methods and Practices (432)
150Period : 2nd

Month	Weightage	Unit	Topics	Activities
chaitra 2081	12	1	Learners, Teachers and Teaching Learning Activities	Presentation , activities & evaluation
Baishakh2082	17	2	Teaching plan and Classroom Management	Presentation , activities & evaluation
Jestha	24	3	Language Teaching Approaches &Methods;	Presentation , activities, evaluation&Revision
Asar	4+5	3&4	Language Teaching Approaches &Methods; Teaching Aspects of Language	Presentation , activities, evaluation&Revision
Shrawan	6+14	4+5	Teaching Aspects of Language &Teaching Language Skills	Presentation , activities & evaluation
Bhadra	18+6	5+6	Teaching Language Skills ; Instructional Materials and ELT Technology in the Classroom	Presentation , activities & evaluation
Ashwin	10	6	Teaching Language Skills; Instructional Materials and ELT Technology in the Classroom	Presentation , activities, evaluation&Revision
Kartik	16	7	Language Assessment	Presentation , activities, evaluation&Revision
Mansir	22	8	Language Teacher Development	Presentation , activities & evaluation
POush	8	8	Language Teacher Development +Remedial class	Presentation , activities, evaluation&Revision


 Campus Chief


 Head of Department


 Subject Teacher

जनज्योति क्याम्पस

भिमाद-६, तनहुँ

वार्षिक कार्ययोजना २०८२/०८३

शिक्षकको नाम : देवी कुमारी अधिकारी

जम्मा कार्यदिन : १५० घण्टी

संकाय : शिक्षाशास्त्र

पूर्णाङ्क : १००

तह/वर्ष : स्नातक द्वितीय वर्ष

घण्टी : दोस्रो

विषय कोड नं. : नेपाली कविताकाव्य (४२३)

मिति र महिना २०८२	पाठ्यभार	एकाइ	पाठशीर्षक	कैफियत
भदौ	१०	१	कविता सिद्धान्त र नेपाली कविताको विकासक्रम	
असोज	५	१	कविता सिद्धान्त र नेपाली कविताको विकासक्रम	
	३	२	निर्धारित कविहरु र तिनका कविता	
कार्तिक	९	२	निर्धारित कविहरु र तिनका कविता	
	५	३	निर्धारित कवि र तिनका कविता	
मङ्सिर	१८	३	निर्धारित कवि र तिनका कविता	पाठ पुनरावृत्ति र मूल्याङ्कन
पुस	२	३	निर्धारित कवि र तिनका कविता	
	१०	४	नेपाली गजलको अध्ययन	
माघ	१०	५	नेपाली बालकविता/गीतको अध्ययन	
	५	६	खण्डकाव्य सिद्धान्त र नेपाली खण्डकाव्यको परम्परा	
फागुन	१०	६	खण्डकाव्य सिद्धान्त र नेपाली खण्डकाव्यको परम्परा	पाठ पुनरावृत्ति र मूल्याङ्कन
चैत	६	७	लेखनाथ पौड्याल र उनको 'ऋतुविचार' खण्डकाव्य	
	६	८	लक्ष्मीप्रसाद देवकोटा र 'कुञ्जिनी' खण्डकाव्य	
	६	९	माधवप्रसाद घिमिरे र 'राजेश्वरी' खण्डकाव्य	
	२	१०	मोहन कोइराला र उनको लामो कविता सिमसारको राजदूत	
वैशाख	३	१०	मोहन कोइराला र उनको लामो कविता सिमसारको राजदूत	
	११	११	महाकाव्यको सैद्धान्तिक स्वरूप र नेपाली महाकाव्यको परम्परा	
जेठ	४	११	महाकाव्यको सैद्धान्तिक स्वरूप र नेपाली महाकाव्यको परम्परा	पाठ पुनरावृत्ति र मूल्याङ्कन
	१५	१२	लक्ष्मीप्रसाद देवकोटा र सुलोचना महाकाव्य	
असार	१०	१३	मोदनाथ प्रश्रित र मानव महाकाव्य	
साउन			उपचारात्मक कक्षा	

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विषय शिक्षक

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विभागीय प्रमुख

जनज्योति क्याम्पस

भिमाद-६, तनहुँ

वार्षिक कार्ययोजना २०८२/०८३

शिक्षकको नाम : देवी कुमारी अधिकारी

जम्मा कार्यदिन : १५० घण्टी

संकाय : शिक्षाशास्त्र

पूर्णाङ्क : १००

तह/वर्ष : स्नातक प्रथम वर्ष

घण्टी : तेस्रो

विषय कोड नं. : नेपाली कथा र उपन्यास (४१६)

मिति र महिना २०८२	पाठ्यभार	एकाइ	पाठशीर्षक	कैफियत
भदौ	१०	खण्ड 'क' १	नेपाली कथा : कथा सिद्धान्त र नेपाली कथाको विकासक्रम	
असोज	१०	१	कथा सिद्धान्त र नेपाली कथाको विकासक्रम	पाठ पुनरावृत्ति र मूल्याङ्कन
कार्तिक	१३	२	निर्धारित कथाकारहरूका कथाहरु	
मङ्सिर	१७	२	निर्धारित कथाकारहरूका कथाहरु	
पुस	१०	२	निर्धारित कथाकारहरूका कथाहरु	
माघ	१३	खण्ड 'ख' ३	नेपाली उपन्यास : उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम	
फागुन	७	३	उपन्यास सिद्धान्त र नेपाली उपन्यासको विकासक्रम	पाठ पुनरावृत्ति र मूल्याङ्कन
चैत	२०	४	उपन्यासकार लैनसिंह वाइदेल र 'मुलुक बाहिर' उपन्यास	
वैशाख	१०	५	उपन्यासकार विश्वेश्वरप्रसाद कोइराला र 'नरेन्द्र दाइ' उपन्यास	पाठ पुनरावृत्ति र मूल्याङ्कन
	३	६	उपन्यासकार पारिजात र 'शिरीषको फूल' उपन्यास	
जेठ	७	६	उपन्यासकार पारिजात र 'शिरीषको फूल' उपन्यास	
	१०	७	उपन्यासकार दौलतविक्रम विष्ट र 'भोक र भित्ताहरु' उपन्यास	
	५	८	उपन्यासकार ध्रुवचन्द्र गौतम र 'उपसंहार अर्थात चौथो अन्त्य' उपन्यास	
असार	५	८	उपन्यासकार ध्रुवचन्द्र गौतम र 'उपसंहार अर्थात चौथो अन्त्य' उपन्यास	पाठ पुनरावृत्ति र मूल्याङ्कन
	१०	९	उपन्यासकार होमनाथ सुवेदी र 'यमपुरीको महल' उपन्यास	
साउन			उपचारात्मक कक्षा	पाठ पुनरावृत्ति र मूल्याङ्कन

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विषय शिक्षक

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विभागीय प्रमुख

जनज्योति क्याम्पस

भिमाद-६, तनहुँ

वार्षिक कार्ययोजना २०८२/०८३

शिक्षकको नाम : देवी कुमारी अधिकारी

जम्मा कार्यदिन : १५० घण्टी

संकाय : शिक्षाशास्त्र

पूर्णाङ्क : १००

तह/वर्ष : स्नातक तृतीय वर्ष

घण्टी : चौथो

विषय कोड नं. : प्रायोगिक भाषाविज्ञान (४३३)

मिति र महिना २०८२	पाठ्यभार	एकाइ	पाठशीर्षक	कैफियत
माघ	३	१	प्रायोगिक भाषाविज्ञानको परिचय	
फागुन	५ १२	१ २	प्रयोगिक भाषाविज्ञानको परिचय नेपालको भाषिक स्थिति	पाठ पुनरावृत्ति र मूल्याङ्कन
चैत	१३ ८	३ ४	सामाजिक भाषा विज्ञान मनोभाषाविज्ञान	
वैशाख	५ ७	४ ५	मनोभाषाविज्ञान शैलीविज्ञान	पाठ पुनरावृत्ति र मूल्याङ्कन
जेठ	८ १३	५ ६	शैलीविज्ञान व्यतिरेकी विश्लेषण	
असार	३ ८	६ ७	व्यतिरेकी विश्लेषण त्रुटिविश्लेषण	
साउन	८ ८	७ ८	त्रुटिविश्लेषण कोशविज्ञान	पाठ पुनरावृत्ति र मूल्याङ्कन
भदौ	१७ ५	८ ९	कोशविज्ञान अनुवाद अध्ययन	
असोज	९	९	अनुवाद अध्ययन	
कार्तिक	१४	१०	सङ्कथन विश्लेषण	
मङ्सिर	४	१०	सङ्कथन विश्लेषण उपचरात्मक कक्षा	पाठ पुनरावृत्ति र मूल्याङ्कन
पुस			उपचरात्मक कक्षा	

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विषय शिक्षक

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विभागीय प्रमुख

जनज्योति क्याम्पस
भिमद, तनहुँ
वार्षिक कार्ययोजना
श.स. २०८२/०८३

जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००

शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक तृतीय वर्ष

विषय कोड नं : नेपाली भाषा शिक्षण (नेपा : शिक्षा: ४३२)

घण्टी: पहिलो

मिति र महिना	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
२०८२ माघ	५	१	● नेपाली भाषा शिक्षणसम्बन्धी परिचय	पाठ पुनरावृत्ति र मूल्याङ्कन
फागुन	३ १०	१ २	● नेपाली भाषा शिक्षणसम्बन्धी परिचय ● विविध सन्दर्भमा नेपाली भाषा शिक्षण	
चैत	१२ ७ ३	३ ४ ५	● भाषिक विधा शिक्षणको प्रयोजन र प्रक्रिया ● सुनाइ शिक्षण ● बोलाइ शिक्षण	
२०८३ वैशाख	५ ६ १०	५ ६ ७	● बोलाइ शिक्षण ● उच्चारण शिक्षण ● वाचन, पठनबोध र द्रुतपाठ शिक्षण	पाठ पुनरावृत्ति र मूल्याङ्कन
जेष्ठ	५ ५ १२	७ ८ ९	वाचन, पठनबोध र द्रुतपाठ शिक्षण शब्दार्थ शिक्षण लेखाइ शिक्षण	
आषाढ	१०	१०	वर्णविन्यास र वाक्यगठन शिक्षण	
श्रावण	१० ८	११ १२	व्याकरण शिक्षण शिक्षण सामग्री	
भाद्र	१३ ५	१३ १४	भाषिक मूल्याङ्कन अध्यापन योजना	
आश्विन	५ ६	१४ १५	अध्यापन योजना नेपाली भाषा शिक्षणका सामयिक सन्दर्भहरू	
कार्तिक	१०	१५	नेपाली भाषा शिक्षणका सामयिक सन्दर्भहरू	
मंसिर	१५		उपचारात्मक कक्षा	

विषय शिक्षक

विभागीय प्रमुख

जनज्योति क्याम्पस

भिमाद तनहुँ

वार्षिक कार्ययोजना २०८२/८३

शिक्षकको नाम : सीतादेवी भट्टराई

जम्मा कार्य दिन : १५० घण्टी

संकाय : शिक्षाशास्त्र

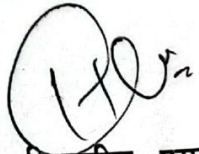
पूर्णाङ्क : १००

तह/वर्ष : स्नातक द्वितीय वर्ष

विषय कोड नं : भाषा विज्ञान र नेपाली भाषा (नेपा : शिक्षा : ४२२) घण्टी : पाचौं

मिति र महिना २०८२	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
भाद्र	१५	१	● भाषा र भाषिक भेद	पाठ पुनरावृत्ति र मूल्याङ्कन
आश्वीन	८	२	● भाषाविज्ञान र यसका शाखाहरू	
कार्तिक	१४ ४	३ ४	● ध्वनिविज्ञान ● वर्णविज्ञान	
मंसिर	१० ८	४ ५	वर्णविज्ञान रूपविज्ञान	
पौस	१६	५	● रूपविज्ञान	
माघ	१८	६	● वाक्यविज्ञान	
फाल्गुण	१२ ५	६ ७	● वाक्यविज्ञान ● अर्थविज्ञान	
चैत्र	४ १२	७ ८	● अर्थविज्ञान ● भारोपेली परिवार र नेपाली भाषा	
२०८३ वैशाख	१४	९	नेपाली भाषाको उत्पत्ति र विकासक्रम	
जेष्ठ	१० १०	१०	नेपालमा बोलिने भाषापरिवार उपचारात्मक कक्षा	
आषाढ	१०		उपचारात्मक कक्षा	पाठ पुनरावृत्ति र मूल्याङ्कन


विषय शिक्षक



विभागीय प्रमुख

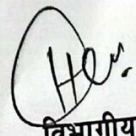
जनज्योति क्याम्पस
भिमाद तनहुँ
वार्षिक कार्ययोजना
शै. स. २०८२

शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक / चौथो वर्ष
विषय /कोड नं : अनुसन्धान विधि (४४५)

जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००(८०+२०)
घण्टी :

मिति र महिना २०८२	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
श्रावण	१५	१	अनुसन्धानको परिचय र विधिहरू	पाठ पुनरावृत्ति र मूल्याङ्कन
भाद्र	७ ११	१ २	अनुसन्धानको परिचय र विधिहरू तथ्याङ्क सङ्कलन र उपकरण निर्माण	
आश्विन	१०	२	तथ्याङ्क सङ्कलन र उपकरण निर्माण	
कार्तिक	१३ ७	३ ४	भाषिक अनुसन्धानमा साङ्ख्यिकीको प्रयोग अनुसन्धान प्रस्ताव र यसका प्रमुख अङ्गहरू	
मंसिर	११	४	अनुसन्धान प्रस्ताव र यसका प्रमुख अङ्गहरू	
पौष	७ ९	४ ५	अनुसन्धान प्रस्ताव र यसका प्रमुख अङ्गहरू अनुसन्धान प्रतिवेदनको स्वरूप	
माघ	१३ ८	५ ६	अनुसन्धान प्रतिवेदनको स्वरूप अनुसन्धानको भाषा र प्राविधिक पक्ष	
फाल्गुण	४ १६	६ ७	अनुसन्धानको भाषा र प्राविधिक पक्ष कार्यमूलक अनुसन्धान	
चैत्र	१७	७	कार्यमूलक अनुसन्धान	
वैशाख २०८३	१०		उपचारात्मक कक्षा	


विषय शिक्षक


विभागीय प्रमुख

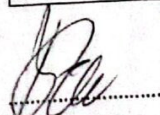
जनज्योति क्याम्पस
भिमाद तनहुँ
वार्षिक कार्ययोजना
शै. स. २०८२

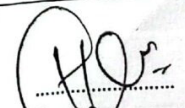
शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक प्रथम वर्ष
विषय कोड नं : स्नातक नेपाली (नेपा : शिक्षा: ४०१)

जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००

घण्टी : छैटौं

मिति र महिना २०८२	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
भाद्र	७ १५	१ २	<ul style="list-style-type: none"> अक्षरीकरण र वर्णविन्यास नेपाली शब्दभण्डार 	पाठ पुनरावृत्ति र मूल्याङ्कन
आश्विन	८	३	<ul style="list-style-type: none"> वाक्यतत्त्वपरक रचना 	पाठ पुनरावृत्ति र मूल्याङ्कन
कार्तिक	७ ८ ४	३ ४ ५	<ul style="list-style-type: none"> वाक्यतत्त्वपरक रचना सङ्कथन / पाठको विश्लेषण पठनबोध 	
मंसिर	१८	५	पठनबोध	पाठ पुनरावृत्ति र मूल्याङ्कन
पुस	८ ७	६ ७	<ul style="list-style-type: none"> सन्दर्भपूर्ण सूचनाको रूपान्तर बुँदाटिपोट र संक्षेपीकरण 	पाठ पुनरावृत्ति र मूल्याङ्कन
माघ	८ ७	८ ९	<ul style="list-style-type: none"> अनुच्छेद रचना (स्वतन्त्र तथा निर्देशित) व्यावहारिक लेखन 	पाठ पुनरावृत्ति र मूल्याङ्कन
फाल्गुण	१२	१०	<ul style="list-style-type: none"> निबन्ध लेखन 	
चैत्र	११ ६	११ १२	<ul style="list-style-type: none"> प्रतिवेदन लेखन साहित्यिक कृतिको अध्ययन 	पाठ पुनरावृत्ति र मूल्याङ्कन
बैशाख २०८३	१८	१२	<ul style="list-style-type: none"> साहित्यिक कृतिको अध्ययन 	
जेष्ठ	१५	१२	<ul style="list-style-type: none"> साहित्यिक कृतिको अध्ययन 	पाठ पुनरावृत्ति र मूल्याङ्कन
आषाढ	५		उपचारात्मक शिक्षण श्रावण	


विषय शिक्षक


विभागीय प्रमुख

जनज्योति क्याम्पस
भिमाद तनहुँ
वार्षिक कार्ययोजना
शै. स. २०८२

शिक्षकको नाम : सीतादेवी भट्टराई
संकाय : शिक्षाशास्त्र
तह/वर्ष : स्नातक प्रथम वर्ष

जम्मा कार्य दिन : १५० घण्टी
पूर्णाङ्क : १००

विषय कोड नं : नेपाली नाटक एकाङ्की निबन्ध (नेपा : शिक्षा: ४१७) घण्टी : दोस्रो

मिति र महिना २०८२	पाठ्यभार	एकाइ	पाठ शीर्षक	कैफियत
भाद्र	१२ ३	खण्ड :क १	नेपाली नाटकहरुको अध्ययन • नाटकको विधागत स्वरूपको परिचय, नाटकको परिभाषा • नाटकको वर्गीकरण • नाटकका तत्वहरु • नेपाली नाटकको विकासक्रम, प्रमुख मोड र धारागत प्रवृत्ति	पाठ पुनरावृत्ति र मूल्याङ्कन
आश्विन	५ ५	१	• नेपाली नाटकको विकासक्रम, प्रमुख मोड र धारागत प्रवृत्ति • अन्धवेग नाटकको अध्ययन	
कार्तिक	१० ५	२ ३	• अन्धवेग नाटकको अध्ययन • मसान नाटकको अध्ययन	पाठ पुनरावृत्ति र मूल्याङ्कन
मंसिर	१० ५	३ ४	• मसान नाटकको अध्ययन • 'भोलि के हुन्छ ?' नाटकको अध्ययन	
पुस	१० ४	४ ५	• भोलि के हुन्छ ?' नाटकको अध्ययन • 'बाँसुरीमा नअटाएका धुनहरू' नाटकको अध्ययन	
माघ	१० ६	५ खण्ड ख' ६	• 'बाँसुरीमा नअटाएका धुनहरू' नाटकको अध्ययन • नेपाली एकाङ्कीको अध्ययन - • एकाङ्की परिचय, विकासक्रम, प्रमुख एकाङ्कीकार र तिनका एकाङ्कीहरू • एकाङ्कीको सैद्धान्तिक परिचय	
फाल्गुण	१३	६	• नेपाली एकाङ्कीको विकासक्रम (प्रमुख मोड र प्रवृत्ति) • निम्नलिखित एकाङ्कीकारका प्रवृत्ति र तिनका निर्धारित एकाङ्कीको पठन, आस्वादन, बोध तथा तहगत विवेचना र विशिष्ट पङ्क्तिको व्याख्या ।	

			<ul style="list-style-type: none"> • हृदयचन्द्रसिंह प्रधान : मरुभूमिका लेखक • भीमनिधि तिवारी : भावना • गोविन्दवहादुर मल्ल 'गोठाले' : युगको सिकार • गोपाल पराजुली : गोलार्द्धका दुई छेऊ 	पाठ पुनरावृत्ति र मूल्याङ्कन
चैत्र	६ १५	खण्ड 'ग' ७	<ul style="list-style-type: none"> • आशेष मल्ल : म भनेको हामी • मोहनराज शर्मा : अब बाँझो हुन्न • सरु भक्त : निमावीय निबन्धको सैद्धान्तिक परिचय र नेपाली निबन्धको अध्ययन 	
		८	<ul style="list-style-type: none"> • निबन्धको विधागत स्वरूप • निबन्धको परिभाषा <p>निबन्धका घटक तत्व : (शीर्षकीकरण, विषयवस्तु,) निबन्धको वर्गीकरण निम्नलिखित निबन्धकारका प्रवृत्ति र तिनका निर्धारित निबन्धको पठन, आस्वादन, बोध तथा तहगत विवेचना र विशिष्ट पङ्क्तिको व्याख्या</p> <ul style="list-style-type: none"> • बालकृष्ण सम : देखेको • लक्ष्मीप्रसाद देवकोटा : नेपाली साहित्यका सर्वश्रेष्ठ पुरुष 	
बैशाख २०८३	४ ६	८	<ul style="list-style-type: none"> • बदरीनाथ भट्टराई : देशप्रेम • हृदयचन्द्रसिंह प्रधान : तस्विर • शङ्कर लामिछाने : एक पत्र सम्पादकलाई • केशवराज पिँडाली : शूरविरहरूको नरकयात्रा • श्यामप्रसाद शर्मा : एक घन्टा बिताउन 	पाठ पुनरावृत्ति र मूल्याङ्कन
जेष्ठ	१२ ६	८	<ul style="list-style-type: none"> • भैरव अर्याल : भान्सा भो हजूर ? • कृष्णचन्द्रसिंह प्रधान : शालिक (शालिकमा सङ्कलित) • डा. तारानाथ शर्मा : आँसु छचल्किँदै जान्छ • देवीचन्द्र श्रेष्ठ : ताकलाकोटदेखि मानसरोवरसम्म • डा. दुर्गाप्रसाद भण्डारी : रोम जलिरहेछ; • निरो बाँसुरी बजाइरहेछ • युवराज नयाँघरे : बोलीको बगैँचा 	
आषाढ	१०		उपचारात्मक कक्षा	


विषय शिक्षक


विभागीय प्रमुख

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082/083

Name of the Teacher: NARAYAN MARSHANI

Total working Days 235

Faculty : Management

Year: Third

Full marks 100

Subject & code: MGT 204: Business Law

working hours 150

Month	Weightage	Unit	Topic	Remarks
2082-10-25	LH 2	Unit 1	• Intruduction to Law and Business Law	
2082-11-01	LH 8	Unit 1	• Intruduction to Law and Business Law	
2082-12-01	LH 18	Unit 2	• The Law of Contract and Other Liabilities	
2083-01-01	LH 12 LH 10	Unit 2 Unit 3	• The Law of Contract and Other Liabilities • Control of Bailment and Pledge	
2083-02-01	LH 15 LH 5	Unit 4 Unit 5	• Contract of sales of Goods • Contract of Agency	
2083-03-01	LH 10 LH 5	Unit 5 Unit 6	• Contract of Agency • Contract of Carriage	
2083-04-01	LH 15	Unit 6	• Contract of Carriage	
2083-05-01	LH 10	Unit 7	• Contract of Indemnity and Guarantee	
2083-06-01	LH 10	Unit 8	• Law of company and Insolvency	
2083-07-01	LH 10	Unit 9	• Disputes settlement system	
2083-08-01	LH 20	Unit 10	• Law of Intellectual Property	
			• Final exam	

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Subject Teacher

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Department Head

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Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082

Name of the Teacher: NARAYAN MARSHANI

Total working Days 285

Faculty : Management

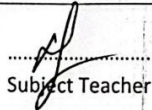
Year: Third


Full marks 100

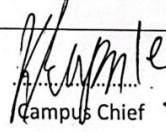
Subject & code: MGT 204: Business Law

Period 150

Month	Weight age	Unit	Topic	Remarks
2081-12-10	LH 10	Unit 1	<ul style="list-style-type: none"> Intruduction to Law and Business Law 	
2082-1-1	LH 22	Unit 2	<ul style="list-style-type: none"> The Law of Contract and Other Liabilities 	
2082-2-1	LH 8 LH 5	Unit 2 Unit 3	<ul style="list-style-type: none"> The Law of Contract and Other Liabilities Control of Bailment and Pledge 	
2082-3-1	LH 5 LHS 10	Unit 3 Unit 4	<ul style="list-style-type: none"> Control of Bailment and Pledge Contract of sales of Goods 	
2082-4-1	LH 5 LH 10	Unit 4 Unit 5	<ul style="list-style-type: none"> Contract of sales of Goods Contract of Agency 	
2082-5-1	LH 5 LH 12	Unit 5 Unit 6	<ul style="list-style-type: none"> Contract of Agency Contract of Carriage 	
2082-6-1	LH 8 LH 10	Unit 6 Unit 7	<ul style="list-style-type: none"> Contract of Carriage Contract of Indemnity and Guarantee 	
2082-7-1	LH 10 LH 10	Unit 8 Unit 9	<ul style="list-style-type: none"> Law of company and Insolvency Disputes settlement system 	
2082-8-1	LH 20	Unit 10	<ul style="list-style-type: none"> Law of Intellactual Property 	
<ul style="list-style-type: none"> Final exam 				


 Subject Teacher


 Department Head


 Campus Chief

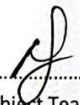
JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082 and Fiscal Year 2082/083)

Name of the Teacher: NARAYAN MARSHANI Total working Days 215
 Faculty: Management Year: first Full marks 100
 Subject & code: MGT 213: Principles of Management working hours 150

Month	Weightage	Unit	Topic	Remarks
2082-05-15	5 LHs	Unit I	<ul style="list-style-type: none"> The Nature of Organizations 	Revision and evaluation
2082-06-1	5 LHS	Unit I	<ul style="list-style-type: none"> The Nature of Organizations 	
2082-07-1	10 LHS	Unit 2	<ul style="list-style-type: none"> Introduction to Management 	
2082-08-1	15 LHS	Unit 3	<ul style="list-style-type: none"> Management: History and current Thinking 	
2082-09-1	16 LHS	Unit 4	<ul style="list-style-type: none"> Environmental context of management 	
2082-10-1	15 LHS	Unit 5	<ul style="list-style-type: none"> Planning and Making decisions 	
2082-11-1	5 LHS 14 LHS	Unit 5 Unit 6	<ul style="list-style-type: none"> Planning and Making decisions Fundamentals of Organizing 	
2082-12-1	4 LHS 14 LHS	Unit 6 Unit 7	<ul style="list-style-type: none"> Fundamentals of Organizing Leadership and Motivations 	
2083-1-1	8 LHs 8 LHS	Unit 7 Unit 8	<ul style="list-style-type: none"> Leadership and Motivations Fundamental of Influencing and Communication 	
2083-02-1	11 LHs 8 LHs	Unit 9 Unit 10	<ul style="list-style-type: none"> Control and Quality Management Managing in the Global Areas 	
2083-03-1	7 LHs	Unit 11	<ul style="list-style-type: none"> Management Trends and Scenario in Nepal 	


 Subject Teacher


 Department Head


 Campus Chief

JANA JYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan 2081/82

Name of the Teacher: Narayan Marshani

Faculty: Management

Subject & code: Business Environment & Strategy MGT 217:


Class started date: 2082/10/25

Total working Days 235


Full marks 100

working hours 150


Month	Weight age	Unit	Topic	Remarks
2082 Magh	LH 2	1	• Introduction to Business Environment	Remarks
2082 Fagun	LH 7	1	• Introduction to Business Environment	Unit test- 1
2082 Chait	LH 12	2	• Political Environment	Unit test- 2
	LH 8	3	• Legal Environment	
2083 baishak	LH 15	4	• Economic Environment	Unit test- 1
2083 Jestha	LH 5	4	• Economic Environment	Unit test- 2
	LH 6	5	• Socio-Cultural Environment	
	LH 7	6	• Technological Environment	
Asar	LH 3	6	• Technological Environment	Unit test- 2
	LH 10	7	• Asian and Global Environment	
Srawan	LH 12	8	• Introduction of Strategic Management	Unit test- 2
	LH 8	9	• External Environment and Industry Analysis	
Bhadra	LH 10	10	• Organizational Appraisal	Unit test- 1
	LH 5	11	• Strategy Formulation	
Aswin	LH 10	11	• Strategy Formulation	Unit test- 1
Kartik	LH 9	11	• Strategy Formulation	Unit test- 1
	LH 5	12	• Strategy Implementation	
Mangsir	LH 5	12	• Strategy Implementation	Unit test- 1
	LH 11	13	• Strategy Evaluation and Control	



 Subject Teacher



 Department Head



 Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan 2081/82

Name of the Teacher: Narayan Marshani

Faculty: Management

Subject & code: Business Environment & Strategy MGT 217:

Total working Days 235

Full marks 100

Period 150

Month	Weightage	Unit	Topic	Remarks
2081 Chait	LH 9	1	• Introduction to Business Environment	Revision and evaluation
2082 baisakh	LH 12 LH 8	2 3	• Political Environment • Legal Environment	
Jestha	LH 20	4	• Economic Environment	
Asar	LH 6 LH 5	5 6	• Socio-Cultural Environment • Technological Environment	
Srawan	LH 5 LH 10	6 7	• Technological Environment • Asian and Global Environment	
Bhadra	LH 12	8	• Introduction of Strategic Management	
Aswin	LH 8 LH 5	9 10	• External Environment and Industry Analysis • Organizational Appraisal	
Kartik	LH 5 LH 10	10 11	• Organizational Appraisal • Strategy Formulation	
Mansir	LH 14	11	• Strategy Formulation	
Push	LH 10	12	• Strategy Implementation	
Magh	LH 11	13	• Strategy Evaluation and Control	

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Subject Teacher

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Department Head

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Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082/083

Name of the Teacher: NARAYAN MARSHANI

Total working Days 235

Faculty : Management

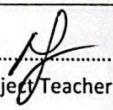
Year: Second

Full marks 100

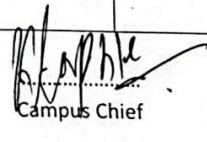
Subject & code: MGT 204: OB And HRM

Period 150

Month	Weightage	Unit	Topic	Remarks
2082-05-15	LH 10	Unit 1	<ul style="list-style-type: none"> Introduction to Organizations Behavior 	
2082-06-01	LH 4 LH 5	Unit 1 Unit 2	<ul style="list-style-type: none"> Introduction to Organizations Behavior Perception and Learning 	
2082-07-01	LH 7 LH 3	Unit 2 Unit 3	<ul style="list-style-type: none"> Perception and Learning Personality 	
2082-08-01	LHS 9 LHS 8 LHS 3	Unit 3 Unit 4 Unit 5	<ul style="list-style-type: none"> Personality Job satisfaction Group and Team in Organizations 	
2082-09-01	LHS 7 LH 10	Unit 5 Unit 6	<ul style="list-style-type: none"> Group and Team in Organizations Organizational Conflict and Stress Introduction of HRM 	
2082-10-04	LH 9 LH 8	Unit 7 Unit 8	<ul style="list-style-type: none"> Organizational change and Development Introduction of HRM 	
2082-11-01	LH 7 LH 12	Unit 8 Unit 9	<ul style="list-style-type: none"> Introduction of HRM Job Design and Analysis Internal exam 	
2082-12-01	LH 18	Unit 10	<ul style="list-style-type: none"> Talent acquisition and Development 	
2082-01-01	LH 8 LH 7	Unit 11 Unit 12	<ul style="list-style-type: none"> Performance Appraisal and Reward Management Employee Maintenance and Emerging Issues in HRM 	
2082-02-01			Revision <ul style="list-style-type: none"> Final exam 	


 Subject Teacher


 Department Head


 Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2081/082

Name of the Teacher: NARAYAN MARSHANI

Total working Days

~~185~~ 180

Faculty : Management

Year: Second

Full marks

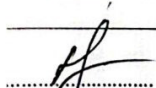
100

Subject & code: MGT 204: OB And HRM

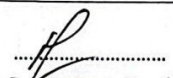
Period

150

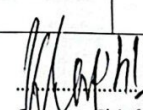
Month	Weightage	Unit	Topic	Remarks
2081-10-10	LH 10	Unit 1	<ul style="list-style-type: none"> Introduction to Organizations Behavior 	
2081-11-01	LH 4	Unit 1	<ul style="list-style-type: none"> Introduction to Organizations Behavior 	
	LH 12	Unit 2	<ul style="list-style-type: none"> Perception and Learning 	
2082-12-01	LH 12	Unit 3	<ul style="list-style-type: none"> Personality 	
	LH 8	Unit 4	<ul style="list-style-type: none"> Job satisfaction 	
2082-01-01	LHS 10	Unit 5	<ul style="list-style-type: none"> Group and Team in Organizations 	
	LHS 10	Unit 6	<ul style="list-style-type: none"> Organizational Conflict and Stress 	
2082-02-01	LH 9	Unit 7	<ul style="list-style-type: none"> Organizational change and Development 	
	LH 10	Unit 8	<ul style="list-style-type: none"> Introduction of HRM 	
2082-03-01	LH 5	Unit 8	<ul style="list-style-type: none"> Introduction of HRM 	
	LH 12	Unit 9	<ul style="list-style-type: none"> Job Design and Analysis 	
2082-04-01	LH 18	Unit 10	<ul style="list-style-type: none"> Talent acquisition and Development Internal exam 	
	LH 8	Unit 11	<ul style="list-style-type: none"> Performance Appraisal and Reward Management 	
2082-05-01	LH 7	Unit 12	<ul style="list-style-type: none"> Employee Maintenance and Emerging Issues in HRM 	
			<ul style="list-style-type: none"> Final exam 	



 Subject Teacher



 Department Head



 Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082/083

Name of the Teacher: BINOD THAPA

Total working Days 235

Faculty : Management

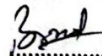
Year: Second

Full marks 100

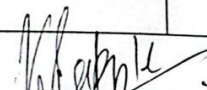
Subject & code: MGT 205: Business Communication

Period 150

Month	Weightage	Unit	Topic	Remarks
082-05-15	LH 10	Unit 3	<ul style="list-style-type: none"> Science and Environment 	
082-06-01	LH 9	Unit 4	<ul style="list-style-type: none"> Gender and Women 	
082-07-01	LH 10	Unit 4	<ul style="list-style-type: none"> Gender and Women 	
082-08-01	LHS 20	Unit 5	<ul style="list-style-type: none"> Life, Death and Beyond 	
082-09-01	LHS 17	Unit 6	<ul style="list-style-type: none"> Art and Philosophy 	
082-10-04	LH 9 LH 8	Unit 6	<ul style="list-style-type: none"> Art and Philosophy Revision 	
082-11-01	LH 19		<ul style="list-style-type: none"> Revision 	
082-12-01	LH 18		<ul style="list-style-type: none"> Revision 	
082-01-01	LH 15		<ul style="list-style-type: none"> Revision 	
082-02-01			<ul style="list-style-type: none"> Revision 	
			<ul style="list-style-type: none"> Final exam 	


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMPUS

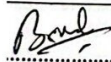
Bhimad -6, Tanahun


Annual plan Academic Year 2081/082

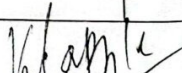
Name of the Teacher: BINOD THAPA
 Faculty : Management
 Subject & code: MGT 205: Business Communication

Total working Days 235
 Full marks 100
 Period 150

Month	Weightage	Unit	Topic	Remarks
2081-10-10	LH 10	Chapter 1	<ul style="list-style-type: none"> The Communication Process 	
2081-11-01	LH 10 LH 6	Chapter 2 Chapter 3	<ul style="list-style-type: none"> Introduction to Business Communication Communication in Organization 	
2081-12-01	LH 4 LH 10 LH 6	Chapter 3 Chapter 4 Chapter 5	<ul style="list-style-type: none"> Communication in Organization Skills and Values in Business Communication The Writing Process 	
2082-01-01	LHS 5 LHS 10 LH 5	Chapter 5 Chapter 6 Chapter 7	<ul style="list-style-type: none"> The Writing Process Writing Electronic and Other Messages Memos, Emails, Blogs, Notices, and Press Releases 	
2082-02-01	LH 4 LH 8 LH 7	Unit 7 Unit 8 Unit 9	<ul style="list-style-type: none"> Memos, Emails, Blogs, Notices, and Press Releases Business Plans, Proposals, and Reports Oral Communication 	
2082-03-01	LH 2 LH 7 LH 8	Unit 9 Unit 10 Unit 11	<ul style="list-style-type: none"> Oral Communication Visual and Nonverbal Communication Employment Communication 	
2082-04-01	LH 18	Revision Unit 1	<ul style="list-style-type: none"> Culture and Society 	
2082-05-01	LH 15	Unit 2	<ul style="list-style-type: none"> Money and Management 	
			<ul style="list-style-type: none"> Final exam 	


 Subject Teacher


 Department Head


 Campus Chief

JANAJYOTI CAMPUSBhimad -6, Tanahun
Annual plan 2082/83

Name of the Teacher: Raju Pariyar

Total working Days: 150

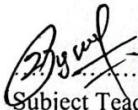
Faculty: Management

Full marks: 100

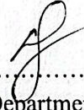
Subject & code: Entrepreneurship (MGT-225)

Period: Fourth

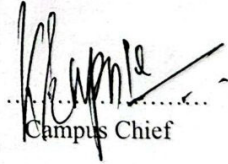
Month	Weightage	Unit	Topic	Remarks
Shrawan	13 LHs	1	Introduction	
Bhadra	7 LHs	1	Introduction	
	14 LHs	2	Growth of Entrepreneurship	
Ashoj	6 LHs	2	Growth of Entrepreneurship	
	2 LHs	3	Entrepreneurship Competency Development	
Kartik	14 LHs	3	Entrepreneurship Competency Development	
Mangsir	4 LHs	3	Entrepreneurship Competency Development	
	12 LHs	4	Development of business plan and Entrepreneurial Venture Creation	
Poush	10 LHs	4	Development of business plan and Entrepreneurial Venture Creation	
Magh	3 LHs	4	Development of business plan and Entrepreneurial Venture Creation	
	11 LHs	5	Entrepreneurial Family Business and Ethics	
Falgun	9 LHs	5	Entrepreneurial Family Business and Ethics	
	2 LHs	6	Emerging Entrepreneurship in Nepal	
Chaitra	18 LHs	6	Emerging Entrepreneurship in Nepal	
Baishakh	13 LHs	7	Institutional Support to Entrepreneurship Development	
Jestha	12 LHs Revision and Remedial Class	7	Institutional Support to Entrepreneurship Development	



Subject Teacher



Department Head



Campus Chief

JANAJYOTI CAMPUSBhimad -6, Tanahun
Annual plan 2082/83

Name of the Teacher: Raju Pariyar

Total working Days: 150


Faculty: Management

Full marks: 100

Subject & code: Fundamentals of Marketing (MGT-214)

Period: Fifth

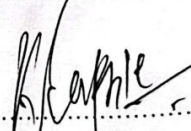
Month	Weightage	Unit	Topic	Remarks
2082 Magh	5 LHs	1	Introduction	
Falgun	11 LHs	1	Introduction	
Chaitra	4 LHs	1	Introduction	
	14 LHs	2	Marketing Environment	
2083	2 LHs	2	Marketing Environment	
Baishakh	11 LHs	3	Managing Marketing Information	
Jestha	1 LHs	3	Managing Marketing Information	
	17 LHs	4	Understanding Buyer's Behaviors	
Ashad	3 LHs	4	Understanding Buyer's Behaviors	
	9 LHs	5	Marketing Segmentation	
Shrawan	9 LHs	5	Marketing Segmentation	
	6 LHs	6	Product Service and Brand	
Bhadra	12 LHs	6	Product Service and Brand	
	9 LHs	7	Pricing	
Ashoj	1 LHs	7	Pricing	
	7 LHs	8	Marketing Channels	
Kartik	11 LHs	8	Marketing Channels	
	3 LHs	9	Promotion Decision	
Mangsir	15 LHs	9	Promotion Decision	
Poush	Revision and Remedial Class			



 Subject Teacher



 Department Head



 Campus Chief

JANAJYOTI CAMPUSBhimad -6, Tanahun
Annual plan 2082/83

Name of the Teacher: Raju Pariyar

Total working Days: 150


Faculty: Management

Full marks: 100

Subject & code: Business Statistics (MGT-202)

Period: Third

Month	Weightage	Unit	Topic	Remarks
2082	5 LHs	1	Introduction to Statistics	
Bhadra	5 LHs	2	Classification and Presentation of Data	
	1 LHs	3	Measure of Central Tendency	
Ashoj	8 LHs	3	Measure of Central Tendency	
Kartik	6 LHs	3	Measure of Central Tendency	
	8 LHs	4	Measure of Dispersion	
Mangsir	15 LHs	5	Skewness, Kurtosis and Moments	
	1 LHs	6	Simple Correlation and Regression	
Poush	10 LHs	6	Simple Correlation and Regression	
Magh	4 LHs	6	Simple Correlation and Regression	
	10 LHs	7	Analysis of Time Series	
Falgun	5 LHs	7	Analysis of Time Series	
	6 LHs	8	Index Number	
Chaitra	9 LHs	8	Index Number	
	9 LHs	9	Probability	
2083	1 LHs	9	Probability	
Baishakh	5 LHs	10	Sampling & estimating	
	7 LHs	11	Quantitative Analysis	
Jestha	8 LHs	11	Quantitative Analysis	
	10 LHs	12	Determinant	
Ashadh	10 LHs	13	Matrix	
	Revision and Remedial Class			


 Subject Teacher


 Department Head


 Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082 and Fiscal Year 2082/083

Name of the Teacher: SHIVA DUTTA CHAPAGAI

Total working Days 215

Faculty: Management

Full marks 100

Subject & code: MGT 211: Financial Accounting and Analysis

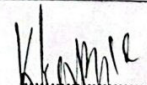
Period 150

Period (B.S.)	Units Covered	Teaching Objectives (Bloom's Taxonomy Linked)	Major Topics	Teaching Materials	Monthly LH
2082 Kartik	Unit 1 (8 LH) + Unit 2 (8 LH)	Students will define, explain and differentiate accounting concepts and framework (<i>Remembering, Understanding</i>)	Forms of business; Nature of accounting; GAAP; Accounting concepts & conventions; Accounting standards (NAS, IAS, NFRS, IFRS); Ethics	Textbook; PPT slides; Accounting standards booklet; Whiteboard; Case examples	16
2082 Mangsir	Unit 3 (Part I)	Students will analyze and record business transactions using accounting equation (<i>Understanding, Applying</i>)	Accounting events; Source documents; Accounting equation; Debit & credit rules	Practical vouchers; Journal format; Worksheets	12
2082 Poush	Unit 3 (Complete)	Students will prepare journal, ledger and trial balance (<i>Applying, Analyzing</i>)	Journal entries; Subsidiary books; Ledger posting; Trial balance	Practice sets; Ledger sheets; Accounting software demonstration	11
2082 Magh	Unit 4 (10 LH)	Students will apply adjusting and closing entries (<i>Applying</i>)	Accrual vs cash basis; Adjusting entries; Adjusted trial balance; Closing entries	Adjustment worksheets; Trial balance formats	10
2082 Falgun	Unit 5 (8 LH) + Unit 6 (6 LH)	Students will compute inventory and prepare bank reconciliation statements (<i>Applying, Analyzing</i>)	Inventory valuation methods; Cost of goods sold; Internal control; Bank reconciliation; Petty cash	Inventory charts; Bank statement samples; Worksheets	14

2082 Chaitra	Unit 7 (6 LH) + Unit 8 (6 LH) + Unit 9 (10 LH)	Students will analyze receivables and current liabilities, calculate depreciation and evaluate long-lived asset management (Applying, Analyzing)	Accounts receivable; Notes receivable; Current liabilities; Contingent liabilities, Depreciation methods; Disposal of assets; Capital vs revenue expenditure	Ratio sheets; Case problems; Financial statement samples, Depreciation tables; Practical problems	22
2083 Baisakh	Unit 10 (8 LH) + Unit 11 (7 LH), Unit 12 (7 LH)	Students will record long-term liabilities and shareholders' equity transactions prepare and analyze financial statements and evaluate financial performance (Applying, Analyzing, Evaluating, Creating)	Bonds/debentures; Lease accounting; Share capital; Dividends; Treasury stock, Income statement; Statement of retained earnings; Balance sheet;	Bond amortization table; Equity statement formats	22
2083 Jestha	Unit 12 (13 LH), Unit 13 (12 LH)	Students will prepare and analyze financial statements and evaluate financial performance (Applying, Analyzing, Evaluating, Creating)	Cash flow statement	Financial statement formats; Cash flow statement	25
2083 Asar (Up to 30)	Unit 14 (6 LH) + Unit 15 (12 LH) + Revision	Students will prepare and analyze evaluate financial performance (Applying, Analyzing, Evaluating, Creating)	Value added statement; Ratio analysis; Horizontal & vertical analysis; Comprehensive revision	Financial statement formats; Ratio charts; Annual reports	18


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082 and Fiscal Year 2082/083

Name of the Teacher: SHIVA DUTTA CHAPAGAI

Total working Days 235

Faculty : Management

Full marks 100

Subject & code: MGT 224: Taxation in Nepal

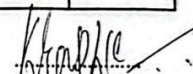
Period 150

Period (B.S.)	Units Covered	Teaching Objectives (Linked with Bloom's Taxonomy)	Major Topics	Teaching Materials	Monthly LH
2082 Falgun	Unit 1-2, Unit 3 (Start)	Students will define, explain and differentiate basic tax concepts and legal provisions (<i>Remembering, Understanding</i>)	Meaning & objectives of tax; Canons of taxation; Tax laws; PAN; Classification of taxpayers	Textbook; Income Tax Act 2058; PPT slides; Whiteboard; Case examples	14
2082 Chaitra	Unit 3-6	Students will differentiate, classify and compute employment income (<i>Understanding, Applying, Analyzing</i>)	Taxation concepts; Presumptive tax; Heads of income; Employment income (intro)	Numerical sheets; Case studies; Calculator; Tax rate chart	18
2083 Baisakh	Unit 6 (Complete) + Revision	Students will calculate and apply deductions and tax rates; evaluate key concepts (<i>Applying, Evaluating</i>)	Employment income (deductions, exemptions); Revision Units 1-6; Mid-Term	Practical worksheets; Model questions; Past exam papers	13
2083 Jestha	Unit 7-8	Students will compute and analyze capital gain & investment income (<i>Applying, Analyzing</i>)	Capital gain tax; Investment income; Loss adjustment	Capital gain tables; Legal provisions; Practice problems	16
2083 Asar	Unit 9-10	Students will apply and analyze stock valuation & depreciation methods (<i>Applying, Analyzing</i>)	Stock valuation; Depreciation; Asset pooling; Business loss adjustment	Depreciation charts; Accounting examples; Worksheets	12
2083 Shrawan	Unit 10	Students will apply and analyze stock valuation & depreciation methods (<i>Applying, Analyzing</i>)	Stock valuation; Depreciation; Asset pooling; Business loss adjustment	Depreciation charts; Accounting examples; Worksheets	4
	Unit 11 (Part I)	Students will distinguish and compute business income (<i>Understanding, Applying</i>)	Business income concept; Deductible expenses	Income statement samples; Case exercises; Calculator	14

2083 Bhadra	Unit 11 (Complete), 12-13	Students will calculate and determine tax liability with TDS adjustments <i>(Applying, Evaluating)</i>	Assessable income; Total income; Tax liability; TDS & tax credit	Tax computation format; Government forms; Practical worksheets	14
2083 Ashwin	Unit 14-15	Students will explain and prepare VAT accounting and interpret rights & duties <i>(Understanding, Applying)</i>	VAT concept; VAT accounting; Refund; Rights & duties	VAT Act excerpts; Sample VAT returns; Ledger format	16
2083 Kartik	Unit 16-17	Students will explain and analyze tax collection & penal provisions <i>(Understanding, Analyzing)</i>	Tax collection; Penal provisions; Review & appeal	Legal case references; Flowcharts; Discussion materials	14
2083 Mangsir	Unit 18 + Revision	Students will evaluate and integrate full-course tax computation; understand tax auditing <i>(Evaluating, Creating)</i>	Tax auditing; Internal control; Comprehensive revision	Mock tests; Integrated case studies; Audit report samples	15


Subject Teacher


Department Head


Campus Chief

MGT 211: FINANCIAL ACCOUNTING AND ANALYSIS

Daily Lesson Plan

Full Marks: 100, Pass Marks: 35, Total Lecture Hours: 150

COURSE OBJECTIVES

- Provide in-depth knowledge of financial accounting principles.
2. Develop ability to record business transactions.
 3. Enable preparation of financial statements.
 4. Develop analytical skills for financial statement analysis.

BLOOM'S TAXONOMY MAPPING

Level 1: Remembering, Define terms, list concepts (Units 1–2) Level 2: Understanding explain accounting principles (Units 1–4) Level 3: Applying , Journalizing, ledger posting, statements (Units 3–14) Level 4: Analyzing, Ratio analysis, financial interpretation (Unit 15) Level 5: Evaluating, Compare methods (inventory, depreciation) Level 6: Creating , Prepare complete financial statements.

PART B: 150-DAY DETAILED LESSON PLAN

Day	Unit	Topic	Objectives (Bloom's Level)	Teaching Activities	Evaluation	Assignment
1	U1	Introduction to FA	Define & explain FA (R,U)	Lecture, syllabus discussion	Oral Q&A	Read Unit 1
2	U1	Nature of Accounting	Differentiate terms (U)	Comparison chart	Written task	Prepare table
3	U1	Business Entities	Explain forms (U)	Lecture + discussion	Oral Q	Adv./disadv chart
4	U1	Business Cycle	Illustrate cycle (A)	Diagram drawing	Draw cycle	Local example
5	U1	Qualitative Characteristics	Identify features (R)	Explanation + quiz	Quiz	Define terms
6	U1	Users of Info	Classify users (U)	Group discussion	Participation	Case example
7	U1	Cash vs Accrual	Distinguish bases (A)	Numerical example	Solve problem	Exercise
8	U1	Review & Test	Analyze concepts (An)	Revision + test	Unit test	Prepare U2
9	U2	GAAP	Explain GAAP (U)	Lecture	Oral Q	Notes
10	U2	Entity & Monetary	Explain concepts (U)	Examples	Written task	Notes
11	U2	Going Concern & Cost	Explain concepts (U)	Lecture	Q&A	Notes
12	U2	Dual & Period	Apply dual aspect (A)	Practice	Problem	Exercise
13	U2	Realization/Accrual	Apply concepts (A)	Case example	Oral Q	Notes
14	U2	Concepts vs Conventions	Differentiate (An)	Comparison table	Written diff.	Examples
15	U2	Accounting Standards	Identify standards (R)	Lecture	Quiz	Importanc

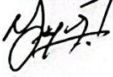
Day	Unit	Topic	Objectives (Bloom's Level)	Teaching Activities	Evaluation	Assignment
16	U2	Ethics & Test	Evaluate ethics (E)	Case discussion	Unit test	Prepare U3
17	U3	Accounting Events	Identify events (R)	Examples	Identify items	Case list
18	U3	Source Documents	Explain role (U)	Show samples	Matching	Collect samples
19	U3	Accounting Equation	State equation (R)	Lecture	Oral Q	Exercise
20	U3	Equation Practice	Solve equation (A)	Problem solving	Classwork	Practice
21	U3	Debit & Credit	Apply rules (A)	Board demo	Journal entry	10 transactions
22	U3	Journal Intro	Record entries (A)	Format explanation	Journal task	Exercise
23	U3	Journal Practice I	Record transactions (A)	Practice	Check	Practice
24	U3	Journal Practice II	Improve accuracy (A)	Practice	Classwork	Exercise
25	U3	Cash Book	Prepare cash book (A)	Demo	Book prep	Exercise
26	U3	Purchase/Sales Book	Record credit trans. (A)	Example	Book prep	Exercise
27	U3	Return Books	Record returns (A)	Demo	Class task	Exercise
28	U3	Journal Proper	Record special items (A)	Lecture	Entry task	Exercise
29	U3	Ledger Intro	Explain ledger (U)	Lecture	Oral Q	Read topic
30	U3	Posting	Post entries (A)	Demo	Ledger work	Exercise
31	U3	Ledger Balancing	Balance accounts (A)	Practice	Check	Practice
32	U3	Trial Balance Intro	Explain TB (U)	Lecture	Oral Q	Exercise
33	U3	TB Preparation	Prepare TB (A)	Example	Prepare TB	Practice
34	U3	Errors in TB	Identify errors (An)	Lecture	Problem	Exercise
35	U3	Rectification	Correct errors (A)	Demo	Rectify	Practice
36	U3	Comprehensive I	Complete cycle (C)	Full problem	Classwork	Continue
37	U3	Comprehensive II	Improve accuracy (C)	Practice	Check	Practice
38	U3	Comprehensive III	Analyze results (An)	Discussion	Q&A	Revise
39	U3	Unit Test	Evaluate knowledge (E)	Test	Test	Prepare
10	U4	Cash vs Accrual	Compare bases (An)	Lecture	Q&A	Exercise
1	U4	Adjusting Entries	Explain adjustments (U)	Lecture	Oral Q	Notes
2	U4	Expense Adj.	Prepare entries (A)	Demo	Entry task	Practice
3	U4	Income Adj.	Prepare entries (A)	Demo	Entry task	Practice
4	U4	Depreciation Adj.	Record depreciation (A)	Example	Entry	Practice
5	U4	Bad Debts	Apply method (A)	Problem	Entry	Practice
6	U4	Adjusted TB	Prepare ATB (A)	Demo	Prepare ATB	Practice
	U4	Closing Intro	Explain closing (U)	Lecture	Oral Q	Notes
	U4	Closing Practice	Close accounts (A)	Demo	Entry task	Practice
	U4	Unit Test	Evaluate (E)	Test	Test	Prepa
	U5	Inventory Concept	Explain inventory (U)	Lecture	Q&A	Notes

Day	Unit	Topic	Objectives (Bloom's Level)	Teaching Activities	Evaluation	Assignment
51	U5	COGS Model	Apply formula (A)	Example	Problem	Practice
52	U5	FIFO	Compute FIFO (A)	Demo	Problem	Practice
53	U5	LIFO	Compute LIFO (A)	Demo	Problem	Practice
54	U5	Weighted Avg	Compute WAM (A)	Demo	Problem	Practice
55	U5	Estimation	Apply methods (A)	Example	Problem	Practice
56	U5	Inventory Ratios	Interpret ratio (An)	Calculation	Ratio task	Exercise
57	U5	Unit Test	Evaluate (E)	Test	Test	Prepare U6
58	U6	Cash Concept	Explain cash (U)	Lecture	Q&A	Notes
59	U6	Internal Control	Explain principles (U)	Lecture	Oral Q	Notes
60	U6	Cash Control	Apply procedures (A)	Discussion	Q&A	Exercise
61	U6	BRS	Prepare BRS (A)	Demo	Prepare BRS	Practice
62	U6	Petty Cash	Record petty cash (A)	Example	Entry	Practice
63	U6	Unit Test	Evaluate (E)	Test	Test	Prepare U7
64	U7	Receivables	Explain AR (U)	Lecture	Q&A	Notes
65	U7	Valuation of AR	Apply allowance (A)	Demo	Entry	Practice
66	U7	Notes Rec.	Record NR (A)	Example	Entry	Practice
67	U7	Presentation	Classify in BS (A)	Lecture	Task	Exercise
68	U7	AR Ratios	Interpret ratios (An)	Calculation	Ratio task	Practice
69	U7	Unit Test	Evaluate (E)	Test	Test	Prepare U8
70	U8	Current Liabilities	Explain CL (U)	Lecture	Q&A	Notes
71	U8	Payables	Record AP (A)	Demo	Entry	Practice
72	U8	Accrued/Unearned	Record items (A)	Example	Entry	Practice
73	U8	Contingencies	Explain contingencies (U)	Case	Q&A	Notes
74	U8	Warranty	Record warranty (A)	Demo	Entry	Practice
75	U8	Unit Test	Evaluate (E)	Test	Test	Prepare U9
76	U9	Long-lived Assets	Explain assets (U)	Lecture	Q&A	Notes
77	U9	Acquisition Cost	Compute cost (A)	Example	Problem	Practice
78	U9	SLM	Calculate SLM (A)	Demo	Problem	Practice
79	U9	DBM	Calculate DBM (A)	Demo	Problem	Practice
80	U9	UAM	Calculate UAM (A)	Demo	Problem	Practice
81	U9	Dep. Fund	Apply method (A)	Lecture	Problem	Practice
82	U9	Disposal	Record disposal (A)	Demo	Entry	Practice
83	U9	Capital vs Revenue	Differentiate (An)	Discussion	Written diff.	Notes
84	U9	Asset Ratios	Interpret FA turnover (An)	Calculation	Ratio task	Practice
85	U9	Unit Test	Evaluate (E)	Test	Test	Prepare U10
86	U10	L/T Liabilities	Explain LTL (U)	Lecture	Q&A	Notes
87	U10	Debenture Issue	Record issue (A)	Demo	Entry	Practice

Day	Unit	Topic	Objectives (Bloom's Level)	Teaching Activities	Evaluation	Assignment
88	U10	Debenture Red.	Record redemption (A)	Demo	Entry	Practice
89	U10	Bond Interest	Calculate interest (A)	Problem	Solve	Practice
90	U10	Lease Concept	Explain lease (U)	Lecture	Q&A	Notes
91	U10	Capital Lease	Record lease (A)	Demo	Entry	Practice
92	U10	Amortization	Prepare schedule (A)	Example	Schedule	Practice
93	U10	Unit Test	Evaluate (E)	Test	Test	Prepare U11
94	U11	Equity Concept	Explain equity (U)	Lecture	Q&A	Notes
95	U11	Share Issue	Record issue (A)	Demo	Entry	Practice
96	U11	Pref. Shares	Record pref. (A)	Example	Entry	Practice
97	U11	Treasury Shares	Record TS (A)	Demo	Entry	Practice
98	U11	Dividends	Record dividend (A)	Demo	Entry	Practice
99	U11	Stock Split	Explain effect (An)	Discussion	Q&A	Notes
100	U11	Unit Test	Evaluate (E)	Test	Test	Prepare U12
101	U12	FS Intro	Explain FS (U)	Lecture	Q&A	Notes
102	U12	Income Statement	Explain IS (U)	Lecture	Q&A	Notes
103	U12	Single-step IS	Prepare IS (A)	Demo	Prepare IS	Practice
104	U12	Multi-step IS	Prepare MIS (A)	Demo	Prepare MIS	Practice
105	U12	IS Practice	Improve accuracy (A)	Practice	Check	Practice
106	U12	Retained Earnings	Prepare RE (A)	Demo	Statement	Practice
107	U12	RE Practice	Apply format (A)	Practice	Check	Practice
108	U12	Balance Sheet	Explain BS (U)	Lecture	Q&A	Notes
109	U12	Classified BS	Prepare BS (A)	Demo	Prepare BS	Practice
110	U12	BS Practice	Improve accuracy (A)	Practice	Check	Practice
111	U12	Changes in Equity	Prepare SOCE (A)	Demo	Prepare	Practice
112	U12	Disclosure	Explain disclosure (U)	Lecture	Q&A	Notes
113	U12	Comprehensive I	Prepare full FS (C)	Full problem	Classwork	Continue
114	U12	Comprehensive II	Complete FS (C)	Practice	Check	Practice
115	U12	Comprehensive III	Analyze FS (An)	Discussion	Q&A	Revise
116	U12	Practice IV	Improve accuracy (A)	Practice	Check	Practice
117	U12	Practice V	Finalize FS (C)	Practice	Check	Revise
118	U12	Revision	Summarize FS (An)	Discussion	Oral Q	Revise
119	U12	Mock Test	Evaluate (E)	Test	Test	Prepare U13
120	U12	Unit Test	Evaluate (E)	Test	Test	Prepare U13
121	U13	CFS Intro	Explain CFS (U)	Lecture	Q&A	Notes
122	U13	CFS Structure	Identify sections (U)	Lecture	Q&A	Notes
123	U13	Direct Method	Prepare DM (A)	Demo	Problem	Practice
124	U13	Indirect Method	Prepare IM (A)	Demo	Problem	Practice

Day	Unit	Topic	Objectives (Bloom's Level)	Teaching Activities	Evaluation	Assignment
125	U13	CFS from TB I	Apply method (A)	Practice	Check	Continue
126	U13	CFS from TB II	Improve skill (A)	Practice	Check	Practice
127	U13	CFS from BS I	Apply method (A)	Demo	Problem	Practice
128	U13	CFS from BS II	Improve accuracy (A)	Practice	Check	Practice
129	U13	Practice III	Analyze flows (An)	Discussion	Q&A	Revise
130	U13	Practice IV	Finalize CFS (C)	Practice	Check	Revise
131	U13	Revision	Summarize (An)	Discussion	Oral Q	Revise
132	U13	Unit Test	Evaluate (E)	Test	Test	Prepare U14
133	U14	VA Concept	Explain VA (U)	Lecture	Q&A	Notes
134	U14	VA Prep I	Prepare VAS (A)	Demo	Problem	Practice
135	U14	VA Prep II	Improve skill (A)	Practice	Check	Practice
136	U14	Application	Analyze VA (An)	Discussion	Q&A	Notes
137	U14	Practice	Improve accuracy (A)	Practice	Check	Revise
138	U14	Unit Test	Evaluate (E)	Test	Test	Prepare U15
139	U15	FSA Intro	Explain FSA (U)	Lecture	Q&A	Notes
140	U15	Horizontal Analysis	Compute HA (A)	Demo	Problem	Practice
141	U15	Vertical Analysis	Compute VA (A)	Demo	Problem	Practice
142	U15	Liquidity Ratios	Compute ratios (A)	Calculation	Ratio task	Practice
143	U15	Capital Structure	Analyze solvency (An)	Calculation	Ratio task	Practice
144	U15	Efficiency Ratios	Interpret efficiency (An)	Calculation	Ratio task	Practice
145	U15	Profitability Ratios	Analyze profit (An)	Calculation	Ratio task	Practice
146	U15	EPS/DPS/PE	Evaluate performance (E)	Example	Problem	Practice
147	U15	Comprehensive I	Apply all ratios (C)	Full problem	Check	Continue
148	U15	Comprehensive II	Interpret results (An)	Discussion	Q&A	Revise
149	U15	Final Revision	Summarize course (An)	Discussion	Oral Q	Revise
150	U15	Final Mock Test	Evaluate mastery (E)	Test	Test	End

Prepared By: Name: Shiva Dutta Chapagai Signature: 

Reviewed by department head: Narayan Maraseni 

Approved by Campus Chief: Keshav Raj Kaphle

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan of Academic Year 2081/2082 (Fiscal year 2082/2083)

Name of the Teacher: SHIVA DUTTA CHAPAGAI

Total working Days 200

Faculty : Management

Full marks 50

Subject & code: MGT 221: Business Research Methods

Period 75

Month	Weightage	Unit	Topic	Remarks
208 0 4-4	20LHs	Unit 1	• Introduction	Revision and evaluation
208 0 5-1	10 LHs	Unit 2	• Literature Searching and Theoretical Framework	
208 0 6-1	5 LHs	Unit 3	• Research Design	
208 0 7-1	12 LHS	Unit 4	• Measurement, Scaling and Sampling	
208 0 8-1	10 LHs	Unit 5	• Data Collection and Analysis	
208 0 9-1	10 LHs	Unit 5	• Data Collection and Analysis	
208 1 10-1	8 LHs	Unit 6	• Research Proposal and Report Writing And Project work	
			• Remedial class and	

Shiva Dutta Chapagai

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JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan of Academic Year 2081/2082 (Fiscal year 2082/2083)

Name of the Teacher: SHIVA DUTTA CHAPAGAI

Total working Days 200

Faculty : Management

Full marks 100


Subject & code: FIN 255: Management of Financial Institutions

Period 150

Month	Weightage	Unit	Topic	Remarks
2082-4-4	LH 10 LH 10	Unit 1: Unit 2:	Introduction, Determinations of Interest Rates	Revision and evaluation
2081-5-1	LH 5 LH 15	Unit 2: Unit 3:	Determinants of Interest Rates The Central Bank and Monetary Policy	
2081-6-1	LH 7	Unit 4:	Commercial Banks	
2081-7-1	LH 13	Unit 4:	Commercial Banks	
2081-8-1	LH 10 LH 5	Unit 5: Unit 6:	Micro finance Saving and credit cooperatives	
2081-9-1	LH 15	Unit 6:	Saving and credit cooperatives	
2081-10-1	LH 20	Unit 7:	Insurance Companies	
2082-11-1	LH 10 LH 10	Unit 8: Unit 9:	Investment Companies and Hedge Fund Pension funds	
2082-12-1	LH 10	Unit 10:	Investment Banks and Securities Firms	
Project work and Final exam				


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun

Annual plan Academic Year 2082 and Fiscal Year 2081/082

Name of the Teacher: SHIVA DUTTA CHAPAGAI

Total working Days 230


Faculty : Management

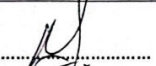
Full marks 100

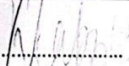
Subject & code: MGT 224: Taxation in Nepal

Period 150

Month	Weightage	Unit	Topic	Remarks	
2082/12/07	LH 10 LH 3	Unit 1 Unit 2	<ul style="list-style-type: none"> Conceptual Foundation Tax Accounting 	Revision and evaluation	
2082/01/02	LH 6 LH 6 LH 2 LH 6	Unit 3 Unit 4 Unit 5 Unit 6	<ul style="list-style-type: none"> Classification and Status of an Assessee (Tax Payer) Taxation of Income Heads and Sources of Income Computation of Taxable Income and Tax Liability from Employment 		
2082/02/01	LH 10 LH 4 LH 6	Unit 6 Unit 7 Unit 8	<ul style="list-style-type: none"> Computation of Taxable Income and Tax Liability from Employment Capital Gain Tax Computation of Taxable Income and Tax Liability from Investment 		
2082/03/01	LH 4 LH 6	Unit 8 Unit 9	<ul style="list-style-type: none"> Computation of Taxable Income and Tax Liability from Investment Valuation of stocks, and Depreciation 		
2082/04/01	LH 4 LH 6	Unit 9 Unit 10	<ul style="list-style-type: none"> Valuation of stocks, and Depreciation Business loss 		
2082/05/01	LH 20	Unit 11	<ul style="list-style-type: none"> Income from Business 		
2082/06/01	LH 6	Unit 12	<ul style="list-style-type: none"> Total assessable income 		
2082/07/01	LH 6 LH 6	Unit 13 Unit 14	<ul style="list-style-type: none"> Tax liability and Tax payable Valued Added Tax (VAT) 		
2082/08/01	LH 10 LH 5	Unit 14 Unit 15	<ul style="list-style-type: none"> Valued Added Tax (VAT) Rights and Duties 		
2082/09/01	LH 6 LH 4	Unit 16 Unit 17	<ul style="list-style-type: none"> Tax collection and realization Penal, Provision and Appeal 		
2082/10/01	LH 4 LH 10	Unit 17 Unit 18	<ul style="list-style-type: none"> Penal, Provision and Appeal Tax Auditing and Remedial class 		
Final exam					


Subject Teacher


Department Head


Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual/Work plan 2082/83
Fiscal Year: 2082/83

Name of the Teacher : Janak Raj Shrestha
Faculty : Management (BBS 4th Year)
Subject & Code : Fundamentals of Corporate Finance (FIN 250)

Full Marks: 100
Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2082, Shrawan	10 LHs	1	• Introduction to Corporate Finance	<ul style="list-style-type: none"> • A combination of lecture, interactive discussion, problem-solving, question-and-answer, group work, role-playing, and collaborative learning methods is employed to ensure effective classroom instruction. • Case studies, real-life examples, and practical exercises are integrated to enhance application and analytical skills. • Unit-wise revision, quizzes, and peer review sessions are conducted in accordance with the learning objectives of each topic. • PowerPoint presentations, multimedia tools, charts, and diagrams are used whenever necessary to improve conceptual understanding and visualization. • Unit tests, assignments, are conducted after the completion of each unit to evaluate students' comprehension, critical thinking, and learning outcomes. • Regular feedback, class discussions, and interactive sessions are organized to encourage student engagement and address learning gaps. 	
2082, Bhadra	5 LHs	1	• Introduction to Corporate Finance		
	15 LHs	2	• Short-Term Financing		
2082, Asoj	5 LHs	2	• Short-Term Financing		
	5 LHs	3	• Term Loans and Lease Financing		
2082, Kartik	10 LHs	3	• Term Loans and Lease Financing		
	5 LHs	4	• Long-Term Financing		
2082, Mangsir	15 LHs	4	• Long-Term Financing		
	10 LHs	5	• Hybrid Financing: Preferred Stock, Warrants and Convertibles		
2082, Magh	5 LHs	5	• Hybrid Financing: Preferred Stock, Warrants and Convertibles		
	10 LHs	6	• Financial Planning and Forecasting		
2082, Falgun	5 LHs	6	• Financial Planning and Forecasting		
	10 LHs	7	• Capital Structure Decision		
2082, Chaitra	20 LHs	8	• International Corporate Finance		
2083, Baishak	10 LHs	9	• Merger and Acquisition		
	10 LHs	-	• Project Work		
2083, Jesth			• Course Revision, feedback giving & Exam Oriented activities		

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Subject Teacher

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Department Head

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Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual/Work plan 2082/083
Fiscal Year: 2082/083

Name of the Teacher : Janak Raj Shrestha

Faculty : Management (BBS 3rd Year)

Full Marks: 100

Subject & Code : Foundation of Financial System in Nepal (MGT 226)

Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2082, Magh	2 LHs	1	• Introduction	<ul style="list-style-type: none"> A combination of lecture, interactive discussion, problem-solving, question-and-answer, group work, role-playing, and collaborative learning methods is employed to ensure effective classroom instruction. Case studies, real-life examples, and practical exercises are integrated to enhance application and analytical skills. Unit-wise revision, quizzes, and peer review sessions are conducted in accordance with the learning objectives of each topic. PowerPoint presentations, multimedia tools, charts, and diagrams are used whenever necessary to improve conceptual understanding and visualization. Unit tests, assignments, are conducted after the completion of each unit to evaluate students' comprehension, critical thinking, and learning outcomes. Regular feedback, class discussions, and interactive sessions are organized to encourage student engagement and address learning gaps. 	
2082, Falgun	8 LHs	1	• Introduction		
2082, Chaitra	5 LHs	1	• Introduction		
	13 LHs	2	• Financial Instruments and Interest Rate		
2083, Baishakh	2 LHs	2	• Financial Instruments and Interest Rate		
	20 LHs	3	• Depository Financial Institutions		
2083, Jesth	20 LHs	4	• Non-Depository Financial Institutions		
2083, Asar	15 LHs	5	• Ancillary Financial Services		
2083, Shrawan	15 LHs	6	• Primary Market Operations		
2083, Bhadra	10 LHs	7	• Secondary Market Operation		
2083, Asoj	5 LHs	7	• Secondary Market Operation		
	5 LHs	8	• Financial Regulations and Regulatory Authorities		
2083, Kartik	10 LHs	8	• Financial Regulations and Regulatory Authorities		
2083, Mangsir	5 LHs	8	• Financial Regulations and Regulatory Authorities		
	15 LHs	9	• Exchange Rates Foreign Reserve and Balance of Payment		
2083, Poush			• Course Revision, feedback giving & Exam Oriented activities		

Subject Teacher

Department Head

Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual/Work plan 2082/83
Fiscal Year: 2082/83

Name of the Teacher : Janak Raj Shrestha


Faculty : Management (BBS 2nd Year)

Full Marks: 100


Subject & Code : Fundamentals of Financial Management (MGT 215)

Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2082, Bhadra	7 LHs	1	• Introduction to Financial Management	<ul style="list-style-type: none"> • A combination of lecture, interactive discussion, problem-solving, question-and-answer, group work, role-playing, and collaborative learning methods is employed to ensure effective classroom instruction. • Case studies, real-life examples, and practical exercises are integrated to enhance application and analytical skills. • Unit-wise revision, quizzes, and peer review sessions are conducted in accordance with the learning objectives of each topic. • PowerPoint presentations, multimedia tools, charts, and diagrams are used whenever necessary to improve conceptual understanding and visualization. • Unit tests, assignments, are conducted after the completion of each unit to evaluate students' comprehension, critical thinking, and learning outcomes. • Regular feedback, class discussions, and interactive sessions are organized to encourage student engagement and address learning gaps. 	
	5 LHs	2	• Financial Statement Analysis		
2082, Asoj	10 LHs	2	• Financial Statement Analysis		
2082, Kartik	15 LHs	3	• Time Value of Money		
	5 LHs 13 LHs	3	• Time Value of Money		
2082, Mangsir		13 LHs	4		
	4		• Fundamentals of Risk and Return		
2082, Poush	5 LHs	4	• Fundamentals of Risk and Return		
	8 LHs	5	• Financial Assets Valuation		
2082, Magh	12 LHs	5	• Financial Assets Valuation		
	2 LHs	6	• Cost of Capital		
2082, Falgun	8 LHs	6	• Cost of Capital		
	3 LHs	7	• Capital Structure and Leverage		
2082, Chaitra	7 LHs	7	• Capital Structure and Leverage		
	15 LHs	8	• Basics of Capital Budgeting		
2083, Baisakh	5 LHs	8	• Basics of Capital Budgeting		
	10 LHs	9	• Working Capital Management		
2083, Jestha	5 LHs	9	• Working Capital Management		
	15 LHs	10	• Distributions to Shareholders • Course Revision, feedback giving & Exam Oriented activities		


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Subject Teacher


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Department Head


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Campus Chief

JANAJYOTI CAMPUS

Bhimad -6, Tanahun
Annual/Work plan 2082/83
Fiscal Year: 2082/83

Name of the Teacher : Janak Raj Shrestha

Faculty : Management (BBS 2nd Year)

Full Marks: 100

Subject & Code : Cost and Management Accounting (MGT 212)

Period : 150

Month	Weightage	Unit	Topic	Activities	Remarks
2082, Bhadra	12 LHs	1	• Conceptual Foundation	<ul style="list-style-type: none"> • A combination of lecture, interactive discussion, problem-solving, question-and-answer, group work, role-playing, and collaborative learning methods is employed to ensure effective classroom instruction. • Case studies, real-life examples, and practical exercises are integrated to enhance application and analytical skills. • Unit-wise revision, quizzes, and peer review sessions are conducted in accordance with the learning objectives of each topic. • PowerPoint presentations, multimedia tools, charts, and diagrams are used whenever necessary to improve conceptual understanding and visualization. • Unit tests, assignments, are conducted after the completion of each unit to evaluate students' comprehension, critical thinking, and learning outcomes. • Regular feedback, class discussions, and interactive sessions are organized to encourage student engagement and address learning gaps. 	
2082, Asoj	3 LHs	1	• Conceptual Foundation		
	7 LHs	2	• Accounting for Materials		
2082, Kartik	5 LHs	2	• Accounting for Materials		
	10 LHs	3	• Accounting for Labour Cost		
2082, Mangsir	5 LHs	3	• Accounting for Labour Cost		
	8 LHs	4	• Accounting for Overhead Cost		
	5 LHs	5	• Costing in Different Situations		
2082, Poush	13 LHs	5	• Costing in Different Situations		
2082, Magh	15 LHs	5	• Costing in Different Situations		
2082, Falgun	9 LHs	5	• Costing in Different Situations		
	3 LHs	6	• Accounting for Profit Planning		
2082, Chaitra	17 LHs	5	• Accounting for Profit Planning		
	5 LHs	6	• Cost Accounting for Planning and Control		
2083, Baisakh	15 LHs	6	• Cost Accounting for Planning and Control		
2083, Jestha	10 LHs	7	• Cost Accounting for Planning and Control		
	8 LHs	8	• Cost Reduction • Course Revision, feedback giving & Exam Oriented activities		

Subject Teacher

Department Head

Campus Chief

JANAJYOTI CAMPUS

Bhimad-6, Tanahun

Annual Plan Academic Year 2082/083

Name of the teacher: - KHUM KANTA ARYAL

Total working hour: - 150

Total working period: - 200

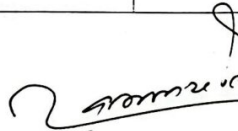
Faculty: Management

Year: Four year

Full marks:100

Subject: Fundamentals of Investment


Date /Month	Weighting LH	Unit	Topic	Remarks
Shrawan	8	Unit 1	The investment environment	
	5	Unit 2	Securities markets	
Bhadra	7	Unit 2	Securities markets	
	6	Unit 3	Investment information and securities transactions	
Asoj	9	Unit 3	Investment information and securities transactions	
Kartik	14	Unit 4	Risk, return and portfolio management	
Mangsir	11	Unit 4	Risk, return and portfolio	
	6	Unit 5	Common stock fundamentals	
Poush	4	Unit 5	Common stock fundamentals	
	6	Unit 6	Common stock analysis and valuation	
Magh	9	Unit 6	Common stock analysis and valuation	
	6	Unit 7	Fixed income securities	
Falgun	15	Unit 8	Bond valuation	
			Derivatives securities	
Chaitra	10	Unit 9	Mutual fund and performance evaluation	
	10	Unit 10	Managing portfolios	
Baishakh	10	Unit 11	Derivatives securities and Revision	



Subject Teacher



Department Head



Campus Chief

JANA JYOTI CAMPUS

Bhimad-6, Tanahun

Annual Plan Academic Year 2082/083

Name of the teacher: - KHUM KANTA ARYAL

Total working hour: - 150

Total working period: - 200

Faculty: Management


Year: First year

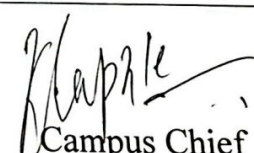
Full marks:100

Subject Code and Name: Microeconomics for Business

Date /Month	Weighting LH	Unit	Topic	Remarks
Bhadra	11	Introduction	Subject, economics concept	
Asoj	8	Unit 1	Introduction	
Kartik	7	Unit 1	Introduction	
	7	Unit 2	Theory of demand and supply	
Mangsir	13	Unit 2	Theory of demand and supply	
	4	Unit 3	Elasticity of demand and supply	
Poush	10	Unit 3	Elasticity of demand and supply	
Magh	6	Unit 3	Elasticity of demand and supply	
	8	Unit 4	Analysis of consumer's behavior	
Falgun	12	Unit 4	Analysis of consumer's behavior	
Chaitra	15	Unit 5	Theory of production	
	3	Unit 6	Cost and revenue curves	
Baishakh	17	Unit 6	Cost and revenue curves	
	4	Unit 7	Theory of product pricing	
Jestha	21	Unit 7	Theory of product pricing	
	2	Unit 8	Theory of factor pricing	
Ashadh	13	Unit 8	Theory of factor pricing Revision	


 Subject Teacher


 Department Head


 Campus Chief

JANAJYOTI CAMPUS

Bhimad-6, Tanahun

Annual Plan Academic Year 2082/083

Name of the teacher: - KHUM KANTA ARYAL

Total working hour: - 150

Total working period: - 200


Faculty: Management

Year: Second year


Full marks:100

Subject Code and Name: Macroeconomics for Business

Date /Month	Weighting LH	Unit	Topic	Remarks
Asoj	6 2	Unit 1 Unit 2	Introduction to macroeconomics National income accounting	
Kartik	14	Unit 2	National income accounting	
Mangsir	4 6 7	Unit 2 Unit 3 Unit 4	National income accounting Classical theory of employment Keynesian macroeconomics	
Poush	10	Unit 4	Keynesian macroeconomics	
Magh	14	Unit 4	Keynesian macroeconomics	
Falgun	7 6	Unit 5 Unit 6	IS-LM model of income determination Inflation and business cycle	
Chaitra	12 6	Unit 6 Unit 7	Inflation and business cycle Monetary theory	
Baishakh	10 11	Unit 7 Unit 8	Monetary theory Government finance	
Jestha	4 17 2	Unit 8 Unit 9 Unit 10	Government finance Global economy Contemporary macroeconomic issues	
Ashadh	13	Unit 10	Contemporary macroeconomics issues Revesion	


 Subject Teacher


 Department Head


 Campus Chief



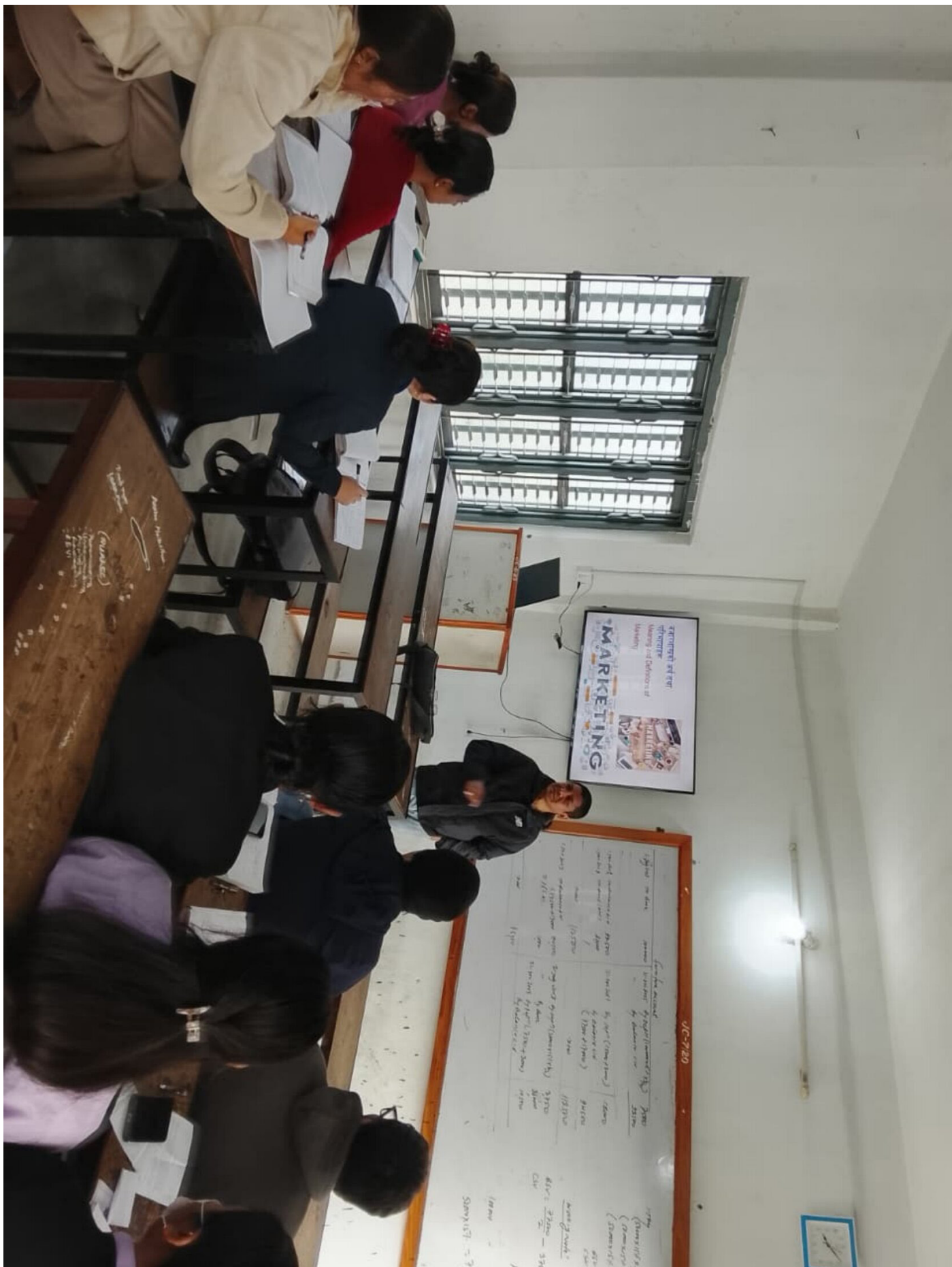


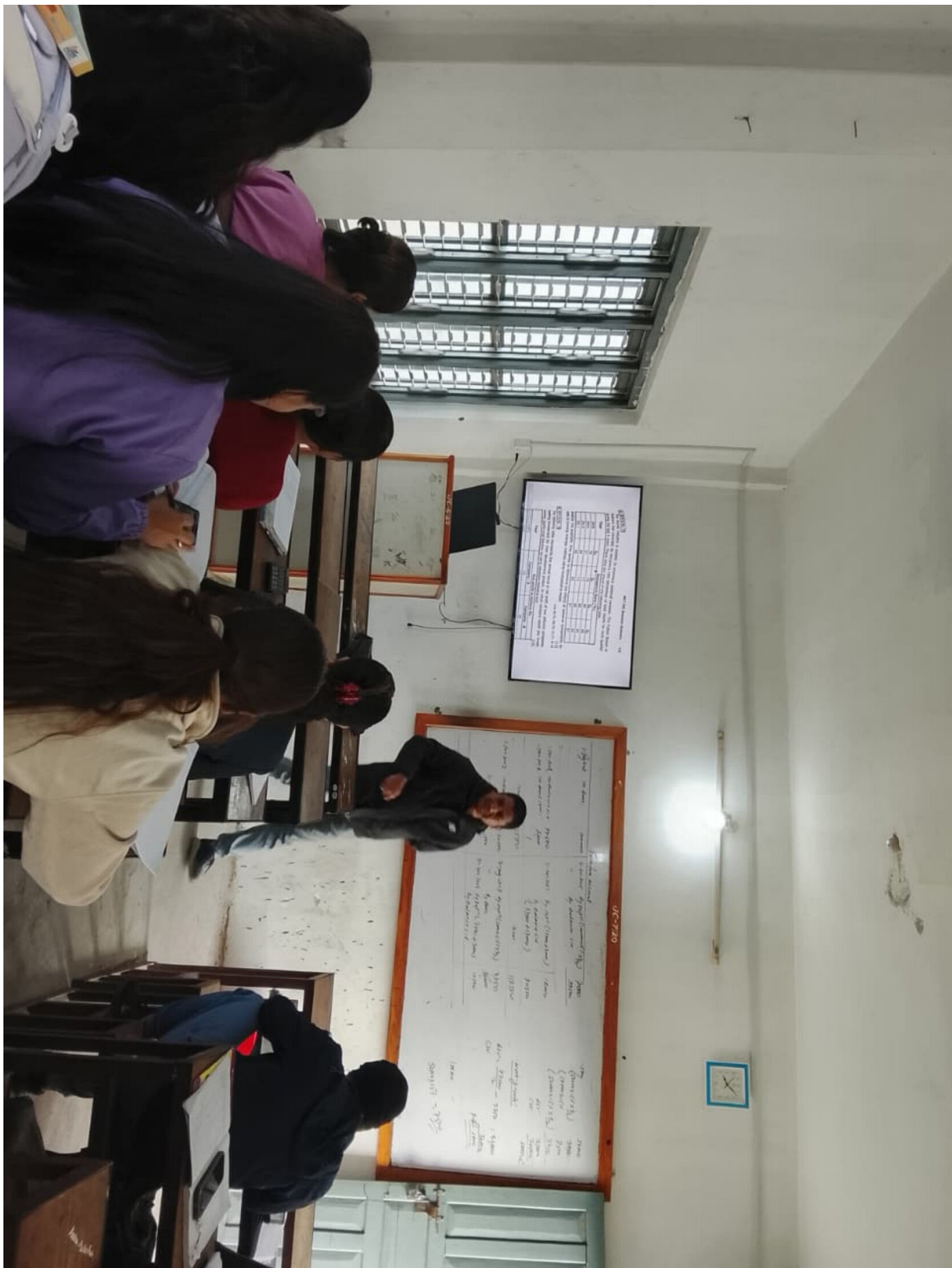


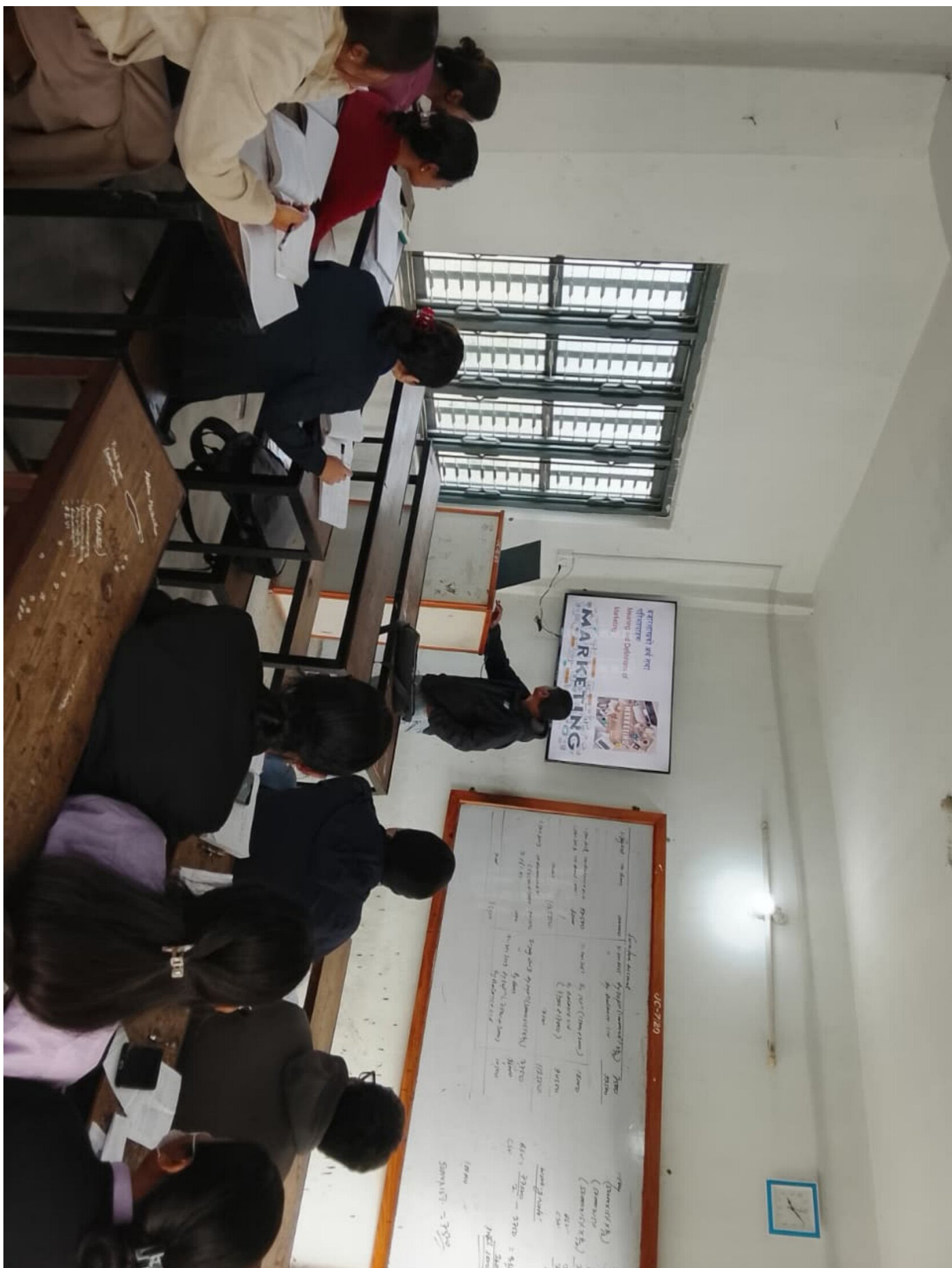














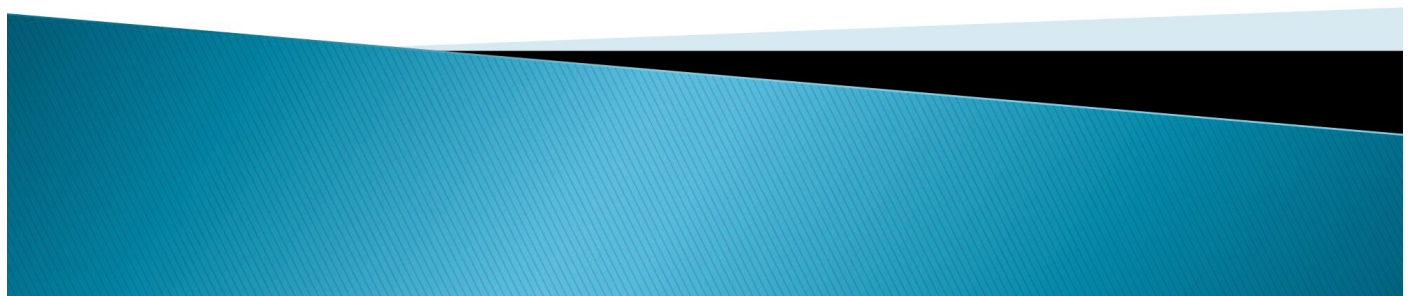






Rapid Population Growth

Rapid population growth refers to an increase in the number of individuals in a population over a relatively short period. This can occur due to various factors such as high birth rates, decreased mortality rates, improved healthcare, better sanitation, and increased life expectancy. While population growth can bring benefits such as a larger workforce and increased consumer demand, it also poses challenges, including strain on resources, infrastructure, and the environment, as well as potential social and economic issues. Sustainable management and planning are essential to address the impacts of rapid population growth effectively.



Causes of High Fertility

1. **Social Factors:** Illiteracy, Child Marriage, Importance of Son, Polygamy, Control on Abortion, Family Structure, Universal Marriage, Women's Status, Social Security, Health Facility etc.
2. **Economic Factors:** Unemployment, Poverty, Income Status, Occupation, Low Urbanization etc.
3. **Demographic Factors:** Infant Mortality, Low Migration, Sex Structure, Age Structure etc.
4. **Environment Factors :** Climate refers to the long-term patterns of temperature, humidity, wind, precipitation, and other atmospheric conditions in a particular region or on earth as a whole. It encompasses the average weather conditions over a prolonged period, typically spanning decades to centuries. Climate is influenced by various factors, including the distribution of sunlight, proximity to oceans and other bodies of water, elevation, geography, and atmospheric circulation patterns.

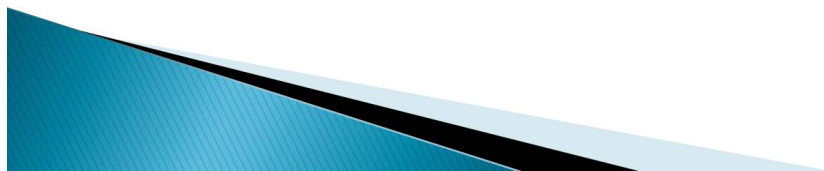


Consequences of Rapid Population Growth on Food and Nutrition

- ▶ **Increased Demand for Food:** A rapidly growing population leads to increased demand for food. This can strain agricultural systems and supply chains, potentially resulting in food shortages, rising prices, and decreased food security, particularly in regions already facing challenges in food production and distribution.
- ▶ **Pressure on Agricultural Land:** To meet the growing demand for food, agricultural expansion may encroach upon natural habitats, leading to deforestation, habitat loss, and loss of biodiversity. This can degrade ecosystems, reduce soil fertility, and exacerbate environmental degradation.
- ▶ **Intensification of Agriculture:** Rapid population growth often drives agricultural intensification, including the use of chemical fertilizers, pesticides, and monoculture farming practices. While these methods can increase food production in the short term, they may lead to soil degradation, water pollution, and loss of agricultural biodiversity, with long-term consequences for food security and environmental sustainability.



- ▶ **Malnutrition and Food Insecurity:** Despite increased food production, rapid population growth can exacerbate malnutrition and food insecurity, particularly among vulnerable populations such as children, pregnant women, and the elderly. Limited access to nutritious foods, inadequate healthcare, and socio-economic inequalities can further contribute to malnutrition and micronutrient deficiencies.
- ▶ **Impact on Water Resources:** Agriculture is a major consumer of water, and rapid population growth can increase pressure on water resources for irrigation, livestock farming, and food processing. Competition for water between agriculture, industry, and urban areas can lead to water scarcity, affecting crop yields and food production.
- ▶ **Environmental Degradation:** Intensive agricultural practices driven by rapid population growth can contribute to environmental degradation, including soil erosion, water pollution, and loss of biodiversity. Degraded ecosystems may become less resilient to climate change and less capable of supporting sustainable food production in the long term.



Consequences of RPG on Health Facilities

- ▶ **Overcrowding and Limited Access:** Rapidly growing populations can overwhelm health facilities, leading to overcrowding and long wait times for medical services. Limited access to healthcare can result in delays in treatment, decreased quality of care, and increased morbidity and mortality rates, particularly for acute and emergent conditions.
- ▶ **Resource Constraints:** Health facilities may face resource constraints, including shortages of medical supplies, equipment, and healthcare workers, as they struggle to meet the growing demand for services. This can compromise the ability of health facilities to provide timely and adequate care to patients, leading to suboptimal health outcomes.
- ▶ **Infrastructure Challenges:** Rapid population growth can outpace the expansion of healthcare infrastructure, leading to inadequate facilities and outdated equipment. This can hinder the delivery of healthcare services and limit the capacity of health facilities to accommodate the needs of growing populations, particularly in rural and underserved areas.



- ▶ **Increased Disease Burden:** Rapid population growth can exacerbate public health challenges, including the spread of infectious diseases such as respiratory infections, diarrheal diseases, and vector-borne diseases. Overcrowded living conditions, inadequate sanitation, and limited access to healthcare can facilitate the transmission of communicable diseases, leading to outbreaks and epidemics that strain health facilities and healthcare systems.
- ▶ **Pressure on Primary Care Services:** Health facilities may experience increased demand for primary care services, including preventive care, routine check-ups, and management of chronic conditions. This can lead to longer wait times for appointments, reduced continuity of care, and difficulty accessing essential health services, particularly for vulnerable populations.
- ▶ **Financial Strain:** Rapid population growth can strain the financial resources of health facilities and healthcare systems, as they struggle to meet the growing demand for services while facing budget constraints. This can result in underfunding, budget deficits, and difficulties in maintaining quality standards of care, compromising patient outcomes and staff morale.



भाषा पाठ्यक्रम

भाषा पाठ्यक्रमको परिचय :

- भाषा शिक्षणलाई व्यवस्थित र उद्देश्यपूर्ण बनाउन तयार गरिएको योजना नै भाषा पाठ्यक्रम हो ।
- यसले विद्यार्थीले भाषा कसरी सिक्ने र शिक्षकले कसरी पढाउने भन्ने मार्गदर्शन गर्दछ ।
- भाषा पाठ्यक्रममा उद्देश्य, विषयवस्तु, विधि र मूल्याङ्कन समावेश हुन्छ ।

परिभाषा

æEffiff kf7\oqmd eg]sf] efiff lzlf0fsf ;'lglZrt p4]Zo;Dd k'Ugsf nflu tof/ ul/Psf] Pp6f Jofks Jojl:yt tyf of]hgfa4 uf]/]6f] xf] .Æ – zdf{ / kf}8]n, @)^^

æ;d;fdlos cfjZostf, efjL r'gf}tLsf] ;xh ;fdgf ug{ ;Sg] of]Uotf / lfdtf l;sf?df ljsl;t ug{ agfOPsf] z}lfs of]hgf g} kf7\oqmd xf] .Æ– 9sfn, @)^\$

परिभाषा

- ▶ भाषा सिकाइका लक्ष्य, विषयवस्तु, सिकाइ गतिविधि र मूल्याङ्कनलाई समेटेर तयार गरिएको योजनालाई **भाषा पाठ्यक्रम** भनिन्छ।
- ▶ “भाषा शिक्षणलाई व्यवस्थित रूपमा सञ्चालन गर्न तयार गरिएको समग्र योजना नै भाषा पाठ्यक्रम हो।”

मुख्य अङ्गहरू

- ▶ सुनाइ (Listening)
- ▶ बोलाइ (Speaking)
- ▶ पढाइ (Reading)
- ▶ लेखाइ (Writing)



महत्व

- ▶ सञ्चार सीप विकास
- ▶ सामाजिक अन्तरक्रिया सुधार
- ▶ शैक्षिक सफलता



शिक्षण विधि

- ▶ क्रियात्मक सिकाइ
- ▶ समूह कार्य
- ▶ प्रयोगात्मक अभ्यास



निष्कर्ष

- ▶ भाषा पाठ्यक्रम विद्यार्थीको समग्र विकासका लागि अत्यन्त महत्वपूर्ण छ ।
- ▶ भाषा पाठ्यक्रमले भाषा शिक्षणलाई स्पष्ट दिशा दिन्छ ।
- ▶ यसले विद्यार्थीको भाषा सीप विकास गर्न सहयोग गर्छ ।
- ▶ प्रभावकारी शिक्षणका लागि राम्रो पाठ्यक्रम आवश्यक हुन्छ ।

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cfTdfdf a:5 cfgGb, hLjgnfO{ pHofnf] kf5{

g]kfnsf] hgu0fgf @)&*sf s]xL dxTjk"0f{ a'F'bfX?

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Cash Flow Statement

Understanding the lifeblood of business operations through systematic analysis of cash inflows and outflows



Why Cash Flow Matters

Cash is the lifeblood of any business enterprise. Without cash, a business cannot survive. All claims relating to business are ultimately settled in cash, serving as the central point of all financial decisions.

Cash management is crucial for purchasing materials, paying wages and salaries, generating revenues, expanding operations, developing new products, paying dividends, settling debts, and purchasing fixed assets.



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Key Objectives



Track Sources & Uses

Show various sources and uses of cash during the reporting period



Classify Activities

Separate cash flows by operating, investing, and financing activities



Explain Movements

Clarify reasons for changes in cash and cash equivalents



Evaluate Liquidity

Assess ability to meet short-term obligations

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Three Types of Activities



Operating

Principal revenue-generating activities including purchases, sales, and operating expenses

Investing

Acquisition and disposal of fixed assets and long-term investments

Financing

Activities related to owner's equity and borrowings including shares and loans

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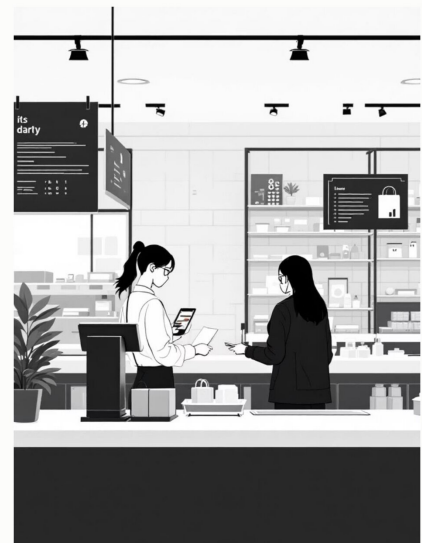
Operating Activities

Cash Inflows

- Cash receipts from customers on sales of goods and services
- Cash receipts from fees, commissions, royalties, and other revenues

Cash Outflows

- Cash payments to suppliers for goods and services
- Cash payments to employees for wages and salaries
- Cash payments for operating expenses
- Income tax payments



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Investing Activities

Cash Inflows

- Receipts from disposal of fixed assets and long-term investments
- Repayment of advances and loans made to other parties
- Interest and dividend received from investments

Cash Outflows

- Payments to acquire fixed assets (plant, machinery, land, buildings)
- Payments to purchase long-term investments
- Advances and loans made to other parties

