

Janajyoti Campus

Bhimad-6, Tanahun

Email: janajyoticampusbhimad@gmail.com
janajyoti@janajyoticampus.edu.np



Self-Study Report (SSR) 2082 (Updated)

Annex Volume 7

3980-4230

Table of contents

S.N.	Particulars	Page No.
1	Admit Card Distribution Record	3980-3999
2	Tracer Study	4000-4093
3	Academic Audit Report,	4093-4139
4	Minute of CMC (Formation of Student Counseling & Placement Cell)	4140-4141
5	Minute of CMC (Formation of Student Counseling & Placement Cell)	4140-4141
6	Guideline of Student Counseling & Placement Cell	4142
7	Minute of Student Counseling & Placement Cell	4143-4186
8	Minute of Counseling Record	4187-4197
9	Annual Report of Student Counseling & Placement Cell	4199-4202
10	Minute of Campus Assembly (Formation of Alumni)	4203-4205
11	Rules and Regulation of Alumni Association	4206-4211
12	Pamphlets, Photos and Notice of Admission	4212-4221
13	Admission Policy For International Students (Campus Operational Directory)	4222
14	Photos of Recreational Activities	4223-4230

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPLICATE OF ANNUAL EXAMINATION OF 2082

Code/Campus: 646/Janajyoti Campus, Bhimad Municipality-6, Tanahun
Exam: 4-Years BA,BSC,BED,BBS 2082 Second Year-Regular
Program: 4-YRS Bachelor Degree in Education(B.Ed)-2nd Year
Exam Type : Regular

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	906460001	ANITA BHATTARAI	Female	6-2-38-279-2022	R	NEP422, POP429, CED421, POP428, NEP424, NEP423 <i>[Signature]</i>
2	906460002	BHAGAWATI SARKI	Female	9-2-646-37-2023	R	POP428, CED421, NEP422, NEP423, NEP424, POP429 <i>[Signature]</i>
3	906460003	BIMALA NEPALI	Female	9-2-646-38-2023	R	CED421, NEP423, NEP424, POP428, POP429, NEP422 <i>[Signature]</i>
4	906460004	BINITA SARKI	Female	9-2-646-39-2023	R	POP428, CED421, ENG422, ENG423T, ENG423P, ENG424, POP429 <i>[Signature]</i>
5	906460005	CHIN BAHADUR THAPA	Male	9-2-646-34-2011	R	POP429, CED421, ENG422, ENG423T, ENG423P, ENG424, POP428 <i>[Signature]</i>
6	906460006	DURGA RANA	Female	9-2-646-40-2023	R	CED421, POP428, POP429, NEP424, NEP423, NEP422 <i>[Signature]</i>
7	906460007	GO MAYA RANA	Female	9-2-646-41-2023	R	NEP422, CED421, NEP423, NEP424, POP428, POP429 <i>[Signature]</i>
8	906460008	HARI MAYA THAPA	Female	9-2-646-42-2023	R	ENG423T, ENG422, POP429, POP428, CED421, ENG424, ENG423P <i>[Signature]</i>
9	906460009	HIRA MAYA B K	Female	9-2-646-43-2023	R	CED421, ENG422, ENG423T, ENG423P, ENG424, POP428, POP429 <i>[Signature]</i>
10	906460010	KHUM MAYA B.K.	Female	9-2-646-45-2023	R	POP429, POP428, NEP424, NEP423, NEP422, CED421 <i>[Signature]</i>
1	906460011	KUSUM RAKHALI	Female	9-2-288-237-2016	R	CED421, POP428, ENG424, ENG423P, ENG423T, ENG422, POP429 <i>[Signature]</i>

	SEX	Registration No	Exam Types	Subjects
12	Female	9-2-646-46-2023	R	POP428, NEP424, NEP423, NEP422, CED421, POP429, POP429
13	Female	9-2-646-47-2023	R	CED421, NEP422, NEP423, NEP424, POP428, POP429
14	Female	9-2-646-48-2023	R	CED421, ENG422, ENG423T, ENG423P, ENG424, POP428, POP429
15	Female	9-2-646-51-2023	R	POP429, POP428, NEP424, NEP423, NEP422, CED421
16	Female	9-2-646-52-2023	R	POP429, POP428, NEP424, NEP423, NEP422, CED421

Total Student: 16

Regular Student: 16

Partial Student: 0

Subject Wise Data of 4-YRS Bachelor Degree in Education(B.Ed)-2nd Year Examination
For Campus: Janajyoti Campus, Bhimad Municipality-6, Tanahun

Subject Code	Subject Name	Total
CED421	Ed 421: Educational Psychology	16
ENG422	Eng 422: Expanding Horizons In English	6
ENG423P	Eng 423: English for Communication.Pr.	6
ENG423T	Eng 423: English for Communication.Th.	6
ENG424	Eng 424: Basic of Academic Writing	6
NEP422	NEP 422: Bhasa Bigyan ra Nepali Bhasa	10
NEP423	Nep 423: Nepali Kabita Kabya	10

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPLICATE OF ANNUAL EXAMINATION OF 2082

Code/Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun
Exam: 4-Years BA,BSC,BED,BBS 2082 Second Year-Regular
Program: 4-YRS Bachelor of Business Studies (BBS)-2nd year
Exam Type : Regular

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	706460001	ANJANA SUBEDI	Female	7-2-646-1-2023	R	4NMECO, 4NFIMG, 4NOBHR, 4NCMAC, 4NBENG <i>Anjana</i>
2	706460002	ANJILA THAPA	Female	7-2-646-2-2023	R	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG <i>Deepika</i>
3	706460003	ASHA B.K.	Female	7-2-646-3-2023	R	4NMECO, 4NFIMG, 4NOBHR, 4NCMAC, 4NBENG <i>Deepika</i>
4	706460004	BISHAL BHANDARI	Male	7-2-646-8-2023	R	4NFIMG, 4NMECO, 4NBENG, 4NCMAC, 4NOBHR <i>Bishal</i>
5	706460005	DEEPIKA RANA	Female	7-2-646-9-2023	R	4NFIMG, 4NMECO, 4NBENG, 4NCMAC, 4NOBHR <i>Deepika</i>
6	706460006	DIPISHA RANA	Female	7-2-646-10-2023 <i>DP</i>	R	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG <i>Dipika</i>
7	706460007	ISHA ARYAL	Female	7-2-646-13-2023	R	4NFIMG, 4NMECO, 4NBENG, 4NCMAC, 4NOBHR <i>Isha</i>
8	706460008	JHARANA LAMSAL	Female	7-2-646-14-2023	R	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG <i>Jharana</i>
9	706460009	KUSUM THAPA	Female	7-2-646-16-2023	R	4NCMAC, 4NMECO, 4NBENG, 4NOBHR, 4NFIMG <i>Kusum</i>
10	706460010	LAXMI LAMSAL	Female	7-2-646-17-2023	R	4NBENG, 4NMECO, 4NFIMG, 4NOBHR, 4NCMAC <i>Laxmi</i>
11	706460011	MILAN RAJ BANGSHI	Male	7-2-646-18-2023	R	4NFIMG, 4NMECO, 4NBENG, 4NCMAC, 4NOBHR <i>Milan</i>

	Registration No	Exam Types	Subjects
	NARAYAN RIJAL	Male	4NBENG, 4NFIMG, 4NMECO, 4NOBHR, 4NCMAC
706460013	PABINA SHRESTHA	Female	4NFIMG, 4NMECO, 4NBENG, 4NCMAC, 4NOBHR
14	PHUL MAYA B.K.	Female	4NFIMG, 4NOBHR, 4NCMAC, 4NBENG, 4NMECO
15	PRASANS SHA GAIRHE	Female	4NOBHR, 4NBENG, 4NCMAC, 4NMECO, 4NFIMG
16	PRATISTHA THAPA	Female	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG
17	REEMA KUMARI THAPA	Female	4NOBHR, 4NMECO, 4NBENG, 4NCMAC, 4NFIMG
18	SAJINA SHRESTHA	Female	4NFIMG, 4NMECO, 4NBENG, 4NCMAC, 4NOBHR
19	SAMRACHANA POUDEL	Female	4NMECO, 4NFIMG, 4NOBHR, 4NCMAC, 4NBENG
20	SANDEEP ACHARYA	Male	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG
21	SANDEEPA SUNAR	Female	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG
22	SUDIP ACHARYA	Male	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG
23	TULSI CHHETRI	Female	4NMECO, 4NBENG, 4NCMAC, 4NOBHR, 4NFIMG

Total Student: 23

Regular Student: 23

Partial Student: 0

Subject Wise Data of 4-YRS Bachelor of Business Studies (BBS)-2nd year Examination
For Campus: Janajyoti Campus, Bhimad Municipality-6, Tanahun

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPPLICATE OF ANNUAL EXAMINATION OF 2081

Code/Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun

Exam: 4-Years BA,BSC,BED,BBS 2081 Second Year-Partial

Program: 4-YRS Bachelor Degree in Education(B.Ed)

Exam Type : Partial

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	906460001	ASHMITA CHHETRI	Female	9-2-646-63-2021	P	NEP422, CED421, NEP424, POP429 <i>Asmita</i>
2	906460002	BHAL MAYA GURUNG	Female	9-2-646-11-2020	P	ENG424 <i>Bha</i>
3	906460003	BINITA RASAILY	Female	9-2-646-16-2020	P	<i>Asmita</i> ENG424
4	906460004	BISHNU UCHCHAI	Female	9-2-646-21-2020	P	ENG424 <i>Bha</i>
5	906460005	DHAN MAYA BUDHATHOKI	Female	9-2-646-80-2019	P	NEP422 <i>Dhan</i>
6	906460006	DURGA MAYA RANA	Female	9-2-646-75-2016	P	CED421 <i>Asmita</i>
7	906460007	KIRAN RANA	Female	9-2-646-85-2019	P	ENG424 <i>Kiran</i>
8	906460008	KUSHUM THAPA	Female	9-2-646-30-2020	P	ENG422, ENG424, CED421 <i>Kushum</i>
9	906460009	MANIKA THAPA	Female	9-2-646-89-2019	P	ENG424 <i>Kiran</i>
10	906460010	MANISHA KUMAL	Female	9-2-646-90-2019	P	ENG424 <i>Manisha</i>
11	906460011	MANISHA THAPA	Female	9-2-646-73-2021	P	<i>Pachana</i> CED421

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
12	906460012	MINA KUMARI B.K.	Female	9-2-646-74-2021	P	<u>Jivam</u> POP429, POP428, ENG424
13	906460013	MUNA THAPA	Female	9-2-646-75-2021	P	<u>Jivam</u> POP429, ENG424, ENG423T
14	906460014	NIRMALA THAPA	Female	9-2-646-76-2021	P	<u>Nirmala</u> NEP423, CED421, NEP424
15	906460015	NISHA BHUJEL	Female	9-2-646-77-2021	P	CED421, ENG423T, ENG424, <u>Prabhu</u> POP429
16	906460016	PABINA THAPA	Female	9-2-646-78-2021	P	NEP422, NEP424, CED421, <u>NM</u> POP429
17	906460017	PURNA SHRESTHA	Female	9-2-646-84-2016	P	<u>Purna</u> ENG424
18	906460018	RACHANA B K	Female	9-2-646-81-2021	P	<u>Prd.</u> CED421
19	906460019	RENUKA THAPA	Female	9-2-646-12-2017	P	<u>Deepak Sir</u> ENG424
20	906460020	RUPA PARIYAR	Female	9-2-646-83-2021	P	POP429, NEP423, NEP422, <u>Prd.</u> CED421, NEP424 <u>Rachana</u>
21	906460021	SABINA LAMSAL	Female	9-2-646-84-2021	P	POP429, NEP423, CED421, <u>Prd.</u> NEP422, NEP424
22	906460022	SAJANI THAPA	Female	9-2-646-106-2019	P	<u>Prd.</u> ENG424
23	906460023	SANGITA THAPA	Female	9-2-646-88-2021	P	CED421, POP428, ENG424, ENG423T, POP429
24	906460024	SUSHILA NEPALI	Female	9-2-646-59-2018	P	<u>Prd.</u> ENG424
25	906460025	UJJWAL SINGH THAPA	Male	9-2-646-62-2015	P	<u>Prd.</u> ENG424

Total Student: 25

Regular Student: 0

Partial Student: 25

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPPLICATE OF ANNUAL EXAMINATION OF 2081

Code/Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun

Exam: 4-Years BA,BSC,BED,BBS 2081 Second Year-Partial

Program: 4-YRS Bachelor of Bussines Studies (BBS)

Exam Type : Partial

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	706460001	AMISHA POUDEL	Female	7-2-646-2-2021	P	4NMAC, 4NOBHR, 4NFIMG, 4NMECO, 4NBENG
2	706460002	AMRIT GAIRHE	Male	7-2-48-2168-2013	P	4BENG
3	706460003	ANITA MAYA ALE	Female	7-2-646-66-2020	P	4NMECO, 4NFIMG
4	706460004	BUDDHI SARA THAPA	Female	7-2-646-13-2021	P	4NOBHR
5	706460005	GOVINDA GAIRHE	Male	7-2-646-27-2019	P	4NFIMG
6	706460006	HAJIRAN MIYA	Female	7-2-646-80-2020	P	4NFIMG, 4NMAC, 4NBENG
7	706460007	KASIKI RANA	Female	7-2-646-20-2021	P	4NOBHR
8	706460008	KUSUM THAPA	Female	7-2-646-21-2021	P	4NMECO, 4NOBHR, 4NBENG
9	706460009	PHOOL MAYA THAPA	Female	7-2-646-32-2021	P	4NOBHR, 4NFIMG, 4NMECO, 4NMAC
10	706460010	PRADIP LAMSAL	Male	7-2-646-31-2021	P	4NFIMG, 4NMECO, 4NMAC, 4NOBHR
11	706460011	PRATIMA POUDEL	Female	7-2-646-35-2021	P	4NFIMG, 4NMECO

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
12	706460012	PURNIMA GURUNG	Female	7-2-646-102-2020	P	<u>Purnima</u> 4NFIMG, 4NCMAC
13	706460013	RASMITA NEPALI	Female	7-2-646-37-2021	P	<u>Rasmita</u> 4NOBHR
14	706460014	RUKMILA RANA	Female	7-2-646-48-2019	P	4NFIMG, 4NOBHR, 4NCMAC <u>Rukmila</u>
15	706460015	SAJINA KUMAL	Female	7-2-646-108-2020	P	4NCMAC, 4NFIMG, 4NOBHR <u>Sajina</u>
16	706460016	SANDHYA GAIRHE	Female	7-2-646-110-2020	P	4NMECO, 4NFIMG <u>Sandhya</u>
17	706460017	SARITA PAUDEL	Female	7-2-646-115-2020	P	4NFIMG, 4NOBHR, 4NCMAC, 4NMECO <u>Sarita</u>
18	706460018	SARU SHRESTHA	Female	7-2-646-45-2021	P	4NMECO, 4NOBHR <u>Saru</u>
19	706460019	SHARADA THAPA	Female	7-2-646-31-2018	P	4CMAC <u>Sharada</u>
20	706460020	SHILPA MANANDHAR	Female	7-2-646-47-2021	P	4NMECO, 4NFIMG <u>Shilpa</u>
21	706460021	SHRIJHA GURUNG	Female	7-2-646-56-2019	P	4NMECO <u>Shrijha</u>
22	706460022	SUJAN POUDEL	Male	7-2-646-121-2020	P	4NMECO, 4NBENG, 4NOBHR, 4NFIMG <u>Sujan</u>
23	706460023	SUSHIL GAIRHE	Male	7-2-646-64-2019	P	4NCMAC, 4NFIMG <u>Sushil Gairhe</u>
24	706460024	SUSHIMITA SHRESTHA	Female	7-2-646-65-2019	P	4NFIMG <u>Sushmita</u>
25	706460025	SUSHMITA ALE	Female	7-2-646-53-2021	P	4NMECO, 4NBENG, 4NCMAC, 4NOBHR <u>Sushmita</u>
26	706460026	SUSMA GAUTAM	Female	7-2-646-66-2019	P	4NMECO, 4NOBHR <u>Susma</u>

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
27	706460027	SWOSTIKA SUBEDI	Female	7-2-646-126-2020	P	4NFIMG <i>Shal</i>
28	706460028	UMA THAPA	Female	7-2-646-130-2020	P	4NFIMG <i>र</i> <i>हरिनाथ थापा</i>

Total Student: 28

Regular Student: 0

Partial Student: 28

Subject Wise Data of 4-YRS Bachelor of Bussines Studies (BBS) Examination
For Campus: Janajyoti Campus, Bhimad Municipality-6, Tanahun

Subject Code	Subject Name	Total
4BENG	Mgt.205: Business Communication	1
4CMAC	Mgt.212: Cost & Mgmt Accounting	1
4NBENG	Mgt.205: Business Communication	5
4NCMAC	Mgt.212: Cost & Mgmt Accounting	10
4NFIMG	Mgt.215: Fundamentals of Financial Mgmt	18
4NMECO	Mgt.209: Macroeconomics for Business	14
4NOBHR	Mgt.223: Organizational Behavior & HRM	14

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPPLICATE OF ANNUAL EXAMINATION OF 2082

Code/Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun



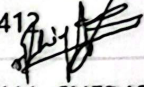

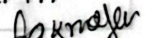
Exam: 4-Years BA,BSC,BED,BBS 2082 First Year-Regular

Program: 4-YRS Bachelor Degree in Education(B.Ed)

Exam Type : Regular

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	906460001	AARATI THAPA	Female	9-2-646-38-2024	R	NEP417, NEP416, CNEP401, CENG411, CED412, POP418 <i>Rana</i>
2	906460002	AMRIT GAIRHE	Male	7-2-48-2168-2013	R	ENG417, POP418, CED412, CENG411, CNEP401, ENG416P, ENG416T <i>Smit</i>
3	906460003	ANUSA THAPA	Female	9-2-646-39-2024	R	CENG411, CNEP401, NEP416, NEP417, POP418, CED412 <i>Sharma</i>
4	906460004	ASMITA RANA	Female	9-2-646-40-2024	R	POP418, CED412, CENG411, CNEP401, NEP416, NEP417 <i>Sharma</i>
5	906460005	BINDU B.K.	Female	9-2-646-42-2024	R	CENG411, POP418, NEP417, NEP416, CNEP401, CED412 <i>Sharma</i>
6	906460006	BINITA THAPA	Female	9-2-646-44-2024	R	CED412, POP418, NEP417, NEP416, CNEP401, CENG411 <i>Pam</i>
7	906460007	DURGA BANSI	Female	9-2-646-45-2024	R	NEP417, CED412, CENG411, CNEP401, NEP416, POP418 <i>Sneha P.k.</i>
8	906460008	DURGA SEN	Female	9-2-646-46-2024	R	CED412, CENG411, CNEP401, ENG416P, ENG416T, ENG417, POP418 <i>Sharma</i>
9	906460009	ISHA NEPALI	Female	9-2-646-47-2024	R	CED412, POP418, ENG417, ENG416T, ENG416P, CNEP401, CENG411 <i>Sharma</i>
10	906460010	KARISHMA NEPALI	Female	9-2-646-48-2024	R	CED412, POP418, ENG417, ENG416T, ENG416P, CNEP401, CENG411 <i>Sharma</i>
11	906460011	MAMATA BANSI	Female	9-2-646-49-2024	R	CED412, POP418, NEP417, NEP416, CNEP401, CENG411 <i>Sharma</i>

Roll NO	Name	SEX	Registration No	Exam Types	Subjects
06460012	MAMATA SIGDEL	Female	9-2-646-50-2024	R	CENG411, CED412, POP418, ENG417, ENG416T, ENG416P, CNEP401 <i>Sneha B.K.</i>
906460013	MINA NEPALI	Female	9-2-646-51-2024	R	CED412, POP418, ENG417, ENG416T, ENG416P, CNEP401, CENG411 <i>Mina Nepali</i>
4 906460014	PRABINA SHRESTHA	Female	9-2-646-53-2024	R	CENG411, CED412, POP418, ENG417, ENG416T, ENG416P, CNEP401 <i>Sneha B.K.</i>
15 906460015	PRATIBHA THARU	Female	9-2-646-54-2024	R	CENG411, POP418, NEP417, NEP416, CNEP401, CED412 <i>Pratibha</i>
16 906460016	RASINA B.K.	Female	7-2-545-32-2022	R	ENG417, CED412, CENG411, CNEP401, ENG416P, ENG416T, POP418 <i>Rasina</i>
17 906460017	RUJMA GAIRHE	Female	9-2-646-55-2024	R	POP418, ENG417, ENG416T, ENG416P, CNEP401, CENG411, CED412 <i>Rujma</i>
18 906460018	SABIYA KHATUN MIYA	Female	9-2-646-56-2024	R	POP418, NEP417, NEP416, CNEP401, CENG411, CED412 <i>Sneha B.K.</i>
19 906460019	SAJINA ALE	Female	9-2-646-57-2024	R	CED412, CENG411, CNEP401, ENG416P, ENG416T, ENG417, POP418 <i>Sajina</i>
20 906460020	SALINA B.K.	Female	9-2-646-58-2024	R	NEP417, NEP416, POP418, CNEP401, CENG411, CED412
21 906460021	SALINA KHATUN MIYA	Female	9-2-646-59-2024	R	CNEP401, CENG411, CED412, POP418, ENG417, ENG416T, ENG416P <i>Salina</i> <i>Sneha B.K.</i>
22 906460022	SALINA THAPA	Female	9-2-289-61-2012	R	CED412, ENG417, ENG416T, POP418, ENG416P, CNEP401, CENG411 <i>Salina</i>
23 906460023	SAMIKSHA THAPA	Female	9-2-646-60-2024	R	CENG411, POP418, ENG417, ENG416T, ENG416P, CNEP401, CED412 <i>Sneha B.K.</i>
24 906460024	SANJANA GUPTA	Female	9-2-646-62-2024	R	CNEP401, CED412, CENG411, ENG416P, ENG416T, ENG417, POP418 <i>Sanjana</i>
25 906460025	SANJIBANI THAPA	Female	9-2-646-63-2024	R	POP418, CED412, CENG411, CNEP401, ENG416P, ENG416T <i>Sanjibani</i>

Roll NO	Name	SEX	Registration No	Exam Types	Subjects
					ENG417
906460026	SHANTI NEPALI	Female	9-2-646-64-2024	R	^{Suju Ale} CENG411, CNEP401, NEP416, NEP417, POP418, CED412
906460027	SHEETAL CHHETRI	Female	9-2-646-65-2024	R	ENG416T, POP418, CED412, CENG411, CNEP401, ENG416P, ENG417 
28 906460028	SNEHA B.K.	Female	9-2-646-66-2024	R	ENG417, ENG416T, ENG416P, CNEP401, CENG411, CED412, POP418 
29 906460029	SOPHIYA KHATUN	Female	9-2-646-67-2024	R	POP418, ENG417, ENG416T, ENG416P, CNEP401, CENG411, CED412 
30 906460030	SUJU ALE	Female	9-2-646-68-2024	R	CED412, CENG411, CNEP401, NEP416, NEP417, POP418 
31 906460031	TAK MAYA PARIYAR	Female	9-2-646-69-2024	R	POP418, CED412, CENG411, CNEP401, NEP416, NEP417 

Total Student: 31

Regular Student: 31

Partial Student: 0

Subject Wise Data of 4-YRS Bachelor Degree in Education(B.Ed) Examination
For Campus: Janajyoti Campus, Bhimad Municipality-6, Tanahun

Subject Code	Subject Name	Total
CED412	Ed 412:Philo.& Socio. Foundations of Edu.	31
CENG411	Eng 411:General English	31
CNEP401	Nep 401:Compulsory Nepali	31
ENG416P	Eng 416:Found. of Language & Linguistics Pr	18
ENG416T	Eng 416:Found. of Language & Linguistics Th	18
ENG417	Eng 417:Reading, Writing & Critical Thinking	18
NEP416	Nep 416:Nepali Katha Ra Upanyas	13
NEP417	Nep 417:Nepali Natak Ekanki Ra Niban	13

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPPLICATE OF ANNUAL EXAMINATION OF 2082

Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun
4-Years BA,BSC,BED,BBS 2082 First Year-Regular
Program: 4-YRS Bachelor of Business Studies (BBS)
Enrollment Type : Regular

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	706460001	AMRIT B.K.	Male	7-2-646-1-2024	R	4NSTAT, 4NPMGT, 4NENGL, 4NAFAP, 4NBECO <i>Amrit</i>
2	706460002	ANIL NEPALI	Male	7-2-646-2-2024	R	4NBECO, 4NAFAP, 4NENGL, 4NPMGT, 4NSTAT <i>Anil</i>
3	706460003	ARATI LAMSAL	Female	7-2-646-3-2024	R	4NBECO, 4NSTAT, 4NPMGT, 4NENGL, 4NAFAP <i>Arati</i>
4	706460004	ARJUN THAPA	Male	7-2-646-4-2024	R	4NSTAT, 4NBECO, 4NAFAP, 4NENGL, 4NPMGT <i>Arjun</i>
5	706460005	ASHIKA GAIRHE	Female	7-2-646-5-2024	R	4NBECO, 4NSTAT, 4NPMGT, 4NENGL, 4NAFAP <i>Ashika</i>
6	706460006	ASHMITA BASEL	Female	7-2-646-7-2024	R	4NBECO, 4NAFAP, 4NENGL, 4NPMGT, 4NSTAT <i>Ashmita</i>
7	706460007	BAL KRISHNA GAIRHE	Male	7-2-646-9-2024	R	4NBECO, 4NSTAT, 4NPMGT, 4NENGL, 4NAFAP <i>Bal Krishna</i>
8	706460008	BARSHA TIMSENA	Female	7-2-646-11-2024	R	4NAFAP, 4NBECO, 4NENGL, 4NPMGT, 4NSTAT <i>Barsha</i>
9	706460009	BHAGAWATI SHRESTHA	Female	7-2-646-12-2024	R	4NENGL, 4NSTAT, 4NPMGT, 4NBECO, 4NAFAP <i>Bhagawati</i>
10	706460010	BHUMIKA OJHA	Female	7-2-646-13-2024	R	4NBECO, 4NAFAP, 4NENGL, 4NPMGT, 4NSTAT <i>Bhumika</i>
11	706460011	BINITA POUDEL	Female	7-2-646-14-2024	R	4NBECO, 4NSTAT, 4NPMGT, 4NENGL, 4NAFAP <i>Binida</i>
12	706460012	CHUNA MAYA ALE	Female	7-2-646-15-2024	R	4NPMGT, 4NENGL, 4NAFAP, 4NBECO, 4NSTAT <i>Chunamayale</i>

Sl NO	Name	SEX	Registration No	Exam Types	Subjects
6460013	DEEPA SINGH THAKURI	Female	7-2-646-7-2012	R	4NSTAT, 4NPMGT, 4NENGL, 4NAFAP, 4NBECO
706460014	DIMPAL ALE	Female	7-2-646-16-2024	R	4NSTAT, 4NPMGT, 4NENGL, 4NAFAP, 4NBECO
706460015	DIPEN THAPA	Male	7-2-646-17-2024	R	4NSTAT, 4NBECO, 4NAFAP, 4NENGL, 4NPMGT
16 706460016	INDRA BAHADUR GURUNG	Male	7-2-646-18-2024	R	4NBECO, 4NAFAP, 4NENGL, 4NPMGT, 4NSTAT
17 706460017	KAMAL SHRESTHA	Male	7-2-646-19-2024	R	4NBECO, 4NAFAP, 4NENGL, 4NPMGT, 4NSTAT
18 706460018	KANCHAN RANA MAGAR	Female	7-2-646-20-2024	R	4NSTAT, 4NBECO, 4NAFAP, 4NENGL, 4NPMGT
19 706460019	KIRAN GIRI	Male	7-2-646-12-2010	R	4NBECO, 4NSTAT, 4NPMGT, 4NENGL, 4NAFAP
20 706460020	LOK MAYA THAPA	Female	7-2-646-21-2024	R	4NBECO, 4NSTAT, 4NPMGT, 4NENGL, 4NAFAP
21 706460021	NISCHAL GOTAME	Male	7-2-646-24-2024	R	4NAFAP, 4NSTAT, 4NPMGT, 4NENGL, 4NBECO
22 706460022	OM MAYA THAPA	Female	7-2-646-25-2024	R	4NAFAP, 4NSTAT, 4NPMGT, 4NENGL, 4NBECO
23 706460023	PRABHA RANA	Female	7-2-646-26-2024	R	4NSTAT, 4NPMGT, 4NENGL, 4NAFAP, 4NBECO
24 706460024	RENUKA KARKI	Female	7-2-646-27-2024	R	4NSTAT, 4NPMGT, 4NENGL, 4NAFAP, 4NBECO
25 706460025	SABINA CHAUDHARY	Female	7-2-646-28-2024	R	4NSTAT, 4NBECO, 4NAFAP, 4NENGL, 4NPMGT
26 706460026	SALINA THAPA	Female	7-2-646-29-2024	R	4NSTAT, 4NBECO, 4NAFAP, 4NENGL, 4NPMGT
27 706460027	SAPANA ADHIKARI	Female	7-2-646-30-2024	R	4NAFAP, 4NPMGT, 4NSTAT, 4NENGL, 4NBECO
28 706460028	SHOVA THAPA	Female	7-2-646-32-2024	R	4NSTAT, 4NBECO, 4NAFAP, 4NENGL, 4NPMGT

Sl NO	Name	SEX	Registration No	Exam Types	Subjects
6460029	SOYANA KHATUN MIYA	Female	7-2-646-33-2024	R	4NAFAP, 4NBECO, 4NENGL, 4NPMGT, 4NSTAT <i>Soyana</i>
706460030	SRISTI BK	Female	7-2-646-34-2024	R	4NSTAT, 4NBECO, 4NAFAP, 4NENGL, 4NPMGT <i>Sristi</i>
706460031	SUJANA MAL	Female	7-2-646-35-2024	R	4NBECO, 4NPMGT, 4NENGL, 4NAFAP, 4NSTAT
32 706460032	SWOSTIKA BHANDARI	Female	7-2-646-36-2024	R	4NBECO, 4NAFAP, 4NENGL, 4NPMGT, 4NSTAT <i>Swostika</i>
33 706460033	USARI SUNARI	Female	7-2-646-37-2024	R	4NPMGT, 4NBECO, 4NAFAP, 4NENGL, 4NSTAT <i>Usari</i>

Total Student: 33

Regular Student: 33

Partial Student: 0

Subject Wise Data of 4-YRS Bachelor of Bussines Studies (BBS) Examination
For Campus: Janajyoti Campus, Bhimad Municipality-6, Tanahun

Subject Code	Subject Name	Total
4NAFAP	MGT.211: Financial Accounting & Analysis	33
4NBECO	MGT.207: Microeconomic for Business	33
4NENGL	MGT.201: Business English	33
4NPMGT	MGT.213: Principles of Management	33
4NSTAT	MGT.202: Business Statistics	33

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPPLICATE OF ANNUAL EXAMINATION OF 2025

Code/Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun

Exam: 4-Years BA,BFA,BSC,BED,BBS 2081 Fourth Year-Regular/Partial

Program: 4-YRS Bachelor Degree in Education(B.Ed)

Exam Type : Regular

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	906460001	ALISHA NEPALI <i>Alisha</i>	Female	9-2-646-1-2020	R	ED440, ED442, ENG445T, ENG445P, ENG446, POP449T, POP449P
2	906460002	AMRITA POKAREL <i>Amrita</i>	Female	9-2-646-2-2020	R	ED440, POP449P, POP449T, NEP446P, NEP446T, NEP445P, NEP445T, ED442
3	906460003	APSARA KUMAL <i>Apsara</i>	Female	9-2-646-6-2020	R	ED442, ENG445T, ENG445P, ENG446, POP449T, POP449P, ED440
4	906460004	BHAL MAYA GURUNG <i>Bhal</i>	Female	9-2-646-11-2020	R	POP449P, POP449T, ENG446, ENG445P, ENG445T, ED442, ED440
5	906460005	BINA RANA MAGAR <i>Bina</i>	Female	9-2-646-14-2020	R	POP449P, POP449T, NEP446P, NEP446T, NEP445P, NEP445T, ED442, ED440
6	906460006	BINITA BASAILY <i>Binata</i>	Female	9-2-646-16-2020	R	POP449P, POP449T, ENG446, ENG445P, ENG445T, ED442, ED440
7	906460007	BIPLUB BHANDARI <i>Biplub</i>	Male	9-2-646-18-2020	R	ED440, ED442, ENG445T, ENG445P, ENG446, POP449T, POP449P
8	906460008	BISHAL BHANDARI <i>Bishal</i>	Male	9-2-646-19-2020	R	ED442, ED440, POP449P, POP449T, ENG446, ENG445P, ENG445T
9	906460009	BISHNU UCHCHAI <i>Bishnu</i>	Female	9-2-646-21-2020	R	ED442, ED440, POP449T, ENG446, ENG445P, ENG445T, POP449P
10	906460010	DEEPA THAPA <i>Deepa</i>	Female	7-2-646-6-2012	R	ED440, POP449P, POP449T, ENG446, ENG445P, ENG445T, ED442
11	906460011	DIPA RANA <i>Dipa</i>	Female	9-2-646-22-2020	R	ED442, POP449P, POP449T, ENG446, ENG445P, ENG445T, ED440
12	906460012	DOL MAYA SHRESTHA <i>Dol</i>	Female	9-2-646-23-2020	R	ED440, ED442, POP449P, POP449T, ENG446, ENG445P, ENG445T

IO	Name	SEX	Registration No	Exam Types	Subjects
60013	<i>Gomaya</i> GOMAYA SARKI	Female	9-2-646-25-2020	R	ED440, ENG445T, ED442, POP449P, POP449T, ENG446, ENG445P
J6460014	KUSHUM THAPA <i>Jiwan Thapa</i>	Female	9-2-646-30-2020	R	ED440, POP449P, POP449T, ENG446, ENG445P, ENG445T, ED442
906460015	<i>Lilu</i> LILU MAYA THAPA	Female	9-2-646-33-2020	R	POP449P, ED440, ED442, ENG445T, ENG445P, ENG446, POP449T
16 906460016	<i>Lilu</i> NISHA THAPA	Female	9-2-646-35-2020	R	POP449T, ED440, ED442, ENG445T, ENG445P, ENG446, POP449P
17 906460017	<i>Sangita</i> PUNAM SOMAI MAGAR	Female	9-2-646-38-2020	R	ED440, ED442, NEP445T, NEP445P, NEP446T, NEP446P, POP449T, POP449P
18 906460018	<i>Rabina</i> RABINA RAMDAM	Female	9-2-646-39-2020	R	ED440, ED442, NEP445T, NEP445P, NEP446T, NEP446P, POP449T, POP449P
19 906460019	<i>Rashmi</i> RASHMI RAJNWAR	Female	9-2-646-40-2020	R	ED440, ED442, ENG445T, ENG445P, ENG446, POP449T, POP449P
20 906460020	<i>Sajana</i> SAJANA GAUTAM	Female	9-2-646-43-2020	R	ED440, ED442, ENG445T, ENG445P, ENG446, POP449T, POP449P
21 906460021	<i>Sajana</i> SAJANA THAPA	Female	9-2-646-45-2020	R	ED440, ED442, ENG445T, ENG445P, ENG446, POP449T, POP449P
22 906460022	<i>Sangita</i> SANGITA THAPA	Female	9-2-646-48-2020	R	ED440, ED442, NEP445T, NEP445P, NEP446T, NEP446P, POP449T, POP449P
23 906460023	<i>Subet</i> SUBET SHRESTHA	Male	9-2-646-53-2020	R	ED440, ED442, ENG445T, ENG445P, ENG446, POP449T, POP449P
24 906460024	<i>Ujjwal</i> UJJWAL SINGH THAPA	Male	9-2-646-62-2015	R	ED440, POP449P, POP449T, ENG446, ENG445P, ENG445T, ED442

Total Student: 24

Regular Student: 24

Partial Student: 0

Subject Wise Data of 4-YRS Bachelor Degree in Education(B.Ed) Examination
For Campus: Janajyoti Campus, Bhimad Municipality-6, Tanahun

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPPLICATE OF ANNUAL EXAMINATION OF 2025

/Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun
n: 4-Years BA,BFA,BSC,BED,BBS 2081 Fourth Year-Regular/Partial
ogram: 4-YRS Bachelor Degree in Education(B.Ed)
am Type : Partial

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	906460025	BALI THAPA	Female	9-2-646-46-2018	P	ENG445T <i>Amia</i>
2	906460026	BINITA GURUNG	Female	9-2-646-70-2016	P	ED442 <i>Amia</i>
3	906460027	DHAN MAYA BUDHATHOKI	Female	9-2-646-80-2019	P	ED442 <i>Ashish BIC</i>
4	906460028	DURGA MAYA RANA	Female	9-2-646-75-2016	P	ED442 <i>Chomayo Rana</i>
5	906460029	ISARA THAPA	Female	9-2-646-84-2019	P	ENG445T <i>Kiran</i>
6	906460030	KAMALA GAHATRAJ	Female	9-2-646-78-2016	P	ED442 <i>Chomayo Rana</i>
7	906460031	KIRAN RANA	Female	9-2-646-85-2019	P	ENG445T <i>Ashish</i>
8	906460032	KRISHA BISHWOKARMA	Female	9-2-646-86-2019	P	ED442 <i>Ashish BIC</i>
9	906460033	KUMARI THAPA	Female	9-2-646-52-2018	P	ENG445T <i>Sahit</i>
10	906460034	MANIKA THAPA	Female	9-2-646-89-2019	P	ENG445T <i>Kiran</i>
11	906460035	MANISHA KUMAL <i>Amia</i>	Female	9-2-646-90-2019	P	ED442 <i>Amia</i>
12	906460036	MILAN RIJAL	Male	9-2-646-93-2019	P	ENG445T
13	906460037	PURNA SHRESTHA <i>Sachin Shrestha</i>	Female	9-2-646-84-2016	P	ENG445T <i>Ashish</i>
14	906460038	RENUKA THAPA <i>Binita</i>	Female	9-2-646-12-2017	P	ENG445T
15	906460039	SABITA MAL	Female	9-2-646-104-2019	P	ENG446 <i>Amia</i>
16	906460040	SHARADA UPERKOTI MIJAR <i>Laxuman Thapa</i>	Female	9-2-646-89-2016	P	ENG445T
17	906460041	TINA RANA	Female	9-2-646-61-2018	P	ENG445T <i>Amia</i>
18	906460042	<i>Amia</i> PUL MAYA THAPA	Female	9-2-646-62-2018	P	ENG445T, ENG446
19	906460043	URMILA SHRESTHA <i>Laxuman Thapa</i>	Female	9-2-646-94-2016	P	ENG445T

TRIBHUVAN UNIVERSITY
OFFICE OF CONTROLLER OF EXAMINATIONS
TRIPPLICATE OF ANNUAL EXAMINATION OF 2025

Campus: 646/ Janajyoti Campus, Bhimad Municipality-6, Tanahun
Program: 4-Years BA,BFA,BSC,BED,BBS 2081 Fourth Year-Regular/Partial
Exam Type : Regular

SN	Roll NO	Name	SEX	Registration No	Exam Types	Subjects
1	706460001	ANITA MAYA ALE	Female	7-2-646-66-2020	R	NMGT401, NFIN253, NFIN255, NFIN250, NMGT221, NMGT225 <i>Pratima</i>
2	706460002	BEL MAYA THAPA	Female	7-2-646-71-2020	R	NMGT225, NMGT401, NFIN253, NFIN255, NFIN250, NMGT221 <i>Pratima</i>
3	706460003	BIKALPA THAPA	Male	7-2-646-72-2020	R	NMGT401, NFIN253, NFIN255, NMGT225, NFIN250, NMGT221 <i>Pratima</i>
4	706460004	BINITA DHAKAL	Female	7-2-646-74-2020	R	NMGT401, NMGT225, NMGT221, NFIN250, NFIN255, NFIN253 <i>Pratima</i>
5	706460005	HAJIRAN MIYA	Female	7-2-646-80-2020	R	NMGT401, NMGT221, NMGT225, NFIN250, NFIN255, NFIN253 <i>Pratima</i>
6	706460006	KIRITI ALE	Female	7-2-646-87-2020	R	NFIN250, NMGT225, NMGT221, NFIN255, NFIN253, NMGT401 <i>Pratima</i>
7	706460007	MANISHA SHRESTHA	Female	7-2-646-92-2020	R	NFIN253, NFIN255, NMGT401, NFIN250, NMGT221, NMGT225 <i>Pratima</i>
8	706460008	PRABIN KANDEL	Male	7-2-646-99-2020	R	NMGT401, NFIN253, NFIN255, NFIN250, NMGT221, NMGT225 <i>Pratima</i>
9	706460009	PRATIMA GAHAGA	Female	7-2-646-26-2018	R	NMGT225, NMGT221, NFIN250, NFIN255, NFIN253, NMGT401 <i>Pratima</i>
10	706460010	PURNIMA GURUNG	Female	7-2-646-102-2020	R	NFIN250, NMGT401, NFIN253, NFIN255, NMGT221, NMGT225 <i>Pratima</i>
11	706460011	SAJINA KUMAL	Female	7-2-646-108-2020	R	NMGT225, NMGT401, NFIN253, NFIN255, NFIN250, NMGT221 <i>Pratima</i>
12	706460012	SANDHYA GAIKHE	Female	7-2-646-110-2020	R	NMGT221, NMGT225, NFIN250, NFIN255, NFIN253, NMGT401 <i>Pratima</i>

Roll NO	Name	SEX	Registration No	Exam Types	Subjects
06460013	SARITA PAUDEL	Female	7-2-646-115-2020	R	NMGT401, NFIN253, NFIN255, NFIN250, NMGT221, NMGT225
706460014	SRIJANA BK	Female	7-2-646-119-2020	R	NMGT225, NMGT221, NFIN250, NFIN255, NFIN253, NMGT401
15 706460015	SUJAN POUDEL	Male	7-2-646-121-2020	R	NMGT401, NFIN253, NFIN255, NMGT225, NFIN250, NMGT221
16 706460016	SUSHMA DHAKAL	Female	7-2-646-116-2020	R	NFIN250, NMGT401, NFIN253, NFIN255, NMGT221, NMGT225
17 706460017	SWOSTIKA SUBEDI	Female	7-2-646-126-2020	R	NMGT225, NMGT401, NFIN253, NFIN255, NFIN250, NMGT221
18 706460018	TUL PRASAD SHRESTHA	Male	7-2-646-127-2020	R	NMGT225, NFIN253, NFIN255, NFIN250, NMGT221, NMGT401
19 706460019	UMA THAPA	Female	7-2-646-130-2020	R	NMGT225, NMGT221, NFIN250, NFIN255, NFIN253, NMGT401

Total Student: 19

Regular Student: 19

Partial Student: 0

Subject Wise Data of 4-YRS Bachelor of Bussines Studies (BBS) Examination
For Campus: Janajyoti Campus, Bhimad Municipality-6, Tanahun

Subject Code	Subject Name	Total
ACC251	ACC251:Accounting for Business	2
ACC252	ACC252:Advanced Financial Accounting	3
MGT220	MGT220:Entrepreneurship & Enterprise Dev	1
MGT221	MGT221:Business Research Methods	1
NFIN250	FIN250:Fundamentals of Corporate Finance	26
NFIN253	FIN253:Fundamentals of Investment	25
NFIN255	FIN255:Management of Financial Institutions	20
NMGT221	MGT221:Business Research Methods	22

Tracer Study Report

(Graduates 2073-2077)



Janajyoti Campus
Bhimad , Tanahun

Submitted to
University Grants Commission,
Sanothimi, Bhaktapur

Submitted by
Janajyoti Campus
Bhimad-6, Tanahun

Janajyoti Campus
Bhimad-6, Tanahun



Tracer Study Team:

Laxmi Shrestha : Coordinator
Deepak Bhattarai : Member
Sujan Mahat : Member

Keshav Raj Kaphle: Advisor (Campus Chief)



ACKNOWLEDGEMENT

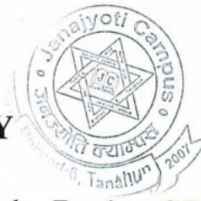
We would like to thank University Grants Commission Nepal for assisting and inspiring us to prepare Tracer Study Report and we would like to express our gratitude to all graduates of JC who provided us all the required information for the completion of this report.

We would like to express our gratitude Campus Management Committee, Academic Committee and other teaching and non-teaching staff for providing supports and suggestions during the time of preparing Tracer Study Report. At last but not least we would like to thank other members of Tracer Study Report. Without their support, the study would not have in this shape.

Coordinator

A handwritten signature in black ink, appearing to be 'S. S. S.', written over a faint circular stamp.

Tracer Study Report



EXECUTIVE SUMMARY

Janajyoti Campus has two different graduate programs namely; Faculty of Education and Faculty of Management. This study covered the graduates of the campus who graduated from 2073 to 2077BS.

Quantitative approach was used for data collection. The survey questionnaire is based on the University Grants Commission (UGC), Nepal was used for collecting the data. The questionnaire included three question on the current employment status, types of organizations that the graduates have been working.

This study follows the Tracer Study Report provided by the UGC, Nepal. As per the outline, this study has the following chapter: Chapter One is an introduction. This section provides the background and discusses the rationale of the study. After that it sets the objectives of the study. Chapter Two presents the analysis of the data. Chapter Three summarizes the major findings of the study. Chapter Four discusses the implications for the institutional reform and finally, Chapter Five draws the conclusions and furnishes the recommendations.

The study revealed that, out of 71 traced graduates, 11 (15.50%) are male and 60 (84.50%) are female. Among these 28 (39.44%) are found in B.Ed and 43 (60.56%) are found in BBS. The number of 9, 15 16 15 and 16 students are passed in the year 2073, 2074, 2075, 2076 and 2077 respectively. Out of total graduates, 52.11 percent were employed, 8.45 percent were enrolled in M.Ed and 18.30 percent were in MBS.

Table of Contents



ACKNOWLEDGEMENT	
EXECUTIVE SUMMARY	
LIST OF TABLE	
ABBREVIATIONS	
CHAPTER I INTRODUCTION	1
Background	1
Objectives of the Study	2
Rationale of the Study	2
Institutional Arrangements of the Study	2
Study Design and Methodology	3
Data Collection	3
Scope of the Study	3
Limitations of the Study	4
CHAPTER –II DATA PRESENTATION AND ANALYSIS	5
Distribution of Respondents	5
Gender/ethnicity/caste wise Information of Graduates	6
Employment Information of Graduates	6
Graduates Persuasion for Further Study	7
Academic Ratings towards Quality Measures of JC	8
CHAPTER III MAJOR FINDINGS	15
CHAPTER IV IMPLICATIONS TO INSTITUTION REFORM	17
CHAPTER V CONCLUSION AND RECOMMENDATION	18

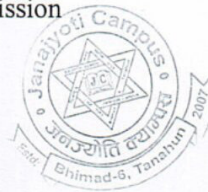


LIST OF TABLE

		Page No.:
Table 1	Distribution of Respondents based on Academic Program	5
Table 2	Gender/ethnicity/casts wise information of Graduates	6
Table 3	Current Status of Employment of Respondents	6
Table 4	Types of involved organization of the Graduates	7
Table 5	Types of Employment of the Respondents	7
Table 6	Graduates Enrollment in Different Disciplines	8
Table 7	Graduates Enrollment in Universities	8
Table 8	Relevance of the program to professional Requirements	9
Table 9	Ratings based on Extra-curricular Activities	9
Table 10	Ratings based on Problem solving Ability	10
Table 11	Ratings based on work Placement/Attachment	10
Table 12	Ratings based on Teaching /Learning Environment	11
Table 13	Ratings based on Quality of Education Delivery	11
Table 14	Rating based on Teacher Student Relationship	12
Table 15	Ratings based on Library Facility	12
Table 16	Ratings based on Sports Facility	13
Table 17	Ratings based on Canteen/Urinals Facility	14

ABBREVIATIONS

BBS	: Bachelor of Business Studies
B.Ed	: Bachelor of Education
GTS	: Graduate Tracer Studies
HE	: Higher Education
JC	: Janajyoti Campus
HOD	: Head of Department
RMC	: Research Management Committee
UGC	: University Grants Commission



CHAPTER I INTRODUCTION



This chapter contains the following headings: Introduction, rationale, objectives, arrangements to conduct this study, graduate batch taken, data collection instruments and approach and scope and limitations of the study.

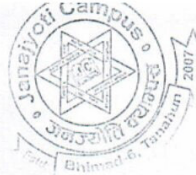
Background

Janajyoti Campus (JC) a higher educational institution, which was established in 2064 in south-west part of Tanahun District. First it was initiated from education and in 2066, management faculty was also launched. The campus is in the center of Bhimad municipality and peripheral areas of Rising, Ghiring and Myagde rural municipalities.

JC has committed for quality education systematically. It is also a transparent, justifiable and dynamic institution of Tanahun District. The staffs are very much responsible and serious with their students and their student status in national and international level. The researcher has made first attempt to generate a tracer study of the students. As their response, our documents and all other assists, we have prepared this research work of graduates from B.Ed and BBS students of this campus.

The campus has been conducting Graduate Tracer Studies (GTS) since 2073 to 2077 BS. It aims to help the campus to identifying the academic program. Is JC achieving satisfactory learning outcomes and value-added input to Nepalese society? This tracer study is designed to investigate the employability graduates who graduated up to 2077BS from this institution. In addition, it focuses on the quality of higher education (HE) and the condition under which the JC graduates have been employed. Its role in job-seeking, the length of time graduates took before getting employed and how their areas of work are related to the programs offered by the campus. Additionally, the study is expected to identify the findings of the study are to inform future improvement as well as further studies.

Tracer study is a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity that they have been involved in since they completed their study from academic institutions (JC). This graduate tracer study involved identification and follow-up of graduates graduated from JC. As JC has established as an education campus with a slogan "Quality Education Is Our Commitment" may not fulfill without quality of graduates (JC).



Without education, the human is as though in a closed room; however, with education one finds himself in a room with all its windows open toward outside world of opportunities and success as cited in (JC). What is to be improved in the room of education could be determined through an organized procedure of assessing its services and programs such as the conduct of tracer studies. In this chapter, we have included rationale, objectives, arrangements to conduct the study, graduate batch taken for the study, data collection - instruments and approach, scope and limitations of the study.

Objectives of the Study

The main objective of this study is to tracer the current position of the graduates of JC. Specially, this study is determined the employability and the status of employment of graduated students of JC. The specific objectives of the study are:

1. To investigate how the graduates moved from the campus into various workplaces,
2. To disclose the influence of personal factors in the job search in terms of gender, and the background of the graduates,
3. To explore employment status of graduates of JC,
4. To identify status of further study of the graduates of JC,
5. To explore ratings of the graduates on overall teaching –learning environmental variables,
6. To suggest the measures to promote the effectiveness of teaching learning environment of JC,

Rationale of the Study

The importance of the study is as follows:

This study is very helpful to identify the position of graduates of JC,

It will support to identify the strength and weakness of JC,

It will be fruitful for initiating changes in teaching learning methodology, environment and curricula,

Institutional Arrangements of the Study

To conduct the tracer study, CMC formed a team under the leadership of students' counseling, grievance collecting and solution committee, coordinator Laxmi Shrestha. This study work is planned and implemented by Tracer Study Committee of JC. The primary data was collected by mobilization of the ex-students, non-teaching staff, Committee members

and all of the concerned Departments; JC has assigned to prepare Tracer Study Report. The report is finalized by the tracer study committee.

Study Design and Methodology

Descriptive research design has been used for the proposed study. The methodology adopted for this study was quantitative. Graduates of B.Ed and BBS were covered in this study. For the study, purposive censes technique has been used. The population of graduates was up to now from establishment Tracer Study committee members, teaching and nonteaching staff and ex-students were activated to collect data through direct visit, telephone, interview and electronic social media.

Data Collection

The study utilized mix method of descriptive survey using thematic analysis, which covered the Bachelor of Education (B.Ed) and Bachelor of Business Studies (BBS) from 2073 to 2077 BS graduates of JC. In ascertaining the status of this tracer study, the descriptive method of research was used. Illuminating themes were extrapolated and coded in order to flash the data.

Scope of the Study

The purpose of this study was to determine the employment status of the graduates of JC students. The study is restricted to students graduated from JC only. Moreover, it is more important in collecting and analyzing information on graduate's study experiences, professional and personal careers to identify the employment situation of the most recent graduates. In order to obtain indicators for their professional performance, such studies also emphasized programmatic issues, conditions, situations and contexts within which the graduates studied at JC.



Limitations of the Study

The total number of the graduates in 2073 to 2077 from different streams of JC was 71. The graduates from Faculty of Education were 28. The graduates from Faculty of Management were 43.

The following are the limitations of this study:

1. This tracer study was conducted to the graduates from 2073 to 2077 of JC.
2. The study also shows the yearly gender wise graduates.
3. The study was conducted within a short period of time and limit budget.
4. All graduates were contacted in this study.
5. Beside face to face interview, social media, email and telephone conversation were the key tools of data collection.



CHAPTER –II

DATA PRESENTATION AND ANALYSIS

Janajyoti Campus (JC) offers two bachelor degrees. The campus offers Bachelor in education (B.Ed) with major English and Nepali and Bachelor in Business Studies (BBS). The Janajyoti campus got affiliation to Tribhuvan University in 2064 for the faculty of education and similarly the campus also got affiliation to Tribhuvan University in 2066 for the faculty of management. This tracer study basically focuses on the graduates passed out students from the JC.

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the gender/ethnicity/cast of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study among the respondents. And the fifth section describes the respondents' perceived ratings on quality measures of JC.

Distribution of Respondents

All 71 passed out graduates from 2073 to 2077 BS, are collected. The following table shows the distribution of respondents on the basis of different academic programs on the basis of result year.

Table: 1

Distribution of Respondents based on Academic Program

Program	Respondents															Total	percent
	2073			2074			2075			2076			2077				
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
B.Ed	0	4	4	2	8	10	1	3	4	1	4	5	2	3	5	28	39.44
BBS	0	5	5	2	3	5	0	12	12	1	9	10	2	9	11	43	60.56
Total																71	100.00

Table 1 reveals that out of 71 respondents, maximum respondents are from BBS.i.e 60.56 percent. Similarly 39.44percent are from B.Ed.





Gender/ethnicity/caste wise Information of Graduates

This section presents the gender/ethnicity/caste of the respondents on the basis of response of graduates. It describes different caste of respondents. The following table presents caste of the respondents.

Table: 2

Gender/ethnicity/caste wise Information of Graduates

Caste	2073			2074			2075			2076			2077		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Indigenous	0	3	3	1	8	9	0	9	9	1	7	8	1	4	5
Madhesi	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Muslim	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dalit	0	1	1	1	0	1	0	1	1	0	0	0	1	1	2
Others	0	5	5	2	3	5	1	5	6	1	5	6	2	7	9
Total	0	9	9	4	11	15	1	15	16	2	13	15	4	12	16

Table 2 shows that only indigenous, madhesi, muslim, dalit and others castes graduated from the institution. Indigenous caste category includes Gurung, Magar, Newar and Rai and Brahmin, Chhettri and Thakuri are included as others.

Employment Information of Graduates

This section presents the employment status related information of graduates of JC passed in 2073 to 2077BS. The table 2.3 shows the current status of the respondents.

Table 3

Current Status of Employment of Respondents

Types	2073	2074	2075	2076	2077	Total	Percent
Employed	5	11	9	5	7	37	52.11
Sel-employed	3	2	3	3	5	16	22.53
Unemployed	1	2	4	7	4	18	25.35
Total	9	15	16	15	16	71	100.00

Table 3 shows that out of total respondents, 52.11 percent are found employed, 22.53 percent are self-employed and 25.35 percent are not found employed. It shows that most of the

graduates are employed. Therefore most of the unemployed graduates are engaging for their further study.

Pass out students are involved in the following different organizations:

Table: 4

Types of Involved organization of the Graduates:

Involve Organization	2073	2074	2075	2076	2077	Total	Percent
Government	3	2	4	1	2	12	32.43
Private	2	4	4	3	3	16	43.24
Public	0	4	1	1	2	8	21.62
NGO/INGO	0	1	0	0	0	1	2.70
Total	5	11	9	5	7	37	100.00

Table 4 shows that out of total graduates, 32.43 percent are found in government job. Likewise 43.24 percent are involved in private sector, 21.62 percent are involved in public organization and only 2.70 percent are involved in NGO/INGO.

Table: 5

Types of Employment of the Respondents

Types	2073	2074	2075	2076	2077	Total	Percent
Full time	5	9	9	5	7	35	66.03
Part time	0	2	0	0	0	2	3.77
Self employed	3	2	3	3	5	16	30.18
Total	8	13	12	8	12	53	100.00

The table 5 shows that out of total employed respondents, 66.03 percent are full time, only 3.77 percent are part time and 30.18 percent are found self-employees.

Graduates Persuasion for Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges.

The following table shows graduates enrollment in different programs.

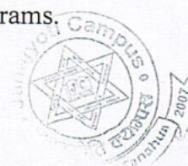


Table: 6

Graduates Enrollment in Different Disciplines

Program	2073	2074	2075	2076	2077
M.ED	1	2	0	1	2
MBS	0	3	5	5	0
Missing System	8	10	11	9	14
Total	9	15	16	15	16

From the table 6, it is found that 26.76 percent of total graduates are enrolled in further study whereas 73.24 percent are not enrolled. These statistics show that most of the graduates are enrolled in management discipline for the further study.

Table: 7

Graduates Enrollment in Universities

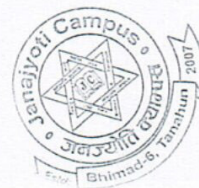
Types	2073	2074	2075	2076	2077
TU	1	5	5	6	2
Other University	0	0	0	0	0
Total	1	5	5	6	2

Table 2.6 shows that all of the graduates are enrolled in TU.

Academic Ratings towards Quality Measures of JC.

This section deals with the graduates perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relation with its quality education delivery mechanism. This study incorporates ten specific variables to evaluate the institution strengths and weaknesses from the point of view of graduates. Moreover, this study considers sis specific variables to evaluate the effectiveness of the programs of study of the institution.

The table 2.7 presents the ratings of respondents on relationship between academic knowledge they learned from the study and their jobs.



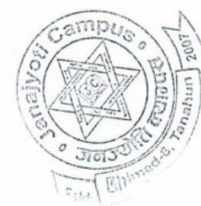


Table: 8

Relevance of the program to professional Requirements

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	0	0	1	0	0	1	1.40
Medium	6	6	6	6	7	31	43.66
Satisfactory	3	6	4	8	6	27	38.02
Moderate Satisfactory	0	3	4	1	3	11	15.49
Excellent	0	0	1	0	0	1	1.40
Total	9	15	16	15	16	71	100.00

The table 8 reveals that out of total responses relating with the concerned variable 43.66 percent are medium satisfaction, 38.02 percent are satisfied, 15.49 percent are moderately satisfied and 1.40 percent are excellent with the relevancy of the program with their professional requirements.

The following table presents the graduates perceived ratings on extra-curricular activities organized by the institution.

Table: 9

Ratings based on Extra-curricular Activities

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	1	1	0	1	0	3	4.22
Medium	4	5	6	4	7	26	36.61
Satisfactory	1	5	6	6	4	22	30.98
Moderate Satisfactory	3	4	3	4	5	19	26.76
Excellent	0	0	1	0	0	1	1.40
Total	9	15	16	15	16	71	100.00

The table 9 shows that out of total responses of the variable concerned, 4.22 percent are low with extracurricular activities of the institute. 36.61 percent students selected on medium, 30.98 percent are satisfactory, 26.76 percent are moderate satisfactory and only 1.40 percent are excellent. There were no students ticking on very weak option.

The table 2.9 presents the graduates perceived ratings on problem solving ability they learned from the study.

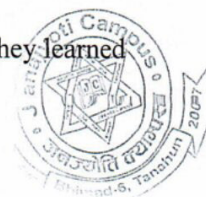


Table: 10

Ratings based on Problem solving Ability

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0
Medium	5	9	7	6	6	33	46.47
Satisfactory	2	3	5	4	5	19	26.76
Moderate Satisfactory	2	2	3	4	3	14	19.71
Excellent	0	1	1	1	2	5	7.04
Total	9	15	16	15	16	71	100.00

The table 10 shows that out of total respondents, 46.47 percent felt that institution has medium problem solving ability. 26.76 percent found it satisfactory, 19.71 percent felt it moderate satisfactory and 7.04 percent students found it excellent regarding problem solving ability they achieved from the institution.

The following table shows ratings on inter disciplinary learning approach of the institution.

Table: 11

Ratings based on work Placement/Attachment

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	1	0	0	0	0	1	1.40
Medium	5	7	7	7	11	37	52.11
Satisfactory	2	5	3	3	3	16	22.53
Moderate Satisfactory	1	2	5	4	2	14	19.71
Excellent	0	1	1	1	0	3	4.22
Total	9	15	16	15	16	71	100.00

Regarding work placement/attachment out of total respondents, 1.40 percent graduates have ticked on low, 52.11 percent have ticked on medium, 22.53 percent have found satisfactory, 19.71 percent found moderate satisfactory. In the same way, 4.22 percent graduates have thought that it has found excellent in work placement.

The following table shows ratings on teaching/learning environment of the institution.

Table:12

Ratings based on Teaching /Learning Environment

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0
Medium	3	6	5	9	8	31	43.66
Satisfactory	2	4	7	2	3	18	25.35
Moderate Satisfactory	0	4	2	4	2	12	16.90
Excellent	4	1	2	0	3	10	14.08
Total	9	15	16	15	16	71	100.00

Table 12 shows that there were on graduates who found very weak and low in teaching and learning environment. 43.66 percent graduates found it medium environment in the institution for teaching and learning. 25.35 percent said that it had satisfactory, 16.90 percent were found in moderate satisfactory and 14.8 percent of them perceived it excellent in teaching and learning environment.

The table 13 shows ratings on quality of delivery of teaching and non-teaching staffs of the institution.

Table: 13

Ratings based on Quality of Education Delivery

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0
Medium	5	5	6	7	8	31	43.66
Satisfactory	1	4	5	4	3	17	23.94
Moderate Satisfactory	2	5	2	2	1	11	15.49
Excellent	1	1	3	2	4	11	15.49
Total	9	15	16	15	16	71	100.00

From the above table, it can be said that out of total respondents, 43.66 percent are medium, 23.94 percent are found satisfactory, 15.49 percent found moderate satisfactory and excellent



in each. The positive is that there was no one who felt it very weak and low in the delivery of quality education.

The following table shows ratings on teacher student relationship in the institution.

Table: 14

Rating based on Teacher Student Relationship

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0
Medium	5	6	5	6	5	27	38.02
Satisfactory	1	3	2	3	6	15	21.12
Moderate Satisfactory	1	3	5	2	3	14	19.71
Excellent	2	3	4	4	2	15	21.12
Total	9	15	16	15	16	71	100.00

The table 14 presents that out of total respondents, 38.02 percent graduates said that there was medium relationship between them. On the other hand, 21.12 percent graduates thought that the relationship was satisfactory and excellent too and 19.17 percent graduates proudly ticked on moderate satisfactory relation between them. There were no graduates ticking on very weak and low option regarding teacher student relations.

The following table demonstrates the ratings of graduates regarding library facility.

Table: 15

Ratings based on Library Facility

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0
Medium	5	4	6	5	7	27	38.02
Satisfactory	3	7	4	3	5	22	30.98
Moderate Satisfactory	1	2	4	2	3	12	16.90
Excellent	0	2	2	5	1	10	14.08
Total	9	15	16	15	16	71	100.00



The table 15 shows that 30.98 percent graduates are satisfied with library facility of the institution. Out of total respondents, 38.02 percent have ticked on medium option. 16.90 percent found moderate satisfactory and 14.08 percent of them ticked on excellent library facility. Non of them ticked on low and very weak option.

The following table shows the ratings of graduates regarding sports facility.

Table: 16

Ratings based on Sports Facility

Particulars	2073	2074	2075	2076	2077	Total	Percent
Very Weak	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0
Medium	6	6	11	6	7	36	50.70
Satisfactory	2	4	2	5	6	19	26.76
Moderate Satisfactory	1	3	3	2	2	11	15.49
Excellent	0	2	0	2	1	5	7.04
Total	9	15	16	15	16	71	100.00

The table 16 shows that 26.76 percent graduates are satisfied with the sport facilities of the institution. Out of total respondents, 50.70 percent felt it medium, 15.49 percent are moderately satisfied and 7.04 percent found it excellent regarding the sports facilities. No graduates have said that there was very weak and low sport facilities provide by the institution.

The given table shows that ratings of graduates regarding canteen/urinals facility.



CHAPTER III MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study students of the graduates. It analyzes the rating of the graduates on several of program to the professional jobs. The major quantitative findings of the study are described below:

1. Out of total respondents (71) 84.50 percent are female and only 15.50 percent are found male.
2. Out of total respondents (71) 39.44 percent are found in B.ED and 60.56 percent are found BBS faculty.
3. Out of total graduates, 35 were from indigenous, 1 found madhesi, 1 found muslim, 5 found dalit and 29 have found others category.
4. Out of total graduates, 52.11 percent were employed, 22.53 percent were self-employed and 25.35 percent were unemployed including students pursuing higher studies.
5. Out of total graduates, 32.43 percent are found in government job. Likewise 43.24 percent are involved in private sector, 21.62 percent are involved in public organization and only 2.70 percent are involved in NGO/INGO.
6. Out of total employed graduates, 66.03 percent are full time jobholder whereas 3.77 percent are part time and 30.18 percent are found self-employed.
7. 8.45 percent were enrolled in M.ED and 18.30 percent were in MBS and most of the graduates 73.25 did not continue their further study.
8. On relevance of program to professional requirement, 43.66 percent ticked medium, 38.02 percent are satisfied, 15.49 percent are moderately satisfied and 1.40 percent graduates chose excellent option.
9. 4.22 percent of them related on low with extra-curricular activities, 36.61 percent were medium, 30.98 percent ticked on satisfactory, 26.76 percent ticked on moderate satisfactory and 1.40 percent graduates chose excellent regarding extracurricular activities.
10. 46.47 percent of graduates were medium regarding problem solving, 26.76 percent were satisfied, 19.71 percent got moderately satisfied, 7.04 percent rated medium on it.



11. Regarding work placement, 52.11 percent of them got it medium, 22.53 percent were satisfied, 19.71 percent found moderately satisfied. 4.22 percent graduates have thought it has excellent and 1.40 percent ticked on low.
12. 43.66 percent found medium teaching learning environment, 25.35 percent got satisfied, 16.90 percent were found in moderately satisfied and 14.08 percent rated satisfactory.
13. On quality of education delivery, 43.66 percent experienced medium, 23.94 percent have found satisfactory and 15.49 percent have found moderate satisfied and excellent in each.
14. 38.02 percent graduates got medium relationship between teachers and students, whereas 21.12 percent of them were satisfied and excellent, 19.71 percent ticked on moderate satisfactory.
15. Regarding library facility, 38.02 percent have ticked on medium, 30.98 percent have satisfied, 16.90 percent found moderate satisfactory and 14.8 percent of them ticked on excellent option.
16. Sports facility in campus was medium for 50.70 percent, 26.76 percent have satisfied, 15.49 percent are moderately satisfied and 7.04 percent found it excellent regarding the sports facility.
17. 23.94 percent graduates are satisfied with the canteen/urinals facilities of the campus. 45.07 percent found medium, 19.71 percent graduates have felt it moderately satisfactory, 9.85 percent ticked excellent option and only 1.40 percent of them felt it low facility.



CHAPTER IV IMPLICATIONS TO INSTITUTION REFORM

Strengthening relationship between the campus and the job fields to assess the need of the community.

Creation of Collaboration and partnerships could provide both undergraduates and employers a channel of communication. Additionally, the use of job fairs or teaching Practices would enable graduates to access the labor market needs or through bilateral communication which they can explore together the ever- changing needs of the labor market and academic inputs needed to meet these needs.

From employers regarding Campus out comes or contributions. The findings would be used to assess the needs for new graduates and undergraduate programs and assist in the proposed review of current curriculum.



CHAPTER V

CONCLUSION AND RECOMMENDATION

The study concludes that Janajyoti Campus is considered as one of the competent educational institutions of Nepal that has been producing higher education graduates transforming quality education to the society. The JC graduates have proven too proficient and competent to be employable in the government and private sector, The JC commands as its vision- mission, prepared graduates for the teaching practice and field of work with personality that matters compared than other predetermined factors. Academic preparation and career performance exhibited signification of successful employment in different area.

Majority of the graduates are employed in governmental sector at assistant level and very few are self-employed.

Majority graduates of this campus are janajati and female.

Based on the findings and conclusions, it is recommended that:

1. JC may strengthen its linkages in the field of education in identifying the skills and competencies that students must learn in order to meet the manpower requirements.
2. The methods employed in classroom activities and other venues must be geared towards developing well-rounded personalities of students, associated with academic quality standards.
3. The placement services may initiate more activities in enhancing the students' capabilities and readiness into job market on order to facilitate better employability.
4. Ongoing research should be initiated within the context of graduate follow-up.

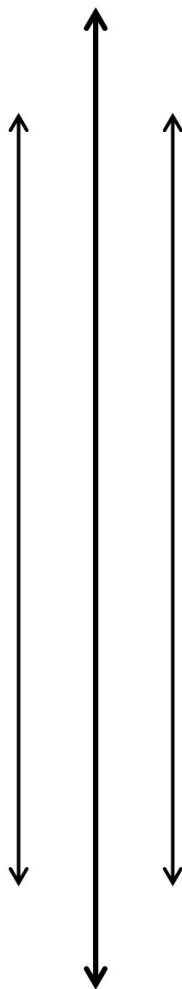


Tracer Study Report

(graduates-2078)

Janajyoti Campus,

Bhimad , Tanahun



Submitted to
University Grants Commission,
Sanothimi, Bhaktapur

Submitted by
Janajyoti Campus
Bhimad-6, Tanahun



त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त
Affiliated To Tribhuvan University

जनज्योति क्याम्पस JANAJYOTI CAMPUS



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

प.स./Letter No:
च.न./Dispatch No :

स्थापित : २०६८

मिति/Date :



18 December 2024

To
The Chairman,
University Grants Commission
Sonothimi, Bhaktapur


Sub: Regarding the submission of Tracer Study Report

Dear Sir,

As per University Grants Commission public announcement for the preparation and submission of Tracer Study Report we would like to submit detailed Tracer Study Report of (graduates) Janajyoti Campus, Bhimad-6, Tanahun.

We look forward to hearing from you soon.

Thank you


Keshav Raj Kephle
Campus Chief

ACKNOWLEDGEMENT

We extend our sincere appreciation to the University Grants Commission Nepal for their invaluable assisting and inspiring in the preparation of the Tracer Study Report. We are deeply grateful to the graduates of JC who generously provided us with the necessary information, which was crucial for the completion of this report.

Furthermore, we would like to express our heartfelt thanks to the Campus Management Committee, Academic Committee and other teaching and non-teaching staff for their continuous support and valuable suggestions during the time of preparing Tracer Study Report. Their contributions have been instrumental in shaping the final outcome.

Last but not least, we would like to express our gratitude to all the other members involved in the Tracer Study Report. Without their unwavering support, this study would not have reached its current form.

Coordinator
Tracer Study Report

EXECUTIVE SUMMARY

Janajyoti Campus is a renowned higher educational institution situated in Tanahun District, Nepal, established in 2064 BS. JC has been dedicated to delivering quality education and has earned a reputation as a transparent and dynamic institution. To evaluate the effectiveness of its academic programs and the employability of its graduates, JC has conducted Graduate Tracer Studies (GTS) in the year 2078. The primary objective of the tracer study was to determine the current status of JC graduates. It aimed to investigate their transition into the workforce, the influence of personal factors on job search, employment status, further study pursuits, and their perception of the teaching-learning environment. The findings of this study would provide valuable insights for future improvements and guide decision making within the institution.

To carry out the study, a Tracer Study Committee was formed, and primary data was collected through various methods such as direct visit, interviews, social media, and telephone conversations. The study employed a descriptive research design and quantitative methodology, focusing on graduates from the B.Ed and BBS programs. Key areas of analysis included employment rates, employment status, enrollment in further studies, and the overall teaching-learning environment. Thematic analysis was utilized to analyze the data including graduates study experiences, professional careers, personal development, and representation of different castes among the graduates. The study sample comprised 24 graduates from B.Ed and BBS in which 6 graduates from the Faculty of Education and 18 graduates from the Faculty of Management.

The findings of the study indicated that a majority of respondents were unemployed, including the students of further study and maternity case. Although employment rates varied across the year. Full-time employments were more prevalent, while part-time employments were less in number. The study also provided enrollment figures for different programs, with Tribhuvan University being the preferred institution for graduates. In the concept of teaching learning environment, the most of the students rated on 'medium' and 'satisfactory' rating scales. The study identified the areas for improvement, emphasizing the significance of continuous assessment and curriculum development.

Overall, the tracer study played a vital role in program evaluation, curriculum development, alumni engagement, institutional accountability, and decision-making at JC. It served as a valuable tool for assessing the outcomes and impact of educational programs, highlighting the areas for improvement and showcasing the achievements and success stories of graduates.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	1
EXECUTIVE SUMMARY	
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF FIGURES	
ABBREVIATIONS	
CHAPTER I: INTRODUCTION	1
1. Background	1
1.1 Rationale of the Study	2
1.2 Objectives of the Study	2
1.3 Institutional Arrangements of the Study	2
1.4 Graduate batch taken for the study	3
1.5 Method of Study	3
1.6 Scope of the Study	3
1.7 Limitations of the Study	4
CHAPTER –II: DATA PRESENTATION AND ANALYSIS	5
2.1 Distribution of Respondents based on Academic Program	5
2.2 By Demographic Information of Graduates	6
2.3 Employment Information of Graduates	6
2.4 Graduates Persuasion for Further Study	8
2.5 Academic Quality	9
2.6 Extra–curricular Activities	10
2.7 Problem solving Ability	11
2.8 Work Placement/Attachment	12
2.9 Ratings based on Teaching/ Learning Environment	13
2.10 Quality of Education Delivery	14
2.11 Teacher Student Relationship	15
2.12 Library Facility	16
2.13 Sports Facility	17
2.14 Canteen Facility	18
CHAPTER III: MAJOR FINDINGS	20
CHAPTER IV: IMPLICATIONS TO INSTITUTION REFORM	22
CHAPTER V: CONCLUSION AND RECOMMENDATION	24

TABLE OF CONTENTS

ACKNOWLEDGEMENT
EXECUTIVE SUMMARY
TABLE OF CONTENTS
LIST OF TABLES
LIST OF FIGURES
ABBREVIATIONS

CHAPTER IV:
IMPLICATIONS TO INSTITUTION REFORM
CHAPTER V:
CONCLUSION AND RECOMMENDATION

Error! Bookmark not defined.
Error! Bookmark not defined.
Error! Bookmark not defined.
Error! Bookmark not defined.

LIST OF TABLES

		Page No.:
Table 2.1	Distribution of Respondents based on Academic Program	5
Table 2.2	Caste of the Respondents	6
Table 2.3	Current Status of Employment of Respondents	7
Table 2.4	Types of Employment of the Respondents	7
Table 2.5	Graduates Enrollment in Different Disciplines	8
Table 2.6	Graduates Enrollment in Universities	9
Table 2.7	Relevance of the program to professional Requirements	9
Table 2.8	Ratings based on Extra-curricular Activities	10
Table 2.9	Ratings based on Problem solving Ability	11
Table 2.10	Ratings based on work Placement/Attachment	12
Table 2.11	Ratings based on Teaching /Learning Environment	13
Table 2.12	Ratings based on Quality of Education Delivery	14
Table 2.13	Rating based on Teacher Student Relationship	15
Table 2.14	Ratings based on Library Facility	16
Table 2.15	Ratings based on Sports Facility	17
Table 2.16	Ratings based on Canteen/Urinals Facility	18

LIST OF FIGURES

Figure		Page No.:
2.1	Distribution of Respondents based on Academic Program	5
2.2	Caste of the Respondents	6
2.3	Pie-chart showing Current Status of Employment of Respondents	7
2.4	Types of Employment of the Respondents	8
2.5	Pie-chart showing Graduates Enrollment in Different Disciplines	9
2.6	Relevance of the program to professional Requirements	10
2.7	Ratings based on Extra-curricular Activities	11
2.8	Ratings based on Problem solving Ability	12
2.9	Ratings based on work Placement/Attachment	13
2.10	Ratings based on Teaching /Learning Environment	14
2.11	Ratings based on Quality of Education Delivery	15
2.12	Rating based on Teacher Student Relationship	16
2.13	Ratings based on Library Facility	17
2.14	Ratings based on Sports Facility	18
2.15	Ratings based on Canteen/Urinals Facility	19

ABBREVIATIONS

BBS: Bachelor of Business Studies

B.Ed: Bachelor of Education

GTS: Graduate Tracer Studies

HE: Higher Education

JC: Janajyoti Campus

HOD: Head of Department

RMC: Research Management Committee

UGC: University Grants Commission

CHAPTER I: INTRODUCTION

1. Background

Janajyoti Campus (JC) is a higher educational institution, which was established in 2064 in south-west part of Tanahun District. First it initiated Education faculty and in 2066, Management faculty was also launched. The campus is in the center of Bhimad municipality and peripheral areas of Rising, Ghiring and Myagde rural municipalities.

JC has committed for quality education systematically. It is also a transparent, justifiable and dynamic institution of Tanahun District. The staffs are very much responsible and serious with their students and their students' status good in national and international level. The researcher has made first attempt to generate a tracer study of the students. As their response, our documents and all other assists, we have prepared this research work of graduates from B.Ed and BBS students of this campus.

The campus has been conducting Graduate Tracer Studies (GTS) since the year 2078 BS. It aims to help the campus in identifying the academic program. Is JC achieving satisfactory learning outcomes and value-added input to Nepalese society? This tracer study is designed to investigate the employability graduates who graduated up to 2078 BS from this institution. In addition, it focuses on the quality of higher education (HE) and the condition under which the JC graduates have been employed. Its role are also related in job-seeking, the length of time graduates took before getting employed and how their areas of work are related to the programs offered by the campus. Additionally, the study is expected to identify the findings of the study that will inform future improvement as well as further studies.

Tracer study is a system of tracing its graduates and getting feedback regarding the type of work, further study or other activity that they have been involved in since they completed their study from academic institutions (JC). This graduate tracer study involved identification and follow-up of graduates graduated from JC. As JC has established as an education campus with a slogan "Quality Education Is Our Commitment" may not fulfill without quality of graduates (JC).

Without education, the human is as though in a closed room; however, with education one finds himself in a room with all its windows open toward outside world of opportunities and success as cited in (JC). What is to be improved in the room of education could be determined through an organized procedure of assessing its services and programs such as the conduct of tracer studies. In this chapter, we have included rationale, objectives, arrangements to conduct the study, graduate batch taken for the study, data collection - instruments and approach, scope and limitations of the study.

1.1 Rationale of the Study

A tracer study is a research method used to evaluate the outcome and impact of an educational program or institution on its graduates. The rationale behind conducting a tracer study includes several key points:

1. Assess program effectiveness by examining graduates employment rates, job satisfaction and the relevance of their skills and knowledge
2. Provide feedback for curriculum development, helping identify areas for improvement to meet industry needs
3. Facilitate alumni engagement and networking, establishing a connection between the institution and its graduates
4. Contribute to institutional accountability and accreditation by demonstrating the impact and value of education provided
5. Identify areas for improvement in support and resources based on graduates experiences and feedback
6. Inform decision making and planning at the institutional level, guiding resource allocation, curriculum development and program expansion or restructuring
7. Support marketing and recruitment efforts by showcasing positive outcomes and success stories of graduates.

1.2 Objectives of the Study

The main objective of this study is to trace the current position of the graduates of JC. Specially, this study is determined to the employability and the status of employment of graduated students of JC. The specific objectives of the study are:

1. To investigate how the graduates moved from the campus into various workplaces.
2. To disclose the influence of personal factors in the job search in terms of gender, and the background of the graduates.
3. To explore employment status of graduates of JC.
4. To identify status of further study of the graduates of JC.
5. To explore ratings of the graduates on overall teaching –learning environmental variables.
6. To suggest the measures to promote the effectiveness of teaching learning environment of JC.

1.3 Institutional Arrangements of the Study

To conduct the tracer study, CMC formed a team under the leadership of students' counseling, grievance collecting and solution committee, coordinator Laxmi Shrestha. This study work is planned and implemented by Tracer Study Committee of JC. The primary data was collected by mobilization of the ex-students, non-teaching staff, Committee members and all of the concerned departments that JC has assigned to prepare Tracer Study Report. The report is finalized by the tracer study committee.

1.4 Graduate batch taken for the study

Since the tracer study of the study of this campus from 2073-2077 is already prepared and this particular study is aimed for the batch 2078, it displays the results of B.Ed and BBS programs of the same year.

Program	Respondents	Percent
B.Ed	6	25.00
BBS	18	75.00
Total	24	100.00

The table shows that out of 24 respondents, maximum respondents are from BBS, 75 percent. Similarly 25 percent are from B.Ed.

1.5 Method of Study

Descriptive research design has been used for the proposed study. The methodology adopted for this study is quantitative. Graduates of B.Ed and BBS were covered in this study. For the study, purposive census technique has been used. The population of graduates was up to now from establishment Tracer Study committee members, teaching and non-teaching staff and ex-students were activated to collect data through direct visit, telephone, interview and electronic social media. The study utilized a mixed method of descriptive survey using thematic analysis, which covered the Bachelor of Education (B.Ed) and Bachelor of Business Studies (BBS) in the year 2078 BS graduates of JC. In ascertaining the status of this tracer study, the descriptive method of research was used. Illuminating themes were extrapolated and coded in order to flash the data.

1.6 Scope of the Study

The purpose of this study is to determine the employment status of the graduates of JC students. The study is restricted to students graduated from JC only. Moreover, it is more important in collecting and analyzing information on graduate's study experiences, professional and personal careers to identify the employment situation of the most recent graduates. In order to obtain indicators for their professional performance, such studies also emphasized programmatic issues, conditions, situations and contexts within which the graduates studied at JC.

1.7 Limitations of the Study

The total number of the graduates in the year 2078 from different streams of JC was 24. The graduates from Faculty of Education were 6. The graduates from Faculty of Management were 18. The following are the limitations of this study:

1. This tracer study was conducted to the graduates in the year 2078 of JC.
2. The study also shows the yearly gender wise graduates.
3. The study was conducted within a short period of time and limit budget.
4. All graduates were contacted in this study.
5. Beside face to face interview, social media, email and telephone conversation were the key tools of data collection.

CHAPTER –II: DATA PRESENTATION AND ANALYSIS

Janajyoti Campus (JC) offers two bachelor degrees. The campus offers Bachelor in Education (B.Ed) with major English and Nepali and Bachelor in Business Studies (BBS). Janajyoti Campus got affiliation to Tribhuvan University in 2064 for the faculty of education and similarly the campus also got affiliation to Tribhuvan University in 2066 for the faculty of management. This tracer study basically focuses on the graduates passed out students from the JC.

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the gender/ethnicity/caste of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study among the respondents. And the fifth section describes the respondents' perceived ratings on quality measures of JC.

2.1 Distribution of Respondents based on Academic Program

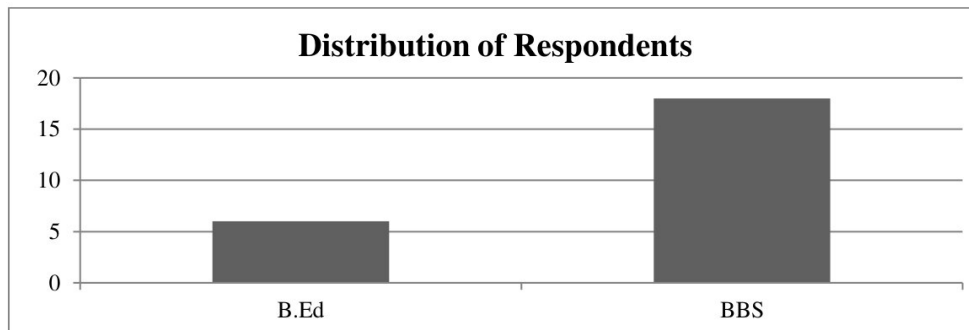
A comprehensive survey was conducted to gather data from 24 graduates who completed their studies in the year 2078 BS. The table shows the distribution of respondents based on academic programs.

Table: 2.1 Distribution of Respondents based on Academic Program

Program	Respondents	Percent
B.Ed	6	25.00
BBS	18	75.00
Total	24	100.00

Table 2.1 reveals that out of 24 respondents, maximum respondents are from BBS, 75 percent. Similarly 25 percent are from B.Ed. The pattern of respondents is presented in the chart below:

Figure 2.1: Distribution of Respondents based on Academic Program



2.2 By Demographic Information of Graduates

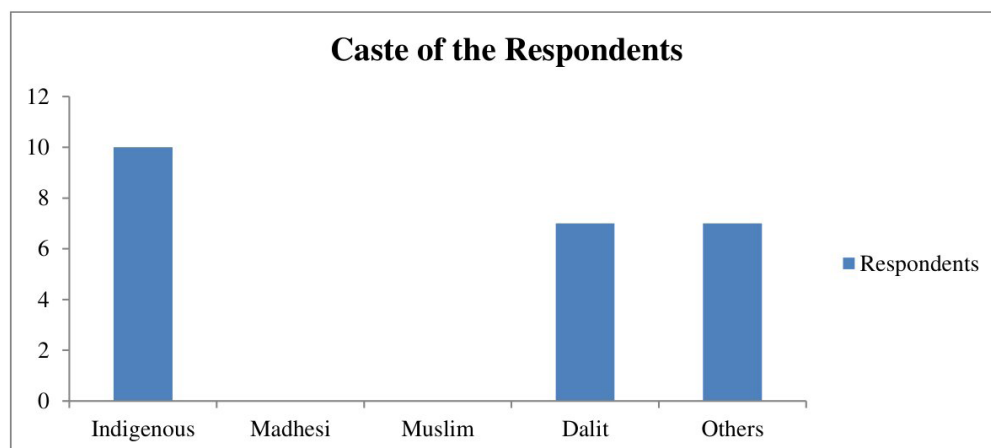
An in depth analysis was conducted to explore the demographic characteristics of the respondents, focusing on the caste composition of graduates. This study aimed to understand the diversity within the respondent pool and shed light on the representation of different casts. The table presents caste of the respondents.

Table: 2.2 Caste of the Respondents

Caste	Respondents	Percent
Indigenous	10	41.24
Madhesi	0	0
Muslim	0	0
Dalit	7	29.16
Others	7	29.16
Total	24	100.00

Table 2.2 shows there were indigenous, madhesi, muslim, dalit and others castes present among the graduated students. Indigenous caste includes Gurung, Magar, Newar and Rai and other include Brahmin, Chhetri and Thakuri. In 2078, there were 10 indigenous respondents, (41.24%) of the total respondents. There were no respondents from the madhesi and muslim caste in the year 2078. The number of respondents 7, were from Dalit (29.16%) and same number of respondents were from the others (29.16%). The following figure shows caste of the respondents:

figure 2.2: Caste of the Respondents



2.3 Employment Information of Graduates

This section explore the employment status of graduates from JC who completed their studies in the year 2078. The provided Table 2.3 offers an overview of the current status of the respondents.

Table 2.3 Current Status of Employment of Respondents

Types	Respondents	Percent
Employed	8	33.33
Self employed	7	29.16
Unemployed	9	37.50
Total	24	100.00

Table 2.3 shows that out of 24 respondents, 33.33 percent were employed, 29.16 percent were self-employed and 37.50 percent were unemployed. It shows that most of the graduates are employed. Therefore most of the unemployed graduates are engaging for their further study.

Figure 2.3: Pie chart showing Current Status of Employment of Respondents

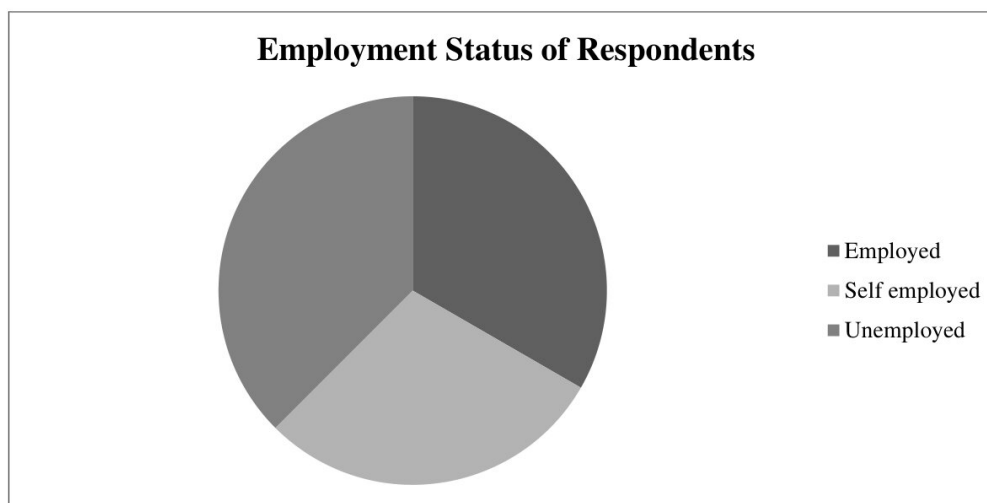
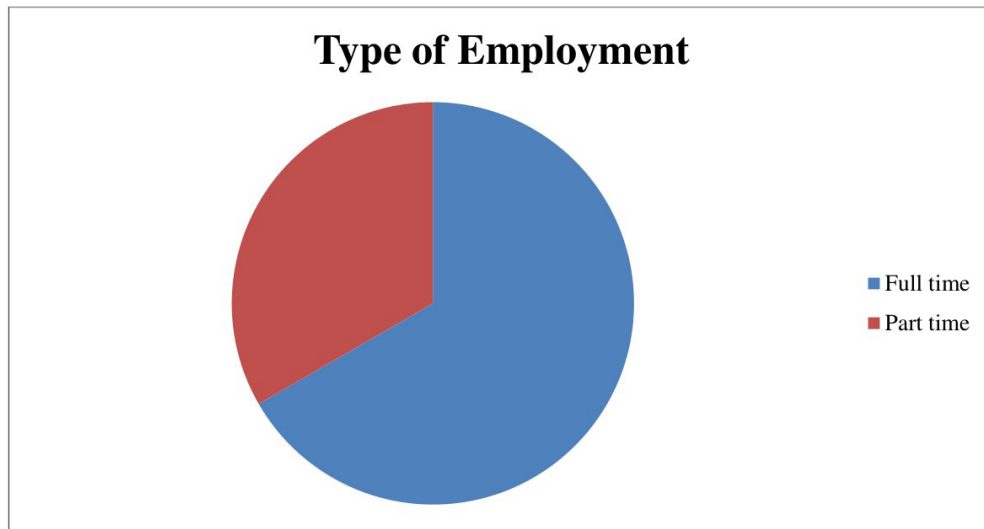


Table: 2.4 Types of Employment of the Respondents

Types	Respondents	Percent
Full time	10	66.66
Part time	5	33.33
Total	15	100.00

Table 2.4 shows that out of total graduates, 66.66 percent were found in full time job. Likewise 33.33 percent were involved in part time sector. The study shows that the majority of respondents were engaged in full time employment.

Figure 2.4: Types of Employment of the Respondents



2.4 Graduates Persuasion for Further Study

This section describes about the further study persuasion of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges. The following table shows graduates enrollment in different programs.

Table: 2.5 Graduates Enrollment in Different Disciplines

Program	Respondents	Percent
M.Ed	2	8.33
MBS	6	25.00
Abroad Study	3	12.50
Missing System	13	54.16
Total	24	100.00

The table 2.5 shows that 8.33 percent of total graduates were enrolled in M.Ed program while 6 (26.08%) graduates joined the BBS program. In 2078, there were 13 (54.16%) graduates who did not join any specific program.

Figure 2.5: Pie Chart Showing Graduates Enrollment in Different Disciplines

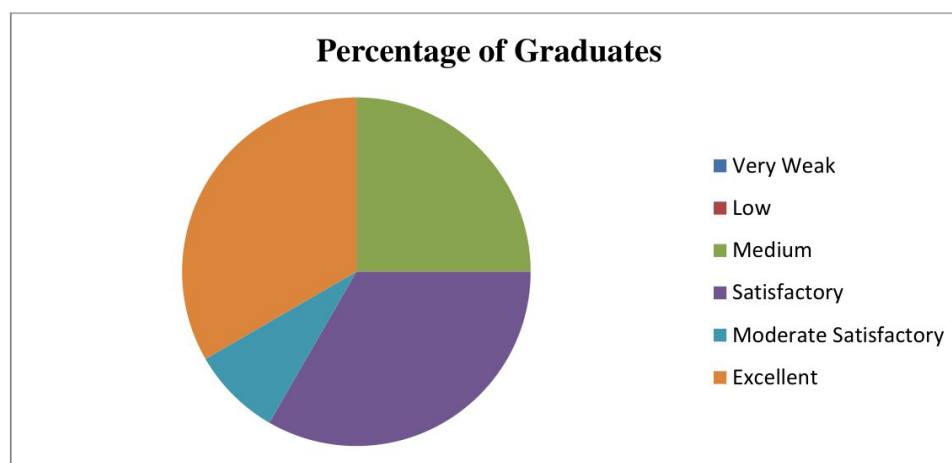


Table: 2.6 Graduates Enrollment in Universities

Types	Respondents	Percent
T.U	8	100.00
Other University of Nepal	0	0
Total	8	100.00

Table 2.6 shows that fluctuations in the enrollment figures for graduates in universities, which Tribhuvan University being the only institution with enrollments. Other Universities did not have any enrollments during the specified period.

2.5 Academic Quality

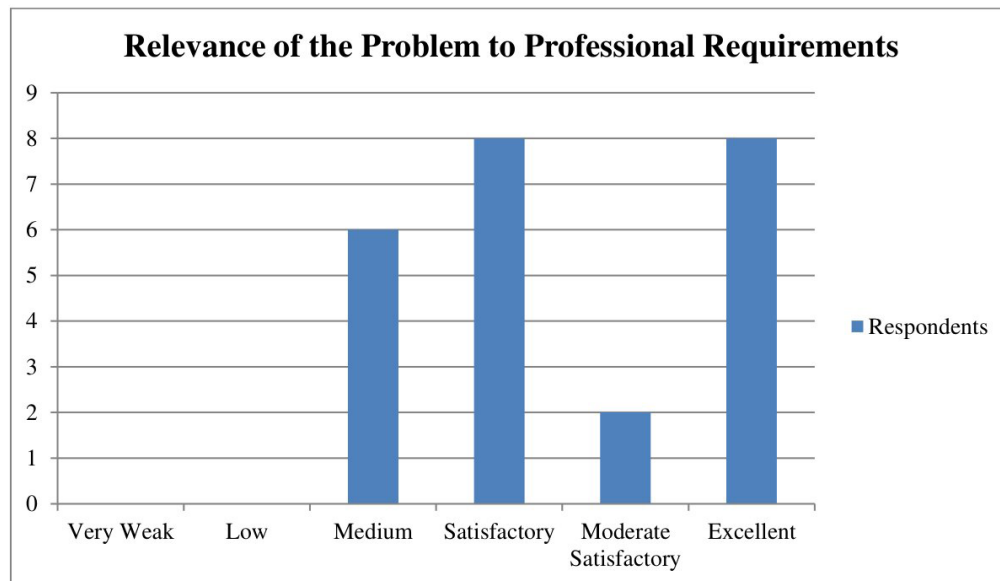
This section focuses on how graduates perceive the value of various quality measures associated with different aspects of the institution. It presents the evaluation provided by graduates on various factors related to the institutions delivery of quality education. The study examines specific variables to assess the strengths and weaknesses of the institution from the graduate's perspective.

Table: 2.7 Relevance of the program to professional Requirements

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	6	25.00
Satisfactory	8	33.33
Moderate Satisfactory	2	8.33
Excellent	8	33.33
Total	24	100.00

The table 2.7 presents the distribution of categories on different bases. Medium were 25 percent while satisfactory were 33.33 percent of the total respondents. Moderate Satisfactory were 8.33 percent of the total, and the number of students with an excellent rating is 33.33 percent. Very weak and Low has no instances within the provided data. The study shows that the majority of students have an Excellent rating; this indicates that good academic quality on campus.

Figure 2.6: Relevance of the program to professional Requirements



2.6 Extra-curricular Activities

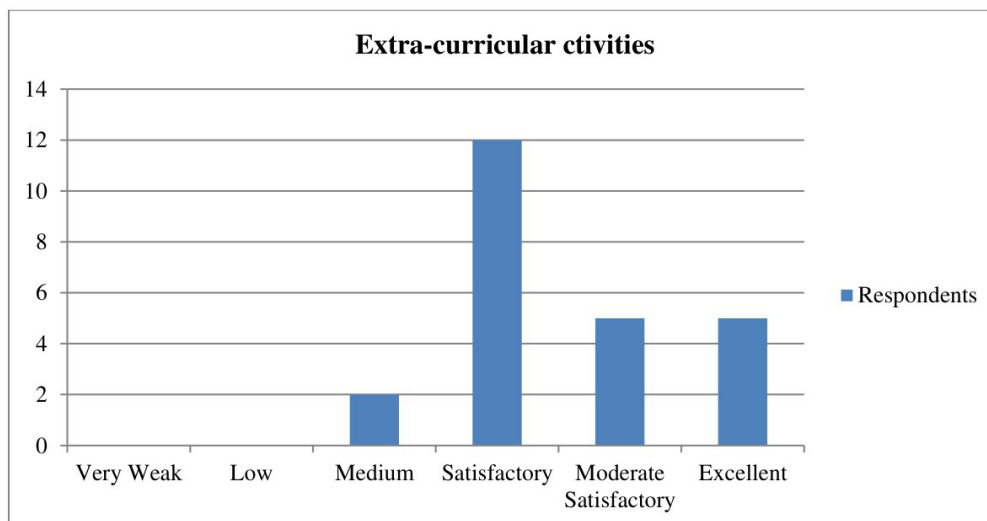
Extra-curricular Activities are activities that students participate in outside of their regular academic curriculum. These activities provide with opportunities to pursue their interests, develop new skills and engage in social interactions. Here are some examples of extra-curricular Activities:

Table: 2.8 Ratings based on Extra-curricular Activities

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	2	8.33
Satisfactory	12	50.00
Moderate Satisfactory	5	20.83
Excellent	5	20.83
Total	24	100.00

The table 2.8 shows that there were no students rated as Very Weak and Low in the year of 2078. Out of total responses of the variable concerned, 8.33 percent were Medium with extracurricular activities of the institute. 50 percent students were satisfactory, 20.83 percent were Moderate Satisfactory and Excellent categories. The study shows that the majority of students have a Satisfactory ratings. That indicates an average extra-curricular activity on campus.

Figure 2.7: Ratings based on Extra-curricular Activities



2.7 Problem solving Ability

Problem solving ability is typically evaluated based on a person's capability to analyze a problem, identify potential solution and effectively implement those solutions to resolve the problem.

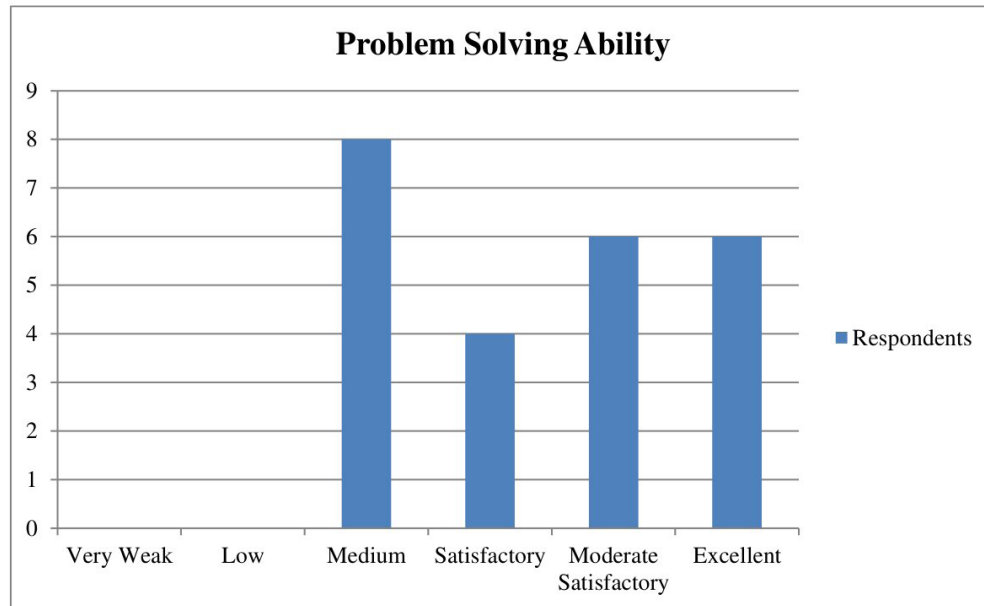
Table: 2.9 Ratings based on Problem solving Ability

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	8	33.33
Satisfactory	4	16.66
Moderate Satisfactory	6	25.00
Excellent	6	25.00
Total	24	100.00

The table 2.9 shows that there were no individuals ranked into the Very Weak and Low level of problem solving ability. The percentages of individuals with medium problem solving ability were 33.33 percent. The percentages of individuals with satisfactory problem solving ability were 16.66 percent. The total number with a Moderate

Satisfactory and Excellent rating were 25 percent. This indicates that, on average on Problem solving ability in institutions.

Figure 2.8 Ratings based on Problem solving Ability



2.8 Work Placement/Attachment

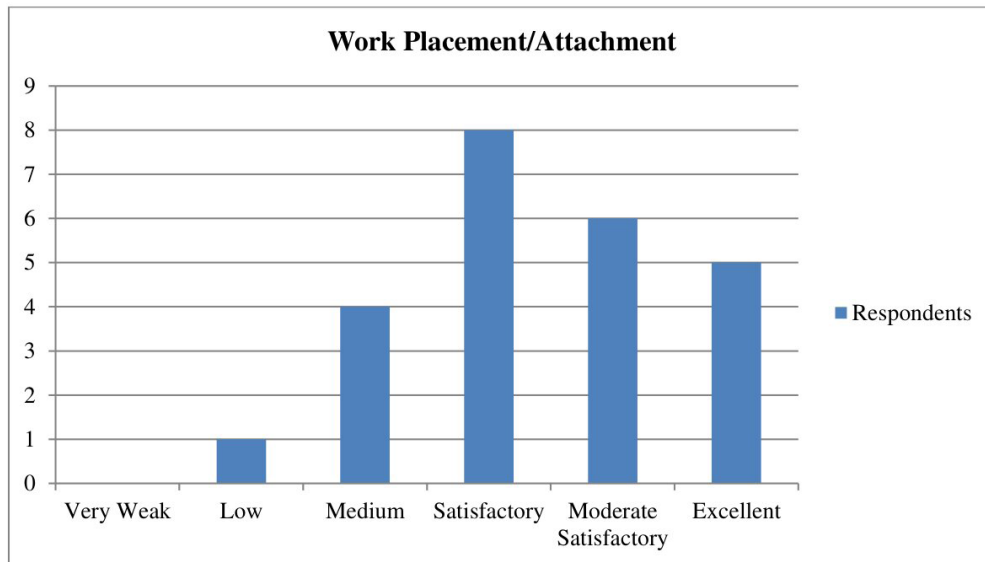
The work placements or attachments serve as a bridge between academic learning and professional practice, equipping students with valuable skills and experiences that contribute to their future career success.

Table: 2.10 Ratings based on work Placement/Attachment

Particulars	Respondents	percent
Very Weak	0	0
Low	1	4.16
Medium	4	16.66
Satisfactory	8	33.33
Moderate Satisfactory	6	25.00
Excellent	5	20.83
Total	24	100.00

The table 2.10 shows that the Very Weak rating were 0% in the study period. The Low ratings were 4.16 percentages only. The Medium ratings were 16.66 percent. The Satisfactory rating were the highest (33.33) percent. Moderate Satisfactory and excellent rating were 25 and 20.83 percent respectively. This indicates that on average work placement activities in campus.

Figure 2.9 Ratings based on work Placement/Attachment



2.9 Ratings based on Teaching/ Learning Environment

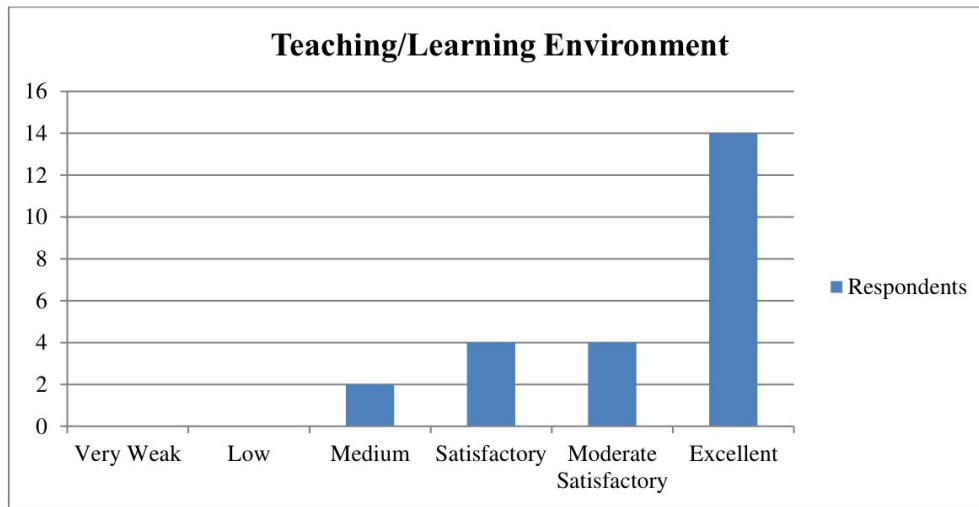
The teaching/learning environment of an institution various factors contribute to creating a conducive and effective educational setting.

Table: 2.11 Ratings based on Teaching /Learning Environment

Particulars	Respondents	percent
Very Weak	0	0
Low	0	0
Medium	2	8.33
Satisfactory	4	16.66
Moderate Satisfactory	4	16.66
Excellent	14	58.33
Total	24	100.00

Table 2.11 observes that the majority of the ratings fall into the Excellent with 58.33 of the total. The next highest ratings were Moderate Satisfactory and satisfactory with 16.66 percent. The ratings Medium also have significant percentage with 8.33. Very Weak and Low (0%) rank. This indicates shows that good teaching learning environment in campus.

Figure 2.10 Ratings based on Teaching /Learning Environment



2.10 Quality of Education Delivery

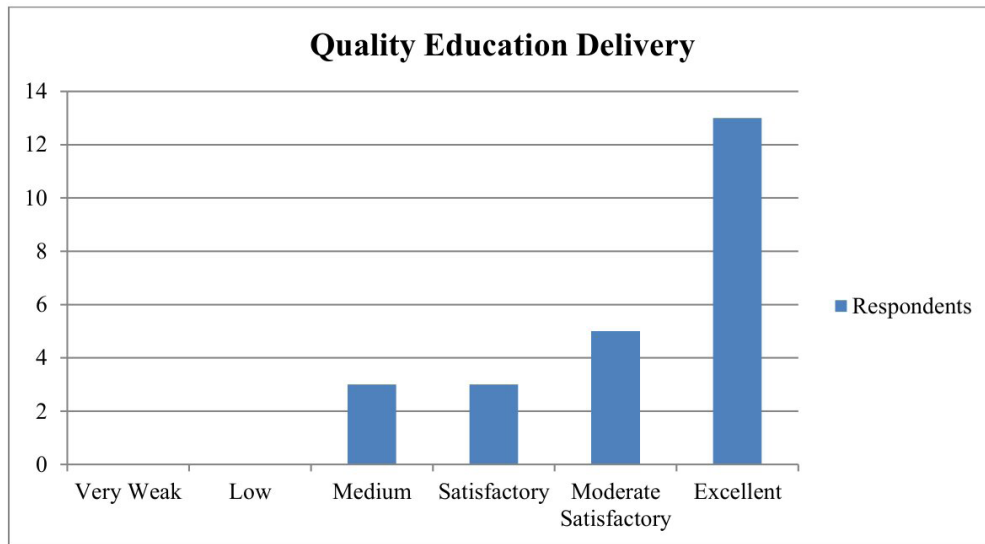
The quality of education refers to the overall effectiveness and excellence of the educational system in delivering knowledge, skills and experiences to students. It encompasses various factors, including teaching methodologies, curriculum design, learning materials, assessment methods, teacher qualifications, infrastructure and student outcomes.

Table: 2.12 Ratings based on Quality of Education Delivery

Particulars	Respondents	Percent
Very Weak	0	0
Low	0	0
Medium	3	12.50
Satisfactory	3	12.50
Moderate Satisfactory	5	20.83
Excellent	13	54.16
Total	24	100.00

The table 2.12 shows that, the medium and satisfactory score were 12.50 percent of the total ratings. The Moderate Satisfactory 20.83 percent and Excellent were 54.16 percent of the total ratings. This indicates that, the good quality of education delivery by the campus.

Figure 2.11: Ratings based on Quality of Education Delivery



2.11 Teacher Student Relationship

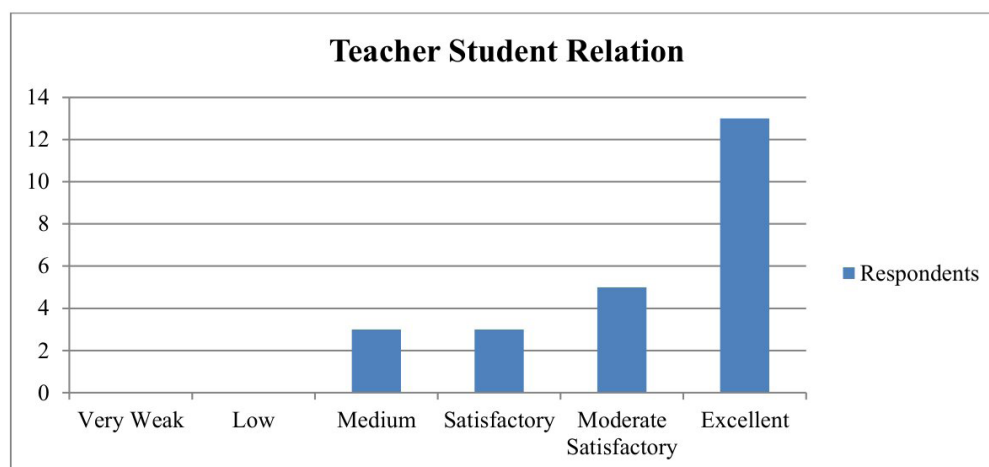
The teacher student relationship is a fundamental aspect of education and plays a crucial role in the learning process. It involves the interaction and dynamics between a teacher and their students in an educational setting.

Table: 2.13 Rating based on Teacher Student Relationship

Particulars	Respondents	Percent
Very Weak	0	0
Low	0	0
Medium	3	12.50
Satisfactory	3	12.50
Moderate Satisfactory	5	20.83
Excellent	13	54.16
Total	24	100.00

The table 2.13 shows, that the medium and satisfactory score were 12 percent of the total ratings. The Moderate Satisfactory were 20.83 percent of the total ratings and Excellent were 54.16 percent of the total ratings. This indicates that, the good relationship between teacher and student.

Figure: 2.12 Rating based on Teacher/Student Relationship



2.12 Library Facility

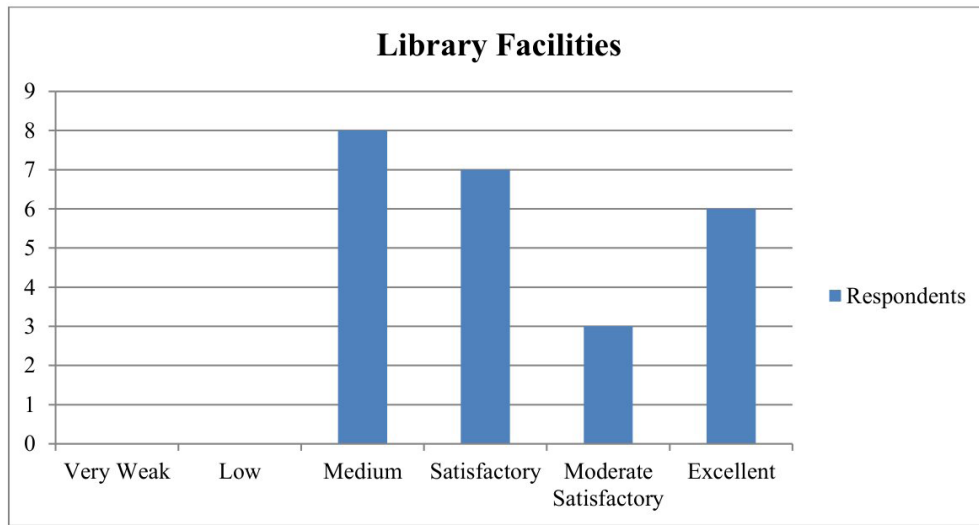
Libraries service as important cultural and educational institutions, promoting literacy, learning and the dissemination of knowledge. The table demonstrates the ratings of graduates regarding library facilities.

Table: 2.14 Ratings based on Library Facility

Particulars	Respondents	Percent
Very Weak	0	0
Low	0	0
Medium	8	33.33
Satisfactory	7	29.16
Moderate Satisfactory	3	12.50
Excellent	6	25.00
Total	24	100.00

The table 2.14 shows that the Medium were 33.33 percent of the total ratings. The satisfactory score were 29.16 percent. The Moderate Satisfactory score were 12.50 percent of the total ratings. The Excellent score were 25 percent of the total ratings. The Very Weak and Low were 0 percent. This indicates that, on average, the library facility is on campus.

Figure 2.13 Ratings based on Library Facility



2.13 Sports Facility

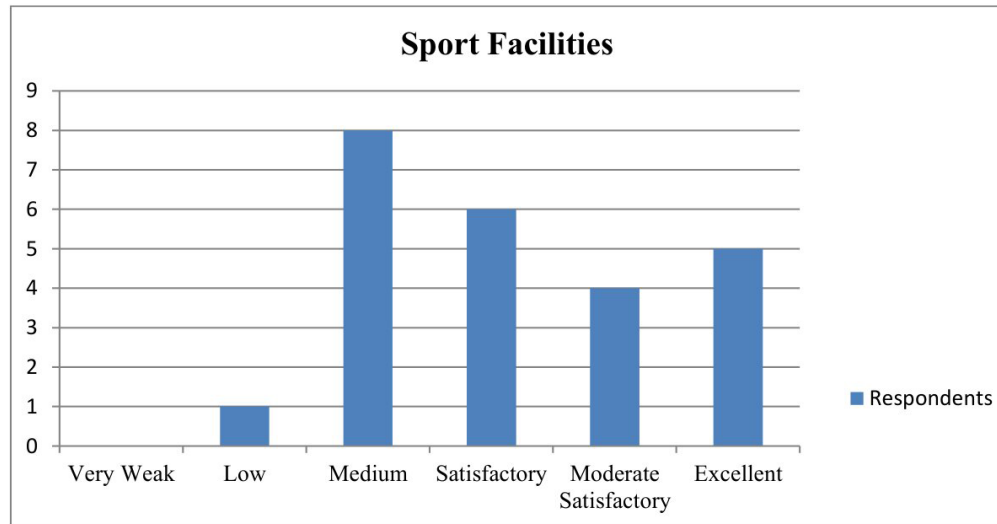
Sports facility can play a significant role in the overall performance of students. Engaging in physical activities and sports not only promotes physical health but also has positive impacts on mental well-being, cognitive function and academic performance.

Table: 2.15 Ratings based on Sports Facility

Particulars	Respondents	Percent
Very Weak	0	0
Low	1	4.16
Medium	8	33.33
Satisfactory	6	25.00
Moderate Satisfactory	4	16.66
Excellent	5	20.83
Total	24	100.00

The table 2.15 shows that, Low were only 4.16 percent of the total ratings. The Medium and Satisfactory score were 33.33 percent and 25 percent respectively. The Moderate Satisfactory score were 16.66 percent of the total ratings and Excellent score were 20.83 percent of the total ratings. No graduates have said that there was very weak sport facilities provide by the institution. This indicates that, on average, the sports facility is on campus.

Figure 2.14 Ratings based on Sports Facility



2.14 Canteen Facility

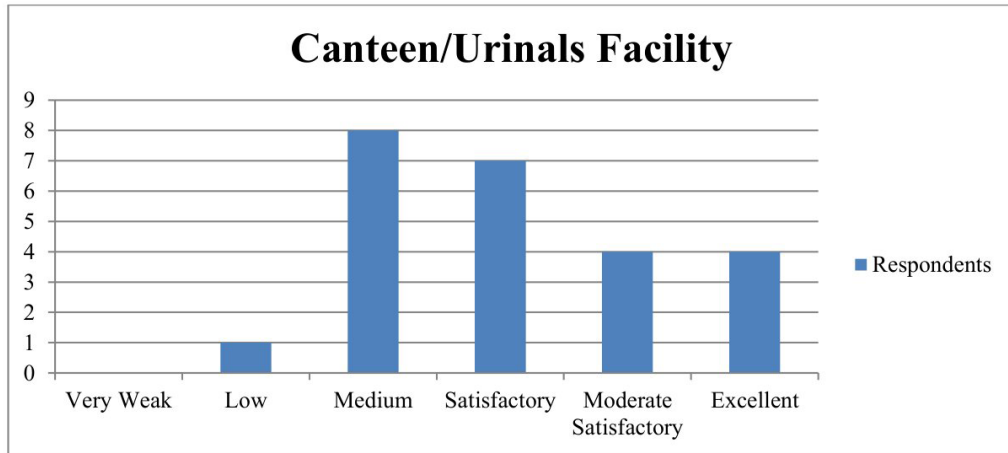
A canteen facility refers to a designated area or space where food and beverages are served, typically within an organization, institution, or workplace. It provides employees, students, or workers with access to meals, snacks, and drinks throughout the day, often at subsidized rates. Canteens are common in offices, schools, campus, factories, hospitals, and other institutions.

Table: 2.16 Ratings based on Canteen/Urinals Facility

Particulars	Respondents	Percent
Very Weak	0	0
Low	1	4.16
Medium	8	33.33
Satisfactory	7	29.16
Moderate Satisfactory	4	16.66
Excellent	4	16.66
Total	24	100.00

The table 2.16 shows that, Low were only 4.16 percent of the total ratings. The Medium were 33.33 percent. Satisfactory score were 29.16 percent of the total ratings. The Moderate Satisfactory and Excellent score were equal 16.66 percent of the total ratings. No graduates have said that there was very weak sport facilities provide by the institution. This indicates that, on average, the canteen facility is on campus.

Figure 2.15 Ratings based on Canteen/Urinals Facility



CHAPTER III: MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study students of the graduates. It analyzes the rating of the graduates on several of program to the professional jobs. The major quantitative findings of the study are described below:

1. Out of total respondents (24) 25 percent are in B.ED and 75 percent are found in BBS faculty.
2. Out of total graduates, 10 were from indigenous, 7 from dalit and 7 from others category.
3. Out of total graduates, 33.33 percent are employed, 29.16 percent are self-employed and 37.5 percent are unemployed including students pursuing higher studies.
4. Out of total employed graduates, 66.66 percent are full time jobholder whereas 33.33 percent are part time.
5. 8.33 percent were enrolled in M.ED and 25 percent were in MBS. Likewise 12.5 percent respondents engage in abroad study and most of the graduates 54.16 did not continue their further study.
6. On relevance of program to professional requirement, 25 percent ticked medium, 33.33 percent are satisfied and excellent, 8.33percent graduates chose moderate satisfactory option.
7. 8.33 percent of them related on medium with extra-curricular activities, 50 percent were satisfactory and 20.83 percent ticked on moderate satisfactory and excellent option regarding extracurricular activities.
8. 33.33 percent of graduates were medium regarding problem solving, 16.66 percent were satisfied and 25 percent got moderately satisfied and excellent regarding on it.
9. Regarding work placement, 4.16 percent of them got it low, 16.66 percent were medium, 33.33 percent were satisfied, 25 percent found moderately satisfied and 20.83 percent graduates have thought it has excellent.
10. 8.33 percent found medium teaching learning environment, 16.66 percent got satisfied and moderate satisfied. 58.33 percent rated excellent.
11. On quality of education delivery, 12.5 percent experienced medium and satisfactory, 20.83 percent have found moderate satisfied and 54.16 percent have found excellent.
12. 12.5 percent graduates got medium and satisfactory relationship between teachers and students, whereas 20.83 percent of them were moderate satisfactory, and 54.16 percent ticked excellent.
13. Regarding library facility, 33.33 percent have ticked on medium, 29.16 percent have satisfied, 12.5 percent found moderate satisfactory and 25 percent of them ticked on excellent option.
14. Sports facility in campus was medium for 33.33 percent, 25 percent have satisfied, 16.66 percent are moderately satisfied, 20.83 percent were excellent and 4.16 percent found it low regarding the sports facility.

15. 33.33 percent graduates were medium with the canteen/urinals facilities of the campus. 4.16 percent found low, 29.16 percent graduates found satisfied and 16.66 percent found moderately satisfactory and excellent in each.

CHAPTER IV: IMPLICATIONS TO INSTITUTION REFORM

Based on the findings mentioned, here are some implications for institutional reform:

Gender Equality and Inclusivity:

1. The institution should strive for equal representation and opportunities for both male and female student.
2. Measures should be taken to promote gender diversity in various programs and ensure a supportive environment for all students.

Caste and Social Inclusion:

1. The institution should actively work towards promoting diversity and inclusivity by encouraging participation from different castes and marginalized communities.
2. Special initiatives and support programs can be implemented to address the underrepresentation of certain castes and ensure equal opportunities for all students.

Employment and Career Development:

1. The institution should strengthen career services and support systems to enhance employability and job placement opportunities for graduates.
2. Collaboration with industries, internship and skill development programs can be introduced to bridge the gap between education and employment.

Program Evaluation and Adaptation:

1. The institution should assess the popularity and effectiveness of different programs based on enrollment figures and student preferences.
2. Program offerings should be regularly evaluated and adapted to align with market demands and student interests.

Academic Quality and Student Support:

1. The institution should focus on conducive teaching learning environment and providing adequate student support services for enhancing academic quality.
2. Continuous improvement in curriculum design, faculty development and infrastructure can contribute to a positive educational experience.

Facilities and Resources:

1. Based on student feedback, the institution should invest in improving facilities such as libraries, sports facilities, canteens and urinals to meet the needs and expectations of the students.

Monitoring and Evaluation:

2. Regular monitoring and evaluation mechanisms should be established to assess the institutions progress in achieving its reform goals.
3. Feedback from students, faculty and stakeholders should be collected and considered for informed decision making and improvement initiatives.

By addressing these implications, the institution can work towards creating a more inclusive, supportive and high quality educational environment for its students, promotion their holistic development and success.

CHAPTER V: CONCLUSION AND RECOMMENDATION

The study concludes that Janajyoti Campus is considered as one of the competent educational institutions of Nepal that has been producing higher education graduates transforming quality education to the society. Janajyoti Campus (JC) is a higher educational institution located in the southwest part of Tanahun District, Nepal. It was established in 2064 and offers education and management faculties. JC is committed to providing quality education and is seen as a transparent, justifiable and dynamic institution in Tanahun District. The campus conducts Graduate Tracer Studies (GTS) to assess the employability and outcomes of its graduates. The tracer study aims to determine if JC is achieving satisfactory learning outcomes and contributing value to Nepalese society. The objectives of the tracer study include investigating the graduates' transition into the workforce, exploring the influence of personal factors on job search; determine employment and further study status, evaluating the graduate's perception of teaching learning environments and providing suggestions for improvement. The study was conducted using a descriptive research design with a quantitative methodology. Data collection involved various methods such as direct visits, interviews, social media and email. The scope of the study is limited to graduates from JC in the year 2078. The total numbers of respondents were 24, with 6 from the Faculty of Education (B.Ed) and 18 from the Faculty of Management (BBS). The study reveals the employment status of the graduates, with 8 (33.33%) employed, 7 (29.16%) self-employed and 9 (37.5%) unemployed. The majority of respondents were engaged in full time employment. Enrollment figures show fluctuation in the number of graduates joining specific program, with most graduates not joining any specific program. The study also assesses the ratings of the graduates on the overall teaching learning environment, with the majority having a Medium rating, indicating average academic quality on campus. Overall, the tracer study provides insights into the teaching learning environment. The findings can be used to improve the effectiveness of teaching and learning at JC and guide future decision making and planning.

Gender Representation:

1. Develop initiatives to encourage more male students to enroll in the B.Ed program to improve gender balance.
2. Explore reasons for the higher representation of female respondents in the BBS program and consider strategies to attract more male students to balance gender ratios.

Caste and Social Inclusion:

1. Implement targeted outreach programs to increase the representation of students from Madhesi, Muslim and Dalit castes in educational programs.
2. Establish support mechanisms and scholarships specifically aimed at promoting participation and retention of students from marginalized communities.

Employment and development:

1. Strengthen career counseling services to guide and support graduates in their employment and entrepreneurship endeavors.
2. Foster partnerships with industries and organizations to create more employment opportunities for graduates.

Program Enrollment:

1. Analyze the reasons behind the low enrollment in specific programs, such as the B.Ed. program, and identify strategies to attract more students.
2. Explore opportunities to diversify program offerings to meet the changing demands and interests of students.

Academic Quality and Student Support:

1. Address the fluctuating ratings in academic quality, extra-curricular activities, problem solving ability, work placement environment and quality of education delivery, teacher student relationship, library facilities, sports facilities and canteen/urinals facilities by identifying specific areas for improvement and implementing appropriate measures.
2. Regularly evaluate and monitor the effectiveness of implemented improvements to ensure continuous enhancement of academic quality and student support services.

Research and Evaluation:

1. Conduct further research and evaluation to gain a deeper understanding of the factors influencing student enrollment, participation and satisfaction.
2. Collect qualitative data and feedback from students to identify specific areas for improvement and implement targeted interventions.

These recommendations aim to address the findings and provide actionable steps to improve institutional practices promote inclusivity and enhance the overall educational experience for students. It is important to further analyze the context and consult with relevant stakeholders to tailor these recommendations to the specific needs and circumstances of the institution in question.

Tracer Study Report

(graduates-2079)

Janajyoti Campus,

Bhimad , Tanahun

Submitted by
Janajyoti Campus
Bhimad-6, Tanahun

Submitted to
University Grants Commission,
Sanothimi, Bhaktapur



त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त
Affiliated To Tribhuvan University

जनज्योति क्याम्पस JANAJYOTI CAMPUS



भिमाद नगरपालिका - ६, तनहुँ नेपाल

Bhimad Municipality - 6, Tanahun, Nepal

प.स./Letter No:

च.न./Dispatch No :

स्थापित: २०६८

Est'd: 2007

मिति/Date : 17 March 2026



To
The Chairman,
University Grants Commission
Sanothimi, Bhaktapur


Sub: Regarding the submission of Tracer Study Report

Dear Sir,

As per the regular academic activities of the campus for the preparation and submission of Tracer Study Report we would like to submit detailed Tracer Study Report of (graduates) Janajyoti Campus, Bhimad-6, Tanahun.

We look forward to hearing from you soon.

Thank you


Keshav Raj Kaphe
Campus Chief

ACKNOWLEDGEMENT

We extend our sincere appreciation to the University Grants Commission Nepal for their invaluable assisting and inspiring in the preparation of the Tracer Study Report. We are deeply grateful to the graduates of JC who generously provided us with the necessary information, which was crucial for the completion of this report.

Furthermore, we would like to express our heartfelt thanks to the Campus Management Committee, Academic Committee and other teaching and non-teaching staff for their continuous support and valuable suggestions during the time of preparing Tracer Study Report. Their contributions have been instrumental in shaping the final outcome.

Last but not least, we would like to express our gratitude to all the other members involved in the Tracer Study Report. Without their unwavering support, this study would not have reached its current form.

Coordinator
Tracer Study Report

EXECUTIVE SUMMARY

Janajyoti Campus (JC), established in 2064 BS, is a well-known higher education institution located in Tanahun District, Nepal. Since its establishment, the campus has been committed to providing quality education and has developed a reputation as a transparent, dynamic, and student-centered institution. In order to evaluate the effectiveness of its academic programs and to examine the employability status of its graduates, JC conducted a Graduate Tracer Study (GTS) in the year 2079 BS.

The primary objective of the tracer study is to identify the current status of JC graduates. Specifically, the study aims to explore their transition into the job market, analyze the influence of personal factors on job search, determine their employment status, identify their involvement in further studies, and assess their perception of the teaching–learning environment at the campus. The findings of the study are expected to provide valuable insights for institutional improvement and informed decision-making.

To conduct the study, a Tracer Study Committee was formed. Primary data were collected through different methods including direct visits, interviews, social media communication, and telephone conversations. The study followed a descriptive research design using a quantitative approach, focusing on graduates from the Bachelor of Business Studies (BBS) program. Major areas of analysis included employment rate, employment status, enrollment in further education, and the effectiveness of the teaching-learning environment. Thematic analysis was also used to examine graduates' academic experiences, professional development, personal growth, and representation of different caste groups among the graduates. The sample of the study consisted of 17 graduates from the Faculty of Management.

The findings revealed that a majority of the respondents were unemployed at the time of the study, which also included graduates pursuing further studies and those on maternity leave. Employment rates varied across different graduating years. Among those employed, full-time employment was more common. The study also showed that many graduates continued their higher education, with Tribhuvan University being the most preferred institution. Regarding the teaching-learning environment, most respondents rated it as “medium” or “satisfactory.” The study highlighted the need for improvement in areas such as continuous assessment, curriculum relevance and career support services.

Overall, the tracer study plays a significant role in program evaluation, curriculum development, alumni engagement, institutional accountability and strategic decision-making at Janajyoti Campus. It serves as an important tool for assessing the outcomes and impact of academic programs, identifying areas for improvement, and showcasing the achievements and success stories of the graduates.

LIST OF TABLES

Table		Page No.:
Table 2.1	Distribution of Respondents based on Academic Program	5
Table 2.2	Caste of the Respondents	6
Table 2.3	Current Status of Employment of Respondents	7
Table 2.4	Types of Employment of the Respondents	7
Table 2.5	Types of Involved Organization of the Graduates	8
Table 2.6	Graduates Enrollment in Different Disciplines	9
Table 2.7	Graduates Enrollment in Universities	10
Table 2.8	Relevance of the program to professional Requirements	10
Table 2.9	Ratings based on Extra-curricular Activities	11
Table 2.10	Ratings based on Problem solving Ability	12
Table 2.11	Ratings based on work Placement/Attachment	13
Table 2.12	Ratings based on Teaching /Learning Environment	14
Table 2.13	Ratings based on Quality of Education Delivery	15
Table 2.14	Rating based on Teacher Student Relationship	16
Table 2.15	Ratings based on Library Facility	17
Table 2.16	Ratings based on Sports Facility	18
Table 2.17	Ratings based on Canteen/Urinals Facility	19
Table 2.18	Ratings based on computer Facility	20

LIST OF FIGURES

Figure		Page No.:
2.2	Caste of the Respondents	6
2.2	Pie-chart showing Current Status of Employment of Respondents	7
2.3	Types of Employment of the Respondents	8
2.4	Types of Involved Organization of the Graduates	8
2.5	Pie-chart showing Graduates Enrollment in Different Disciplines	9
2.6	Relevance of the program to professional Requirements	11
2.7	Ratings based on Extra-curricular Activities	12
2.8	Ratings based on Problem solving Ability	13
2.9	Ratings based on work Placement/Attachment	14
2.10	Ratings based on Teaching /Learning Environment	15
2.11	Ratings based on Quality of Education Delivery	16
2.12	Rating based on Teacher Student Relationship	17
2.13	Ratings based on Library Facility	18
2.14	Ratings based on Sports Facility	19
2.15	Ratings based on Canteen/Urinals Facility	20
2.16	Ratings based on computer Facility	21

ABBREVIATIONS

BBS: Bachelor of Business Studies

B.Ed: Bachelor of Education

GTS: Graduate Tracer Studies

HE: Higher Education

JC: Janajyoti Campus

HOD: Head of Department

RMC: Research Management Committee

UGC: University Grants Commission

CHAPTER I: INTRODUCTION

1.1 Background

Janajyoti Campus (JC) is a higher educational institution established in 2064 B.S. in the south-western part of Tanahun District. Initially, the campus started with the Faculty of Education, and later in 2066 B.S. the Management Faculty was also introduced. The campus is located in Bhimad Municipality and serves the surrounding areas including Rishing, Ghiring, and Myagde rural municipalities.

JC is committed to providing quality education in a systematic manner. It is recognized as a transparent, responsible, and dynamic educational institution in Tanahun District. The staff members are highly dedicated to their duties and work seriously for the academic progress of their students. As a result, students of the campus have achieved a satisfactory status at both national and international levels. This research is an initial attempt to conduct a tracer study of graduates from the B.Ed. and BBS programs of this campus, based on available documents, responses, and other relevant information.

The campus has been conducting Graduate Tracer Studies (GTS) since the year 2079 B.S. The purpose of this study is to help the campus evaluate whether its academic programs are producing satisfactory learning outcomes and contributing valuable inputs to Nepalese society. The tracer study investigates the employability of graduates who completed their studies up to 2079 B.S. from this institution. In addition, it examines the quality of higher education (HE) provided by the campus and the conditions under which JC graduates have been employed. It also explores the job-seeking process, the time taken by graduates to obtain employment, and the relationship between their current work and the programs offered by the campus. Furthermore, the findings of the study are expected to provide useful insights for future improvements and further research.

Tracer study is a system of tracing graduates and collecting feedback regarding the type of work, further studies, or other activities they have been involved in after completing their education at academic institutions like JC. This graduate tracer study involves identifying and following up with graduates of JC. As the campus has adopted the slogan **“Quality Education is Our Commitment,”** the fulfillment of this commitment depends greatly on the quality and success of its graduates.

Without education, a human being is like someone in a closed room. With education, however, one finds oneself in a room whose windows are open to the outside world, full of opportunities and success. Therefore, improving the quality of education requires a systematic process of assessing institutional services and academic programs through studies such as tracer studies. This chapter includes the rationale, objectives, arrangements for conducting the study, the graduate batch selected for the study, data collection instruments and approaches, as well as the scope and limitations of the study.

1.2 Rationale of the Study

A tracer study is a research method used to evaluate the outcomes and impact of an educational program or institution on its graduates. The rationale for conducting a tracer study includes the following points:

1. To assess the effectiveness of academic programs by examining graduates' employment rates, job satisfaction, and the relevance of their acquired skills and knowledge.
2. To provide feedback for curriculum development and identify areas for improvement to better meet industry demands.
3. To facilitate alumni engagement and networking, thereby strengthening the connection between the institution and its graduates.
4. To support institutional accountability and accreditation by demonstrating the impact and value of the education provided.
5. To identify areas requiring improvement in institutional support and resources based on graduates' experiences and feedback.
6. To inform institutional decision-making and planning, including resource allocation, curriculum revision, and program expansion.
7. To enhance marketing and recruitment efforts by highlighting positive outcomes and success stories of graduates.

1.3 Objectives of the Study

The primary objective of this study is to trace the current status of the graduates of JC. Specifically, the study aims to examine the employability and employment status of JC graduates. The specific objectives are as follows:

1. To investigate how graduates transition from campus to various workplaces.
2. To examine the influence of personal factors, such as gender and background, on the job search process.
3. To explore the employment status of JC graduates.
4. To identify the status of further studies pursued by JC graduates.
5. To analyze graduates' ratings regarding the overall teaching-learning environment.
6. To propose measures to enhance the effectiveness of the teaching-learning environment at JC.

1.4 Institutional Arrangements of the Study

To conduct the tracer study, CMC formed a team under the leadership of Students' Counseling, Grievance Collecting and Solution Committee. The study was planned and implemented by the Tracer Study Committee of JC. Primary data were collected through the mobilization of former students, non-teaching staff, committee members, and all concerned departments of JC. The assigned departments were responsible for preparing

the Tracer Study Report. The final report was reviewed and finalized by the Tracer Study Committee.

1.5 Graduate batch taken for the study

The tracer study conducted by this campus focuses on the graduates of the academic batch 2079 B.S.. The study particularly examines the outcomes of the Bachelor of Business Studies (BBS) program of the same year. The distribution of respondents by program is presented in the table below:

Program	Respondents	Percentage
B.Ed	0	0
BBS	17	100.00
Total	17	100.00

The table indicates that out of the total 17 respondents, all of them are graduates of the BBS program, representing 100 Percentage of the study participants.

1.6 Method of Study

This study adopted a descriptive research design to examine the status of graduates. The methodology employed in the study is primarily quantitative in nature. The research focused on the graduates of the Bachelor of Business Studies (BBS) program.

For the purpose of data collection, a purposive census technique was applied. The population of graduates since the establishment of the institution was considered, with particular emphasis on the BBS graduates of the academic year 2079 B.S. The tracer study committee members, along with teaching and non-teaching staff, were mobilized to collect the required information.

Data were gathered through various methods including direct visits, telephone communication, interviews, and electronic social media platforms. The study utilized a mixed approach of descriptive survey and thematic analysis in order to understand the employment status and career pathways of the graduates.

To determine the overall status of the graduates in this tracer study, the descriptive method of research was applied. The collected data were systematically organized, coded, and analyzed to generate meaningful findings and interpretations.

1.7 Scope of the Study

The main objective of this study is to determine the employment status of the graduates of JC. The scope of the research is limited to the students who have graduated from JC campus.

Furthermore, the study focuses on collecting and analyzing information related to the graduates' academic experiences, professional development, and personal career paths in order to identify their employment situation after graduation.

In addition, the study aims to generate indicators of the graduates' professional performance and career progression. Such tracer studies also highlight various programmatic issues, institutional conditions, and contextual factors that influence the educational experiences of the graduates during their study period at JC.

1.8 Limitations of the Study

The present tracer study was conducted among the graduates of the year 2079 from JC. The total number of graduates from the Faculty of Management was 17. Despite efforts to ensure the reliability of the findings, the study had the following limitations:

1. The study was limited only to the graduates of the year 2079 from JC.
2. The research focused on presenting the yearly gender-wise distribution of graduates.
3. The study was conducted within a short period of time and with limited financial resources.
4. Although efforts were made to contact all graduates, the scope of the study was restricted to the available respondents.
5. Face-to-face interviews, along with social media, email, and telephone conversations, were used as the primary tools for data collection.

CHAPTER –II

DATA PRESENTATION AND ANALYSIS

Janajyoti Campus (JC) offers two bachelor degrees. The campus offers Bachelor in Education (B.Ed) with major English and Nepali and Bachelor in Business Studies (BBS). Janajyoti Campus got affiliation to Tribhuvan University in 2064 for the faculty of education and similarly the campus also got affiliation to Tribhuvan University in 2066 for the faculty of management. This tracer study basically focuses on the graduates passed out students from the JC.

This section is organized into five major sections. The first section presents distribution of respondents on the basis of academic programs. The second section presents the gender/ethnicity/caste of the respondents. The third section deals with the employment status of the respondents. The fourth section presents scenario of persuasion of further study among the respondents. And the fifth section describes the respondents' perceived ratings on quality measures of JC.

2.1 Distribution of Respondents based on Academic Program

A comprehensive survey was conducted to gather data from 24 graduates who completed their studies in the year 2079 BS. The table shows the distribution of respondents based on academic programs.

Table: 2.1

Distribution of Respondents based on Academic Program

Program	Respondents		Total	Percentage
	Male	Female		
B.Ed	0	0	0	0
BBS	3	14	17	100.00

Table 2.1 reveals that out of 17 respondents, all are in the faculty of management.

2.2 Demographic Information of Graduates

An in-depth analysis was conducted to explore the demographic characteristics of the respondents, focusing on the caste composition of graduates. This study aimed to understand the diversity within the respondent pool and shed light on the representation of different castes. The table presents the caste of the respondents.

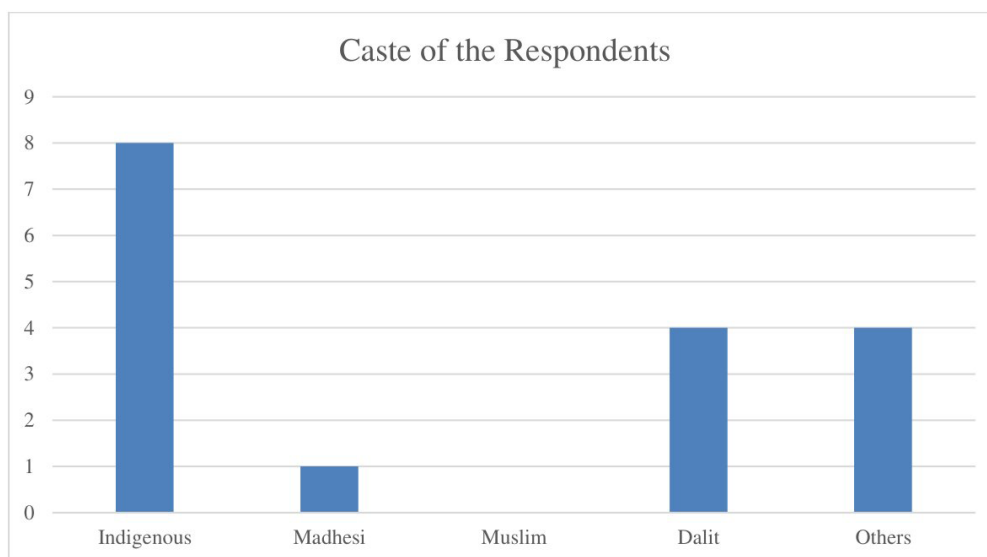
Table: 2.2

Caste of the Respondents

Caste	Respondents		Total	Percentage
	Male	Female		
Indigenous	1	7	8	47.05
Madhesi	1	0	1	5.88
Muslim	0	0	0	0
Dalit	1	3	4	23.52
Others	0	4	4	23.52
Total	3	14	17	100.00

Table 2.2 shows there were indigenous, madhesi, muslim, dalit and other castes present among the graduate students. Indigenous caste includes Gurung, Magar, Newar and Rai and other includes Brahmin, Chhetri and Thakuri. In 2079, there were 8 indigenous respondents, (47.05%) of the total respondents. There was 1 respondent from the madhesi. The number of respondents were 4 from Dalit (23.52%) and the same number of respondents were from the others (23.52%). The following figure shows caste of the respondents:

figure 2.1:

Caste of the Respondents

2.3 Employment Information of Graduates

This section explores the employment status of graduates from JC who completed their studies in the year 2079. The provided Table 2.3 offers an overview of the current status of the respondents.

Table 2.3
Current Status of Employment of Respondents

Types	Respondents		Total	Percentage
	Male	Female		
Employed	1	5	6	35.29
Self employed	2	5	7	41.17
Unemployed	0	4	4	23.52
Total	3	14	17	100.00

Table 2.3 shows that out of 17 respondents, 35.29 Percentage of the respondents were employed, 41.17 Percentage were self-employed and 23.52 Percentage were unemployed. It shows that most of the graduates are employed. Therefore most of the unemployed graduates are engaging for their further study.

Figure 2.2
Pie chart showing Current Status of Employment of Respondents

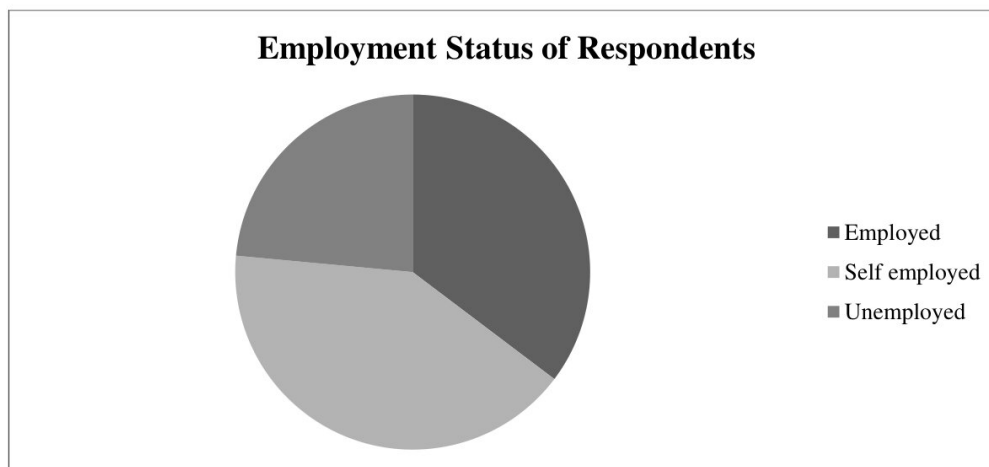


Table: 2.4
Types of Employment of the Respondents

Types	Respondents		Total	Percentage
	Male	Female		
Full time	1	5	6	46.15
Part time	0	0	0	0
Self employed	2	5	7	53.84
Total	3	10	13	100.00

Table 2.4 shows that out of total graduates, 46.15 Percentage of the graduates were found in full time job. Likewise 53.84 Percentage were involved in self-employed sector. The study shows that the majority of respondents were engaged in self-employed.

Figure 2.3
Types of Employment of the Respondents

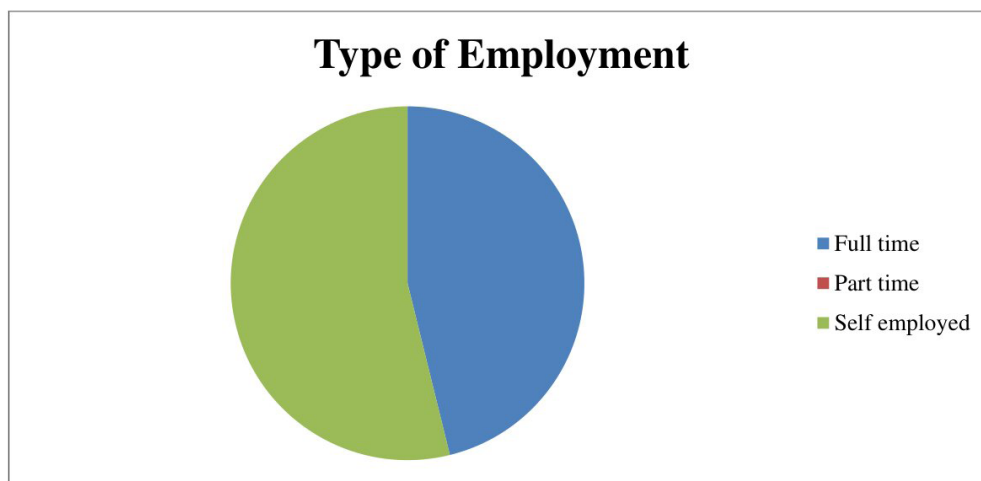
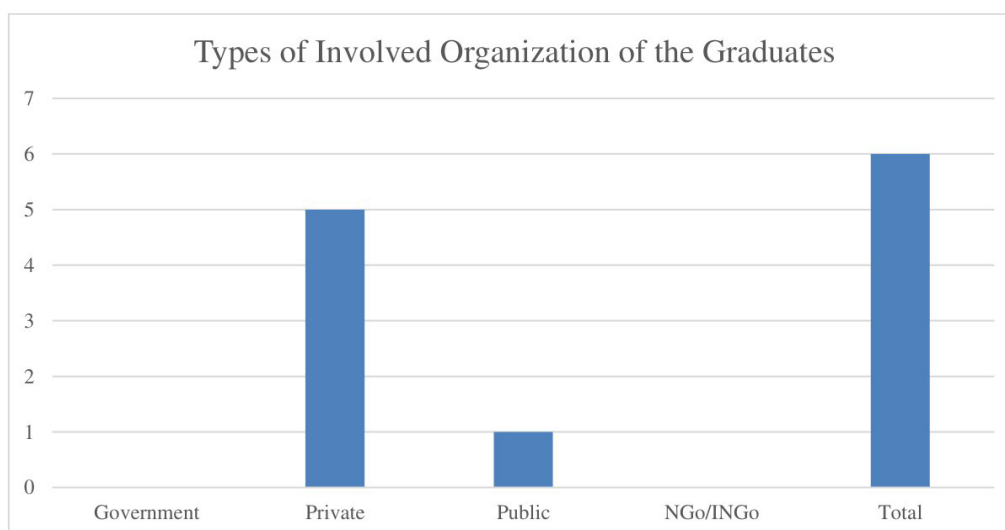


Table: 2.5
Types of Involved Organization of the Graduates

Involve Organization	Male	Female	Total	Percentage
Government	0	0	0	0
Private	0	5	5	83.33
Public	1	0	1	16.66
NGo/INGo	0	0	0	0
Total	1	5	6	100.00

Figure 2.4
Types of Involved Organization of the Graduates



2.4 Graduates Persuasion for Further Study

This section describes about the further study pursuit of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges. The following table shows graduates enrollment in different programs.

Table: 2.6

Graduates Enrollment in Different Disciplines

Program	Respondents		Total	Percentage
	Male	Female		
M.Ed	0	0	0	0
MBS	1	2	3	17.64
Abroad Study	0	1	1	5.88
Missing System	2	11	13	76.47
Total	3	14	17	100.00

The table 2.6 shows that 17.64 Percentage of total graduates were enrolled in BBS program. In 2079, there were 13 (76.47%) graduates who did not join any specific program.

Figure 2.5

Pie Chart Showing Graduates Enrollment in Different Disciplines

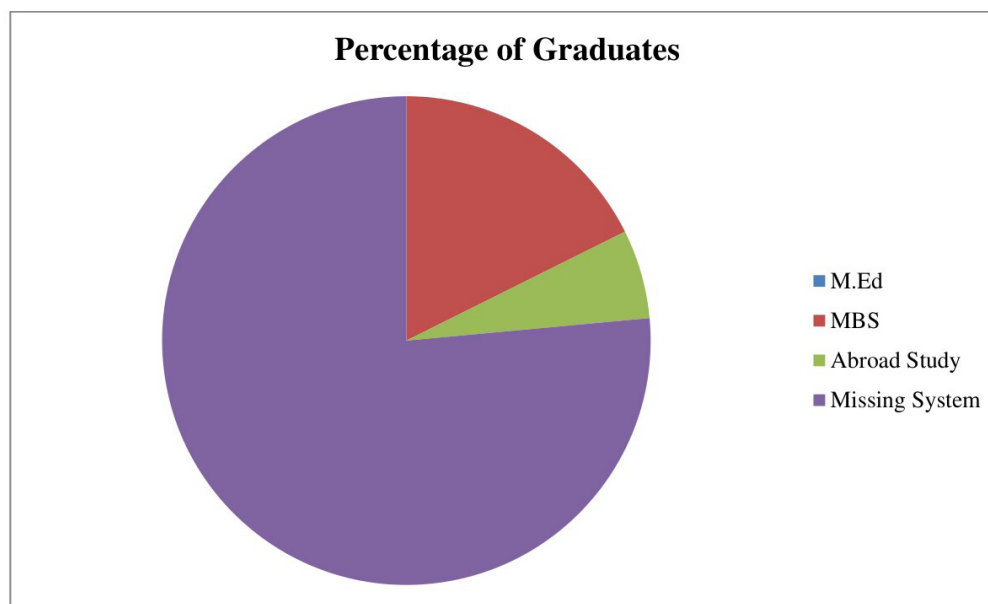


Table: 2.7
Graduates Enrollment in Universities

Types	Respondents		Total	Percentage
	Male	Female		
T.U	1	2	3	100.00
Other University of Nepal	0	0	0	0
Total	1	2	3	100.00

Table 2.7 shows the fluctuations in the enrollment figures for graduates in universities, Tribhuvan University being the only institution with enrollments. Other Universities did not have any enrollments during the specified period.

2.5 Academic Quality

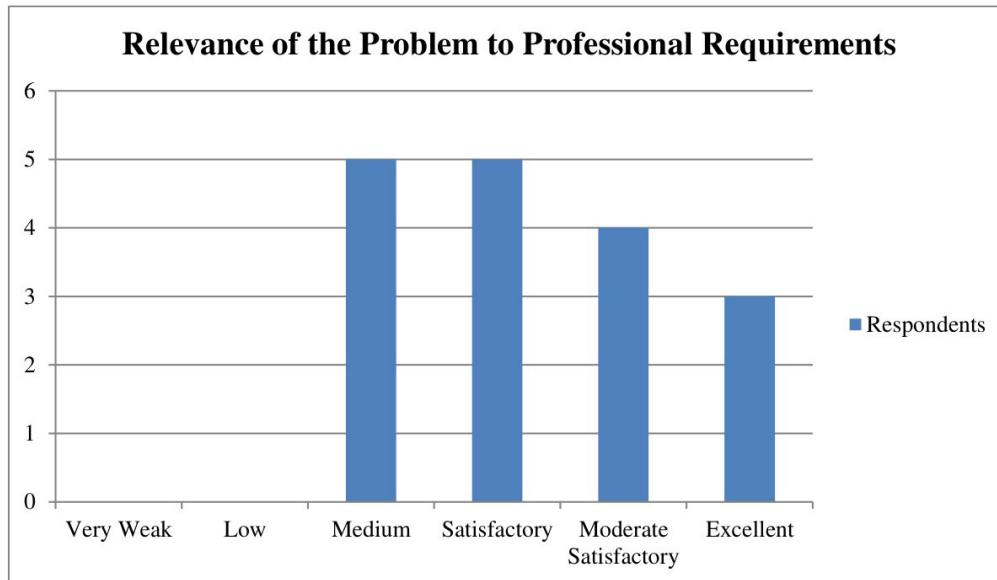
This section focuses on how graduates perceive the value of various quality measures associated with different aspects of the institution. It presents the evaluation provided by graduates on various factors related to the institutions delivery of quality education. The study examines specific variables to assess the strengths and weaknesses of the institution from the graduate's perspective.

Table: 2.8
Relevance of the program to professional Requirements

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	5	29.41
Satisfactory	5	29.41
Moderate Satisfactory	4	23.52
Excellent	3	17.64
Total	17	100.00

The table 2.8 presents the distribution of categories on different bases. Medium categories were 29.41 Percentage while satisfactory were 29.41 Percentage of the total respondents. Moderate Satisfactory categories were 23.52 Percentage of the total, and the number of students with an excellent rating is 17.64 Percentage. Very weak and Low has no instances within the provided data. The study shows that the majority of students have an Excellent rating; this indicates good academic quality on campus.

Figure 2.6:
Relevance of the program to professional Requirements



2.6 Extra-Curricular Activities

Extra-curricular Activities are activities that students participate in outside of their regular academic curriculum. These activities provide with opportunities to pursue their interests, develop new skills and engage in social interactions. Here are some examples of extra-curricular Activities:

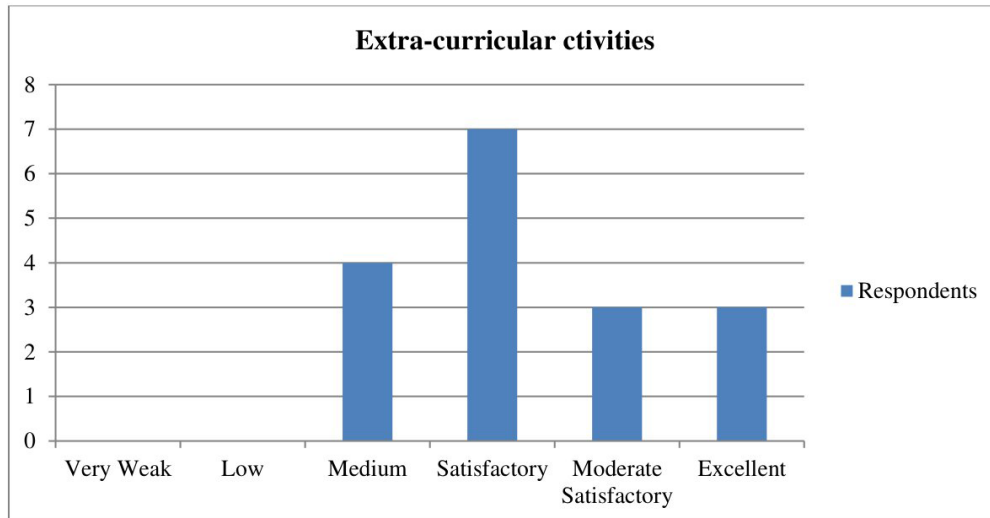
Table: 2.9
Ratings based on Extra-curricular Activities

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	4	23.52
Satisfactory	7	41.17
Moderate Satisfactory	3	17.64
Excellent	3	17.64
Total	17	100.00

The table 2.9 shows that there were no students rated as Very Weak and Low in the year of 2079. Out of the total responses of the variable concerned, 23.52 Percentage of the respondents were Medium with extracurricular activities of the institute. 41.17 Percentage of the students were satisfactory, 17.64 Percentage were Moderate

Satisfactory and Excellent categories. The study shows that the majority of students have a satisfactory ratings. These indicate an average extra-curricular activity on campus.

Figure 2.7
Ratings based on Extra-curricular Activities



2.7 Problem solving Ability

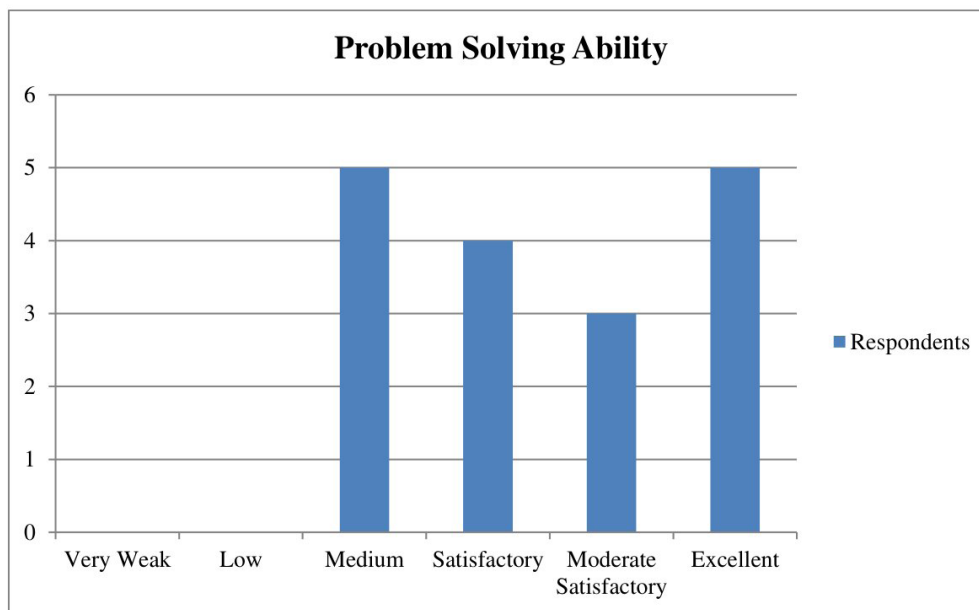
Problem solving ability is typically evaluated based on a person's capability to analyze a problem, identify potential solution and effectively implement those solutions to resolve the problem.

Table: 2.10
Ratings based on Problem solving Ability

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	5	29.41
Satisfactory	4	23.52
Moderate Satisfactory	3	17.64
Excellent	5	29.41
Total	17	100.00

The table 2.10 shows that there were no individuals ranked into the Very Weak and Low level of problem solving ability. The Percentageages of individuals with medium problem solving ability were 29.41 Percentage. The Percentageages of individuals with satisfactory problem solving ability were 23.52 Percentage. The total number with a Moderate Satisfactory and Excellent rating were 17.64 Percentage and 29.41 Percentage respectively. This indicates an average ability on Problem solving in institutions.

Figure 2.8
Ratings based on Problem solving Ability



2.8 Work Placement/Attachment

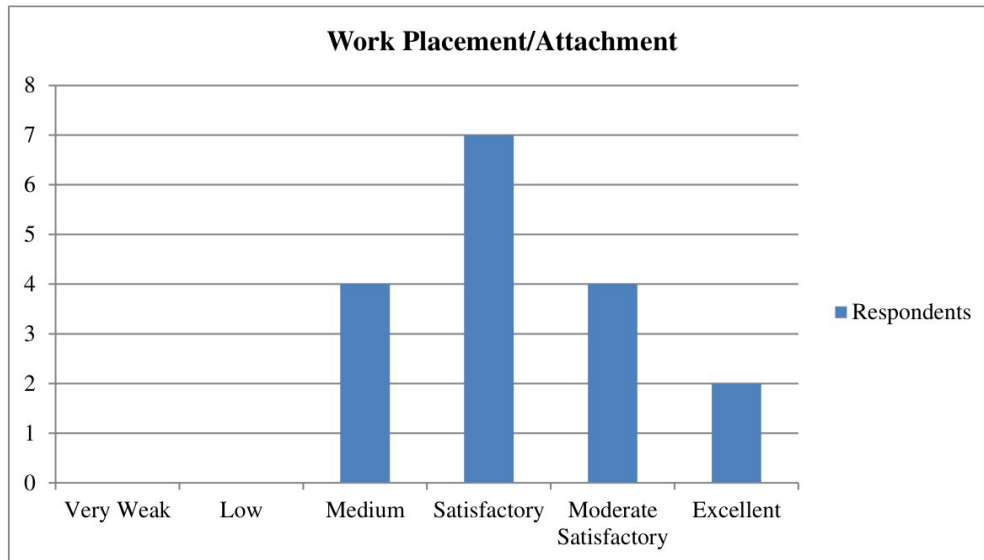
The work placements or attachments serve as a bridge between academic learning and professional practice, equipping students with valuable skills and experiences that contribute to their future career success.

Table: 2.11
Ratings based on work Placement/Attachment

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	4	23.52
Satisfactory	7	41.17
Moderate Satisfactory	4	23.52
Excellent	2	11.76
Total	17	100.00

The table 2.11 shows that the Very Weak and Low rating were 0% in the study period. The Medium ratings were 23.52 Percentage. The Satisfactory rating were the highest (41.17) Percentage. Moderate Satisfactory and excellent rating were 23.52 and 11.76 Percentage respectively. This indicates an average work placement activities in campus.

Figure 2.9
Ratings based on work Placement/Attachment



2.9 Ratings based on Teaching/ Learning Environment

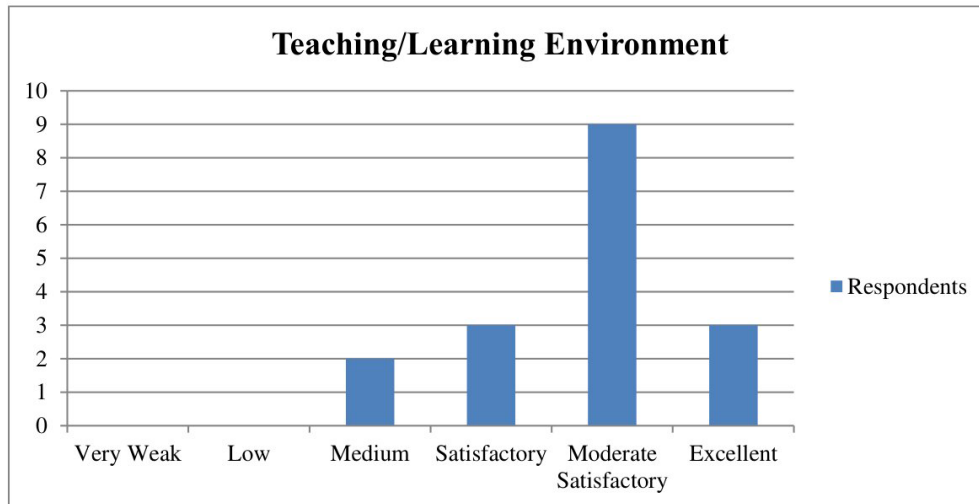
The teaching/learning environment of an institution various factors contribute to creating a conducive and effective educational setting.

Table: 2.12
Ratings based on Teaching /Learning Environment

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	2	11.76
Satisfactory	3	17.64
Moderate Satisfactory	9	52.94
Excellent	3	17.64
Total	17	100.00

Table 2.12 observes that the majority of the ratings fall into the Moderate Satisfactory with 52.9 of the total. The next highest ratings were Satisfactory and Excellent with 17.64 Percentage. The Medium ratings also have significant Percentageage with 11.76. Very Weak and Low (0%) rank. This indication shows good teaching learning environment in campus.

Figure 2.10
Ratings based on Teaching /Learning Environment



2.10 Quality of Education Delivery

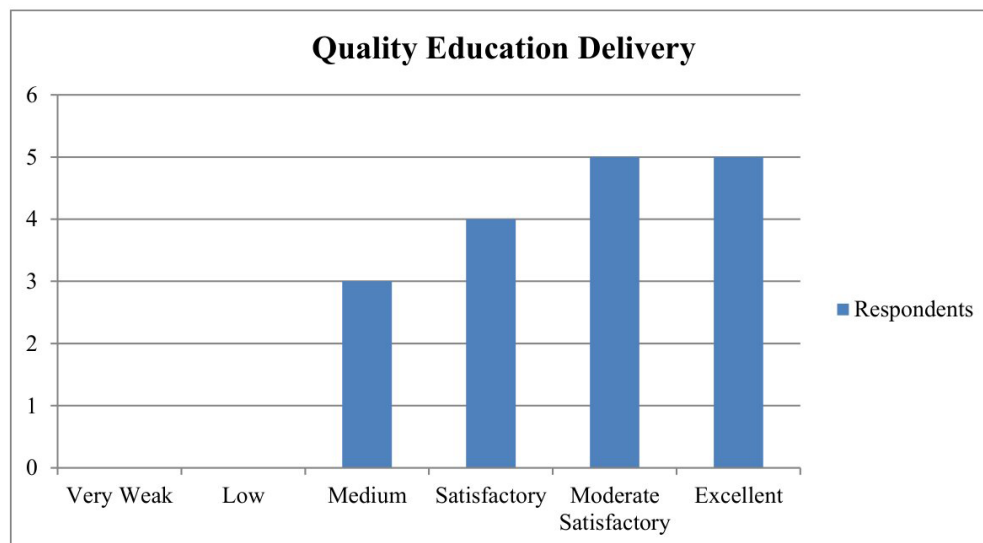
The quality of education refers to the overall effectiveness and excellence of the educational system in delivering knowledge, skills and experiences to students. It encompasses various factors, including teaching methodologies, curriculum design, learning materials, assessment methods, teacher qualifications, infrastructure and student outcomes.

Table: 2.13
Ratings based on Quality of Education Delivery

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	3	17.64
Satisfactory	4	23.52
Moderate Satisfactory	5	29.41
Excellent	5	29.41
Total	17	100.00

The table 2.13 shows that, the Moderate Satisfactory and Excellent score were 29.41 Percentage of the total ratings. The Satisfactory were 23.52 Percentage and Medium were 17.64 Percentage of the total ratings. This indicates the good quality of education delivery by the campus.

Figure 2.11
Ratings based on Quality of Education Delivery



2.11 Teacher Student Relationship

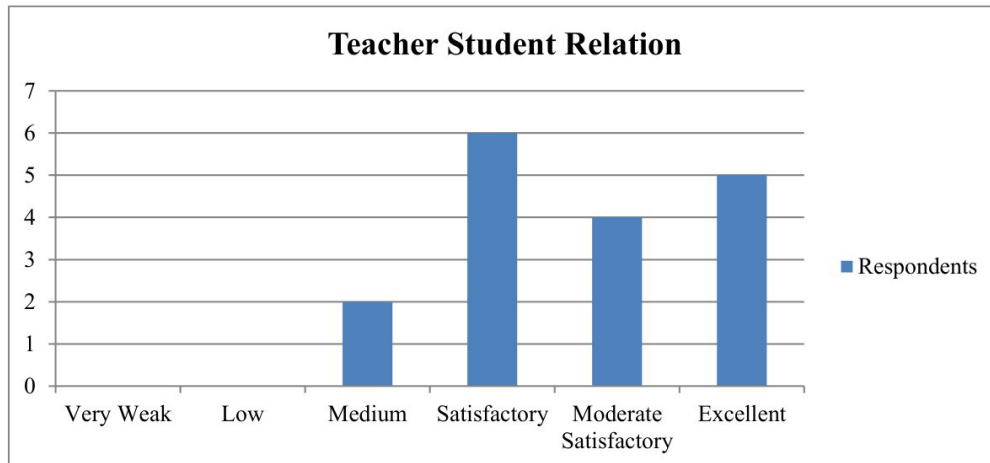
The teacher student relationship is a fundamental aspect of education and plays a crucial role in the learning process. It involves the interaction and dynamics between a teacher and their students in an educational setting.

Table: 2.14 Rating based on Teacher Student Relationship

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	2	11.76
Satisfactory	6	35.29
Moderate Satisfactory	4	23.52
Excellent	5	29.41
Total	17	100.00

The table 2.14 shows, that the medium score was 11.76 Percentage of the total ratings. The Satisfactory was 35.29 Percentage of the total ratings. The Moderate Satisfactory was 23.52 Percentage and Excellent was 29.41 Percentage of the total ratings. This indicates the good relationship between teacher and student.

Figure 2.12
Rating based on Teacher/Student Relationship



2.12 Library Facility

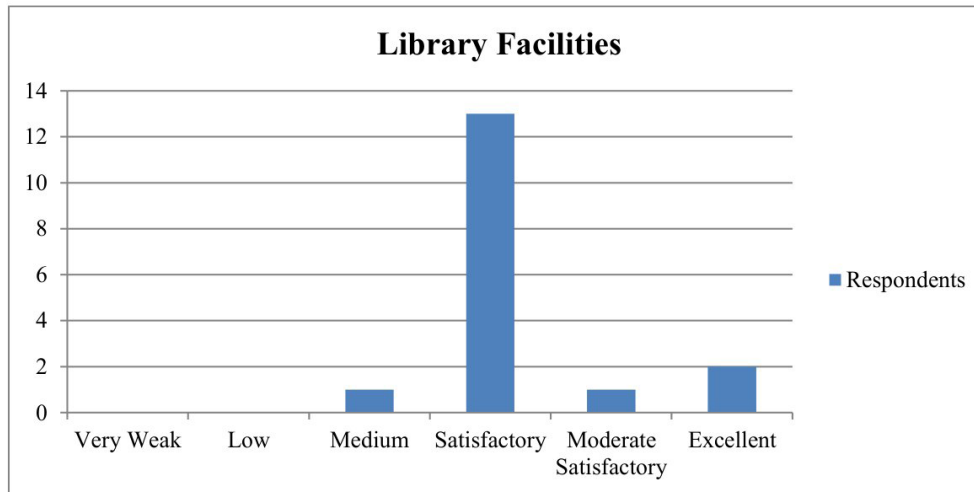
Libraries service as important cultural and educational institutions, promoting literacy, learning and the dissemination of knowledge. The table demonstrates the ratings of graduates regarding library facilities.

Table: 2.15
Ratings based on Library Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	1	5.88
Satisfactory	13	76.47
Moderate Satisfactory	1	5.88
Excellent	2	11.76
Total	17	100.00

The table 2.15 shows that the Medium was 5.88 Percentage of the total ratings. The satisfactory score was 76.47 Percentage. The Moderate Satisfactory score was 5.88 Percentage of the total ratings. The Excellent score was 11.76 Percentage of the total ratings. The Very Weak and Low was 0 Percentage. This indicates an average library facility is on campus.

Figure 2.13
Ratings based on Library Facility



2.13 Sports Facility

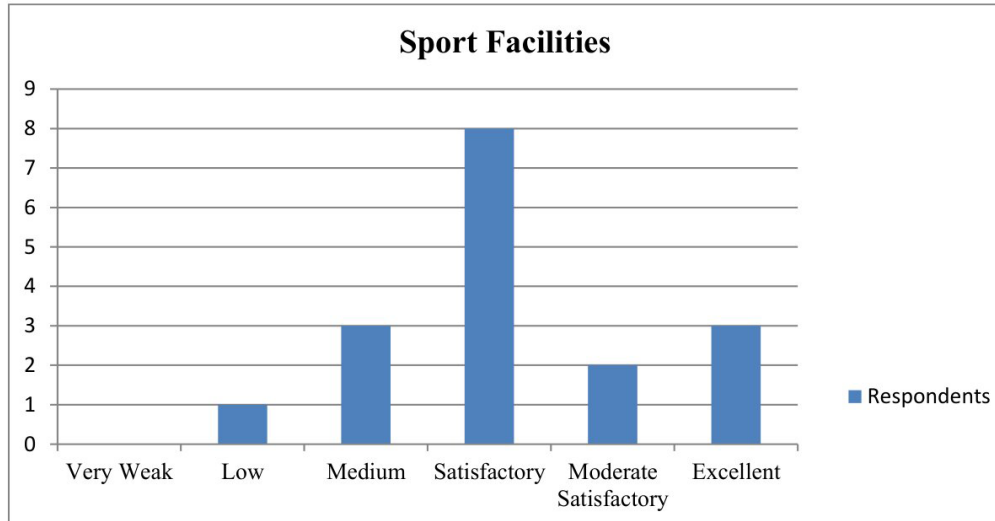
Sports facility can play a significant role in the overall performance of students. Engaging in physical activities and sports not only promotes physical health but also has positive impacts on mental well-being, cognitive function and academic performance.

Table: 2.16
Ratings based on Sports Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	1	5.88
Medium	3	17.64
Satisfactory	8	47.05
Moderate Satisfactory	2	11.76
Excellent	3	17.64
Total	17	100.00

The table 2.16 shows that, Low were only 5.88 Percentage of the total ratings. The Medium and Excellent score were equal 17.64 Percentage of the total ratings. The Satisfactory score were 47.05 Percentage of the total ratings and Moderate Satisfactory score were 11.76 Percentage of the total ratings. No graduates have said that there was very weak sport facilities provided by the institution. This indicates that, on average, the sports facility is on campus.

Figure 2.14
Ratings based on Sports Facility



2.14 Canteen Facility

A canteen facility refers to a designated area or space where food and beverages are served, typically within an organization, institution, or workplace. It provides employees, students, or workers with access to meals, snacks, and drinks throughout the day, often at subsidized rates. Canteens are common in offices, schools, campus, factories, hospitals, and other institutions.

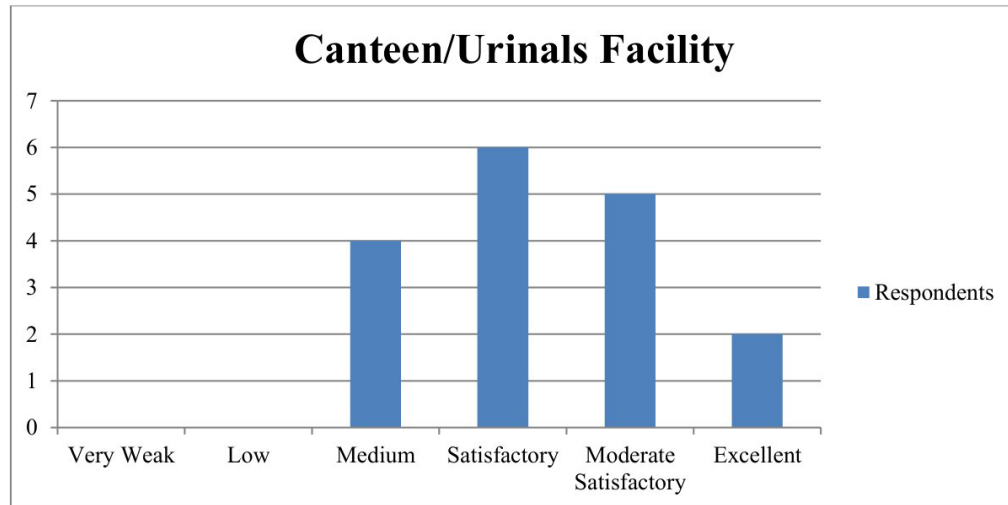
Table: 2.17
Ratings based on Canteen/Urinals Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	4	23.52
Satisfactory	6	35.29
Moderate Satisfactory	5	29.41
Excellent	2	11.76
Total	17	100.00

The table 2.17 shows that, Medium were 23.52 Percentage. Satisfactory score were 35.29 Percentage of the total ratings. The Moderate Satisfactory score were 29.41 Percentage and Excellent score were 11.76 Percentage of the total ratings. No graduates have said

that there was very weak sport facilities provide by the institution. This indicates that, on average, the canteen facility is on campus.

Figure 2.15
Ratings based on Canteen/Urinals Facility



2.15 Computer Facility

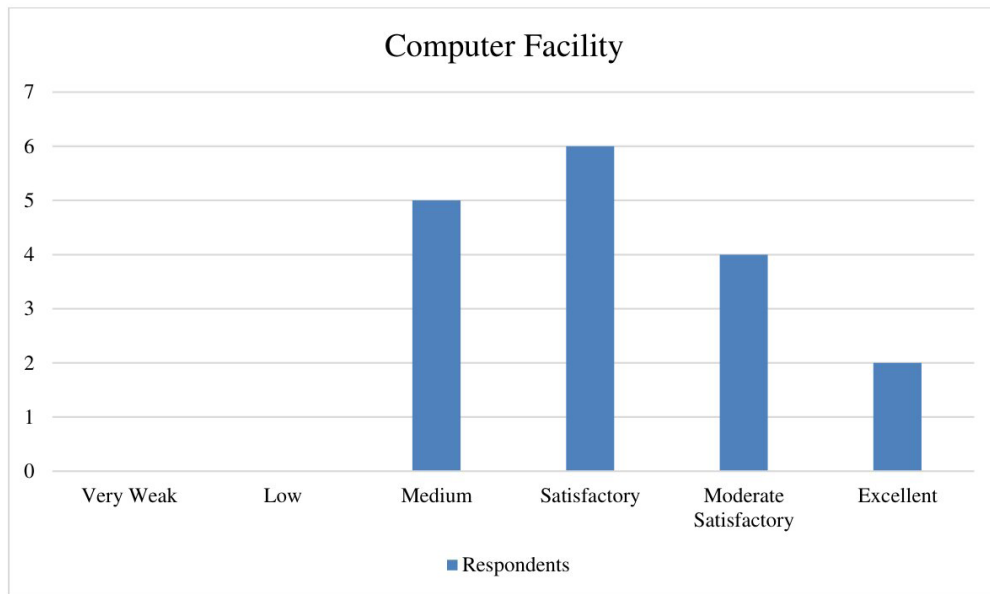
Computer service as important cultural and educational institutions, promoting literacy, learning and the dissemination of knowledge. The table demonstrates the ratings of graduates regarding computer facilities.

Table: 2.18
Ratings based on computer Facility

Particulars	Respondents	Percentage
Very Weak	0	0
Low	0	0
Medium	5	29.41
Satisfactory	6	35.29
Moderate Satisfactory	4	23.52
Excellent	2	11.76
Total	17	100.00

The table 2.18 shows that, Medium was 29.41 Percentage. Satisfactory score was 35.29 Percentage of the total ratings. The Moderate Satisfactory score was 23.52 Percentage and Excellent score was 11.76 Percentage of the total ratings. No graduates have said that there was very weak computer facilities provided by the institution. This indicates that, on average, the computer facility is on campus.

Figure 2.16
Ratings based on computer Facility



CHAPTER III: MAJOR FINDINGS

This study is based on descriptive research design. It focuses on exploring employment and further study students of the graduates. It analyzes the rating of the graduates on several of program to the professional jobs. The major quantitative findings of the study are described below:

1. Out of total respondents (17) 100 Percentage are found in BBS.
2. Out of total graduates, 8 were from indigenous, 4 from dalit, 1 from madhesi and 4 from others category.
3. Out of total graduates, 35.29 Percentage are employed, 41.17 Percentage are self-employed and 23.52 Percentage are unemployed including students pursuing higher studies.
4. Out of total employed graduates, 46.15 Percentage are full time job holder whereas 53.84 Percentage are self-employed.
5. There are 83.33 Percentage graduates are involved in private sector and only 16.66 Percentage graduates working in a public organization.
6. 17.64 Percentage were enrolled in MBS. Likewise 5.88 Percentage respondents engage in abroad study and most of the graduates 76.47 Percentage did not continue their further study.
7. On relevance of program to professional requirement, 29.41 Percentage ticked medium and satisfactory, 17.64 Percentage are excellent and 23.52 Percentage graduates chose moderate satisfactory option.
8. 23.52 Percentage of them related on medium with extra-curricular activities, 41.17 Percentage were satisfactory and 17.64 Percentage ticked on moderate satisfactory and excellent option regarding extracurricular activities.
9. 29.41 Percentage of graduates were medium and excellent regarding problem solving, 23.52 Percentage were satisfied and 17.64 Percentage got moderately satisfied regarding on it.
10. Regarding work placement, 23.52 Percentage of them got it medium and moderately satisfied, 41.17 Percentage were satisfied and 11.76 Percentage graduates have thought it has excellent option.
11. 11.76 Percentage found medium teaching learning environment, 17.64 Percentage got satisfied and excellent and 52.94 Percentage rated moderate satisfactory.
12. On quality of education delivery, 17.64 Percentage experienced medium, 23.52 Percentage have found satisfied and 29.41 Percentage have found moderate satisfactory and excellent.
13. 11.76 Percentage graduates got medium relationship between teachers and students, whereas 35.29 Percentage of them were satisfactory, 23.52 Percentage of them were moderate satisfactory and 29.41 Percentage ticked excellent.

14. Regarding library facility, 5.88 Percentage have ticked on medium and moderate satisfactory, 76.47 Percentage have satisfied and 11.76 Percentage of them ticked on excellent option.
15. Sports facility in campus was low for 5.88 Percentage, 47.05 Percentage have satisfied, 11.76 Percentage are moderately satisfied and 17.64 Percentage were medium and excellent regarding the sports facility.
16. 23.52 Percentage graduates were medium with the canteen/urinals facilities of the campus. 35.29 Percentage graduates found satisfied, 29.41 Percentage found moderately satisfactory and 11.76 Percentage have found excellent.
17. Regarding computer facility, 29.41 Percentage have found medium, 35.29 Percentage have satisfied, 23.52 Percentage of them ticked on moderate satisfactory and 11.76 Percentage have found excellent.

CHAPTER IV

IMPLICATIONS TO INSTITUTION REFORM

Based on the findings presented above, the following implications can be drawn for institutional reform:

Gender Equality and Inclusivity:

1. The institution should strive to ensure equal representation and opportunities for both male and female students.
2. Appropriate measures should be implemented to promote gender diversity across various academic programs and to create a supportive and inclusive environment for all students.

Caste and Social Inclusion:

1. The institution should actively promote diversity and inclusivity by encouraging participation from students belonging to different castes and marginalized communities.
2. Special initiatives and support programs should be introduced to address the under representation of certain caste groups and to ensure equal educational opportunities for all students.

Employment and Career Development:

1. The institution should strengthen its career services and support mechanisms to enhance graduates' employability and improve job placement opportunities.
2. Collaboration with industries, as well as the introduction of internship opportunities and skill development programs, should be encouraged to bridge the gap between academic learning and employment.

Program Evaluation and Adaptation:

1. The institution should evaluate the popularity and effectiveness of various academic programs based on enrollment trends and student preferences.
2. Academic programs should be regularly reviewed and modified to align with changing market demands and students' interests.

Academic Quality and Student Support:

1. The institution should focus on creating a conducive teaching–learning environment and providing adequate student support services to enhance academic quality.
2. Continuous improvements in curriculum design, faculty development and institutional infrastructure can contribute to a more effective and positive educational experience.

Facilities and Resources:

1. Based on student feedback, the institution should invest in improving facilities such as libraries, sports facilities, canteens and sanitation services to better meet the needs and expectations of students.

Monitoring and Evaluation:

1. Regular monitoring and evaluation mechanisms should be established to assess the institution's progress in achieving its reform objectives.
2. Feedback from students, faculty members, and other stakeholders should be systematically collected and utilized to support informed decision-making and continuous improvement initiatives.

By addressing these implications, the institution can move toward creating a more inclusive, supportive and high-quality educational environment that promotes the holistic development and success of its students.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The study concludes that Janajyoti Campus is one of the competent educational institutions in Nepal that has been producing graduates in higher education and contributing to quality education in society. Janajyoti Campus is located in the southwestern part of Tanahun District, Nepal. It was established in 2064 B.S. and currently offers programs under the Faculties of Education and Management.

The campus is committed to providing quality education and is recognized as a transparent, accountable and dynamic institution within Tanahun District. To evaluate the outcomes of its academic programs, the campus conducts Graduate Tracer Studies (GTS). The tracer study helps assess the employability and career progression of graduates and determine whether the campus is achieving satisfactory learning outcomes and contributing effectively to society.

The main objectives of this tracer study were to investigate the graduates' transition into the workforce, examine the influence of personal factors in the job search process, determine the employment and further study status of graduates, evaluate their perceptions of the teaching–learning environment and provide recommendations for institutional improvement.

The study adopted a descriptive research design using a quantitative methodology. Data were collected through various methods including direct visits, interviews, social media communication and email. The study focused on graduates of Janajyoti Campus from the academic year 2079 B.S. The total number of respondents was 17, all from the Bachelor of Business Studies (BBS) program under the Faculty of Management.

The findings reveal that among the respondents, 6 graduates (35.29%) were employed, 7 graduates (41.17%) were self-employed, and 4 graduates (23.52%) were unemployed. Most of the employed graduates were engaged in full-time employment. The study also indicates fluctuations in the number of graduates enrolling in further academic programs with many graduates not pursuing additional specific programs.

Regarding the teaching–learning environment, the majority of graduates rated the campus at a moderate satisfactory level which indicates an average level of academic quality and institutional support.

Overall, the tracer study provides important insights into the employment status of graduates and the teaching–learning environment of the campus. The findings can help improve the effectiveness of teaching and learning at Janajyoti Campus and support future decision-making and institutional planning.

Gender Representation:

1. The campus should develop initiatives to encourage more male students to enroll in the academic program to improve gender balance.

Caste and Social Inclusion:

1. The campus should implement targeted outreach programs to increase the representation of students from Madhesi, Muslim, and Dalit communities in educational programs.
2. Scholarships and support mechanisms should be introduced to encourage the participation and retention of students from marginalized groups.

Employment and Career Development:

1. The campus should strengthen career counseling services to guide graduates in employment opportunities and entrepreneurial activities.
2. Partnerships with industries, businesses and organizations should be developed to create more employment and internship opportunities for graduates.

Program Enrollment:

1. The institution should analyze the reasons for low enrollment in specific programs, such as the B.Ed. and BBS program, and implement strategies to attract more students.
2. The campus may consider diversifying academic programs to meet the changing interests and labor-market demands of students.

Academic Quality and Student Support:

1. The campus should address issues related to academic quality, extracurricular activities, problem-solving skills, work-placement opportunities, teacher–student relationships, library services, sports facilities and canteen/urinal facilities by identifying areas needing improvement.
2. Continuous monitoring and evaluation should be conducted to ensure that improvements are effective and sustainable.

Research and Evaluation:

1. The campus should conduct further research and evaluation to better understand factors affecting student enrollment, participation, and satisfaction.
2. Qualitative data and feedback from students should be collected to identify specific challenges and implement targeted improvements.

These recommendations aim to address the findings and provide actionable steps to improve institutional practices promote inclusivity and enhance the overall educational experience for students. It is important to further analyze the context and consult with relevant stakeholders to tailor these recommendations to the specific needs and circumstances of the institution in question.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	
EXECUTIVE SUMMARY	
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF FIGURES	
ABBREVIATIONS	
CHAPTER I:.....	1
INTRODUCTION	1
1.1 Background	1
1.2 Rationale of the Study	2
1.3 Objectives of the Study	2
1.4 Institutional Arrangements of the Study	2
1.5 Graduate batch taken for the study.....	3
1.6 Method of Study.....	3
1.7 Scope of the Study.....	3
CHAPTER –II.....	5
DATA PRESENTATION AND ANALYSIS	5
2.1 Distribution of Respondents based on Academic Program.....	5
2.2 Demographic Information of Graduates	5
2.3 Employment Information of Graduates.....	6
2.4 Graduates Persuasion for Further Study.....	9
2.5 Academic Quality.....	10
2.6 Extra–Curricular Activities	11
2.7 Problem solving Ability	12
2.8 Work Placement/Attachment	13
2.9 Ratings based on Teaching/ Learning Environment	14
2.10 Quality of Education Delivery.....	15
2.11 Teacher Student Relationship.....	16
2.12 Library Facility	17
2.13 Sports Facility	18
2.14 Canteen Facility.....	19
2.15 Computer Facility	20
CHAPTER III:	22
MAJOR FINDINGS	22
CHAPTER IV	24
IMPLICATIONS TO INSTITUTION REFORM	24

Gender Equality and Inclusivity:	24
Caste and Social Inclusion:	24
Employment and Career Development:	24
Program Evaluation and Adaptation:	24
Academic Quality and Student Support:.....	24
Facilities and Resources:.....	25
Monitoring and Evaluation:	25
CHAPTER V	26
CONCLUSION AND RECOMMENDATION.....	26
Academic Quality and Student Support:.....	27



Affiliated to Tribhuvan University

Janajyoti Campus

Bhimad-6, Tanahun

Academic Audit Report

2080

Telephone No: +977-65-572455, 9856001455
E-mail : janajyoticampusbhimad@gmail.com
janajyoti@janajyoticampus.edu.np
website : www.janajyoticampus.edu.np

आन्तरिक शैक्षिक परीक्षण प्रतिवेदन २०७९/०८०



जनज्योति क्याम्पसको शैक्षिक, प्रशासनिक एवं अन्य किसिमका गतिविधिहरूलाई चुस्त-दुरुस्त चित्रण तथा विश्लेषण गरी विद्यमान अवस्थालाई उजागर गर्दै अझ परिस्कृत तथा सुधार गर्ने उद्देश्यले आफ्ना सुझाव सहित प्रतिवेदन पेश गर्न शैक्षिक परीक्षण समिति गठन भएकोमा यस समितिले क्याम्पस सम्बद्ध विभिन्न पक्षहरूसँगको सहयोगमा शैक्षिक परीक्षण गर्ने सन्दर्भमा निम्नानुसारका मापदण्डमा आधारित रहेर जनज्योति क्याम्पसको आन्तरीक शैक्षिक परीक्षण सम्पन्न गरियो ।

परीक्षण गर्ने क्रममा तय गरिएका मापदण्डहरू

१. विद्यार्थी भर्ना विश्लेषण र सुझाव
२. विषयगत नतिजा विश्लेषण र सुझाव
३. शैक्षिक क्यालेण्डरको विश्लेषण र सुझाव
४. हाँजिरी-नतिजा विश्लेषण र सुझाव
५. छात्रवृत्ति विश्लेषण र सुझाव
६. भौतिक एवम् पुस्तकालयको अवस्था विश्लेषण र सुझाव

दीपक भट्टराई
सदस्य-सचिव

खिमाकान्त पराजुली
संयोजक

Janajyoti Campus
Bhimad, Tanahun
Internal Academic Audit, 2079/080

Students Enrolment:

Program	Year	Enrolment										Remarks
		2077			2078			2079			Total	
		Male	Female	Total	Male	Female	Total	Male	Female	Total		
B.Ed	I	13	59	72	3	32	35	16	32	48		
	II	5	33	38	7	45	52	1	21	22		
	III	1	18	19	4	29	33	4	26	30		
	IV	3	8	11	1	17	18	3	22	25		
BBS	I	16	58	74	18	44	62	17	23	40		
	II	22	38	60	7	43	50	11	31	42		
	III	12	20	32	18	27	45	3	29	32		
	IV	6	26	32	10	16	26	10	20	30		
Total		78	260	338	68	253	321	65	204	269		

Program	Year	Enrolment				Remarks	
		2077		2078			2079
		Male	Female	Male	Female		
B.Ed	I	72	35	48		प्रथम वर्षमा विद्यार्थीहरूको भर्ना घट्ने-बढ्ने क्रममा रहेको पाइयो भने अन्य वर्षहरूमा समेत घट्ने बढ्ने रहेको पाइयो ।	
	II	38	52	22			
	III	19	33	30			
	IV	11	18	25			
BBS	I	74	62	40			
	II	60	50	42			
	III	32	45	32			
	IV	32	26	30			

Internal Exam and Result Analysis, 2079/080

Program	Year	Enrolment/Total	Appeared		Absent		Pass	
			No.	%	No.	%	No.	%
B.Ed	I	48	24	50.00%	24	50.00%	15	62.50%
	II	52	18	34.61%	34	65.38%	11	61.11%
	III	33	10	30.30%	23	69.70%	3	30.00%
	IV	18	8	44.44%	10	55.56%	6	75.00%
BBS	I	40	20	50.5%	20	50.5%	3	15.00%
	II	50	18	36.00%	32	64.00%	5	27.78%
	III	45	14	31.11%	31	68.89%	1	7.14%
	IV	26	14	53.85%	12	46.15%	0	00.00

आन्तरीक परीक्षाको विश्लेषण गर्दा वि.एड. तथा वि.वि.एस.अन्तर्गतका सबै वर्षहरूका विद्यार्थीहरूका उपस्थिति तथा नतिजा समेतलाई विश्लेषण गर्दा उपस्थित भएका मध्ये तुलनात्मक रूपमा वि.एड. तर्फको नतिजा राम्रो देखिन्छ तथापि समग्र पक्षलाई हेर्दा अत्यन्तै सुधार गर्नुपर्ने देखिन्छ।

Level: B. Ed 1st year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks	Average Score
1	C. Nepali	401	34	1	-	35	97.14	76	53.6
2	C. English	411	17	18	-	35	48.57	51	32.08
3	Philo. & Soc. Foundation of Education	412	28	7	-	35	80.0	58	38.51
4	Foundation of Language & Linguistics	416	9	12	-	21	42.85	37	23.95
		Pr	21	-	-	21	100.00	18	15.57
5	Reading, writing and critical Thinking	417	19	2	-	21	90.47	51	37.66
6	नेपाली कथा उपन्यास	416	12	2	-	14	85.71	54	38.0
7	नेपाली नाटक एकाङ्की, निबन्ध	417	11	3	-	14	78.57	60	36.85
8	Foundation of Population Education	418	25	10	-	25	71.42	50	36.51

२०७७ सालको वि.एड. प्रथम वर्षको नतिजा हेर्दा C. English र Foundation of Language & Linguistics को नतिजामा केही सुधार गर्नुपर्ने देखिएको छ भने बाँकी विषयहरूको को नतिजा सन्तोषजनक रहेको छ ।

Subject Wise Result Analysis 2078

Level: B. Ed 1st year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks	Average Score
1	C. Nepali	401	50	1	-	51	98.03	80	47.9
2	C. English	411	43	8	-	51	84.31	70	42.72
3	Philo. & Soc. Foundation of Education	412	15	36	-	51	29.41	58	26.41
4	Foundation of Language & Linguistics	Th	28	14	-	42	66.66	50	28.85
		Pr	42	-	10	32	100.00	18	15.88
5	Reading, writing and critical Thinking	417	33	9	-	42	78.57	55	36.5
6	नेपाली कथा उपन्यास	416	7	2	-	9	77.77	42	37.22
7	नेपाली नाटक एकाङ्की, निबन्ध	417	5	4	-	9	55.55	37	30.88
8	Foundation of Population Education	418	29	22	-	51	56.86	60	32.66

समग्रमा यस वर्षको नतिजाको विश्लेषण गर्दा सबै विषयको नतिजा सन्तोषजनक नै भएतापनि Philo. & Soc. Foundation of Education को नतिजामा केही सुधार गर्नुपर्ने देखिन्छ।

Subject wise Result Analysis 2077

Level: B. Ed 2nd year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks	Average Marks
1	Educational Psychology	421	9	10	-	19	47.36	49	31.78
2	भाषा विज्ञान र नेपालीभाषा	422	-	2	1	3	00.00	29	26
3	नेपाली कविता काव्य	423	1	2	-	3	33.33	39	26.66
4	पाठ्यक्रम, पाठ्यपुस्तक तथा शिक्षण पद्धति	424	-	3	-	3	00.00	28	21
5	Expanding Horizons in English	422	11	5	-	16	57.89	46	35.93
6	English for Communication	Th	13	3	-	16	81.25	35	28
		Pr	16	-	-	16	100.00	18	15.81
7	Basic of Academic Writing	424	8	8	-	16	50.00	44	31.12
8	Population Situation of Nepal	428	16	2	1	19	88.88	46	36.55
9	Population Dynamics	429	16	2	1	19	88.88	54	40.05

२०७७ सालको वि.एड. दास्रो वर्षको समग्र नतिजा हेर्दा सन्तोषजनक नै रहेको छ तरपनि मुख्य विषय नेपाली लिएर पढ्ने विद्यार्थीहरूको उपस्थिति र उनीहरूको नतिजामा भने सुधार गर्नुपर्ने देखिन्छ ।

Level: B. Ed 2nd year

Subject wise Result Analysis, 2078

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Educational Psychology	421	15	17	-	32	46.87	43
2	भाषा विज्ञान र नेपालीभाषा	422	11	3	-	14	78.57	44
3	नेपालीकविताकाव्य	423	13	1	-	14	92.85	57
4	पाठ्यक्रम, पाठ्यपुस्तक तथा शिक्षण पद्धति	424	13	1	-	14	92.85	43
5	Expanding Horizons in English	422	10	8	-	18	55.55	47
6	English for Communication	423	18	-	-	18	100.00	57
			18	-	-	18	100.00	18
7	Basic of Academic Writing	424	10	8	-	18	55.55	58
8	Population Situation of Nepal	428	25	7	-	32	78.72	47
9	Population Dynamics	429	31	1	-	32	96.87	66

२०७८ सालको वि.एड. दास्रो वर्षको नतिजा हेर्दा Educational Psychology को नतिजामा केही सुधार गर्नुपर्ने देखिन्छ भने Expanding Horizons in English / Basic of Academic Writing को नतिजा मध्यम रहेको तथा अन्य विषयहरूको नतिजा सन्तोषजनक रहेको देखिन्छ ।

Subject Wise Result Analysis 2077 **Level: B. Ed 3rd year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks	Average Score
1	Curriculum and Evaluation	431	10	2	-	12	83.33	51	33.53
2	नेपालीभाषा शिक्षण	432	4	-	-	4	100.00	55	44.5
3	प्रयोगिकभाषा विज्ञान	433	4	1	-	4	100.00	41	37.5
4	साहित्यशास्त्र र समालोचना	434	4	-	1	4	100.00	45	40.25
5	ELT Theories Methods & Practice	432	4	3	1	8	57.14	52	28.37
6	Critical Reading in English	433	2	6	-	8	25.00	41	23.33
7	English for Mass Communication	434	TH	3	5	8	37.50	44	23.22
			PR	6	-	8	100.00	18	17.5
8	Teaching Methods of Population Education	439	TH	2	11	13	18.88	33	20.72
			PR	9	-	12	100.00	17	15.77

२०७७ सालको वि.एड. तेस्रो वर्षको नतिजा हेर्दा Curriculum and Evaluation मुख्य विषय नेपाली तथा ELT Theories Methods & Practice को नतिजा राम्रो रहेको देखियो भने Teaching Methods of Population Education, Critical Reading in English तथा English for Mass Communication को नतिजामा उल्लेख्य सुधार गर्नुपर्ने देखिन्छ।

Subject Wise Result Analysis 2078 **Level: B. Ed 3rd year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks	Average Score	
1	Curriculum and Evaluation	431	13	4	1	18	76.47	46	32.27	
2	नेपालीभाषा शिक्षण	432	2	1	-	3	66.67	45	37.66	
3	प्रायोगिकभाषा विज्ञान	433	1	2	-	3	33.33	35	20.61	
4	साहित्यशास्त्र र समालोचना	434	2	1	-	3	66.67	50	36.33	
5	ELT Theories Methods & Practice	432	10	4	1	15	71.43	39	29.80	
6	Critical Reading in English	433	4	10	1	15	28.57	42	26.66	
7	English for Mass Communication	434	TH	1	13	1	15	7.14	28	17
			PR	15	-	-	15	100.00	18	17
			TH	6	11	1	18	35.29	30	20.61
PR	18	-	-	-	18	100.00	18	15.77		
8	Teaching Methods of Population Education	439	18	-	-	18	100.00	18	15.77	

२०७८ सालको वि.एड. तेस्रो वर्षको नतिजा हेर्दा English for Mass Communication को नतिजा अत्यन्तै कमजोर रहेको देखिन्छ भने प्रायोगिक भाषा विज्ञान Critical Reading in English तथा Teaching Methods of Population Education नतिजामा सुधार गर्नुपर्ने देखिन्छ भने यस वर्षको अन्य विषयहरूको नतिजा सन्तोषजनक रहेको छ ।

Subject Wise Result Analysis 2077

Level: B. Ed 4th year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks	Average Score
1	Classroom Instruction	411	10	-	1	11	100.00	52	
2	अनुसन्धान विधि	445	5	-	-	5	100.00	41	
			3	-	2	5	100.00	15	
3	व्यवहारिक लेखन तथा सम्पादन	449	5	-	-	5	100.00	41	
			3	-	2	5	100.00	17	
4	Research Methodology	445	4	3	-	7	57.00	22	
			7	-	-	7	100.00	45	
5	Literature for Language Development	449	3	4	-	7	43.00	48	
6	Project Work & Seminar on Population Education	449	11	1	-	12	92.00	25	
			10	-	2	12	100.00	42	
7	Practice Teaching	498	10	-	-	10	100.00	79	

समग्रमा २०७७ सालको वि.एड. चौथो वर्षको नतिजा सन्तोषजनक रहेको छ ।

Subject Wise Result Analysis 2078 **Level: B. Ed 4th year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks	Average Score
1	Classroom Instruction	411	10	1	-	11	90.90	51	42
2	अनुसन्धान विधि	445	4	-	-	4	100.00	41	38
3	व्यवहारिक लेखन तथा समादन	449	4	-	-	4	100.00	18	18
4	Research Methodology	445	4	-	-	4	100.00	38	35
5	Literature for Language Development	449	1	6	-	7	14.28	17	17
6	Project Work & Seminar on Population Education	449	7	-	-	7	100.00	18	11
7	Practice Teaching	498	7	-	-	7	100.00	42	40
			11	-	-	11	100.00	64	43
			11	-	-	11	100.00	27	22
			11	-	-	11	100.00	41	38
			11	-	-	11	100.00	77	71

समग्रमा २०७८ सालको वि.एड. चौथो वर्षको नतिजा विश्लेषण गर्दा Research Methodology को नतिजामा व्यापक सुधार गर्नुपर्ने देखिन्छ अन्य विषयहरूको नतिजा भने समग्रमा सन्तोषजनक रहेको छ ।

Subject wise Result Analysis 2077**Level: B.B.S.1st year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Business English	201	31	29	-	50	62.00%	56
2	Business Economics	207	31	29	-	50	62.00%	76
3	Principle of Management	213	13	37	-	50	26.00%	67
4	Acc. For financial Analysis Planning	211	9	41	-	50	18.00%	65
5	Business Statistics	202	31	29	-	50	62.00%	72

२०७७ सालको विविष प्रथम वर्षको नतिजा हेर्दा Principle of Management तथा Acc. For financial Analysis Planning को नतिजामा केही सुधार गर्नुपर्ने देखिन्छ तथापि अन्य विषयहरूको नतिजा सन्तोषजनक रहेको छ ।

Subject wise Result Analysis 2078**Level: B.B.S.1st year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Business English	201	31	9	8	48	77.5	47
2	Business Statistics	202	26	14	8	48	65.0	52
3	Business Economics	203	25	11	12	48	62.5	38
4	Acc. For financial Analysis Planning	211	18	14	15	48	45.0	46
5	Principle of Management	213	34	8	6	48	85.0	54

२०७८ सालको विविष प्रथम वर्षको नतिजा हेर्दा Acc. For financial Analysis Planning को नतिजामा केही सुधार गर्नुपर्ने देखिन्छ तथापि अन्य विषयहरूको नतिजा सन्तोषजनक रहेको छ ।

Subject wise Result Analysis 2077

		B.B.S. 2nd year						
SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass (%)	Highest Marks
1	Business Communication	205	28	1	2	31	96.55	71
2	Cost and Management Accounting	212	27	2	2	31	93.10	77
3	Foundation of Human Resource Management	216	22	7	2	31	75.86	49
4	Fundamentals of Marketing	214	25	3	3	31	89.28	60
5	Macro Economics	206	26	3	2	31	89.65	66

२०७७ सालको विविएस दोस्रो वर्षको नतिजा हेर्दा सबै विषयहरूको नतिजा सन्तोषजनक रहेको छ ।

Subject Wise Result Analysis 2078

		Level: BBS 2nd year						
SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Business Communication	205	16	29	-	45	35.56	56
2	Cost and Management Accounting	212	16	29	-	45	35.56	76
3	Macro Economics	209	8	37	-	45	17.78	67
4	OB & HRM	223	4	41	-	45	08.89	65
5	Fundamentals of Financial Mgmt	214	16	29	-	45	35.56	72

२०७८ सालको विविएस दोस्रो वर्षको नतिजा हेर्दा सबै विषयहरूको नतिजामा सुधार गर्नुपर्ने देखिन्छ ।

Subject Wise Result Analysis 2077Level: BBS 3rd year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Business Law	204	18	14	2	34	56.25	50
2	Fundamentals of Financial Management	215	26	5	3	34	83.87	69
3	Business Environment and Strategic Management	217	25	6	3	34	80.65	49
4	Fundamentals of Taxation and Auditing	218	30	1	3	34	96.77	64
5	Organizational Behavior	219	29	3	2	34	90.62	59

२०७७ सालको विविएस तेस्रो वर्षको नतिजा हेर्दा सबै विषयहरूको नतिजा सन्तोषजनक रहेको छ ।

Subject wise Result Analysis 2078Level: B.B.S. 3rd year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Business Law	Mgt. 204	22	2	2	26	91.7	65
2	Fundamentals of Taxation and Auditing	Mgt. 218	22	2	2	26	91.7	74
3	Business Environment and Strategic Management	Mgt. 217	14	11	1	26	56.0	65
4	Fundamentals of Financial Management	Mgt. 215	20	4	2	26	83.3	82
5	Organizational Behavior	Mgt. 219	18	5	3	26	78.2	65

२०७८ सालको विविएस तेस्रो वर्षको Business Environment and Strategic management को नतिजा मध्यम स्तरको भएतापनि अन्य विषयहरूको नतिजा समग्रमा सन्तोषजनक रहेको पाइएको छ ।

Subject Wise Result Analysis 2077Level: BBS 4th year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Entrepreneurship and Enterprise Development	Mgt 220	12	10	-	22	54.54	45
2	Business Research Methods	Mgt 221	22	0	-	22	100.00	31
3	Accounting for Business	ACC.251	15	7	-	22	68.18	61
4	Advanced Financial Accounting	ACC.252	19	3	-	22	86.36	62
5	Budgeting and Controlling of Profit	ACC.254	15	7	-	22	68.18	82
7	Final Project Work	MGT.401	22	0	-	22	100.00	45

२०७७ सालको विविएस चौथो वर्षको नतिजा हेर्दा सबै विषयहरूको नतिजा सन्तोषजनक रहेको छ।

Subject Wise Result Analysis 2078Level: BBS 4th year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Highest Marks
1	Entrepreneurship and Enterprise Development	Mgt 220	22	6	-	28	78.57	50
2	Business Research Methods	Mgt 221	26	1	1	28	96.29	37
3	Accounting for Business	ACC.251	19	7	2	28	73.07	54
4	Advanced Financial Accounting	ACC.252	18	8	2	28	69.23	55
5	Budgeting and Controlling of Profit	ACC.254	26	0	2	28	100.00	82
7	Final Project Work	MGT.401	26	-	2	28	100.00	43

२०७८ सालको विविएस चौथो वर्षको नतिजा हेर्दा सबै विषयहरूको नतिजा सन्तोषजनक रहेको छ।

विद्यार्थी हाँजिरी तथा लगबुक विश्लेषण

दैनिक रुपमा विद्यार्थीको हाँजिरी गर्ने गरिएको तथा प्रत्येक कक्षाका विद्यार्थीहरुका लागि छुट्टाछुट्टै लगबुक व्यवस्था गरिएको देखियो तथापि हाँजिर एवम् लगबुकलाई मात्र आधार मानेर कुनै पनि किसिमको निर्णय हुने गरेको भन्ने पाइएन । तर वार्षिक रुपमा छात्रवृत्ति प्रदान गर्दा भन्ने विद्यार्थीको नियमिततालाई पनि एउटा आधार बनाउने गरेको पाइयो ।



प्राध्यापकको हॉजिरीको अवस्था

क्र.सं.	प्राध्यापकको नाम	हॉजिरी दिन शै.स. २०७९/०८०			विद्यार्थी उत्तीर्ण प्रतिशत	कैफियत
		क्याम्पसमा उपस्थिति		जम्मा		
		काज	काज			
१	केशवराज काफ्ले	२२२	१३	२३५	४८.४१	
२	शिवदत्त चापागाई	१९२	१	१९३	७४.१०	विरामी विदा र क्रिया विदा
३	सीता देवी भट्टराई	२२७	१	२२८	७३.०९	
४	हरिप्रसाद सुवेदी	२०९	३	२१२	६२.१०	विरामी विदा
५	दीपक भट्टराई	२३१	५	२३६	७५.६८	
६	लक्ष्मी श्रेष्ठ	२२१	६	२२७	६७.६९	
७	सुजन महत	२१५	२	२१७	४९.६६	
८	नारायण मर्सेनी	२३१	-	२३१	७९.१०	
९	खुमकान्त अर्याल	२२४	-	२२४	४८.२३	
१०	विनोद थापा	२३४	-	२३४	६०.६२	
११	केशर बहादुर खड्का	२२१	-	२२१	४६.८७	
१२	सुकला उपाध्याय	२१५	-	२१५	८८.०९	
१३	देवी कुमारी अधिकारी	२३१	-	२३१	८५.३१	
१४	राजु परियार	२३८	-	२३८	४६.४८	
१५	कमलकान्त सुवेदी	१९३	-	१९३	२०७९ भदौबाट हॉजिरी भएको	

शैक्षिक क्यालेण्डरको कार्यान्वयन अवस्थाको विश्लेषण २०७८-०७९

क्र.सं.	कार्यक्रम	लक्ष्य	महिना										उपलब्धि	कैफियत					
			४	५	६	७	८	९	१०	११	१२	१			२	३			
१	क्याम्पस सञ्चालक समिति	१२	✓	×	✓	×	×	×	×	×	×	×	×	×	×	×	×	१०	
२	राष्ट्रिय तथा अन्तर्राष्ट्रिय सम्बन्ध विस्तार समिति	१२	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×
३	क्याम्पस अनुगमन तथा मूल्याङ्कन समिति	४	✓															६	
४	पुस्तकालय समिति	३																	
५	सञ्चार-समन्वय समिति		×	×	×	×	×	×	×	×	×	×	×	×	×	×	×		
६	सामाजिक लेखा परीक्षण समिति	२		✓														३	
७	प्राध्यापक-अभिभावक संघ	३																	
८	क्याम्पस प्राज्ञिक समिति	१२	✓	×	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१०	
९	आन्तरिक गुणस्तर सुनिश्चितता समिति	१२																३	
१०	अतिरिक्त क्रियाकलाप समिति	६	✓	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१२	
११	शिक्षा शास्त्र विभाग	४		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१०	
१२	व्यवस्थापन विभाग	४		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	११	
१३	परीक्षा व्यवस्थापन समिति	२		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	८	
१४	अनुसन्धान एवम् प्रकाशन समिति	६	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	१०	
१५	विद्यार्थी रोजगार परामर्श एवम् गुनासो संकलन तथा समाधान समिति	४		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	५	

संकेत

उपलब्धि भएको	✓
उपलब्धि नभएका	×

शैक्षिक क्यालेण्डरको कार्यान्वयनको अवस्थालाई हेर्दा शैक्षिक वर्ष २०७८-०७९ मा पुस्तकालय समिति, सञ्चार-समन्वय समिति, प्राध्यापक-अभिभावक संघ तथा व्यवस्थापन विभागको नियमित रूपमा बैठक बस्न सकेको देखिँदैन भने क्याम्पस सञ्चालक समितिको बैठक महिनामा एकपटक बस्ने लक्ष्य भएतापनि यस वर्ष जम्मा १० पटक बैठक बसेको देखियो। त्यस्तै क्याम्पसमा सक्रिय अन्य समितिहरूको बैठक क्यालेण्डरमा जुन मितिमा तय गरिएको भएतापनि सामान्यतया आवश्यकतामा आधारित भएर बस्ने गरेको देखियो।

सुझाव - यसरी हेर्दा हरेक समितिले आफ्नो कार्ययोजना बनाउदा बैठकको मात्रालाई भन्दा आफ्नो समितिले गरेको निर्णयको कार्यान्वयन पक्षलाई विशेष ध्यान दिनुपर्ने देखिन्छ।

शैक्षिक क्यालेण्डरको कार्यान्वयन अवस्थाको विश्लेषण २०७९/०८०

क्र.सं.	कार्यक्रम	लक्ष्य	महिना												उपलब्धि	कैफियत	
			४	५	६	७	८	९	१०	११	१२	१	२	३			
१	क्याम्पस सञ्चालक समिति	१२	✓	✓	✓✓	✗	✓	✓✓	✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	लक्ष्य भन्दा बढी
२	राष्ट्रिय तथा अन्तर्राष्ट्रिय सम्बन्ध विस्तार समिति		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	निष्क्रिय
३	क्याम्पस अनुगमन तथा मूल्याङ्कन समिति	३							✓						✓✓	लक्ष्य प्राप्त	
४	सामाजिक लेखा परीक्षण समिति	२	✓	✓						✓						लक्ष्य भन्दा बढी	
५	क्याम्पस प्राज्ञिक समिति	१२		✓						✓					✓	लक्ष्य भन्दा ज्यादै कम	
६	आन्तरिक गुणस्तर सुनिश्चिता समिति	१२	✓	✓✓	✓	✓							✓✓		✓	लक्ष्य भन्दा कम	
७	अतिरिक्त क्रियाकलाप समिति	६	✓	-	✓✓	-	✓✓	✓	-	✓✓	✓	✓✓	✓✓	✗	✓✓	लक्ष्य भन्दा दोब्बर बढी	
८	शिक्षा शास्त्र विभाग	६	✓	✓	✓		✓				✓					लक्ष्य भन्दा बढी	
९	व्यवस्थापन विभाग	६	✓	✓		✓			✓✓	✓				✓✓		लक्ष्य भन्दा बढी	
१०	परीक्षा व्यवस्थापन समिति	४	✓✓			✓	✓	✓	✓				✓	✓	✓	लक्ष्य भन्दा दोब्बर बढी	
११	अनुसन्धान एवम् प्रकाशन समिति	४	✓		✓				✓	✓				✓		लक्ष्य भन्दा बढी	
१२	विद्यार्थी रोजगार परामर्श एवम् गुनासो संकलन तथा समाधान समिति	६	✓	✓	✓✓		✓					✓✓	✓✓	✓✓	✓	दोब्बर भन्दा बढी	

सुझाव : यसरी हेर्दा हरेक समितिले आफ्नो कार्ययोजना बनाउदा बैठकको मात्रालाई भन्दा आफ्नो समितिले गरेको निर्णयको कार्यान्वयन पक्षलाई विशेष ध्यान दिनुपर्ने देखिन्छ। त्यसैगरी पूर्ण रूपमा निष्क्रिय रहेका समितिहरूलाई तत्कालै क्रियाशिल बनाउने अन्यथा लक्ष्य नै उल्लेख नगर्नु उपयुक्त देखिन्छ। लक्ष्य पुरा गर्न असमर्थ समितिहरूले आगामी दिनमा लक्ष्य पुरा गर्नसक्ने गरी योजना बनाउनुपर्ने देखिन्छ।

Scholarship Analysis

१. शै.सत्र ०७८/०७९ मा विभिन्न तह र सङ्कायमा अध्ययनरत विद्यार्थीहरूले क्याम्पसको आन्तरिक स्रोतबाट प्राप्त गरेको छात्रवृत्ति विवरण

क्र.स	नाम थर	वर्ष	संकाय	छात्रवृत्ति
१	भावना नेपाली	प्रथम	शिक्षाशास्त्र	३ महिना
२	गोमा नेपाली	प्रथम	शिक्षाशास्त्र	३ महिना
३	तिल कुमारी नेपाली	प्रथम	शिक्षाशास्त्र	३ महिना
४	प्रतिमा वि.क.	प्रथम	शिक्षाशास्त्र	३ महिना
५	सुजता श्रेष्ठ	प्रथम	शिक्षाशास्त्र	५ महिना
६	सरिता श्रेष्ठ	प्रथम	व्यवस्थापन	३ महिना
७	सदिका गैह्रे	प्रथम	व्यवस्थापन	३ महिना
८	अमिषा पौडेल	प्रथम	व्यवस्थापन	३ महिना
९	प्रतिमा पौडेल	प्रथम	व्यवस्थापन	२ महिना
१०	मनु दमाई	प्रथम	व्यवस्थापन	३ महिना
११	सन्तोषी श्रेष्ठ	प्रथम	व्यवस्थापन	३ महिना
१२	विना थापा	प्रथम	व्यवस्थापन	२ महिना
१३	काशिका राना	प्रथम	व्यवस्थापन	५ महिना
१४	संगिता थापा	दोस्रो	शिक्षाशास्त्र	३ महिना
१५	निशा थापा	दोस्रो	शिक्षाशास्त्र	२ महिना
१६	गोमा सार्की	दोस्रो	शिक्षाशास्त्र	३ महिना
१७	वविता थापा	दोस्रो	शिक्षाशास्त्र	५ महिना
१८	एलिसा नेपाली	दोस्रो	शिक्षाशास्त्र	३ महिना
१९	अमृता पोखेल	दोस्रो	शिक्षाशास्त्र	३ महिना
२०	रविना रामदाम	दोस्रो	शिक्षाशास्त्र	३ महिना
२१	विना राना मगर	दोस्रो	शिक्षाशास्त्र	३ महिना
२२	लिलु माया थापा	दोस्रो	शिक्षाशास्त्र	२ महिना
२३	रस्मी कुवार	दोस्रो	शिक्षाशास्त्र	३ महिना
२४	इन्द्रावति सार्की	दोस्रो	व्यवस्थापन	२ महिना
२५	सन्ध्या गैह्रे	दोस्रो	व्यवस्थापन	९ महिना
२६	तुल प्रसाद श्रेष्ठ	दोस्रो	व्यवस्थापन	९ महिना
२७	अञ्जु भण्डारी	दोस्रो	व्यवस्थापन	५ महिना
२८	मनीषा श्रेष्ठ	दोस्रो	व्यवस्थापन	५ महिना
२९	हजीरन मियाँ	दोस्रो	व्यवस्थापन	५ महिना
३०	सृजना वि.क.	दोस्रो	व्यवस्थापन	२ महिना
३१	अनिता माया आले	दोस्रो	व्यवस्थापन	२ महिना
३२	सोस्तिका सुवेदी	दोस्रो	व्यवस्थापन	२ महिना
३३	विनिता ढकाल	दोस्रो	व्यवस्थापन	३ महिना
३४	शुष्मा ढकाल	दोस्रो	व्यवस्थापन	२ महिना
३५	रिता श्रेष्ठ	तेस्रो	शिक्षाशास्त्र	३ महिना
३६	रविना कुमाल	तेस्रो	शिक्षाशास्त्र	३ महिना
३७	याम कुमारी राना	तेस्रो	शिक्षाशास्त्र	३ महिना
३८	रोजिना श्रेष्ठ	तेस्रो	शिक्षाशास्त्र	२ महिना
३९	मिलन रिजाल	तेस्रो	शिक्षाशास्त्र	३ महिना
४०	अमृत कामी	तेस्रो	शिक्षाशास्त्र	३ महिना

४१	दुर्गा वि.क.	तेस्रो	शिक्षाशास्त्र	५ महिना
४२	गोविन्द गैह्रे	तेस्रो	व्यवस्थापन	३ महिना
४३	कल्पना सुनार	तेस्रो	व्यवस्थापन	५ महिना
४४	अस्मिता भुजेल	तेस्रो	व्यवस्थापन	३ महिना
४५	अशिमता श्रेष्ठ	तेस्रो	व्यवस्थापन	३ महिना
४६	अमृत परियार	तेस्रो	व्यवस्थापन	१ महिना
४७	सुमन रतन	तेस्रो	व्यवस्थापन	१ महिना
४८	तुल माया थापा	चौथो	शिक्षाशास्त्र	३ महिना
४९	वली थापा	चौथो	शिक्षाशास्त्र	३ महिना
५०	कुमारी थापा	चौथो	शिक्षाशास्त्र	३ महिना
५१	अतिसरा नेपाली	चौथो	शिक्षाशास्त्र	२ महिना
५२	मनिका थापा	चौथो	व्यवस्थापन	५ महिना
५३	करिस्मा गहतराज	चौथो	व्यवस्थापन	२ महिना
५४	विशाल परियार	चौथो	व्यवस्थापन	२ महिना
५५	सुस्मा वि.क.	चौथो	व्यवस्थापन	२ महिना
५६	सचिन श्रेष्ठ	चौथो	व्यवस्थापन	२ महिना
५७	करिस्मा आले	चौथो	व्यवस्थापन	३ महिना
५८	कृषा विश्वकर्मा	तेस्रो	शिक्षाशास्त्र	१२ महिना
५९	रचना वि.क.	प्रथम	शिक्षाशास्त्र	३ महिना



Physical Infrastructure & Library Analysis:**Physical Infrastructure:**

1. Academic Building :- 11 Rooms with 1 Hall
2. Guard House & Canteen :- 3 Rooms with open space for canteen
3. Administrative Building
 - i. Ground Floor :- Administration
 - ii. First Floor :- Library & Seminar Hall
 - iii. Second Floor :- Office, Cells, Seminar Hall & Store
4. Deep Boring
5. Mahayagya Stambha
6. Stage
7. Basketball Court

Library Analysis:

Total Registered Books in Library	3767
Computer.....	38
Laptop.....	5
Projector.....	7
Smart TV	3

Books and Students Ratio:

Total Registered Books in Library	3767
Total no. of Students	269

Books & Students Ratio = 14 : 1

Final Exam Result Analysis, 2077/078

SN	Program	Faculty	Year	Total exam appeared				Total	Passed		Remarks
				1 st	2 nd	3 rd	4 th		No.	%	
1	B.B.S.	Management	2078	74	60	32	32	198	27	13.64	
2	B. Ed.	Education	2078	72	38	19	11	140	25	17.85	

Total no. of Graduates, 2077/078

Programs	Total No. of Graduates	
	2077	2078
B.Ed	2	1
B.B.S.	3	4
Total	5	5

विगतको वर्षहरूको नतिजाको विप्लेषण गर्दा क्याम्पसमा अध्ययनरत विद्यार्थीहरूको वार्षिक परीक्षाको नतिजा अत्यन्तै कमजोर देखिएको छ । यस किसिमको कमजोर नतिजालाई सुधार गर्नको लागि क्याम्पसका सम्पूर्ण सरोकार पक्षहरूको सहभागितामा उपयुक्त किसिमको योजना बनाउनुपर्ने देखिन्छ अन्यथा क्याम्पसको प्रतिष्ठासँग जोडिएको QAA प्राप्तिको जुन महाअभियान वा लक्ष्य छ त्यसमा असर पर्न सक्छ तसर्थ सबै सरोकार पक्षले नतिजामा सुधार ल्याई लक्ष्य प्राप्तिका लागि हातेमालो गर्दै अगाडि बढ्नुपर्ने देखिन्छ ।





Affiliated to Tribhuvan University

Janajyoti Campus

Bhimad-6, Tanahun

Academic Audit Report

2082

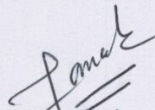
Telephone No: +977-65-572455, 9856001455
E-mail : janajyoticampusbhimad@gmail.com
janajyoti@janajyoticampus.edu.np
website : www.janajyoticampus.edu.np

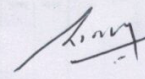
आन्तरिक शैक्षिक परीक्षण प्रतिवेदन - २०८२

जनज्योति क्याम्पसको शैक्षिक, प्रशासनिक एवं अन्य किसिमका गतिविधिहरूलाई चुस्त-दुरुस्त चित्रण तथा विश्लेषण गरी विद्यमान अवस्थालाई उजागर गर्दै अझ परिस्कृत तथा सुधार गर्ने उद्देश्यले शैक्षिक परीक्षण समिति गठन भएकोमा यस समितिले क्याम्पस सम्बद्ध विभिन्न पक्षहरूसँगको सहयोगमा शैक्षिक परीक्षण गर्ने सन्दर्भमा निम्नानुसारका मापदण्डमा आधारित रहेर जनज्योति क्याम्पसको आन्तरिक शैक्षिक परीक्षण सम्पन्न गरियो ।

परीक्षण गर्ने क्रममा तय गरिएका मापदण्डहरू

क्र.सं.	मापदण्डहरू
१	विद्यार्थी भर्ना विश्लेषण र सुझाव
२	विषयगत नतिजा विश्लेषण र सुझाव
३	शैक्षिक क्यालेण्डरको विश्लेषण र सुझाव
४	हाजिरी-नतिजा विश्लेषण र सुझाव
५	छात्रवृत्ति विश्लेषण र सुझाव
६	भौतिक एवम् पुस्तकालयको अवस्था विश्लेषण र सुझाव


प्रकाशराज श्रेष्ठ
सदस्य-सचिव


खिमाकान्त पराजुली
संयोजक

Janajyoti Campus
Bhimad, Tanahun
Internal Academic Audit, 2078/079- 2080/081

Students Enrolment:

Program	Year	Enrolment		Remarks
		2080	2081	
B.Ed	I	19	42	विद्यार्थीहरूको भर्नादर बढ्ने क्रममा रहेको तर क्याम्पस विचमा छाड्ने (Drop out) दर बढ्दो क्रममा रहेको पाइयो ।
	II	26	16	
	III	16	19	
	IV	24	14	
BBS	I	37	54	
	II	25	30	
	III	25	16	
	IV	19	18	
Total		191	209	

Genderwise Enrolment:

Program	Year	Enrolment						Remarks
		2080			2081			
		Male	Female	Total	Male	Female	Total	
B.Ed	I	1	18	19	6	36	42	
	II	2	24	26	1	15	16	
	III	-	16	16	1	18	19	
	IV	3	21	24	-	14	14	
BBS	I	9	28	37	20	34	54	
	II	9	16	25	8	22	30	
	III	7	18	25	5	11	16	
	IV	3	16	19	2	16	18	
Total		34	157	191	43	166	209	

Janajyoti Campus
Bhimad, Tanahun
Internal Academic Audit, 2079/080

Internal Exam and Result Analysis, 2079/080-2080/081

Program	Year	2080							2081						
		Enrolment	Appeared		Absent		Pass		Enrolment	Appeared		Absent		Pass	
			No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
B.Ed	I	48	24	50.00%	24	50.00%	15	62.50%	20	10	50.00%	10	50.00%	5	50.00%
	II	22	7	31.82%	15	68.18%	1	14.29%	26	16	61.54%	10	38.46%	14	87.50%
	III	30	13	43.33%	17	56.67%	5	38.46%	16	8	50.00%	8	50.00%	1	12.50%
	IV	25	16	64.00%	9	36.00%	10	62.50%	24	17	70.83%	7	29.17%	0	0.00%
BBS	I	40	20	50.00%	20	50.00%	3	15.00%	37	17	45.95%	20	54.05%	4	23.53%
	II	42	11	26.19%	31	73.81%	1	9.09%	25	13	52.00%	12	48.00%	4	30.77%
	III	32	14	43.75%	18	56.25%	7	50.00%	25	8	32.00%	17	68.00%	6	75.00%
	IV	30	9	30.00%	21	70.00%	3	33.33%	19	13	68.42%	6	31.58%	9	69.23%
Total		269	114	42.38%	155	57.62%	45	39.47%	192	102	53.13%	90	46.88%	43	42.16%

आन्तरिक परीक्षाको विश्लेषण गर्दा वि.एड. तथा वि.वि.एस. अन्तर्गतका सबै वर्षहरूका विद्यार्थीहरूका आन्तरिक परीक्षामा नतिजामा केही सुधार भएको देखिए पनि उपस्थिति दर घट्दो क्रममा रहेको पाइयो ।

Subject Wise Result Analysis 2079

Level: B. Ed 1st year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	C. Nepali	401	20	2	-	22	91%	100	64	49	
2	C. English	411	19	3	-	22	86%	100	65	42	
3	Philo. & Soc. Foundation of Education	412	2	20	-	22	9%	100	36	19	
4	Foundation of Language & Linguistics	416	Th	1	10	-	11	9%	80	28	20
			Pr	10	-	1	11	100%	20	18	17
5	Reading, writing and critical Thinking	417	4	7	-	11	36%	100	42	30	
6	नेपाली कथा उपन्यास	416	6	5	-	11	55%	100	35	29	
7	नेपाली नाटक एकाङ्की, निबन्ध	417	9	2	-	11	82%	100	52	35	
8	Foundation of Population Education	418	9	13	-	22	41%	100	51	30	

Subject Wise Result Analysis 2080

Level: B. Ed 1st year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	C. Nepali	401	23	1	2	26	95.83	100	79	58.91	
2	C. English	411	19	5	2	26	79.16	100	63	42.83	
3	Philo. & Soc. Foundation of Education	412	19	5	2	26	79.16	100	55	40.50	
4	Foundation of Language & Linguistics	416	Th	12	-	2	14	100	80	52	38.33
			Pr	12	-	2	14	100	20	18	16.83
5	Reading, writing and critical Thinking	417	11	1	2	14	91.66	100	69	58	
6	नेपाली कथा उपन्यास	416	11	1	-	12	91.66	100	62	49.33	
7	नेपाली नाटक एकाङ्की, निबन्ध	417	11	1	-	12	91.66	100	55	42.50	
8	Foundation of Population Education	418	21	3	2	26	87.50	100	63	40.95	

समग्रमा यस वर्षको नतिजाको विषलेषण गर्दा सबै विषयको नतिजा उत्कृष्ट रहेको र औषत अंक बढाउन मिहनेत गर्नुपर्ने देखिन्छ ।

Subject wise Result Analysis, 2079

Level: B. Ed 2nd year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	Educational Psychology	421	8	22	-	30	27	100	56	29	
2	भाषा विज्ञान र नेपालीभाषा	422	-	7	-	7	-	100	30	24	
3	नेपालीकविताकाव्य	423	6	1	-	7	86	100	53	43	
4	पाठ्यक्रम, पाठ्यपुस्तकतथा शिक्षण पद्धति	424	7	-	-	7	100	100	56	42	
5	Expanding Horizons in English	422	22	1	-	23	96	100	57	44	
6	English for Communication	423	Th	20	3	-	23	87	80	33	33
			Pr	23	-	-	23	100	20	15	15
7	Basic of Academic Writing	424	12	10	1	23	55	100	49	33	
8	Population Situation of Nepal	428	24	5	1	30	80	100	71	59	
9	Population Dynamics	429	20	9	1	30	69	100	66.67	48	

Subject wise Result Analysis, 2080

Level: B. Ed 2nd year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	Educational Psychology	421	4	11	1	16	26.66	100	43	29.2	
2	भाषा विज्ञान र नेपालीभाषा	422	4	4	1	9	50	100	41	30.25	
3	नेपालीकविताकाव्य	423	5	3	1	9	62.50	100	47	33.75	
4	पाठ्यक्रम, पाठ्यपुस्तकतथा शिक्षण पद्धति	424	3	5	1	9	37.50	100	36	27.75	
5	Expanding Horizons in English	422	7	-	-	7	100	100	43	37	
6	English for Communication	423	Th	4	3	-	7	57.14	80	33	23.71
			Pr	7	-	-	7	100	20	18	17.14
7	Basic of Academic Writing	424	1	6	-	7	14.28	100	35	23.71	
8	Population Situation of Nepal	428	11	3	2	16	78.57	100	63	39	
9	Population Dynamics	429	4	11	1	16	26.66	100	46	28.53	

समग्रमा यस वर्षको नतिजाको विषलेषण गर्दा सबै विषयको नतिजा सन्तोषजनक नै भएतापनि Educational Psychology, Basic of Academic Writing, Population Dynamics विषयमा धेरै मिहनेत गर्नुपर्ने देखिन्छ ।

Subject Wise Result Analysis 2079

Level: B. Ed 3rd year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	Curriculum and Evaluation	431	7	18	-	25	28%	100	44	26.92	
2	नेपालीभाषा शिक्षण	432	11	-	-	11	100%	100	61	49.09	
3	प्रायोगिकभाषा विज्ञान	433	5	6	-	11	45%	100	45	32.45	
4	साहित्यशास्त्र र समालोचना	434	9	2	-	11	82%	100	55	39.18	
5	ELT Theories Methods & Practice	432	4	10	-	14	29%	100	46	25	
6	Critical Reading in English	433	7	7	-	14	50%	100	43	29.64	
7	English for Mass Communication	434	TH	11	3	-	14	79%	80	38	30.5
			PR	14	-	-	14	100%	20	18	16.35
8	Methods of Teaching Population Education	439	TH	25	-	-	25	100%	80	52	41.92
			PR	25	-	-	25	100%	20	18	15.64

Subject Wise Result Analysis 2080

Level: B. Ed 3rd year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	Curriculum and Evaluation	431	16	8	-	24	66.66	100	66	35.7	
2	नेपालीभाषा शिक्षण	432	5	-	-	5	100	100	57	51.6	
3	प्रायोगिकभाषा विज्ञान	433	2	3	-	5	40	100	35	29.2	
4	साहित्यशास्त्र र समालोचना	434	3	2	-	5	60	100	39	34.4	
5	ELT Theories Methods & Practice	432	13	6	-	19	69.42	100	57	37.57	
6	Critical Reading in English	433	18	1	-	19	94.70	100	60	42.15	
7	English for Mass Communication	434	TH	17	2	-	19	89.47	80	40	32.1
			PR	19	-	-	19	100	20	17	17
8	Methods of Teaching Population Education	439	TH	24	-	-	24	100	80	48	42.25
			PR	24	-	-	24	100	20	17	14.58

समग्रमा यस वर्षको नतिजाको विषलेषण गर्दा सबै विषयको नतिजा उत्कृष्ट रहेको र प्रायोगिकभाषा विज्ञानमा केहि मिहनेत गर्नुपर्ने देखिन्छ ।

Subject Wise Result Analysis 2079**Level: B. Ed 4th year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	Classroom Instruction	442	7	8	1	16	47%	100	47	29	
2	अनुसन्धान विधि	445	Th	2	1	-	3	67%	50	36	28
			Pr	3	-	-	3	100%	50	18	16
3	व्यवहारिक लेखन तथा सम्पादन	449	Th	-	3	-	3	0%	80	21	21
			Pr	3	-	-	3	100%	20	18	16
4	Research Methodology	445	Th	2	10	1	13	17%	50	22	11
			Pr	11	-	2	13	100%	50	42	39
5	Literature for Language Development	449	3	9	1	13	25%	100	40	30	
6	Project Work & Seminar on Population Education	449	Th	11	4	1	16	73%	50	32	19
			Pr	14	-	2	16	100%	50	44	41
7	Practice Teaching	440	14	-	2	16	100%	100	79	75	

Subject Wise Result Analysis 2080**Level: B. Ed 4th year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score	
1	Classroom Instruction	442	22	3	-	25	88	100	52	40	
2	अनुसन्धान विधि	445	Th	11	-	-	11	100	50	54	44
			Pr	11	-	-	11	100	50	18	17
3	व्यवहारिक लेखन तथा सम्पादन	449	Th	11	-	-	11	100	80	47	41
			Pr	11	-	-	11	100	20	18	17
4	Research Methodology	445	Th	9	5	-	14	64	50	22	17
			Pr	14	-	-	14	100	50	40	38
5	Literature for Language Development	449	12	2	-	14	86	100	46	36	
6	Project Work & Seminar on Population Education	449	Th	25	-	-	25	100	50	33	27
			Pr	25	-	-	25	100	50	41	36
7	Practice Teaching	440	25	-	-	25	100	100	79	74	

समग्रमा यस वर्षको नतिजाको विप्लेषण गर्दा सबै विषयको नतिजा उत्कृष्ट भएको पाइयो ।

Subject wise Result Analysis 2079**Level: BBS 1st year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score
1	Business English	201	28	13	1	42	68.29	100	47	31.23
2	Business Statistics	202	29	11	2	42	72.5	100	88	41.2
3	Business Economics	203	10	29	3	42	25.65	100	41	20.51
4	Acc. For financial Analysis Planning	211	17	22	3	42	43.59	100	48	26.90
5	Principle of Management	213	18	22	2	42	45	100	55	27.38

Subject wise Result Analysis 2080**Level: BBS 1st year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score
1	Business English	201	14	9	1	24	60.87	100	36	29.17
2	Business Statistics	202	13	10	1	24	56.52	100	76	35.61
3	Business Economics	203	11	12	1	24	47.83	100	60	31.30
4	Acc. For financial Analysis Planning	211	7	16	1	24	30.43	100	81	26.39
5	Principle of Management	213	15	8	1	24	65.22	100	56	34.61

समग्रमा यस वर्षको नतिजाको विषलेषण गर्दा सबै विषयको नतिजा सन्तोषजनक भएतापनि Accounting for Financial Analysis Planning विषयमा मिहनेत गर्नुपर्ने देखिन्छ ।

Subject Wise Result Analysis 2079**Level: BBS 2nd year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average score
1	Business Communication	205	26	4	2	32	86.67	100	62	41.3
2	Cost and Management Accounting	212	19	11	2	32	63.33	100	83	40.57
3	Macro Economics	209	12	18	2	32	40	100	66	28.63
4	OB & HRM	223	21	6	5	32	77.78	100	65	39.81
5	Fundamentals of Financial Mgmt	214	7	21	4	32	25	100	58	

Subject Wise Result Analysis 2080**Level: BBS 2nd year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average score
1	Business Communication	205	14	10	-	24	58.33	100	44	31.08
2	Cost and Management Accounting	212	14	10	-	24	58.33	100	69	31.63
3	Macro Economics	209	9	15	-	24	37.50	100	52	25.46
4	OB & HRM	223	9	15	-	24	37.50	100	45	25.50
5	Fundamentals of Financial Mgmt	214	12	12	-	24	50	100	74	30.5

समग्रमा यस वर्षको नतिजाको विषलेषण गर्दा सबै विषयको नतिजा सन्तोषजनक भएतापनि Macro Economics र OB & HRM विषयमा धेरै मिहनेत गर्नुपर्ने देखिन्छ ।

Subject wise Result Analysis 2079**Level: BBS 3rd year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score
1	Business Law	Mgt. 204	23	5	2	30	82.14	100	67	39.10
2	Fundamentals of Taxation and Auditing	Mgt. 218	14	14	2	30	50	100	62	33.54
3	Business Environment and Strategic Management	Mgt. 217	14	14	2	30	50	100	56	29
4	Foundation of Financial System	Mgt. 215	21	6	3	30	77.78	100	66	42.07
5	Fundamentals of Marketing	Mgt. 219	14	12	4	30	53.85	100	55	31.81

Subject wise Result Analysis 2080**Level: BBS 3rd year**

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average Score
1	Business Law	Mgt. 204	16	3	-	19	84.21	100	71	45.68
2	Fundamentals of Taxation and Auditing	Mgt. 218	12	7	-	19	63.16	100	66	36.68
3	Business Environment and Strategic Management	Mgt. 217	12	7	-	19	63.16	100	53	32.58
4	Foundation of Financial System	Mgt. 215	18	1	-	19	94.74	100	85	57
5	Fundamentals of Marketing	Mgt. 219	17	2	-	19	89.47	100	66	43.74

समग्रमा यस वर्षको नतिजाको विषलेषण गर्दा सबै विषयको नतिजा उत्कृष्ट रहेको देखिन्छ ।

Subject Wise Result Analysis 2079

Level: BBS 4th year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average score
1	Entrepreneurship and Enterprise Development	Mgt 220	20	5	1	26	80	100	53	36.81
2	Business Research Methods	Mgt 221	18	7	1	26	72	100	36	18.96
3	Accounting for Business	ACC.251	21	4	1	26	84	100	80	44.16
4	Advanced Financial Accounting	ACC.252	19	6	1	26	76	100	67	38.5
5	Budgeting and Controlling of Profit	ACC.254	24	0	2	26	100	100	86	52.77
6	Final Project Work	MGT 401	25	0	1	26	100	100	45	39.54

Subject Wise Result Analysis 2080

Level: BBS 4th year

SN	Subject	Code No.	Pass	Fail	Abs.	Total	Subject Pass %	Full Marks	Highest Marks	Average score
1	Entrepreneurship	MGT 225	17	5	2	24	77.27	100	58	35.46
2	Business Research Methods	MGT 221	16	6	2	24	72.73	100	29	16.46
3	Fundamentals of Corporate Finance	FIN 250	13	9	2	24	59.09	100	80	40.5
4	Fundamentals of Investment	FIN 253	14	8	2	24	63.64	100	77	37.46
5	Management of Financial Institutions	FIN 255	20	1	3	24	95.24	100	74	41.47
6	Final Project Work	MGT 401	24	-	-	24	100	100	45	38.63

समग्रमा यस वर्षको नतिजाको विषलेषण गर्दा सबै विषयको नतिजा उत्कृष्ट रहेको देखिन्छ ।

Janajyoti Campus
Bhimad, Tanahun
Internal Academic Audit, 2077/078- 2078/079

प्राध्यापकको हाँजिरी र नतिजाको अवस्था

क्र.सं.	प्राध्यापकको नाम	हाजिरी दिन शै.स.२०८०/०८१			विद्यार्थी उत्तीर्ण प्रतिशत	औसत अंक प्रतिशत	कैफियत
		क्याम्पसमा उपस्थिति	काज	जम्मा			
1	केशवराज काफ्ले	232	6	238	84.44	40.70	
2	शिवदत्त चापागाई	239	-	239	65.39	34.37	
3	सीता देवी भट्टराई	223	-	223	90.00	47.65	
4	हरिप्रसाद सुवेदी	229	1	230	72.86	37.78	
5	दीपक भट्टराई	235	4	239	78.57	42.31	
6	लक्ष्मी श्रेष्ठ	235	-	235	84.29	38.96	
7	नारायण मर्सेनी	230	-	230	62.52	34.59	
8	जनकराज श्रेष्ठ	231	2	233	65.54	39.91	
9	खुमकान्त अर्याल	22	-	222	49.65	30.41	
10	विनोद थापा	224	-	224	79.59	36.11	
11	केशर बहादुर खड्का	216	-	216	26.67	29.20	
12	देवी कुमारी अधिकारी	229	-	229	65.52	36.94	
13	राजु परियार	232	-	233	74.42	38.27	
14	कमलकान्त सुवेदी	211	2	213	72.59	36.64	

शैक्षिक क्यालेण्डरको कार्यान्वयन अवस्थाको विश्लेषण २०८०/०८१

क्र.सं.	कार्यक्रम	लक्ष्य	महिना												उपलब्धि	कैफियत	
			श्रावण	भाद्र	आश्विन	कार्तिक	मार्ग	पौष	माघ	फाल्गुन	चैत्र	बैशाख	जेठ	आषाढ			
१	क्याम्पस सञ्चालक समिति	६	१	१		१				२	३		१	१	१०	धेरै राम्रो	
२	क्याम्पस अनुगमन तथा मूल्याङ्कन समिति	४	१	१			१							१	५	धेरै राम्रो	
३	सामाजिक परीक्षण समिति	२	१							१					२	राम्रो	
४	पुस्तकालय समिति	१													०	कमजोर	
५	क्याम्पस प्राज्ञिक समिति	४	२						२	२				१	१	८	धेरै राम्रो
६	आन्तरिक गुणस्तर सुनिश्चितता समिति	६	२	३					१		१				१	६	राम्रो
७	अतिरिक्त क्रियाकलाप समिति	७	१		२				२	५	३	१	४	२	१	२१	धेरै राम्रो
८	शिक्षा शास्त्र विभाग	६	१	२				१		१	२	१	१	२	१	१२	धेरै राम्रो
९	व्यवस्थापन विभाग	६										१	२			३	कमजोर
१०	परीक्षा व्यवस्थापन समिति	४	१	१				२			१	१				६	धेरै राम्रो
११	अनुसन्धान एवम् प्रकाशन समिति	६	१		१					१	१	२	१	१	२	१०	धेरै राम्रो
१२	विद्यार्थी रोजगार परामर्श एवम् गुनासो सकलन तथा समाधान समिति	६	१		२	१				१			२	१	१	९	धेरै राम्रो
१३	आर्थिक समिति	३	१			१				१						३	राम्रो
१४	स्टाफ बैठक	१२	१	१	१		१			१	१	२	१	१		१०	कमजोर
१५	शैक्षिक भ्रमण	१														०	कमजोर
१६	विद्यार्थी गुणस्तर व्यवस्थापन समिति	४			२				१	१	२	१	१			८	धेरै राम्रो

शैक्षिक क्यालेण्डरको कार्यान्वयन अवस्थाको विश्लेषण २०८१/०८२

क्र.सं.	कार्यक्रम	लक्ष्य	महिना											उपलब्धि	कैफियत	
			आवृण	भाद्र	आश्विन	कार्तिक	मार्ग	पौष	माघ	फाल्गुन	चैत्र	बैशाख	जेठ			आषाढ
१	क्याम्पस सञ्चालक समिति	६	१	१	१	-	१	१	१	१			३	१	१०	धेरै राम्रो
२	क्याम्पस अनुगमन तथा मूल्याङ्कन समिति	४	१	२			१				१			१	६	धेरै राम्रो
३	सामाजिक परीक्षण समिति	२	१							१					२	राम्रो
४	पुस्तकालय समिति	१													०	कमजोर
५	क्याम्पस प्राज्ञिक समिति	४	१				१	१	१		१		१	१	७	धेरै राम्रो
६	आन्तरिक गुणस्तर सुनिश्चितता समिति	६	२					१			१			१	५	कमजोर
७	अतिरिक्त क्रियाकलाप समिति	७	१	२			१		३			५	१	२	१५	धेरै राम्रो
८	शिक्षा शास्त्र विभाग	६	१	१		१	१		२						६	राम्रो
९	व्यवस्थापन विभाग	६		१		१		१	१				१	१	६	राम्रो
१०	परीक्षा व्यवस्थापन समिति	४	१	१	१		१		१		१	१	१		८	धेरै राम्रो
११	अनुसन्धान एवम् प्रकाशन समिति	६	१	१		१	१				१	१	३		९	धेरै राम्रो
१२	विद्यार्थी रोजगार परामर्श एवम् गुनासो संकलन तथा समाधान समिति	६			१		२	२	१		१	१	१	१	१०	धेरै राम्रो
१३	आर्थिक समिति	३	१			१			१			१			४	धेरै राम्रो
१४	स्टाफ बैठक	१२	२	१		१			१		१	१	१		८	कमजोर
१५	शैक्षिक भ्रमण	१													०	कमजोर
१६	विद्यार्थी गुणस्तर व्यवस्थापन समिति	४					२							१	४	राम्रो

Janajyoti Campus

Bhimad, Tanahun

Internal Academic Audit 2077/078 Scholarship Analysis

श.सत्र २०८१/०८२ मा विद्यार्थीहरूले क्याम्पसको आन्तरिक स्रोतबाट प्राप्त गरेको छात्रवृत्ति विवरण

क्र.स.	नाम धर	ठेगाना	वर्ष	संकाय	महिना	रकम	अक्षकोषको नाम
१	अस्मिता राना	भिमाद न.पा.-४, तनहुँ	प्रथम	शिक्षाशास्त्र	४	६२००.००	दमयन्ती कुमारी दयानिधि भण्डारी स्मृति अक्षकोष
२	प्रतिभा थारु	बर्दिया न.पा.-१०, राजापुर	प्रथम	शिक्षाशास्त्र	३	४६५०.००	सुर्यरत्न विष्णु कुमारी,सेतीकुमारी स्मृति अक्षकोष
३	करिस्मा नेपाली	रिसिङ गा.पा.-७, तनहुँ	प्रथम	शिक्षाशास्त्र	४	६२००.००	प्राध्यापक कर्मचारी अक्षयकोष
४	विन्दु वि.क	भिमाद न.पा.-४, तनहुँ	प्रथम	शिक्षाशास्त्र	४	६२००.००	प्राध्यापक कर्मचारी अक्षयकोष
५	सन्जना गुप्ता	महनहिया.-६, पूर्वचम्पण	प्रथम	शिक्षाशास्त्र	२	३१००.००	प्राध्यापक कर्मचारी अक्षयकोष
६	इसा नेपाली	भिमाद न.पा.-२, तनहुँ	प्रथम	शिक्षाशास्त्र	३	४६५०.००	प्राध्यापक कर्मचारी अक्षयकोष
७	दुर्गा बंशी	भिमाद न.पा.-३, तनहुँ	प्रथम	शिक्षाशास्त्र	२	३१००.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
८	रसिना वि.क	भिमाद न.पा.-७, तनहुँ	प्रथम	शिक्षाशास्त्र	३	४६५०.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
९	सलिना खातुन मिया	भिमाद न.पा.-१, तनहुँ	प्रथम	शिक्षाशास्त्र	३	४६५०.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
१०	सलिना वि.क	भिमाद न.पा.-४, तनहुँ	प्रथम	शिक्षाशास्त्र	३	४६५०.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
११	टक माया परियार	घिरिङ गा.पा.-२, तनहुँ	प्रथम	शिक्षाशास्त्र	२	३१००.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
१२	आरती थापा	भिमाद न.पा.-२, तनहुँ	प्रथम	शिक्षाशास्त्र	३	४६५०.००	कोमलकान्त नानीमैया खनाल स्मृति अक्षयकोष
१३	ममता बंशी	रामपुर न.पा.-१, पाल्पा	प्रथम	शिक्षाशास्त्र	४	६२००.००	डण्डपाणी देवका अक्षयकोष
१४	मीना नेपाली	भिमाद न.पा.-७, तनहुँ	प्रथम	शिक्षाशास्त्र	३	४६५०.००	डण्डपाणी देवका अक्षयकोष
१५	शान्ति नेपाली	भिमाद न.पा.-७, तनहुँ	प्रथम	शिक्षाशास्त्र	२	३१००.००	डण्डपाणी देवका अक्षयकोष
१६	अर्जुन थापा	घिरिङ गा.पा.-४, तनहुँ	प्रथम	व्यवस्थापन	४	६२००.००	डण्डपाणी देवका अक्षयकोष
१७	अनिल नेपाली	भिमाद न.पा.-२, तनहुँ	प्रथम	व्यवस्थापन	३	४६५०.००	डण्डपाणी देवका अक्षयकोष
१८	सुजना माल	शुक्लागण्डकी न.पा.७, तनहुँ	प्रथम	व्यवस्थापन	३	४६५०.००	रामशरण शर्मा गैह्रे स्मृति अक्षयकोष
१९	आरती लम्साल	भिमाद न.पा.-२, तनहुँ	प्रथम	व्यवस्थापन	९	१३९५०.००	डण्डपाणी देवका अक्षयकोष
२०	भुमिका ओझा	व्यास न.पा.-५, तनहुँ	प्रथम	व्यवस्थापन	२	३१००.००	डण्डपाणी देवका अक्षयकोष

श.सत्र २०८०/०८१ मा विद्यार्थीहरूले क्याम्पसको आन्तरिक स्रोतबाट प्राप्त गरेको छात्रवृत्ति विवरण

क्र.स.	नाम धर	ठेगाना	वर्ष	संकाय	महिना	रकम	अक्षकोषको नाम
१	विनिता सार्की	भिमाद न.पा.-६, तनहुँ	प्रथम	शिक्षाशास्त्र	६	९३००.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
२	आशा वि.क	म्याग्दे गा.पा.-५, तनहुँ	प्रथम	व्यवस्थापन	३	४६५०.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
३	एन्जिला थापा	घिरिङ गा.पा.-३, तनहुँ	प्रथम	व्यवस्थापन	३	४६५०.००	चुल बहादुर,मधुमाया सुनार स्मृति अक्षयकोष
४	तुलसी क्षेत्री	भिमाद न.पा.-६, तनहुँ	प्रथम	व्यवस्थापन	४	६२००.००	डण्डपाणी देवका अक्षयकोष
५	रीमा कुमारी थापा	घिरिङ गा.पा.-३, तनहुँ	प्रथम	व्यवस्थापन	६	९३००.००	कोमलकान्त नानीमैया खनाल स्मृति अक्षयकोष
६	सुवासना बस्याल	भिमाद न.पा.-५, तनहुँ	दोस्रो	शिक्षाशास्त्र	६	९३००.००	डण्डपाणी देवका अक्षयकोष
७	शोभा वि.क	घिरिङ गा.पा.-३, तनहुँ	दोस्रो	शिक्षाशास्त्र	३	४६५०.००	डण्डपाणी देवका अक्षयकोष
८	आरती वि.क	हरिनास गा.पा.-५, स्याङ्जा	दोस्रो	शिक्षाशास्त्र	३	४६५०.००	डण्डपाणी देवका अक्षयकोष
९	शुसिला नेपाली	भिमाद न.पा.-६, तनहुँ	दोस्रो	शिक्षाशास्त्र	३	४६५०.००	दमयन्ती कुमारी दयानिधि भण्डारी स्मृति अक्षकोष
१०	यसु माया थापा	भिमाद न.पा.-४, तनहुँ	दोस्रो	शिक्षाशास्त्र	३	४६५०.००	दमयन्ती कुमारी दयानिधि भण्डारी स्मृति अक्षकोष
११	एन्जिना थापा	भिमाद न.पा.-४, तनहुँ	दोस्रो	शिक्षाशास्त्र	२	३१००.००	डण्डपाणी देवका अक्षयकोष
१२	अर्चना ग्रेह	भिमाद न.पा.-५, तनहुँ	दोस्रो	शिक्षाशास्त्र	४	६२००.००	रामशरण शर्मा गैह्रे स्मृति अक्षयकोष

१३	पद्म राना	घिरिङ गा.पा.-४, तनहुँ	दोस्रो	शिक्षाशास्त्र	६	९३००.००	प्राध्यापक कर्मचारी अक्षयकोष
१४	फलमाया आले	घिरिङ गा.पा.-३, तनहुँ	दोस्रो	शिक्षाशास्त्र	३	४६५०.००	प्राध्यापक कर्मचारी अक्षयकोष
१५	अञ्जली दवाडी	भिमाद न.पा.-१, तनहुँ	दोस्रो	शिक्षाशास्त्र	५	७७५०.००	डण्डपाणी देवका अक्षयकोष
१६	विमला सिग्देल	भिमाद न.पा.-१, तनहुँ	दोस्रो	शिक्षाशास्त्र	३	४६५०.००	प्राध्यापक कर्मचारी अक्षयकोष
१७	निशा शेन ठकुरी	भिमाद न.पा.-३, तनहुँ	दोस्रो	शिक्षाशास्त्र	२	३१००.००	प्राध्यापक कर्मचारी अक्षयकोष
१८	श्रीराम थापा	भिमाद न.पा.-५, तनहुँ	दोस्रो	व्यवस्थापन	४	६२००.००	डण्डपाणी देवका अक्षयकोष
१९	रामहरि महर्जन	ललितपुर प.न.पा.-२०, ललितपुर	दोस्रो	व्यवस्थापन	२	३१००.००	चुल बहादुर, मधुमाया सुनार स्मृति अक्षयकोष
२०	निर्मला आले	भिमाद न.पा.-४, तनहुँ	दोस्रो	व्यवस्थापन	३	४६५०.००	सुर्यरत्न, विष्णु कुमारी, सेतीकुमारी स्मृति अक्षयकोष
२१	सपना शर्मा लम्साल	घिरिङ गा.पा.-२, तनहुँ	दोस्रो	व्यवस्थापन	३	४६५०.००	सुर्यरत्न, विष्णु कुमारी, सेतीकुमारी स्मृति अक्षयकोष
२२	सेलिना थापा	हरिनास गा.पा.-७, स्याङ्जा	दोस्रो	व्यवस्थापन	२	३१००.००	डण्डपाणी देवका अक्षयकोष

शै.सत्र २०८०/०८१ मा विद्यार्थीहरूले क्याम्पसको आन्तरिक स्रोतबाट प्राप्त गरेको छात्रवृत्ति विवरण

क्र.स.	नाम थर	संकाय	वर्ष	महिना	रकम
१	रुपा परियार	शिक्षाशास्त्र	तेस्रो	२	३१००.००
२	रचना वि.क.	शिक्षाशास्त्र	तेस्रो	४	६२००.००
३	गोमा नेपाली	शिक्षाशास्त्र	तेस्रो	४	६२००.००
४	मनिषा थापा	शिक्षाशास्त्र	तेस्रो	४	६२००.००
५	सुजिता राना	व्यवस्थापन	तेस्रो	६	९३००.००
६	रस्मीता नेपाली	व्यवस्थापन	तेस्रो	४	६२००.००
७	दिपा राना	शिक्षाशास्त्र	चौथो	२	३१००.००
८	ऐलिसा नेपाली	शिक्षाशास्त्र	चौथो	४	६२००.००
९	डोल माया श्रेष्ठ	शिक्षाशास्त्र	चौथो	३	४६५०.००
१०	सुवेत श्रेष्ठ	शिक्षाशास्त्र	चौथो	३	४६५०.००
११	साजना थापा	शिक्षाशास्त्र	चौथो	२	३१००.००
१२	रविना रामदाम	शिक्षाशास्त्र	चौथो	४	६२००.००
१३	सृजना वि.क.	व्यवस्थापन	चौथो	३	४६५०.००
१४	तुल प्रसाद श्रेष्ठ	व्यवस्थापन	चौथो	२	३१००.००
१५	मनीषा श्रेष्ठ	व्यवस्थापन	चौथो	४	६२००.००

शै.सत्र २०८१/०८२ मा विद्यार्थीहरूले भिमाद नगरपालिका वाड नं. ८ बाट प्राप्त गरेको छात्रवृत्ति विवरण

क्र.स	विद्यार्थीको नामथर	ठेगाना	बाबुको नाम	संकाय	वर्ष	रकम
१	नारायण रिजाल	भिमाद-३, जिग्दीखोला तनहुँ	दन्नपानी रिजाल	व्यवस्थापन	दोस्रो	१००००.००
२	ममता सिग्देल	भिमाद-३, जलौदी तनहुँ	महादेव सिग्देल	शिक्षाशास्त्र	प्रथम	१००००.००
३	दुर्गा सेन	भिमाद-३, सिम्ले तनहुँ	टोप बहादुर सेन	शिक्षाशास्त्र	प्रथम	१००००.००
४	समिक्षा थापा	भिमाद-३, सेर्का तनहुँ	टोल बहादुर थापा	शिक्षाशास्त्र	प्रथम	१००००.००
५	प्रविना श्रेष्ठ	भिमाद-३, सुनाकोट तनहुँ	रामकुमार श्रेष्ठ	शिक्षाशास्त्र	प्रथम	१००००.००

शै.सत्र २०८१/०८२ मा विद्यार्थीहरूले क्याम्पसको UGC बाट प्राप्त गरेको छात्रवृत्ति विवरण

क्र.स.	नाम थर	संकाय	रकम
१	भगवती सार्की	शिक्षाशास्त्र	१५०००.००
२	लोक माया थापा	शिक्षाशास्त्र	१५०००.००
३	मन माया आले	शिक्षाशास्त्र	१५०००.००
४	गो माया राना	शिक्षाशास्त्र	१५०००.००
५	रिता आले	शिक्षाशास्त्र	१५०००.००

६	विमला नेपाली	शिक्षाशास्त्र	१५०००.००
७	खुममाया वि.क	शिक्षाशास्त्र	२४०००.००
८	फुल माया वि.क	व्यवस्थापन	१५०००.००
९	सजिना श्रेष्ठ	व्यवस्थापन	१५०००.००
१०	लक्ष्मी लम्साल	व्यवस्थापन	१५०००.००
११	स्नेहा सुन्दास	व्यवस्थापन	१५०००.००
१२	सन्दिपा सुनार	व्यवस्थापन	१५०००.००
१३	भरना लम्साल	व्यवस्थापन	१५०००.००

समग्रमा यस वर्षको छात्रवृत्तिको विषलेषण गर्दा यस वर्ष यस क्याम्पसका विभिन्न विद्यार्थीहरूलाई क्याम्पसको तर्फ बाट रु. ३,०३,८०० , UGC बाट रु.२,०४,००० र भिमाद नगरपालिका बाड नं. ८ बाट रु ५०,००० प्रदान गरिएको देखियो ।

जनज्योति क्याम्पस
 भिमाद न.पा-६, तनहूँ
 आ. व. २०८०/०८१
 सम्पत्ति तथा अन्य सामग्री विवरण

क.स.	विवरण	२०८०	२०८१	यस वर्ष थप भएको
१	शैक्षिक भवन	१	१	-
२	चमेना गृह	१	१	-
३	महायज्ञ स्तम्भ	१	१	-
४	पुस्तकालय एवं प्रशासनिक भवन	१	१	-
५	क्याम्पस घेरावन्दी	१	१	-
६	खानेपानी बोरिङ	१	१	-
७	पुस्तक	३८१७	३८७३	५६
८	डेक्स वेन्च	१०९	१०९	-
९	अफिस टेबल	१३	१३	-
१०	टि टेबल	१०	१०	-
११	टेबल क्यान्टिन	२	२	-
१२	कम्प्युटर टेबल	२१	२१	-
१३	सोफासेट	६	६	-
१४	रिभलिङ कुर्ची	१०	१०	-
१५	साधारण कुर्ची काठको	१२	१२	-
१६	आराम कुर्ची	३	३	-
१७	प्लास्टिक कुर्ची	१९५	१९५	-
१८	अफिस फाईल च्याक	२	२	-
१९	पुस्तकालय च्याक	१४	१४	-
२०	दराज स्टील	५	५	-
२१	सुचना पाटी	२	२	-
२२	ह्वाइट बोर्ड	१२	१२	-
२३	डाइस	१५	१५	-
२४	पुस्तकालय टेबल	१२	१२	-
२५	पुस्तकालय कुर्ची	६०	६०	-
२६	प्रिन्टर	६	६	-
२७	कम्प्युटर	३६	३७	१
२८	ल्यापटप	५	६	१
२९	प्रोजेक्टर	७	७	-
३०	विद्युतीय हाजिर मेसीन	१	१	-
३१	स्पीकर	२	२	-
३२	स्माट टि.भि	४	५	१
३३	सि.सि क्यामेरा	९	१२	३
३४	जेनेरेटर	१	१	-
३५	फ्याक्स मेसिन	१	१	-
३६	यू पि यस	१	२	१
३७	फिल्टर	१	१	-
३८	खानेपानी डिस्पेंसर	१	१	-
३९	क्यामेरा	१	१	-
४०	टेलिफोन	१	१	-

४१	विलिड मेसिन	१	१	-
४२	पंखा बाल	१६	१६	-
४३	पंखा सिलिङ्ग	२५	२५	-
४४	हिल ट्याङ्की	५	५	-
४५	लेमिनेसन मेसिन	१	१	-
४६	कटर मेसिन	१	१	-
४७	यूरो गाड	१	१	-
४८	पानी तान्ने मोटर	१	१	-
४९	भिजिटर कुर्ची	७६	७६	-
५०	गुरुयोजना	१	१	-
५१	प्राथमिक उपचार कक्ष सामग्री(बेड,स्टयान)	१	१	-
५२	खेल मैदान (बास्केटबल)	१	१	-
५३	खेल मैदान (टेबल टेनिस)	१	१	-
५४	खेल मैदान (भलिबल)	१	१	-
५५	खेल मैदान (ब्याडमिन्टन)	१	१	-

यस वर्षको तथ्याङ्क हेर्दा यस वर्ष ५६ पुस्तक, १ कम्प्युटर, १ ल्यापटप, १ गएक, १ स्मार्ट टि.भि. र ३ सि. सि. क्यामेरा थपिएको देखियो ।

Janajyoti Campus
Bhimad, Tanahun
Internal Academic Audit, 2077/078

Books and Students Ratio:

Total Registered Books in Library	Total No. of Students	Books to Students Ratio
3873	209	18.53:1

Janajyoti Campus
Bhimad, Tanahun
Internal Academic Audit, 2077/078 – 2078/079

Final Exam Result Analysis, 2078/079

SN	Program	Faculty	Year	Total exam appeared				Total	Passed		Remarks
				1 st	2 nd	3 rd	4 th		No.	%	
1	BBS	Management	2079	40	30	29	25	124	37	29.84	
2	B. Ed.	Education	2079	22	30	25	16	93	11	11.83	

Final Exam Result Analysis, 2078/079

SN	Program	Faculty	Year	Total exam appeared				Total	Passed		Remarks
				1 st	2 nd	3 rd	4 th		No.	%	
1	BBS	Management	2080	24	24	19	24	91	31	34.07	
2	B. Ed.	Education	2080	26	16	24	25	91	41	45.05	

विगतको वर्षहरूको नतिजाको विषलेषण गर्दा व्यवस्थापन संकाय र शिक्षा संकाय दुवैमा नतिजामा निकै सुधार भएको देखियो ।

Total no. of Graduates, 2077/078-2080/081

Programs	Total no. of Graduates		
	2079	2080	2081
B.Ed	2	5	4
BBS	5	21	13
Total	7	26	17

गत वर्षको भन्दा स्नातक तह उत्तीर्ण संख्या घटको देखियो ।

Handwritten text at the top of the page, possibly a title or header.

Handwritten text block, likely a list or set of notes.

Handwritten text block, continuing the list or notes.

Handwritten text block, continuing the list or notes.

Handwritten text block, continuing the list or notes.

Handwritten text block, continuing the list or notes.

Handwritten text block, continuing the list or notes.

Handwritten text block, continuing the list or notes.

Handwritten text block, continuing the list or notes.

Handwritten text block at the bottom of the page, possibly a conclusion or summary.

Kaphle *Shriyanti*



कार्यअवधि : समितिको कार्य अवधि ३ वर्षको हुनेछ ।

समितिको बैठक कार्यविधि:

समितिको बैठक वर्षमा कम्तिमा ३ पटक बस्नेछ । समितिको बैठकको अध्यक्षता समिति संयोजकले गर्नेछ, निजको अनुपस्थितिमा बैठक बस्नु पर्ने भएमा संयोजकले तोकेको सदस्यले बैठकको अध्यक्षता गर्न सक्नेछ ।

४. विद्यार्थी रोजगारी, परामर्श एवं गुनासो सङ्कलन तथा समाधान समिति

क्याम्पसमा अध्ययनरत विद्यार्थीहरूका गुनासाहरू संकलन गर्ने र समाधानको उपाय पहिचान एवं विश्लेषण गरी क्याम्पस प्रशासनमा पेश गर्नका लागि र क्याम्पसबाट उत्पादित विद्यार्थीहरूको शैक्षिक योग्यता र सीप अनुसारको रोजगारी सम्बन्धी व्यवस्थाका लागि क्याम्पसमा विद्यार्थी रोजगारी गुनासो सङ्कलन तथा समाधान समिति गठन गरिनेछ । यस समितिको प्रमुख क्याम्पसमा कार्यरत पूर्णकालीन प्राध्यापकहरू मध्येबाट क्याम्पस प्रमुखको सिफारिसमा क्याम्पस सञ्चालक समितिले नियुक्त गर्नेछ, भने बढीमा प्रमुख समेत ३ सदस्यहरूको नियुक्ति उक्त समितिका संयोजकसँग परामर्श गरी क्याम्पस प्रमुखले गर्नेछन् । यस समितिले प्रत्येक छ महिनामा क्याम्पस प्रमुख समक्ष प्रगति प्रतिवेदन पेश गर्नुपर्नेछ । यस समितिले वार्षिक कार्ययोजना बनाई क्याम्पस प्रमुख समक्ष पेश गर्नेछ । समितिलाई स्वीकृत कार्ययोजना अनुसार कार्य गर्ने वातावरण क्याम्पसले उपलब्ध गराउनेछ ।

समितिको उद्देश्य :

- विद्यार्थीहरूलाई सकारात्मक सोच सहितको शैक्षिक विकास तथा रोजगारका लागि आवश्यक परामर्श दिने ,
- विद्यार्थीहरूबाट क्याम्पसको गतिविधिबारे पृष्ठपोषण प्राप्त गर्नु र विश्लेषण गरी क्याम्पस प्रशासनलाई आवश्यक सल्लाह सुझाव दिने,

काम कर्तव्य र अधिकार:

रोजगारी तथा परामर्शतर्फ

- कुन विद्यार्थीलाई कुन संकायमा भर्ना हुन उपयुक्त हुन्छ र कुन कुन विषय अध्ययन गर्दा विद्यार्थीको क्षमता एवं रुचिको प्रयोग अधिकतम हुन सक्छ भन्ने सम्बन्धमा परामर्श दिन तथा क्याम्पसमा नियमित रूपमा अध्ययनरत विद्यार्थी तथा उत्तीर्ण भएर जाने विद्यार्थीले कुन संस्थामा अध्ययन गर्न जाने वा कस्तो प्रकारको रोजगारी के कसरी खोज्ने भन्ने सम्बन्धमा आवश्यक परामर्श दिइनेछ,
- विद्यार्थीहरूलाई रोजगार परामर्श उपलब्ध गराउने,
- रोजगारी सम्बन्धी बजार विश्लेषण र सूचना संकलन गरी विद्यार्थीहरूलाई जानकारी गराउने,
- बजारको माग अनुसार रोजगार सम्बन्धी व्यवसायिक तालिमहरूको आवश्यक व्यवस्था मिलाउने,
- रोजगार दाताहरूसँग परामर्श गरी आवश्यकता अनुसार जनशक्ति निर्माणमा सहयोग पुर्याउने,
- रोजगारीमा जान इच्छुक विद्यार्थीलाई आवश्यक पर्ने कागजात तयार गर्न सघाउ पुर्याउने,
- रोजगारीका लागि आवेदन गरेका विद्यार्थीहरू र तिनको रोजगारीको अवस्थाको अभिलेख अद्यावधिक गर्ने,

क्याम्पसमा गुनासो संकलन तथा समाधान तर्फ :

- गुनासो सङ्कलन गर्नका लागि क्याम्पसमा विभिन्न स्थलमा गुनासो पेटिका तथा गुनासो संकलन पुस्तिका राख्ने र वेवसाइटमा विशेष कोलमको व्यवस्था समेत गरी सम्बद्ध सबै पक्षबाट गुनासो संकलन गरिनेछ,
- गुनासो संकलन गर्नका लागि विभिन्न फारामहरू बनाई सर्भेक्षण गर्न सकिनेछ,

Kaphle *Shriyanti*

आज मिति २०८०/०२/१९ गते यस क्याम्पसमा
 बरिष्ठ विद्यार्थी रोजगारी, परापूर्वा स्तर गुणासो
 सङ्कलन तथा समाधान क्षमतिको कठिन क्षमतिको
 संग्रोज्ज लक्ष्मी श्रेष्ठको संग्रोज्जका वसी निम्न-
 नुसारको उपाध्यायको तयसिलको प्रस्तावमाथि छल-
 फल गरी फैसलाअनुसारको निर्णय गरियो ;
 उपरिधिते :

१. संग्रोज्ज लक्ष्मी श्रेष्ठ
 २. सहाय : दीपक महर्षि
 ३. सहाय : सुजन श्रेष्ठ
 ४. सहाय : सुकला उपाध्याय
 ५. सहाय : नारायण श्रेष्ठ

प्रस्ताव नं १

प्रस्ताव नं १ रोजगार सम्बन्धी ^{अन्तर्वार्ता} ~~सम्बन्धी~~
 सम्बन्धी

निर्णय नं १

प्रस्तुत प्रस्ताव नं १ माथि छलफल गर्दा
 जनप्रति क्याम्पसमा कुमारी कौशिकी लिमिटेड
 इलेक्ट्रानिक ड्राइवाबाट सूचना प्राप्त आए अनुरूप
 स्वतः स्फूर्त रूपमा विद्यार्थीहरूलाई कार्यक्रममा
 सहभागी हुनु अनुरोध गरियो साथै सहभागी
 विद्यार्थीहरूको सूची तयसिलको निम्न रङ्गको
 निर्णय गरियो । यस्ता सूचीमा नाम उल्लेख
 भएका विद्यार्थीहरूलाई मिति २०८०/०२/२० गते
 विद्यालयको अन्तर्वार्ताको लागि उपस्थित हुन
 अनुरोध गर्ने निर्णय गरियो ।



Ref No: KBL/DLG/249-079/80

Date: 01-Jun-2023



To,
Janajyoti Campus
Bhimad-06, Tanahun

Subject: On-campus Job Interview

Dear Sir,

With reference to the mentioned subject, Kumari Bank Limited, an A Class commercial Bank is looking for self-motivated and aspiring Nepalese individuals who have the passion to excel in the Banking industry for the following position:

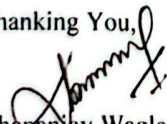
Job Position	: Trainee
Job Summary	: This is entry level contractual position in the Bank where one will be responsible for performing day-to-day function of the Bank.
Education /Qualification	: Completed 10+2 degree with minimum 2 nd Division and pursuing Bachelors' Degree in Management
Age	: Not exceeding 23 years as of 3 rd June 2023

In this regard, we request you to forward us your Expression of Interest and send us name of maximum 20 interested students of your college along with their application, bio data, copy of citizenship, academic certificates and photo, fulfilling the mentioned criteria to attend on-campus interview scheduled on 3rd June 2023.

All candidates are expected to be proficient in written/spoken English and Nepali and be computer literate with working knowledge of office applications. For the position mentioned above, candidates are expected to have smart personality, pleasant and cheerful nature with excellent interpersonal skills, desire to excel and positive attitude.

For further information, please feel free to contact Dhananjay Wagle (Cell: 9856032557)

Thanking You,


Dhananjay Wagle
Branch Manager-Dulegauda
Suklagandaki-4, Dulegauda Tanahun

कुमारी बैंक लिमिटेड र नेपाल क्रेडिट एन्ड कमर्स बैंक लिमिटेड एक आपसमा गाभिएर बनेको संस्था



त्रिभुवन विश्वविद्यालयबाट सम्बन्धन प्राप्त
Affiliated To Tribhuvan University

जानज्योति क्याम्पस JANAJYOTI CAMPUS



भिमाद नगरपालिका - ६, तनहुँ जेपाल

Bhimad Municipality - 6, Tanahun, Nepal

प.स./Letter No: २०७९/०८०

स्थापित: २०६४

व.न./Dispatch No: १५५

Estd.: २०६४

मिति/Date: २०८०/०२/१९



श्री शाखा प्रबन्धक ज्यू,
कुमारी बैंक लि.
दुलेगौडा शाखा

विषय : जानकारी सम्बन्धमा ।

प्रस्तुत विषयको सम्बन्धमा त्यस बैंकको मिति २०८०-०२-१७ गतेको चलानी नं. २४९ अनुसार मिति २०८०-०२-२० गते अर्न्तवातामा सहभागी हुन चाहेका विद्यार्थीहरूको नामावली तपसिल बमोजिम रहेको जानकारी गरिन्छ ।

SN	Name	Faulty	Class
1	Govinda Gairhe	MGMT	3 rd year
2	Manisha Shrestha	MGMT	2 nd Year
3	Asmita Bhujel	MGMT	3 rd year
4	Ashmita Shrestha	MGMT	3 rd year
5	Shree Ram Thapa	MGMT	1 st Year
6	Sapana Sharma Lamsal	MGMT	1 st Year
7	Pushpa Shrestha	MGMT	1 st Year
3	Anshu Chaudhary	MGMT	1 st Year
	Amisha Poudel	MGMT	2 nd Year
	Sadikshya Gairhe	MGMT	2 nd Year
	Santoshi Shrestha	MGMT	2 nd Year
	Kalpana Sunar	MGMT	3 rd Year
	Juni Maya Kumal	MGMT	3 rd Year
14	Jamuna Saru	MGMT	3 rd Year
15	Manju Shrestha	MGMT	3 rd Year
16	Rita Thapa	MGMT	3 rd Year
17	Danu Maya Thapa	MGMT	3 rd Year
18	Prakash Shrestha	MGMT	2 nd Year
19	Bisasta Khand Thakuri	MGMT	1 st Year
20	Laxmi Nepali	MGMT	2 nd Year
21	Deepak Kadel	MGMT	1 st Year
22	Hajiran Miya	MGMT	2 nd Year
23	Sunil B.K.	MGMT	4 th Year
24	Karishma Gahatraj	MGMT	4 th Year

K. Kaphle
(केशवराज काफ्ले)
क्याम्पस प्रमुख

E-Mail: janajyoticampusbhimad@gmail.com

Web: www.janajyoticampus.edu

आज मिति २०८० साल अठ २० गते शनिवारका दिन जनज्योति क्याम्पस, "विद्यार्थी रोजगारी परामर्श एवं गुणासो संकलन तथा समाधान समिति को संयोजन एवं कुमारी बैंक लिमिटेड दुर्लगाँडा शाखाको आयोजना मा क्याम्पस मार्फत बैंकले जारी गरेको सूचना बमोजिम नाम दर्ता गराएका विविएस मा अध्ययनरत विद्यार्थीहरूलाई हनोटका लागि आयोजना गरिएको कार्यक्रम समितिका सदस्य श्री दीपक भट्टराईको अध्यक्षतामा बसी निम्नानुसारको प्रतिहरूको उपस्थितीमा निम्नानुसार निर्णय गरियो।

उपस्थिती :

- ~~सदस्य~~ अध्यक्षता - श्री दीपक भट्टराई (सदस्य)
- सदस्य - श्री समन भरत
- ~~सदस्य~~ सदस्य - श्री सुंकेला उपाध्याय
- सदस्य - श्री नारायण भर्सेनी

विरोध उपस्थिती :

- ~~सहायक~~ शिवरत्न चापागाई - सहायक क्या. प्रभुरव
- ~~सहायक~~ राजिव वज्राचार्य - Credit Monitoring Head
- ~~सहायक~~ मनोज अत्रि - Business Coordination, Gauraki Branch
- ~~सहायक~~ नविन थापा - Branch Manager, Maitidevi Branch
- ~~सहायक~~ तुलसीराम झाचार्य, Branch Manager, Bhimad Branch
- ~~सहायक~~ सुनिल पाठक सहायक प्रशासक

अन्तवर्तीका लागि सहभागी विद्यार्थीहरू :

~~सदस्य~~

Kumari Bank Limited

Date : 3 June 2023
 Province
 Name of College: Janajyoti Campus

Gandaki
 Bhimad-6, Tanahun

Attendance Sheet

SN	Name of Candidate	Phone No.	Signature
1	Govinda Gairhe	9846960383	
2	Manisha Shrestha	9805841211	
3	Asmita Bhujel	—	—
4	Ashmita Shrestha	—	—
5	Shree Ram Thapa	9806528802	
6	Sapana Sharma Lamsal	9827142893	
7	Pushpa Shrestha	9818890145	
8	Anshu Chaudhary	9819271606	
9	Amisha Poudel	9806525789	
10	Sadikshya Gairhe	9829122741	
11	Santoshi Shrestha	9846166267	
12	Kalpana Sunar	9806591640	
13	Juni Maya Kumal	9817142908	
14	Jamuna Saru	9816883810	
15	Manju Shrestha	9827104513	
16	Rita Thapa	9829139645	
17	Danu Maya Thapa	9806788176	
18	^{Prasad} Prakash Shrestha	9804101214	
19	Bisasta Khand Thakuri	9806886480	
20	Laxmi Nepali Indraewoti Sarki	9815131163	
21	Deepak Kadel	—	—
22	Hajiran Miya	—	—


Kumari Bank Limited


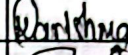
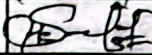
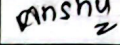
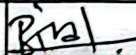
Date : 3 June 2023


Province

Gandaki

Name of College: Janajyoti Campus

Bhimad-6, Tanahun

Attendance Sheet			
SN	Name of Candidate	Phone No.	Signature
23	Sunil B.K.	9814171049	
24	Karishma Gahatraj	9801161289	
25	Sandhya Gairhe	9829198205	
26	Anshu Pariyar	9814174957	
27	Bishal Pariyar	9805156440	



निर्णयकः
निर्णय नं: १, आज मिति २०८० जेठ २० गते विहान
१० बजेबाट ~~आठ~~ साइ अन्तर्वाली
करिब ४२ मिनेट मौलनाय आर्थिक मामिला
मन्त्री जीतप्रकाश आर्ले एवं मिमाद न.पा.
प्रमुख कधिराज सुवेदी लगायत मन्त्रालय
बाट आउनु भएका विभिन्न सचिवहरू लगायत
विभिन्न उच्च पदस्थ कर्मचारी तथा
सामाजिक अंगवान्छु र कुमारी वैड लि.बाट
आउनु भएका प्रा.निधिहरू किन परिचयात्मक
द्वारा शुभकामना आदान प्रदान समेत सम्पन्न
भई साय २:३० बजे सम्पन्न भएका छ।
यस कार्यक्रममा उपस्थित भई नाम कर्णगुहा
रूप मध्ये २३ जना विद्यार्थीले अन्तर्वाली
दिएका छन। साथै पुरो वधामसमापन
कृत विद्यार्थीहरूलाई वैडमा अवसर दिने
ले आयोजना गर्नुभएको, अन्तर्वाली कार्यक्रममा
विद्यार्थी राजगारी परामर्शी एवं गुनासा संकलन तथा
समाधान समिति इलुकरुलाई कालि धन्यवाद
दिने अवसरमा निर्णय गर्दा

आज मिति २०८०/०३/०४ गतेका दिन विद्यार्थी रोजगारी, परापूर्वा स्वयं गुणासूची साङ्कलन तथा समाधान समितिको बैठक समितिको संयोजक लक्ष्मी शिवाको अध्यक्षतामा बस्यो। उक्त बैठकमा विद्यार्थी व्यवस्थापक गुणास्तर व्यवस्थापक समूहलाई समेत समीचीन संयुक्त रुपमा बैठक बोसी निम्नानुसारको उपस्थितिमा तयसिल बमोजिमका प्रस्ताव उपर छलफल गरी निर्णय गरियो।
उपस्थिति :

१. संयोजक : लक्ष्मी शिवा
२. सदस्य : दीपक शर्मा
३. सदस्य : सुजन महत
४. सदस्य : सुकला श्यामशाही
५. सदस्य : नारायण प्रशान्ति

Student Quality Management Circle (SQMC)
उपस्थिति :

१. संयोजक : सन्देश गुरु
२. सदस्य : अमिषा पौडेल
३. सदस्य : प्रतिमा पौडेल
४. सदस्य : सपना लम्साल
५. सदस्य : शुसिला श्रेष्ठ
६. सदस्य : आशा सुनार
७. सदस्य : जमुना शर्मा
८. सदस्य : प्रीराम थापा
९. सदस्य : गोमा होपली
१०. सदस्य : आरमीता सुवेदी

अन्य उपस्थिति

पुनर्गठ. दुर्गा विष्टकर्मा
संरचना सुनार

(Signature)

प्रस्तावक :

प्रस्ताव नं १ वार्षिक कार्ययोजना २०७९/८० को समीक्षा सम्बन्धमा

प्रस्ताव नं २ वार्षिक कार्ययोजना २०८०/८१ निर्माण सम्बन्धमा

प्रस्ताव नं ३ विद्यार्थी र कर्मचारीबाट प्राप्त गुनासो सम्बन्धमा

निर्णयक :

निर्णय नं १ : प्रस्ताव नं १ को सम्बन्धमा विद्यार्थी रोजगारी, परापूर्वा रचना गुनासो सङ्कलन तथा स्नातकोत्तर स्वीकृति र विद्यार्थी गुणस्तर व्यवस्थापन सम्बन्धी संयुक्त बैठकमा वार्षिक कार्ययोजना २०७९/८० मा उल्लेख भएका कार्यक्रमाहरूको समीक्षा गर्दा सम्पूर्ण कार्यक्रमहरू सम्पन्न भएको देखियो। यद्यपि कुनै नयाँ कार्यक्रमाहरू तोकिएको स्नातकोत्तर मा नै गर्ने नसकिएकाले आगामी वर्षमा थपलाई सुधार गर्दा स्नातकोत्तर सम्पूर्ण कार्यक्रम सञ्चालनको प्रयास गर्ने निर्णय गरियो।

निर्णय नं २ : प्रस्ताव नं २ को सम्बन्धमा हलफूल गर्दा आगामी वार्षिक वर्ष २०८०/८१ को वार्षिक कार्ययोजना निर्माण गर्ने निर्णय गरियो।

निर्णय नं ३ : प्रस्ताव नं ३ माथि हलफूल गर्दा विद्यार्थी रचना कर्मचारीबाट प्राप्त भएका गुनासोहरू निर्माण कार्य सम्बन्धी, Guest lecturer सम्बन्धी, रबैलुफ सातौँ सम्बन्धी र वृत्ती पाठ आदि सम्बन्धी कालाहल उक्त गुनासोलाई हलफूल तथा स्नातकोत्तरकोलागि व्याख्यान प्रकाशनमा पेश गर्ने निर्णय गरियो।

आज मिति २०८०/०४/३१ गते बुधवारका दिन जनज्योति क्याम्पसमा रहेका विद्यार्थी रोजगारी परामर्श स्वयं गुनासो सङ्कलन तथा समाधान समितिको बैठक सेरोजक लक्ष्मी शिवको संयोजकत्वमा वसी तपहिल अनुसारको उपस्थितमा द्वा-यका प्रस्तावमाथि छलफल गरी निम्नानुसारका निर्णय गरियो :

उपस्थिति :

- | | | |
|---------|-----------|------------------|
| क्र.सं. | १. सेरोजक | : लक्ष्मी शिव |
| क्र.सं. | २. सदस्य | : दीपक महर्पाई |
| क्र.सं. | ३. सदस्य | : नारायण शर्मा |
| क्र.सं. | ४. सदस्य | : सुकला उपाध्याय |

प्रस्ताव नं १: Tracer Study Report संवोधन सम्बन्धमा

प्रस्तुत प्रस्तावमाथि छलफल गर्दा यस कमितिले मिति २०७९ फागुन ३० गते Tracer Study Report तयार पारी क्याम्पस प्रमुखलाई बुझाएकोमा हाल क्याम्पसको स्व. प्रशासक प्रतिवेदन (SSR) पुनरावलोकन गर्ने क्रममा Tracer Study Report मा Employer's Details of the organization छुट्या छुट्याले व्यसलाई संवोधन गरी बुझाउने निर्णय गरिन्छ।



आज प्राति 20/05/18 गुरुवार दिन जनज्योति
 क्याम्पस विद्यार्थी सौजन्य परामर्श एकादश गुण
 सङ्कलन तथा समाधान शक्ति को बँड्य सौजन्य
 संयोजक लक्ष्मी शैवको संयोजकत्वा वही
 तपसिलको उपस्थिति मिमनानुसार प्रस्ताव
 उपर छलफल गरी निर्णय गरियोः
 उपस्थिति :

- | | | |
|----|--------|------------------|
| 1. | संयोजक | : लक्ष्मी शैव |
| 2. | सदस्य | : दीपक शर्मा |
| 3. | सदस्य | : सुकला उपस्थिति |
| 4. | सदस्य | : नारायण शर्मा |

प्रस्ताव नं 9: विद्यार्थी गुणांतर व्यवस्थापन
 समूह मुक्त पुनर्गठन सम्बन्धा

निर्णय नं 9: प्रस्ताव नं 9 माथि छलफल
 गरी क्याम्पस रक्षो विद्यार्थी गुणांतर
 व्यवस्थापन समूह लागू समाप्ति शक्ति
 नदीवरको हुनाले यसलाई पुनर्गठन गर्ने
 निर्णय गरिन्छ।

ग्राम प्रति २०८०/०६/१२४ ग्रामों का दिन
 विद्यापीठ परिसरों में (गणना), परामर्श द्वारा
 गुणवत्ता सुधारों में तथा परामर्श प्रदान करने
 वाले व्यक्तियों के लक्ष्य विद्यार्थी व्यक्तियों को
 लक्ष्य शिक्षण प्रणालियों को प्रदान करने के लिए।
 प्रशासनिक दस्तावेजों को देखते हुए प्रदान
 किया जा रहा है।

- उदाहरण :-
 १. शिक्षण : लक्ष्य विद्यार्थी
 २. स्टाफ : शिक्षण प्रणाली
 ३. प्रशासन : प्रशासनिक प्रणाली

- प्रकार :-
 १. SQMC प्रशासनिक प्रणाली
 २. SQMC शिक्षण प्रणाली प्रणाली

प्रशासनिक

१. प्रशासनिक प्रणाली को देखते हुए प्रदान
 करने में SQMC प्रशासनिक प्रणाली प्रणाली
 प्रशासनिक प्रणाली प्रणाली प्रणाली प्रणाली
 प्रशासनिक प्रणाली प्रणाली प्रणाली प्रणाली
 प्रशासनिक प्रणाली प्रणाली प्रणाली प्रणाली

क्र. सं.	नाम	वर्ष	दिनांक
१.	प्रशासनिक प्रणाली	५ th year	१८/१/२४९३०
२.	स्टाफ प्रणाली	"	१८०५८८७४७६
३.	प्रशासनिक प्रणाली	"	१८२६११८२८२
४.	प्रशासनिक प्रणाली	३ rd year	१८१६६२२६१४
५.	प्रशासनिक प्रणाली	"	१८०५८५१०८१



क्र.	विवरण	दिनांक	मूल्य
६.	निलकुमारी शैली	विद्यापीठ/मंडळ	१४५१५५५५
७.	शैली लक्ष्मी	"	१४५६४०३३०
८.	वसुधा शैली	विद्यापीठ/मंडळ	१४५६४३६१०
९.	सुनिता शैली	"	१४५१५५२९०८
१०.	सुलक्षणा शैली	"	१४५१०१०१२५
११.	प्रभा शैली	"	१४५२११३५८९
१२.	आमिषा शैली	"	१४५६५२५२४९
१३.	प्रतिभा शैली	"	१४५६५१२५८५

नोंद: विद्यापीठाच्या संरक्षणा व व्यवस्थापन
 संस्थेच्या प्रमुख संस्था विद्यापीठाच्या सुविधा
 आणि व्यवस्थापन सुविधांना ही संस्था
 उभारून आणण्यात आली आहे. प्रशासन
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना

प्रत्येक वी १ महिन्यात एकदा याच सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना
 याच सुविधांना संस्था याच विद्यापीठाच्या सुविधांना



आज मिति २०८०/०७/१६ गतेका दिन यस क्याम्पसमा रहेका विद्यार्थी रोजगारी, परामर्श एवम् गुणात्मक शिक्षण तथा सहायता स्वीकारको कठोर समितिका संयोजक लक्ष्मी श्रेष्ठको संयोजकत्वमा बसी निम्नानुसारको उपस्थितिमा कक्षाबन्धीनको प्रस्ताव उपलब्ध गरी मिलाई गरियो :

उपस्थिति :

१. संयोजक : लक्ष्मी श्रेष्ठ
२. सदस्य : दीपक श्रेष्ठ
३. सदस्य : नारायण श्रेष्ठ

प्रस्ताव

प्रस्ताव नं १ : प्रदेश लोक सेवा आयोग गठकी प्रदेश पत्रकारिता खुला तथा समावेदी प्रतियोगिताका परीक्षा विज्ञापन स्वरूपमा

प्रस्ताव प्रस्तावमाथि कूलफल गर्दा प्रदेश लोक सेवा आयोग गठकी प्रदेश पत्रकारिता मिति २०८०/०७/१६ गते प्रकाशन गरियो प्रदेश निजामती सेवा र स्थानीय सेवाका आधुनिक सेवा व सहायक पाठ्य तहका प्राविधिक तथा अप्राविधिक पदहरूको सुन्दर तह, खुला तथा समावेदी प्रतियोगिताका परीक्षा विज्ञापनमाथि सुचारु विद्यार्थीहरू स्तरका पुग्दाउन मिलाई गरियो।

(सुन्दर)

आज तिथि 2020/10/19 गतेका दिन जनज्योती क्याम्पस विद्यार्थी सैजाारी, परापूर्वा स्वप्न गुनासा सङ्कलन तथा सभाधान समितिको बैठक समितिका संयोजक लक्ष्मी शिबेको संयोजकत्वमा बसी तथापिस्ता प्रस्ताव उपर छलफल गरी निम्नानुसारको उपस्थापना द्वायव्यवस्थापका निर्वाय गरियो :

उपस्थापित :


१. संयोजक : लक्ष्मी शिबे
२. सदस्य : दीपक भट्टराई
३. सदस्य : नारायण प्रसेनी

प्रस्ताव नं १: परापूर्वा सम्बन्धमा

प्रस्तुत प्रस्तावमाथि छलफल गर्दा क्याम्पसमा अध्ययनरत विद्यार्थीहरूलाई लगावको प्रयोगको प्रभावकारिता, आन्तरिक परीक्षा स्वप्न स्वप्न परीक्षाको कम्पोजर नतिजा, निश्र्चित र क्याम्पस पौसाका समयमा नै क्याम्पस उपस्थापना हुन नसक्ने अवस्था आदि सम्बन्धमा सुावझको विद्यार्थीहरूलाई परापूर्वा प्रदान गरी परापूर्वा कार्यलाई प्रभावकारी बनाउने र शैक्षिक गुणस्तर-सम्बन्धी अभिवृद्धिमा सहयोग पु-याउने निर्वाय गरिन्छ ।

प्रस्ताव नं २ स्नातक प्रथमवर्षका विद्यार्थी प्रतिनिधि चयन सम्बन्धमा

प्रस्तुत प्रस्तावमाथि छलफल गर्दा शैक्षिक स्तर 2020/21 मा स्नातक प्रथम वर्षमा भर्ना गरिएको शिक्षाशास्त्र सङ्काय र व्यवस्थापन सङ्काय प्रथम वर्षमा भर्ना गरिएको तथापि अनुसारका विद्यार्थीहरूलाई विद्यार्थी गुणस्तर व्यवस्थापन स्तरमा प्रतिनिधित्व-रूपमा चयन गर्ने निर्वाय गरिन्छ ।



आज तिथि 2020/10/19 गतेका दिन जनज्योति क्याम्पस विद्यार्थी रोजगारी, परापूर्वा स्वप्न गुनासा सङ्कलन तथा समाधान समितिको बैठक सभित्ति संयोजक लक्ष्मी श्रेष्ठको संयोजकत्वमा बसी तयारित प्रस्ताव उपर छलफल गरी निम्नानुसारको उपस्थितिमा द्वायवर्षीयका निर्णय गरियो :

उपस्थिति :

१. संयोजक : लक्ष्मी श्रेष्ठ
२. सदस्य : दीपक भट्टराई
३. सदस्य : नारायण श्रेष्ठ

प्रस्ताव नं १: परापूर्वा सम्बन्धमा

प्रस्तुत प्रस्तावमाथि छलफल गर्दा क्याम्पसमा अध्ययनरत विद्यार्थीहरूलाई लगायत प्रयोगको प्रभावकारिता, आन्तरिक परीक्षा स्वप्न रकाइ परीक्षाको कम्पोज नतिजा, निश्चित र क्याम्पस पोसाकमा समयमा नै क्याम्पस उपस्थित हुन नसक्ने अवस्था आदि सम्बन्धमा आवकको विद्यार्थीहरूलाई परापूर्वा प्रदान गरी परापूर्वा कार्यलाई प्रभावकारी बनाउने र शैक्षिक गुणस्तर-लाई अभिवृद्धिमा सहयोग पु-याउने निर्णय गरिन्छ।

प्रस्ताव नं २ स्नातक प्रथमवर्षका विद्यार्थी प्रतियोगिता चयन सम्बन्धमा

प्रस्तुत प्रस्तावमाथि छलफल गर्दा शैक्षिक स्तर 2020/21 मा स्नातक प्रथम वर्षमा नती पाएका शिक्षाशास्त्र सङ्काय र व्यवस्थापन सङ्काय प्रथम वर्षमा नती भएका तयारित अनुसारका विद्यार्थीहरूलाई विद्यार्थी गुणस्तर व्यवस्थापन स्तरमा प्रतिनिधित्व-रूपमा चयन गर्ने निर्णय गरिन्छ।



रयसिल:

१. करिमा सिख ९८२६१३३५१२
२. विवरा शाण ९७५२८७५२६५
३. सुलमी कौत्र ९८५५३६५५
४. सिमिल सावरी ९८२९१५६६७७



आज तिथि ३०/०१/०२२ गते आइतबारका दिन जंगल-योति क्याम्पस विद्यार्थी रोजगारी, परापूर्वा सुवाट गुनासो सङ्कलन तथा सप्ताहान्तर समिति बैठक सौमिकी संयोजक लक्ष्मी शिखर संयोजकका वसी तथा हिल वसो जेका प्रह्लाद उपर हलफल गरी निम्नानुसारका उपदेशितमा निर्णय गरियो।
 उपदेशित :

१. संयोजक : लक्ष्मी शिखर
२. सहस्य : दीपक भट्टराई
३. सहस्य : नारायण शर्मा

विशेष उपदेशित :

१. अंबराज काफ्ले क्या. प्रमुख

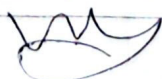
प्रस्ताव नं १ :


प्रस्ताव नं १ विद्यार्थी परामर्श समन्वयन
 प्रस्ताव नं २ नैतिक विज्ञान अभिप्रेरणा कार्यक्रम समन्वयन

निर्णय नं १ :

निर्णय नं १ प्रस्ताव नं १ माथि हलफल गरी विद्यार्थी रोजगारी परामर्श सुवाट गुनासो सङ्कलन तथा सप्ताहान्तर समिति वार्षिक कार्यक्रम २०२०/२१ मा निर्दिष्ट भए अनुसारका विद्यार्थी हललाई परामर्श दिने समन्वयन क्याम्पसमा निर्धारित उपदेशित नहुने विद्यार्थी आन्तरिक परीक्षामा उपदेशित नहुने विद्यार्थी र क्याम्पस पोहाकामा उपदेशित नहुने विद्यार्थी हललाई क्याम्पस प्रकाशन र ग्रन्थ समितिको सक्रियतामा विद्यार्थी हललाई विभिन्न सभामा विज्ञान गरी परामर्श प्रदान गर्ने निर्णय गरियो।

निर्णय नं २: प्रस्ताव नं २ माथि हलफल गरी क्याम्पसको विद्यार्थी रोजगारी, परामर्श सुवाट गुनासो



संशुद्धि तथा समाधान स्वीकारिता समन्वयता
लक्ष्मी गुपत आशीर्वादात्मक नैतिक विचार अभिवृद्धि
कार्यक्रम रही वैशाल पर गते गरी सुल्लह नएबौलिय
सोही दिन कार्यक्रम समल पार्न स्थोरा गी निर्णय
गरिष्ठ। 

आज प्रति ४० वें वंशाव दू गतिया दिन जनयोति
 क्रमात्मसभा रहेको विद्यार्थी रोजगारी, परापूर्णा एका
 गुनाहो संस्कलन तथा सापधान समिति को सापधान
 र लक्ष्मी पुप, पौरवरा वाक्यको समीक्षणमा गएको
 नैतृत्व विकास कार्यक्रमको उपस्थिति निम्नानुसार
 रहेको छः

Klapal उपस्थिति
 (उपस्थिति)
 श्रीमती
 श्रीमती
 श्रीमती

क्रमात्मक प्रमुख जेठान्वरान वाफले
 सहायक क्रमा प्रमुख दिवाकृत चापागाई
 हरिप्रसाद सुवेदी (द्विहताव्रान्त साङ्काय प्रमुख)
 दीपक महाराई (अनुसन्धान समिति संयोजक)
 लक्ष्मी शिबक (रोजगारी परापूर्णा एका
 गुनाहो समिति संयोजक)

नारायण
 नारायण

नारायण परापूर्णा (साधुवाग्मि छचना संयोजक)
 जनवरान शिबक (वैज्ञानिक व्यवस्थापक सूचना
 प्रणाली संयोजक)

रामनाथ

रामनाथ अर्थाल सहायक प्राध्यापक

विमोद थापा

विमोद थापा " "

कुंदाक बहादुर खड्का

कुंदाक बहादुर खड्का " "

देवीकुमारी आर्षिकारी

देवीकुमारी आर्षिकारी " "

राजु परिशर

राजु परिशर " "

कमलवान सुवेदी

कमलवान सुवेदी " "

कमला पांडे लखवापाल

कमला पांडे लखवापाल

सुमित पाठक

सुमित पाठक सहायक प्रमाइक

गोता कुमाल

गोता कुमाल कार्यलय सहयोगी

विमोद उपस्थिति :

विमोद लक्ष्मण कुमाल

(अध्यापक विमोद)

विद्यार्थी उपस्थिति :

Rabing
 Rabing

दिपा शना (B.Ed 3rd yr)

शानसा नेपाली "

रविना रामदाम "

Rabing

आज मीने ०२-१०-२०१०९ तारीखी दिना असा
स्वीटिसीमा संशोधन केंद्राची स्थापना
या केंद्रातर्फे विद्यार्थ्यांकरिता विभिन्न कक्षा
प्रदान करणं तयारित्वा स्वीटिसीमा युवासेवा
या संस्थानातर्फे उपस्थित असल्याने विद्यार्थ्यां
माहिती

उपस्थित ;
१. संशोधन : लक्ष्मी शंकर
२. सहाय : दीपक अहिर
३. सहाय : जयपाल शंकर

प्रस्ताव नं १ विद्यार्थ्यांकरिता प्रदान युवासेवा
कार्यालय

प्रस्तुत प्रस्तावामाखे दुसऱ्याने तारीखी विद्यार्थ्यां-
करिता प्रदान करणं युवासेवाकेंद्र ही गोष्टी व
युवासेवा प्रदानकरिता प्रदान करणं, व
कार्यालय व सविस्तरलाई संपादन संस्थांकरिता
याची उपस्थित यांनी विचार घ्यावे



आज मिति २०८१/०३/०७ गतेको दिन यस
 न्यायपालिकामा रहेको विद्यार्थी सौजसारी, परामर्श
 एवम् गुणवत्ता बढाउन तथा समाधान योनि-
 ती लक्ष्य योनिता संयोजक लक्ष्मी श्रेष्ठ
 संयोजकता बढी निम्नानुसारको उपलक्ष्य
 तय गरी लक्ष्य योनिता प्रस्ताव आएको छ
 गरी देहाय उल्लेखित गिर्नाका गरियो।
 उपलक्ष्यः

१. संयोजक : लक्ष्मी श्रेष्ठ
२. सदस्य : दीपक महारथ
३. सदस्य : नारायण श्रेष्ठ

प्रस्तावः

१. कार्यक्रम समन्वयिका सम्बन्धमा
२. वार्षिक कार्ययोजना निर्माण सम्बन्धमा
३. Tracer study सम्बन्धमा

निर्णयः

१. प्रस्ताव नं १ को सम्बन्धमा हस्ताक्षर गर्दा
 वार्षिक कार्ययोजना २०८०/८१ को समीक्षा
 गरियो उक्त वर्षमा समावेश गरियो
 यस सम्बन्धमा समूह कार्यक्रममा सम्म
 गरियो यो निर्णय गरियो।

२. प्रस्ताव नं २ को सम्बन्धमा हस्ताक्षर
 गर्दा आगामी वर्ष २०८१/८२ को लागि
 गत वर्षको त्रिमास्यलाई निरन्तरता दिने
 यस वार्षिक वर्षमा निर्धारित कार्यक्रमहरू
 समावेश गरी वार्षिक कार्ययोजना निर्माण
 गर्ने निर्णय गरियो।

तय गरी

- क) विद्यार्थीको गुणावलीलाई समाधान गर्न प्रयास गर्ने,
- ख) रोजगारीको सुचनाहरू प्रवाह गर्ने,
- ग) वार्षिक गुणावली बढाउनको लागि परामर्श प्रदान गर्ने
- घ) रोजगारीको संलग्नता बढाउनको लागि विद्यार्थीलाई प्रेरणा
 द्याउने।


ड) रोजगार संशोधन विद्यार्थी विवरण संशुद्धता जाति
 धारण निर्माण, वितरण व संशुद्धता जाति
 उपस्थित सुविधा सारणी
 मं- उन्नायि धारण निर्माण, संशुद्धता व संशुद्धता
 जाति,

क. प्रस्ताव नं ४ का सार्वजनिक कलपन जाति
 कलपन का सार्वजनिक कलपन विद्यार्थी जाति
 निर्माण प्रकल्प कलपन तर लक्षणात्मक
 प्राल पर्याप्त, मार Tracer Study जाति
 जाति लक्षणात्मक निर्माण जाति





2082/05/01

 <p>नेपाल सरकार शिक्षक सेवा आयोग सानोठिमी, भक्तपुर</p>
<p>निम्न माध्यमिक तह, अध्यापन अनुमति पत्रको प्रतियोगितात्मक परीक्षाको विज्ञापन</p> <p>(प्रथम पटक प्रकाशित मिति : २०८१।०५।३१)</p> <p>यस आयोगको मिति २०८१।०५।२६ को निर्णयानुसार निम्न माध्यमिक तह, अध्यापन अनुमति पत्रको प्रतियोगितात्मक परीक्षाको विज्ञापन गर्नुपर्ने भएकोले न्यूनतम योग्यता पुगेका इच्छुक उम्मेदवारहरूबाट मिति २०८१।०५।३१ गतेदेखि दरखान्न दिनुहुन आह्वान गरिन्छ। उम्मेदवारहरूले आयोगले तोकेको अनलाइन दरखान्न फारम भरी आवश्यक सम्पूर्ण कागजात (नागरिकताको प्रमाणपत्र, हालमाले खिचेको फोटो, दस्तखतको नमूना, न्यूनतम योग्यताको लब्धाङ्क पत्र तथा तालिमको प्रमाणपत्र) सहित सिङ्गल दस्तुरका लागि मिति २०८१।०६।२९ गते रातको १२.०० बजेभित्र र टोकर दस्तुरका लागि २०८१।०७।०६ गते रातको १२.०० बजेभित्र आयोगको अनलाइन दरखान्न प्रणाली https://license.tsc.gov.np/ माफत दरखान्न पेश गर्नुपर्नेछ। म्यादभित्र दाखिला नभएको र रातपूर्वक पेश नगरिएको दरखान्न उपर कुनै कारवाही हुनेछैन। भुट्टा विवरण उल्लेख गरी अनलाइन दरखान्न फारम भरेमा उम्मेदवार स्वयं जवाफदेही हुनुपर्नेछ। सूचना तथा विज्ञापनको विस्तृत विवरण वेबसाइट https://tsc.gov.np/ डाउनलोड/सूचना/विज्ञापन Tab बाट प्राप्त गर्न सकिनेछ।</p>

Handwritten signature and initials.

आज मिति २०८१/०८/०१ गतेका दिन जनज्योति क्याम्पस विद्यार्थी रोजगारी, परामर्श एवम् गुणात्मक शिक्षण तथा स्नातकोत्तर शैक्षणिक बेंकसु अतिरिक्त संयोजक लक्ष्मी विष्टको संयोजकत्वमा केली शिक्षानुहाको उपस्थितिमा देहायका प्रस्तावउपलब्ध गरी तयारित बैजौजिमको निर्णय गरियो।

उपस्थिति :

- संयोजक : लक्ष्मी विष्ट
 १. संयोजक : लक्ष्मी विष्ट
 २. सदस्य : दीपक महाराज
 ३. सदस्य : नारायण शर्मा

प्रस्ताव एवम् निर्णयहरू

१. अद्यापन अनुमतिपत्रको विज्ञापन संप्रेषण संबन्धमा

प्रस्तुत प्रस्तावमाथि छलफल गरी नेपाल सरकार, बिचकसेवा आयोग रानगीठिमी चक्रपुरा मिति २०८१/०२/२१ गते निम्न माहयोगिक तह अद्यापन अनुमति पत्रको प्रतियोगितात्मक परिक्षाको विज्ञापन गरियो हुँदा उक्त विज्ञापनको सूचना संप्रेषण गरी विद्यार्थीहरूलाई जानकारी प्रदान गर्ने निर्णय गरियो।



आज मिति २०८१/०८/०३ गतेका दिन जनज्योति क्याम्पस विद्यार्थी सैजगरी परापूर्वा एवम् गुमाहा सङ्कलन तथा सप्ताहान सौमतिको बैठक बसितीका संयोजक लक्ष्मी शिवाको संयोजकत्वमा बेसी निम्नानुसारको उपस्थितिमा देहायका प्रस्तावउपर छलफल गरी तयारुलन बसोझको निर्णय गरियोः

उपस्थितिः

- संयोजक : लक्ष्मी शिवा
 सदस्य : दीपक महाराज
 सदस्य : नारायण महर्षी

प्रस्तावद्वयः

प्रस्ताव नं १. वार्षिकोत्सव कार्यक्रममा विद्यार्थी गुणस्तर व्यवस्थापन समूहलाई सक्रिय बनाउने सम्बन्धमा

प्रस्ताव नं २. Tracer study कार्यलाई अगाडि बढाउने सम्बन्धमा

निर्णयद्वयः

निर्णय नं १: प्रस्ताव नं १ का सम्बन्धमा छलफल गर्दा क्याम्पसको १०औं वार्षिकोत्सव सप्ताहीहलाई सक्रिय र प्रत्यक्षमा सम्पन्न गर्नकालागि विद्यार्थी गुणस्तर व्यवस्थापन समूहलाई सक्रिय हुन अनुरोध गर्ने निर्णय गरियो ।

निर्णय नं २: प्रस्ताव नं २ का सम्बन्धमा छलफल गर्दा यस सौमतिको बैठकको कार्योजनामा उल्लेख भएको Tracer study को कार्य लक्ष्यसङ्कपन प्राप्त भइसकेकोले रथागित हुन पुगेको तर हालसम्ममा प्राप्त गर्ने लक्ष्यक पत्र सहित सबै विद्यार्थी उपस्थित भएकाले सो कार्यलाई अगाडि बढाउने निर्णय गरियो ।



आज मिति २०८१/०८/२० गतेका दिन जनज्योति क्याम्पस विद्यार्थी सौजगरी परामर्श एवम् गुनासो सङ्कलन तथा समाधान समितिको वार्षिक संयोजकत्वमा वसी निम्नानुसारको उपस्थितिमा विद्यार्थी प्रस्तावमाथि छलफल गरी तयारित वार्षिकको निर्णय गरियो :

उपस्थित :

१. संयोजक : लक्ष्मी श्रेष्ठ
२. सदस्य : दीपक श्रेष्ठ
३. सदस्य : नारायण श्रेष्ठ

विशेष उपस्थित :

१. कैलाशराज काफ्ले, क्याम्पस प्रमुख
२. शिवदत्त चापागाई, सदस्य क्याम्पस प्रमुख
३. हरिप्रसाद सुवेदी, विभागीय प्रमुख, शिक्षाशास्त्र संकाय

प्रस्ताव नं १. विद्यार्थी गुणात्मक व्यवस्थापन समूह (SQMC) पुर्नगठन सम्बन्धमा
 प्रस्ताव नं २. संयोजक चयन गरिएको सम्बन्धमा
 प्रस्ताव नं १ माथि छलफल गरी जनज्योति क्याम्पस विद्यार्थी सौजगरी, परामर्श एवम् गुनासो सङ्कलन तथा समाधान समितिको संयोजकत्वमा रहेको Student Quality Management Circle (SQMC) पुर्नगठन गर्नुपर्ने वार्षिक कार्ययोजनामा तय गरिएको निर्णय कार्याक्रम बमोजिम उक्त समूहमा निम्नानुसारका विद्यार्थीहरू रहेने व्यवस्था निर्णय गरियो ।
 विद्यार्थीहरूको उपस्थिति

क्र.सं	नाम थर	सङ्काय / वर्ष	फोन नं
१.	दिपा शर्मा	शिक्षाशास्त्र संकाय	९८१६६२२६१४
२.	सविद्या खड्कन मिश्रा	शिक्षाशास्त्र संकाय	९८२७५५३०३६
३.	विमला सिग्देल	" " दोस्रो वर्ष	९८१७१५१११०
४.	सुवासना बस्न्याल	" " दोस्रो वर्ष	९८२६६८१९०७



क्र.सं.	नाम शर	सङ्काय/वर्ष	सम्पर्क नं
५.	गीमा नेपाली	शिक्षाशास्त्र ३ rd	९८२६६५५९५०
६.	सविना लम्साल	"	९८०५२२२४५८
७.	सलिना वि.क.	शिक्षाशास्त्र नेपाली १ st	९८१००२८३०९
८.	इसा नेपाली	"	९८१५१९७८६३
९.	रमिना वि.क.	"	९८९३९२९०४९
१०.	कञ्चन राना श्याम	व्यवस्थापन १ st	९८२९९३४३३३
११.	सविना चौधरी	व्यवस्थापन १ st	९७०६६६९९९२
१२.	सलिना थापा	"	९७६७२६९७९९
१३.	सुजन पौडेल	व्यवस्थापन ५ th	९८२६१६७१७६
१४.	दुर्ल प्रसाद श्रेष्ठ	व्यवस्थापन ५ th	९८०५१०१११५
१५.	अमिषा पौडेल	व्यवस्थापन ३ rd	९८०६५२५७९९
१६.	सुपना लम्साल	" २ nd	
१७.	मीराम श्याम	" २ nd	

प्रस्ताव नं ३ माथि छलफल गर्दा उपस्थित स्नातकोत्तर विद्यार्थी प्रतिक्रियाहरूको पूर्ण सार्थकता विद्या-
काण्ड सङ्काय स्नातकोत्तर द्वितीय वर्षमा अध्ययनरत
छात्रा विमला सिंहलेलाई विद्यार्थी गुणाहरू
व्यवस्थापन समितिको समीपले चयन गर्न सकिने
निर्णय गरियो।



आज मीने २०२१/०९/०९ रोजी जालीया दिन जबाबदारी
 व्यापक विद्यार्थी सेनापती, परापूर्वा स्वरूप सुनादी।
 सध्याच्या तशा समाधान संघातको बँडल संघातको
 संगीतल लक्षणी शिबिरको संगीतलवत्का कधी देवपुत्रा
 प्रस्तावनापुत्रा हलपुत्रा जाली निगनातुमाळा गिर्णक
 जालेया।
 सुवादेशानः

- १. संगीतल : लक्षणी शिबिर
- २. सध्या : दीपल अहाराई
- ३. सध्या : नारायण मलेनी

प्रस्तावदुः १. Tracer Study Report का सुवादेशाना
 २. विद्यार्थीसेनापती प्राल सुनासेना समबन्धना

गिर्णमदुः
 १. प्रस्ताव नं १ का सुबन्धना हलपुत्रा जाली
 अस संघातको मीने २०२१/०९/०३ जाली गिर्णक
 नं २ अहाराई Tracer Study Report - २०२० तया
 जालीको हुना मसना मसुदा सुटि सुवादेशान जाली
 अहाराई report तयाक माली कथापुत्रा प्रवापना
 लुकाडने गिर्णक जालेहो।

२. प्रस्ताव नं २ का सुबन्धना हलपुत्रा जाली
 विद्यार्थीसेनापती प्राल सुनासेनापती हरी जाली
 सार्थ केशवापुत्रा प्रवापनापुत्रा प्राल प्रोचिक
 सुबन्धनी सुनासेनापती कथापुत्रा प्रवापनापुत्रा
 सुबन्धनी प्रवापनापुत्रा जाली जाली जाली
 सुवादेशान जाली, मसुदा, व्यवस्थापन
 प्रवापनापुत्रा प्राल सुनासेनापती लुकाडने
 मा जाली जाली सुवादेशान जाली
 सुवादेशान जाली गिर्णक जालेहो।



आज तिथि 2029/08/19 गतेका दिन जनज्योति क्याम्पसमा रहेको विद्यार्थी सौज्यारी, परामर्श तथा गुणात्मक संशुद्धि तथा समाधान साधना र UWS नेपालको सहकार्यमा स्नातक चौथा र तृतीय वर्षका विद्यार्थीहरूलाई Fellowship Teaching and Learning Organization कार्यक्रमको उपस्थिति निम्नानुसार रहेको छ।

उपस्थिति:

- 1. वैजावराज जाफले, क्या. प्रमुख
- 2. दिवदत्त जाफले, सहायक क्या. प्रमुख
- 3. सीतादेवी गह्वराई, उपप्राध्यापक
- 4. हरिप्रसाद सुवेदी, "
- 5. दीपक गह्वराई, "
- 6. लक्ष्मी शिवा, "
- 7. नारायण गह्वराई, सहायक प्राध्यापक
- 8. जनकुराज शिवा, " "
- 9. लिट्टाई योञ्जन, UWS, नेपाल, लण्डन, एंग्लो
- 10. विवेक रत्न झाव्य, Fellowship, अष्ट्रेलिया
- 11. दिपेन्द्र चिमौरिया, UWS, प्रतिनिधि

विद्यार्थी उपस्थिति:

- 1. अमिता पौखरेल
- 2. रविना रामदाम
- 3. पुनम खामे मगर
- 4. लिलु माया थापा
- 5. निशा थापा
- 6. दिपा थापा
- 7. मल माया गुरुङ
- 8. विष्णु उरुच
- 9. अक्सरा कुमल
- 10. साजना थापा
- 11. विनिता रसाईली
- 12. विष्णु भाइरौ

(Handwritten signature)

१३ विशा पिशाल भण्डार

१४.	<u>केशी</u>	उदयवल सिंह थापा
१५ -	<u>श</u>	सुबोध श्रेष्ठ
१६ -	<u>कुम्भ</u>	कुम्भ थापा
१७ -	<u>सम्पदा</u>	संगिता थापा
१८ -	<u>शशि</u>	डोल माया श्रेष्ठ
१९ -	<u>भक्त</u>	विना राना मगर
२० -	<u>Rashmi</u>	रश्मी कुँवर
२१ -	<u>Comy</u>	गौमाया खाँडा
२२.	<u>Alshab</u>	सर्ला नेपाली
२३.	<u>शशि</u>	दिपा राना
२४.	<u>शशि</u>	गौमा नेपाली
२५.	<u>Bull</u>	रचना विक
२६.	<u>शशि</u>	सविना लम्साल
२७.	<u>Manisha</u>	मनिसा थापा

UWS नेपालबाट खुल्ने - खोजगारका अपसरहरूमा
विद्यार्थीहरूको पहुँच पुऱ्याउन प्रयास गरिनेछ।



आज मिति २०८१/१०/०९ गतेका दिन जनज्योति क्याम्पस विद्यार्थी रोजगारी, परामर्श रचना गुणासी संकुल तथा स्वाधान समितिको बैठक समितिका संयोजक लक्ष्मी शिखरे संयोजकत्वमा कसी निम्नानुसारका उपाध्यक्ष दैहायका प्रस्ताव उपर छलफल गरी तयारिल समितिका निर्णय गरियो :

उपाध्यक्ष :

- संयोजक : लक्ष्मी शिखरे
- सदस्य : दीपक महारथ
- सदस्य : नारायण श्रेष्ठ

(Signature)

विषय उपाध्यक्ष : कैलाशराज काफ्ले क्याम्पस प्रमुख

प्रस्तावहरू

प्रस्ताव नं १ रोजगारमा संलग्न विद्यार्थी आवतजावत सम्बन्धमा

निर्णयहरू :

निर्णय नं १

प्रस्ताव नं १ का सम्बन्धमा छलफल गर्दा क्याम्पसमा अध्ययनरत रोजगारमा संलग्न विद्यार्थीहरूको आवतजावतलाई व्यवस्थित बनाउन Job Holder student's card बनाउने र उक्त कार्डको प्रयोग गरी आवतजावतलाई सहज बनाउने निर्णय गरिन्छ ।

(Signature)

आज मिति १०८१/१३/१८ गतेका दिन जनज्योति क्याम्पस विद्यार्थी रोजगारी, परापूर्वा एवम् गुनाहो सङ्कलन तथा सभास्थान सांघतिको बैठक सांघतिको संघोजक बच्चरी शिवको संघोजकत्वमा वसी तथासि अनुसारको उपस्थितिमा देहायका प्रस्तावमाथि छलफल गरी निम्नानुसारको निर्णय गरियोः

उपाध्यायः

१. संघोजक : बच्चरी शिव
२. सदस्य : दीपक महाराई
३. सदस्य : नारायण प्रसैनी

प्रस्तावहरू :

१. विद्यार्थी सेवा आयोग निम्नमाथ्याधिक तह तृतीय श्रेणी, विद्यार्थी पदको विज्ञापन सम्बन्धमा
२. SSMC मा व्याज बजारको सम्बन्धमा
३. पूर्व विद्यार्थी सम्मान कार्यक्रम सम्बन्धमा

निर्णयहरू :

१. प्रस्ताव नं १ का सम्बन्धमा छलफल गर्दा मैयाले सरकार विद्यार्थी सेवा आयोग, निम्न-माथ्याधिक तह, तृतीय श्रेणी, विद्यार्थी पदको खुला प्रतियोगिताको परीक्षाको विज्ञापन गरी मिति १०८१/१३/१४ गते खुलेको हुनाले मौकैको न्यूनतम योग्यता पुगेका इच्छुक उम्मेदवारहरूले आयोगको आधिकारिक अनलाइन दरवास्त प्रणाली <https://online-tsc.gov.np> बाट अनलाइन दरवास्त दिन विद्यार्थीहरूले आफ्नो सूचना सम्प्रेषण गर्ने निर्णय गरिन्छ।

२. प्रस्ताव नं २ का सम्बन्धमा छलफल गर्दा SSMC मा सम्बन्ध संघोजक एवम् सदस्य विद्यार्थीहरूलाई व्याज बजार कित्ता गर्ने निर्णय गरियो।

३. प्रस्ताव नं ३ का सम्बन्धमा छलफल गर्दा यस सभतिको वार्षिक कार्ययोजनामा समावेश पूर्व विद्यार्थी सम्मान कार्यक्रम क्याम्पसले गर्ने गर्ने भएकोले उक्त कार्यक्रम यस सांघतिको गर्ने तर क्याम्पसले गर्ने कार्यक्रमलाई सफल पार्न सहयोग गर्ने निर्णय गरियो।

आज मिति १०८२ वैशाख ९ गतेका दिन जनज्योति क्याम्पस विद्यार्थी सञ्जारी परामर्श युक्त गुनासो सङ्कलन तथा सुभाषान समिति का संयोजक लक्ष्मी श्रेष्ठको संयोजकत्वमा ५०१८ को सभामा उपस्थितमा समुक्त बैठक वृत्ती निर्माण नुसारका प्रस्तावहरूमाथि छलफल गरी निर्णय गरियो :

उपाध्यक्ष :

१. संयोजक : लक्ष्मी श्रेष्ठ
२. सदस्य : दीपक श्रेष्ठ
३. सदस्य : नारायण श्रेष्ठ

विद्यार्थी उपाध्यक्ष :

१. संयोजक : विमला शिर्के
२. सदस्य : सलिला थापा
३. सदस्य : ईसा अर्थाल
४. सदस्य : शशिना चौधरी
५. सदस्य : कञ्चन बाना
६. सदस्य : सलिला विक
७. सदस्य : लूल प्रवाह खरेक
८. सदस्य : सविना लम्साल
९. सदस्य : लौड भाग्य थापा
१०. सदस्य : सानिया खतुन मियाँ
११. सदस्य : सपना शर्मा लम्साल
१२. सदस्य : फरिमा नेपाली
१३. सदस्य : सुवासना वस्थाल

(Signature)

प्रस्ताव नं १ व्याज वितरण सम्बन्धमा
 प्रस्ताव नं २ शैक्षिक गतिविधि सम्बन्धमा
 प्रस्ताव नं ३ ब्याज वितरण सम्बन्धमा

निर्णयः

निर्णय नं १: प्रस्ताव नं १ का सम्बन्धमा छलफल गर्दा विद्यार्थी रोजगारी, परापूर्वा एका गुणाको सहूलता तथा समाधान सापत्तिको गिात २०२१/२२/२०२२ गतेको निर्णय नं २ अनुसार विद्यार्थी गुणस्तर व्यवस्थापन समूहको संयोजक एका सदस्यद्वारा ब्याजसको लागि उचित व्याज वितरण गरियो।

निर्णय नं २: प्रस्ताव नं २ का सम्बन्धमा छलफल गर्दा SQMC (Student Quality Management Circle) ले निर्धारित शैक्षिक गतिविधिलाई सहज ढङ्गले अगाडि बढाउन निर्धारितता, सतयवकता र प्रोत्साहन ब्याजसको लागि उपस्थित हुनु सबै विद्यार्थीद्वारा उचित गति निर्णय गरियो।

निर्णय नं ३: प्रस्ताव नं ३ का सम्बन्धमा छलफल गर्दा यस सापत्तिको UWS नेपालबाट खुल्ला रोजगारीको अवसरद्वारा विद्यार्थीको पढेको पु-याउने निर्णय अनुसार २०२१ साल चैत्र महिनामा UWSबाट खुल्लाको विद्यापत्रको सूचना अनुसार यस ब्याजसको पूर्व विद्यार्थी समितिले मिति मदी अप्रिल ६ मा Junior Educational officer of Tanahun मा नियुक्त भएकोले ब्याजसको निर्णय गरियो।

Jy.

Page No. _____
Date: / /

8. प्रस्ताव की सुझाव खोजने में एकलपक्षीय
प्रणाली में निम्नलिखित कारणों से, नीचे
आए प्रस्ताव, निम्नलिखित कारणों से, नीचे
उक्त प्रस्तावों को खोजने में प्रस्तावों को खोजने में
प्रस्तावों को खोजने में प्रस्तावों को खोजने में
प्रस्तावों को खोजने में प्रस्तावों को खोजने में

आज मीने ह्या १०४/०४/०४ तारीखी दिव उल्लेखीत
 कामाप्रसंगी विद्यार्थी संलग्नीत परामर्श घुमल गेवासा
 परसुल्लत ल्या समालोचन खातीसुची बळक खातीसुची
 संशुध्दतक लेवणे सुषुध्दतक संशुध्दतकवना बरी तयारी
 कामाप्रसंगी सुषुध्दतकवना केवळक प्रस्ताव उपर
 ह्याप्रसंगी गरी निरमातुखासुची निर्वाह गारिया.
 उपलब्धीत :

- १. संशुध्दतक : खरुणे शिब
- २. संशुध्दतक : शिब शिब
- ३. संशुध्दतक : निरमातुखासुची

प्रस्तावलेवणे : ह्या विद्यार्थी कामात व्याख्यात करतल्या
 प्रसंगी प्रस्तावमाथि ह्याप्रसंगी जादा प्रसंगी
 कामात व्याख्यात करतल्या प्रस्ताव जादा प्रसंगी
 खातीसुची निर्वाहकामात संशुध्दतकवना प्रसंगी १११ र
 वाकल्यात संशुध्दतकवना कामा सुशीत करुन ल्या गरी
 कामात करुन ल्या विद्यार्थीसुची सुशीत करुन ल्या
 प्रस्तावमाथि ह्याप्रसंगी निर्वाह कामात व्याख्यात
 करुन ल्या प्रस्ताव जादा प्रसंगी



उत्पन्न मिनिने ३० एडर/११/१५ टासिका दिव लोकांमि
 व्यापक विद्याथी संतोष, परासक्ष रज्जु गुरासि काउंस
 रेषा कागडार संमिनेकी कागव्याग विद्याथी गुजाल
 व्यावशापनका संमिनेकी पुनरुठन कायकप्रकी उपरिथानि
 र मिळ परताव रज्जु निर्यादु था प्रथार कोट,

उपस्थितिने !

रज्जु लक्ष्मी शीमड, संमिनेक, विद्याथी संमिनेकी, परासक्ष
 रज्जु गुरासि काउंसलन रेषा कागडार
 कासिमिने

कासिमिने दीपज परदार, परासक्ष ...
 रज्जु गुरासि काउंसलन रेषा कागडार

विधीय उपस्थितिने !

विधीय : कुंभारालन कासल, व्यापक प्रमुख
 कासिमिने निरालन कागडार, परासक्ष व्यापक प्रमुख
 सीताक्षी कासल, उपस्थितापड
 कासिमिने हरिप्रसाद सुर्वे, निर्यादाकन कासिमिने प्रमुख
 लोकांमिने सुर्वे, परासक्ष प्रथार

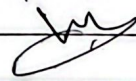
विद्याथी उपस्थितिने !

क्र.सं	विद्याथीका नामा थर	संख्या/वर्ष	संख्या/वर्ष	हस्ताक्षर
१.	विमला सिद्धल	३ rd year B.Ed	9817141110	[Signature]
२.	अरुना ठाकुर	३ rd year B.Ed	9767849653	[Signature]
३.	अरुना सुर्वे	३ rd year BBS	9706282160	[Signature]
४.	चरिता लक्ष्मी	B.Ed 4 th year	9846080330	[Signature]
५.	चरिता लक्ष्मी	B.Ed 4 th year	9810733477	[Signature]
६.	अरुना आल	B.Ed 4 th year	9829142959	[Signature]
७.	अरुना आल	B.Ed 2 nd year	9826134964	[Signature]
८.	अरुना आल	B.Ed 2 nd year	9816028309	[Signature]
९.	अरुना आल	B.Ed 2 nd year	9701590009	[Signature]
१०.	अरुना आल	BBS 2 nd year	9767561795	[Signature]
११.	अरुना आल	B.Ed 3 rd year	9806600252	[Signature]
१२.	अरुना आल	B.Ed 3 rd year	9702655000	[Signature]

13	नविना सुनुवार	BBS first year	9700358787	Pinu.
14	सन्ध्या टुर्जी	11	9705514488	Laxy

प्रस्ताव : संगीत - चयन कार्यक्रम

प्रस्तुत प्रस्तावनायि हस्तगत गर्दा विद्यार्थी गुणात्मक व्यवस्थापन समूहको प्रनाठनको सम्बन्धमा प्राथि उल्लेखित विद्यार्थीहरू मध्येबाट शिक्षाका लागि सहायक तृतीय वर्षमा अध्ययनरत अर्चना गौरीले संगीत चयन गर्ने र अन्य साथीहरूको सहयोगपूर्णता र हामि मिलाय गरियो ।



आज मिति २०८२-११-२८ गतेका दिन जनज्योति क्याम्पस विद्यार्थी सौजगरी, परामर्श, युवा गुनासो सङ्कलन तथा समाधान समितिको बैठक सभितिको संयोजक लक्ष्मी श्रेष्ठको संयोजकत्वमा वसी तयदिलेको बमोजिमको प्रस्तावमाथि छलफल गरी निम्नानुसारको उपलक्षितमा देहाय बमोजिमको निर्णय गरियोः-
उपलक्षितः

१. संयोजक : लक्ष्मी श्रेष्ठ
२. सदस्य : दीपक शर्मा
३. सदस्य : नारायण शर्मा

प्रस्तावः १. विद्यार्थीबाट प्राप्त गुनासो सम्बन्धमा

प्रस्तुत प्रस्तावका सम्बन्धमा छलफल गर्दा विद्यार्थीबाट प्राप्त भएका गुनासाहरू मध्ये दर्ता नं १६ को गुनासा कर्ना र प्राप्ति कुलका साथै पुस्तकालयबाट प्राप्त गर्ने पुस्तकको समयावधि सम्बन्धमा भएको हुनाले समस्या समाधानको पहलका मिति क्याम्पस प्रकाशनमा जानुपरी ^{गराउने} साथै दर्ता नं १७ रोग सम्बन्धित समस्या समाधानका लागि तत्काल सम्बन्धित नियन्त्रण जानुपरी गराउ समस्या समाधान गर्ने निर्णय गरियो ।



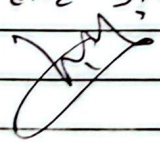
आज मिति २०८२/११/२९ गतेको दिन जानज्योती क्याम्पस विद्यार्थी राजगारी, परामर्श एवम् गुनागि हेल्थलेन तथा समाचार समिति को बैठक समितिका संयोजक लक्ष्मी श्रेष्ठ को संयोजकत्व मा वही तपस्वि वमोजिमको प्रस्तावमाथी हलफल गरी निरनअनुत्ता को उपस्थितिमा देहाय वमोजिमको निर्णय गरियो।

उपस्थिति :

- १. संयोजक : लक्ष्मी श्रेष्ठ
- २. सदस्य : दीपक भट्टराई
- ३. सदस्य : नारायण शर्मा

प्रस्ताव नं. १, अखिलस रातो सम्बन्धमा

निर्णय नं १: चलक्याम्पसमा अध्ययनरत विद्यार्थीहरूमध्ये राजगारीमा हलगत विद्यार्थीहरूलाई राजगारीमा हलगत विद्यार्थी विवरण फारम कोको आचारमा तयारप्राप्त संख्याको २७ जना र शिक्षावास्तव संख्याको २९ जना गरी जम्मा २६ जना विद्यार्थीहरूलाई जवहोल्डर कार्ड वितरण गरिएको राजगारीमा तब-प्रवेशको २ जना तयारप्राप्त संख्या २ र शिक्षावास्तव संख्या गरी जम्मा १२ जना विद्यार्थीहरू प्रथमा मा रहेको इरानिडा विद्यार्थीहरूलाई जवहोल्डर कार्ड वितरण गर्ने निर्णय गरियो।

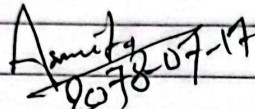


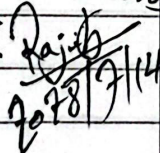
क्र.सं.	विद्यार्थी विवरण	उमेर	पदवी	पदवी संख्या
1	<p>नाम: श्याम</p> <p>पिता: शिवराज</p> <p>दि.सं. 6-2-88-11-2014</p> <p>सर्वा वर्ष 2069</p> <p>पत्र 2065</p> <p>संलग्न: 5505552592</p> <p>हस्ताक्षर: <i>Kamala</i></p>	<p>शैक्षिक</p> <p>अध्ययन</p> <p>उच्च</p> <p>गरी</p> <p>रोजगार</p> <p>गरी</p>	<p>(1) नेपालका प्रमुख</p> <p>शैक्षिक क्षेत्रको अध्यक्ष</p> <p>नेबो काठमाडौं जानु</p> <p>नयाँ बजार लामो</p> <p>उपपुल हुन्ड /</p> <p>(2) काठमाडौंमा</p> <p>केन्द्रीय विद्यालयमा</p> <p>अध्ययन गर्दा</p> <p>अनुसन्धानी र</p> <p>सोजीका लामो</p> <p>नयाँ बजार शैक्षिक</p> <p>अवकाशमा रही</p> <p>हुने देखिन्छु।</p> <p>(3) अध्ययन पुग</p> <p>गरी रमाय रोजगारी</p> <p>जानु हुन्छालाको</p> <p>उपपुल हुन्ड /</p>	<p>सहायक</p> <p>व्यवस्थापक</p> <p>प्रमुख</p>
2	<p>नाम: प्रयागिनी</p> <p>संकाय - शिक्षाशास्त्र</p> <p>दि.सं. 9-2-646-65-2015</p> <p>सर्वा वर्ष 2072</p> <p>द्वितीय वर्ष 2076</p> <p>mobile 9866003652</p> <p>हस्ताक्षर: <i>Prayagini</i></p>	<p>अध्ययन</p> <p>गरी</p>	<p>(4) त्रिभुवा परिकार</p> <p>उपपुल हुन्छ</p> <p>शाशुको-संस्था</p> <p>आफ्नो हुन्छो</p> <p>विषय लिइ</p> <p>अध्ययन गर्नु</p> <p>(5) पढाइमा</p> <p>निपतित हुन</p> <p>शिक्षा हुन्छो</p> <p>परामर्श लिनु</p> <p>आफ्नो अध्ययन</p> <p>पुग प्रतिदिन</p> <p>अनुसन्धानकापत्र</p> <p>वैज्ञानिक हुन्छ</p>	<p>व्यायस प्रमुख</p>

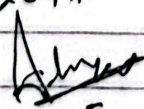
[Handwritten signature]


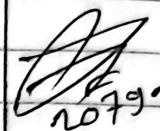



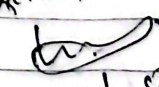
[Handwritten signature]

क्र.सं.	विद्यार्थीको विवरण	उद्देश्य	परामर्श	परामर्श कर्ता	वैकिकता
५.)	अस्मिता थामा ग्याउ संकाय:- ठाकुरशाखा र.नं:- ०६-२-६४६-०४- भर्ना वर्ष:- २०६९ प्रसू वर्ष:- २०६६ सम्पर्क नं:- ३२९६९८५३३६ हस्ताक्षर:-	उच्च शिक्षा	T.U मा अध्ययन गर्नु उपयुक्त हुन्छ।	शा. प्राध्यापक	
६.)	पिपला मिठा संकाय:- ठाकुरशाखा र.नं. ७-२-६५६-२३-२०१५ भर्ना - ०७७ सिलो वर्ष २०७६ सम्पर्क नं. ९४६६६३३६ हस्ताक्षर:-	आजिब	सुदूर दक्षिण शिक्षण गर्न दिई आफ्नो शैक्षिक योगदान आत्मनिर्भर बन्न सुलभतामा आफ्नो शिक्षण गर्न सकिने गर्नु। प्रारम्भिक मिलाएर आफ्नो सुदूर शिक्षण गर्नु प्राथमिकता दिनु होला।		
७.)	राधिका श्रेष्ठ संकाय- ठाकुरशाखा र.नं.- ७-२-६५६-३२- २०१५ भर्ना - २०७२ आर्मा - २०७६ सम्पर्क नं.- हस्ताक्षर - Radhika	जागिर खाने	प्रपत्रिका मा, विभिन्न वेबसाइटहरूमा क्विज होने र त्यसै अनुसू परीक्षा तयारी गरी सेवा प्रवेशको तयारी गर्ने, आफ्नो कुनै अनुसू (कैडि) क्षेत्र तयारी गर्नु उचित हुन्छ।	विद्यार्थी सुदूर परामर्श शा. गुमासो सुदूर वशा समाधान अभिलेख सुदूर सुदूर	

क्र.	नाम अश्विनी धापा	उद्देश्य उच्च शिक्षा	परामर्शी अश्विनी निजि	परामर्शीकर्ता उप-प्रधानाध्यक्ष
	संकाय : शिक्षा/आ/७	शिक्षा	शिक्षकका रूपमा	इदिप्रमुखी
	र.नं : 9-2-646-69-2018		काय कारेकोले उच्च शिक्षा प्राप्त गर्न र	
	भर्ना वर्ष : 2073		सरकारी सवन्धीको लागि	
	उत्तीर्ण वर्ष : 2077		ले लागि दोडर भगती	
	सम्पर्क नं : हस्ताक्षर		प्रगति गर्नुपर्ने देखिन्छ।	
	 2078-07-17			

क्र.	विद्यार्थीको विवरण नाम : राजिव कार्ले संकाय : ०२०७५५५५ र.नं : 7-2-646-33-2015 भर्ना वर्ष : 2073 सम्पर्क नं : 981510580 हस्ताक्षर :  2078/07/14	उद्देश्य उच्च शिक्षा होस्पिटलिटी	परामर्शी - प्रथम आर्थिक पारिवारिक प्रबन्धि मएकोले पढाइलाई पान्न छोडे प्राथमिक- तामा राखी अगाडि बढेमा आविषय उच्चतर देखिन्छ - शिक्षाको क्षेत्रमा कोशल विद्यार्थीको मिलन हुन सक्ने गरी अगाडि बढ्ने।	परामर्शीकर्ता सुनिमित्त विद्यार्थी कोजगती परामर्शीकर्ता सुनिमित्त नया समालान सुनिमित्त कोजगती कोजगती
------	--	--	---	--

क्र.	विद्यार्थीको विवरण नाम : एलेक्स रयडका संकाय : ०२०७५५५५ र.नं : 7-2-646-10-20-16 भर्ना वर्ष : 2073 उत्तीर्ण वर्ष : 2077 सम्पर्क नं : 	उद्देश्य उच्च शिक्षाको लागि विदेश जाने।	परामर्शी पुणेश वेदेशीय अध्ययनको लागि जानु र आफ्नो तल रक्षा पुनिपुष्टि दाने जाने (अर्थको परचार विदेशी पठनको लागि नेपाल आएर एका गाने विचार लिएर परादेश रिहाउने।)	परामर्शीकर्ता पुणेश विद्यार्थी (कोजगती) परामर्शी एन सुनिमित्त संकाय नया समालान कोजगती, एन ना(पुणेश र एन) 2078-12-13
------	--	--	--	---

क्र.सं.	विद्यार्थी विवरण	पदवी	परापूर्वा	परापूर्वा वर्ग संक्षिप्त
११.	<p>शुभजाना शाना सगर</p> <p>संकाय: ०५०२२५०० शे.नं. १००६४६०० ३६ बर्ना वर्ष: २०६३ उत्तिर्ण वर्ष: २०६६</p> <p></p>	<p>जागिर स्वामि</p>	<p>प्राडाइलाई निश्चतयता दिना उपयुक्त हुने</p>	<p>विद्यार्थी युवा सो तथा समाधिका समिति</p> <p> २०७९-०१/२२</p>
१२.	<p>नाम: सारतीषी कुशीमारी</p> <p>संकाय: ०५०२२५०० र.नं. ३-२-६४६-५ २०१५</p> <p>बर्ना वर्ष: २०७२ सोमके नं: हस्ताक्षर:  २०७९-०१/२०</p>	<p>पढने र जागिर स्वामि इच्छा</p>	<p>आहिलेको अस्थायी जागिर लाई अनुकूल समाय मिलान दाइका साथै उन्छ। आफ्नो पढने- लाई निश्चतयता दिने स्नातकोत्तर सक्योपेछ स्थायी जागिरको लागि प्रयास गर्नु उपयुक्त हुन्छ।</p>	<p>विद्यार्थी सोमकाय परापूर्वा एका गुणकारी समिति तथा पुस्तकालय समिति कांशाजक लक्ष्मी सिंह  २०७९-०१/२०</p>
१३.	<p>नाम: सुप्रिया नेपाली</p> <p>संकाय: १०१०१०१० र.नं: ७८४३८००४०२३५ बर्ना वर्ष: २०७९/०८० सोमके नं: ९८०६७६८४२६ हस्ताक्षर:  २०७९/०८/२५</p>	<p>पढने</p>	<p>बहाली रमा मुख्य विषय उपरोक्त लिखको तर स्नातकोत्तरमा नेपाली लिखेर पढने मन छ भएर मल्लाप मागौवाले नेपाली विषय लिख पढने सुझाए दिइएको</p>	<p>विद्यार्थी समिति परापूर्वा एका गुणकारी समिति तथा समाधिका समिति सोमकाय  २०७९/०८/२५</p>

क्र.सं	विद्यार्थी विवरण	उद्देश्य	पराप्रर्षा	पराप्रर्षा कर्ता	संक्रियता	
98	<p>प्रदिय लमलाल</p> <p>ठरवस्थापन संस्थान</p> <p>र.नं : 7-2-646-31-2021</p> <p>भर्ती वर्ष : 2008</p> <p>सम्पर्क नं : 920820088</p> <p>दस्तावेज : कुछ</p> <p>विद्यार्थी भीरिपको</p> <p>(स्थान) : चमितागढ़</p> <p>समय : 6:30 बजे</p> <p>विभाग</p>	<p>खाली स्थान</p>	<p>विद्यार्थी विभाग</p> <p>6:30 बजे - मीन</p> <p>गृहण चौरिपको</p> <p>अहाकोराम बसे</p> <p>पठन पाठन</p> <p>क्रियाकलाप</p> <p>मोलम हुंका</p> <p>राजी हुं केविपको</p> <p>र.नं : 98 बजे</p> <p>विभाग मात्र मीन</p> <p>गृहण खाली स्थान</p> <p>आपस उपयुक्त हुं</p> <p>केविपको</p>	<p>विद्यार्थी</p> <p>सोनागाडी</p> <p>पराप्रर्षा</p> <p>एक हुंका</p> <p>सोनलगत</p> <p>समाधान</p> <p>व्यक्ति</p> <p>संघोजक</p> <p>लक्ष्मी</p> <p>2008/03/08</p>		
	<p>I will be try to sit regular in my class.</p> <p>I will try to attend tiffin break at time.</p> <p>कुछ</p> <p>B.B's 2nd year</p>					



A handwritten signature or scribble in black ink, consisting of several loops and lines, located below the second photograph.

आज मिति २०८०/१०/२५ गते विद्याकाण्ड
सङ्काय द्वितीय वर्षका निम्नानुसारका विद्यार्थीहरू
को द्वितीय विषयवस्तुमाथि छलफल गरी तयभइ
वर्गोत्थानका परीक्षा एवं सुझाव प्रदान गरियो ;
उपस्थिति :

श्री एल प्रसाद सुवेदी (प्रमुख : विद्याकाण्ड संकाय)
श्री लक्ष्मी शिवा (समीक्षक : विद्यार्थी परामर्श)
गुमास्ता सङ्कलन तथा समाधान
समितिको

विद्यार्थी उपस्थिति :

- | | |
|----------------|-----------------|
| नाम | १. गोमा नेपाली |
| २. रचना वि. व | |
| ३. स्या परिशार | |
| bhawana | ४. भावना नेपाली |

छलफलका विषयहरू :

१. स्वयं परीक्षाको क्रमजोड नतिजा
माथि उल्लेखित विषयमाथि छलफल गरी
विद्यार्थीहरूको स्वयं परीक्षा लिंदा पुस्तकहरू
क्रमजोड नतिजा प्राप्त भएको हुँदा सफल
हुने गरी विषयवस्तु तथा गुरुपरी सुझाव
प्रस्तुत गरियो । परीक्षालाई नतिजापुर्वी
वनाउनाकोलागि प्रश्नपत्र सोधिएका भएता
वा वार्षिक परीक्षाको सोधिएका प्रश्नहरू
स्वयं उपभोग गर्ने, पढा English मा
प्रश्न आउने विषयहरूको शीर्षक English
मा पनि पढ्ने, र निर्धारित मात्रमा
उपस्थित भई उपस्थित नै द्वितीय सत्रमाथि
विषय विहकसँग छलफल गरेर सफल
समाधान गर्नुपर्ने भएता विभिन्न
सुझावहरू प्रदान गरियो ।

आज त्रिति २०८१ साल वैशाख २२ गते गौलवाडा किन अनर्ज्योति क्याम्पस, विद्यार्थी राजगारी, परामर्श शवम् जुनासी संकलन तथा समाधान सभिति र विभिन्न विधा मा परामर्श किन उपयुक्त विद्यार्थी विचको संयुक्त परामर्श वेडक सभिति संयोजक श्री लक्ष्मी श्रेष्ठको अध्यक्षतामा वर्यको वेडकको उपस्थिति परामर्शका विषयतर्प विद्यार्थीका विचाररूप निम्नानुसार रहेका छन ।

उपस्थिति :

- संयोजक - श्री लक्ष्मी श्रेष्ठ
- सदस्य - श्री कौण्डिन श्रेष्ठ
- सदस्य - श्री नारायण श्रेष्ठ

विशेष उपस्थिति :

श्री केशव राज कामले - क्याम्पस प्रमुख

परामर्शका लागि उपस्थित विद्यार्थीहरु :

क्र.सं.	विद्यार्थीको नाम	कक्षा	कु फियत
१	शान्ति राइत	BBS 2 nd year	[Signature]
२	दिल कुमारी आल	" " "	[Signature]
३	अञ्जली श्रेष्ठ	" " "	[Signature]
४	अनजना श्रेष्ठ	" "	[Signature]
५	अस्मिता सुवेदी	B.Ed 4 th year	[Signature]
६	शुर्गा विक	" " "	[Signature]
७	विमला सिग्देल	B. E. d 2 nd year	[Signature]
८	सुजन पौडेल	BBS 3 rd Year	[Signature]
९	अदिमता नेपाली	BBS 4 th year	[Signature]
१०	दान माया थापा	" " "	[Signature]
११	जुनी कुमाल	" " "	[Signature]
१२	मञ्जु श्रेष्ठ	" " "	[Signature]
१३	अस्मिता श्रेष्ठ	BBS 4 th year	[Signature]
१४	दिनेश गुरुङ	BBS 4 th year	[Signature]
१५	Manisa kumar	B. E. d 4 th year	[Signature]

क्र.सं.	विद्यार्थीको नाम	कक्षा	कैफियत
१३.	Rabina Kumal	Bed 4 th year	Rita
१४.	Rita shrestha	Bed 4 th year	Rita
१५.	Yam Kumari Rana	Bed 4 th year	Kmlm
१६.	Jhan maya Budhathoki	Bed 4 th years	Jhan
१७.	Sarita Paudel	BBS 3 rd year	Sarita
१८.	Jsha Aryal	BBS 1 st year	Jsha Aryal
१९.	Alish Rana	BBS 2 nd year	Rana
२०.	Sobhi Dori	BBS 2 nd year	S. Dori
२१.	Yam Bati Rana	BBS 2 nd year	Rana
२२.			

विद्यार्थी सौजगारी, परामर्श सुन्नु, गुनासी संकलन तथा समाधान समिति र आन्तरिक परीक्षामा सहभागी हुन नसकेका तथा क्याम्पसको पोशाकमा आउन नसकेका विद्यार्थीहरूका लागि आयोजना गरिएको परामर्श कार्यक्रममा सहभागी रहे अना विद्यार्थीहरू संग उनीहरूको विचार संकलन गर्नुका साथै समितिको तर्फबाट उपस्थित विद्यार्थीहरूलाई परामर्श प्रदान गर्ने कार्य सम्पन्न भएको छ।

समितिको तर्फबाट उपस्थित विद्यार्थीहरूलाई पढाउनुको तर्फबाट किन आन्तरिक परीक्षामा सहभागी हुनु भएन ? तर्फबाट किन क्याम्पस पोशाक लगाउनु हुन्न ? भन्ने किसिमका प्रश्न राखी उनीहरूका विचार सुन्ने र रिपोर्ट गरिएको थियो जस अनुसार विद्यार्थीले आफू परीक्षामा अनुपस्थित तथा पोशाक लगाउन नसकेको कारण प्रस्तुत गरेका थिए भन्ने समितिको तर्फबाट परामर्श दिइ पश्चात अबका दिनमा नियमितता, आन्तरिक परीक्षामा सहभागिता र क्याम्पस पोशाकमा मात्र क्याम्पस आउने प्रतिवद्धता जनाएका थिए।





km 12/09

मिति : २०८१-१२-२२

आज मिति २०८२ चैत्र २२ गते क्याम्पसको परामर्शसँग सम्बन्धित त सभितले निम्नानुसारका विद्यार्थीहरूलाई परामर्श प्रदान गरियो छः

क्र-सं	विद्यार्थीको नाम	कक्षा	संस्थान
१.	प्रकृती पौडेल	1 st year	
२.	संशयना पौडेल	3 rd year	
३.	रिसा अग्रवाल	3 rd year	
४.	लीक बा माया घापा	"	
५.)	खुम माथा विक	"	<u>Phm</u>
६.)	मन माथा आले	"	<u>mamajal</u>
७.)	दुर्गा राणा	"	<u>Durga</u>
८)	भरावती नेपाली	"	<u>fbp16ts</u>



माथि उल्लेखित विद्यार्थीहरूसँग क्याम्पसमा रहेको विद्यार्थी राजगारी, परामर्श एवम् गुणासो सहकलम तथा सहायान सभितले क्याम्पस पोसाकमा उपस्थित उन नसक्नाको कारण र विहान छ वजे नै उपस्थित हुन सकेका हुनाको कारणबारे हलफल तथा परामर्श कार्यक्रम सम्पन्न गरियो छ। हलफल पश्चात विद्यार्थीहरूलाई क्याम्पस पोसाकमा निर्धारित सहायता उपस्थित भई अनुकरणीय बन्न सुझाव प्रदान गरिएको छ भने विद्यार्थीहरूले नै उक्त सुझाव गनन गर्ने प्रतिवद्धता व्यक्त गरेका छन्।

(Handwritten signature and date)



**विद्यार्थी रोजगारी, परामर्श एवम् गुनासो सङ्कलन
तथा समाधान समितिको
प्रतिवेदन २०८१/२०८२ एवम् कार्ययोजना २०८२/२०८३**

जनज्योति क्याम्पसबाट स्नातक उत्तीर्ण विद्यार्थीहरूको शैक्षिक योग्यता र सीप अनुसारको रोजगार सम्बन्धी व्यवस्थाका साथै विद्यार्थीहरूलाई सकारात्मक सोच सहितको शैक्षिक विकाशका लागि जनज्योति क्याम्पस सञ्चालन निर्देशिका २०७६ को परिच्छेद ४ को दफा ४.५.२ अनुसार क्याम्पसमा आवश्यक परामर्श दिने र विद्यार्थीहरूबाट क्याम्पसको गतिविधिबारे पृष्ठपोषण प्राप्त गरी उक्त पृष्ठपोषणको विश्लेषण गरी क्याम्पस प्रशासनलाई आवश्यक सल्लाह सुझाव दिने उद्देश्यका साथ विद्यार्थी रोजगारी, परामर्श एवम् गुनासो सङ्कलन तथा समाधान समिति गठन गर्ने निर्णय अनुसार क्याम्पस सञ्चालक समितिको मिति २०७६/०३/२३ गतेको निर्णय नं. ८ मा एक समिति गठन गरिएको थियो । गुनासो सङ्कलन तथा समाधान समिति हरबखत क्याम्पससँग सम्बन्धित सरोकार पक्षहरू विद्यार्थी, अभिभावक, समुदाय, सहयोग दाता, शिक्षक कर्मचारी तथा सम्पूर्ण शुभेच्छुकहरूसँग निकट रहँदै आएको छ । उक्त सरोकार पक्षसँग निरन्तर सुझाव सङ्कलन गर्दै विद्यार्थीबाट प्राप्त गुनासोहरूलाई समाधान गर्न प्रयत्नरत छ । विद्यार्थी अभिभावक, समुदाय, सहयोग दाता, शिक्षक, कर्मचारी तथा शुभेच्छुकहरूका क्याम्पसप्रतिको धारणा एवम् गुनासोहरू सङ्कलन गर्ने र समाधानको उपाय पहिचान एवम् विश्लेषण गर्नका लागि निम्नानुसारको समिति रहेको छ ।

१. संयोजक : लक्ष्मी श्रेष्ठ
२. सदस्य : दीपक भट्टराई
३. सदस्य : नारायण मर्सेनी

वार्षिक कार्ययोजना २०८१/२०८२ कार्यान्वयनको चरणमा अगाडि बढदा समिति विभिन्न कार्यक्रमहरू सम्पन्न गर्न सफल भएको छ ।

क) वार्षिक कार्ययोजना २०८१ मा समावेश कार्यक्रमहरूको विवरण र त्यसको समीक्षा निम्नानुसार रहेको छ :

क्र.सं.	वार्षिक कार्ययोजना २०८१ मा समावेश कार्यक्रमहरूको विवरण	वार्षिक कार्ययोजना २०८१ मा समावेश कार्यक्रमहरूको समीक्षा
१.	बैठक आयोजना	२०८१ असार ०७ गते बसेको बैठकले वार्षिक कार्ययोजना निर्माण गर्ने निर्णय गरेको, नियमित बैठकको आयोजना गरिएको (जम्मा १० ओटा बैठक बसिएको)
२.	विद्यार्थी परामर्श	विद्यार्थीको आवश्यकता अनुसार परामर्श प्रदान गर्ने कार्यक्रम राखिएको तर परामर्श गर्नुपर्ने ठोस विषयवस्तु नभेटिएको,



३.	SQMC गठन	२०८१/०८/२० गते बसेको बैठकले SQMC पुनर्गठन गरी नयाँ संयोजक चयन गरिएको र निरन्तर बैठक बसिएको,
४.	गुनासो एवम् रोजगारमा संलग्न विद्यार्थी विवरण सङ्कलन फारम निर्माण एवम् प्रयोग गर्ने,	गुनासो एवम् रोजगारमा संलग्न विद्यार्थी विवरण सङ्कलन फारम निर्माण गरी SQMC मार्फत वितरण गर्दा शिक्षाशास्त्र सङ्कायको २९ ओटा र व्यवस्थापन सङ्कायको २७ ओटा गरी जम्मा ५६ ओटा रोजगारमा संलग्न विद्यार्थी विवरण फारम सङ्कलन भएको साथै विद्यार्थीहरूको आवतजावतलाई व्यवस्थित बनाउन Job Holder Student's Card निर्माण गरी प्रयोग गरिएको र ४ ओटा गुनासो फारम सङ्कलन भएको,
५.	विद्यार्थी रोजगारी, परामर्श एवम् गुनासो सङ्कलन तथा समाधान समिति र विद्यार्थी गुणस्तर व्यवस्थापन समिति बीच अन्तरक्रिया	विद्यार्थी रोजगारी र विद्यार्थी गुणस्तर व्यवस्थापन समिति बीच मिति २०८२/०१/०९ गते शैक्षिक गतिविधि र SQMC लाई थप क्रियाशील बनाउने सम्बन्धमा अन्तरक्रिया कार्यक्रम सञ्चालन गरिएको,
६.	विद्यार्थी रोजगारीको अवसर खोजी गर्ने	यस समितिले मिति २०८१/०५/३१ गते नेपाल सरकार शिक्षक सेवा आयोग सानोठिमी भक्तपुरले प्रकाशन गरेको निम्न माध्यमिक तह, अध्यापन अनुमति पत्रको प्रतियोगितात्मक परीक्षाको विज्ञापनको सूचना प्रवाह गरेको, शिक्षक सेवा आयोगबाट प्रकाशित सूचनाहरूलाई सूचना पाटीमा टाँस गरी जानकारी गराइएकोछ साथै मिति २०८२/०२/२८ गते तनहुँ जिल्ला अदालत, दमौली बाट लेखापढी व्यवसायको प्रमाणपत्र लिन ईच्छुकहरूका लागि आह्वान गरिएको सूचना विद्यार्थीहरूलाई प्रवाह गरिएको,
७.	Tracer Study सम्बन्धमा	मिति २०८१/०३/०६ को बैठकमा २०७९ का स्नातक अध्ययनरत विद्यार्थीहरूको नतिजा प्रकाशन भइसकेको तर लब्धाङ्कपत्र प्राप्त गर्न समय लाग्ने हुँदा लब्धाङ्कपत्र प्राप्त भइसकेपछि मात्र Tracer Study कार्य अगाडि बढाउने निर्णय गरिएको,

ख) गुनासो तथा सुझाव सङ्कलन व्यवस्था

गुनासो तथा सुझाव सङ्कलनका लागि गुनासो सङ्कलन तथा सुझाव पेटिका र गुनासो सङ्कलन रजिष्टरको व्यवस्था गरिएको छ । साथै SQMC को बैठक नियमित बस्ने व्यवस्था गरिएको छ ।


ग) गुनासो र समाधान विवरण

शैक्षिक सत्र २०८१/०८२ को कार्यक्रम अन्तर्गत सङ्कलन भएका मुख्य गुनासो र समाधानको विवरण निम्नानुसार रहेका छन् :

क्र. सं.	गुनासो गर्ने पक्ष	गुनासो प्राप्त मिति	गुनासो	समाधान
१	विद्यार्थी	२०८१/०८/२५	व्यवस्थापन सङ्काय प्रथम वर्षको कक्षाकोठा सरसफाइ र घडीको व्यवस्था गर्नुपर्ने,	लेखा शाखामा सम्पर्क गरी समस्या समाधान गरिएको,
२.	विद्यार्थी	२०८१/०८/२६	SQMC को मिति २०८१ मङ्सिर २३ गते बसेको व्यवस्थापन संकाय तृतीय वर्षको कक्षाकोठामा घडीको व्यवस्था गर्नुपर्ने,	तत्काल समस्याको छलफल गरी समाधान गरिएको,
३.	विद्यार्थी	२०८१/०८/२७	प्रोजेक्टरको समस्या र घडीको आवश्यकता रहेको,	प्रशासनमार्फत सहायक प्रशासकलाई जानकारी गराई समस्या समाधान गरिएको,
४.	विद्यार्थी	२०८२/०३/०२	शिक्षाशास्त्र सङ्काय द्वितीय वर्षले धारामा निरन्तर पानी आउनुपर्ने र वेसिनमा हात धुने सावुनको व्यवस्था गर्नुपर्ने,	मर्मत समितिलाई समस्या समाधान गर्न अनुरोध गरिएको,

घ. विद्यार्थी गुणस्तर व्यवस्थापन सर्कल (SQMC) बैठक

क्याम्पसमा विद्यार्थी अनुशासन कायम गरी शिक्षण सिकाइलाई प्रभावकारी बनाउन तथा विद्यार्थीहरूका समस्या एवम् गुनासाहरूलाई क्याम्पस प्रशासन वा सम्बन्धित पक्ष समक्ष पुऱ्याउनकालागि प्रत्येक कक्षाबाट कम्तिमा २ जना विद्यार्थीहरूको सहभागितामा विद्यार्थी गुणस्तर व्यवस्थापन सर्कलको व्यवस्था भए अनुरूप २०८१/०८२ को यस अवधिमा उक्त समूहसँग बसी गरिएका मुख्य निर्णयहरू यस प्रकार रहेका छन् :



क्र.सं	मिति	मुख्य निर्णय
१.	२०८१/०८/०६	वर्षिकोत्सव कार्यक्रम सफल पार्न सहयोग गर्ने, क्याम्पस परिसर सरसफाइ गर्ने,
२.	२०८१/०८/२६	विद्यार्थी रोजगारी, परामर्श एवम् गुनासो संकलन तथा समाधान समितिले SQMC मा विद्यार्थी छनोट गरेकोले स-धन्यवाद व्यक्त गर्दै नियमितरूपमा आफ्ना गतिविधिहरूलाई अगाडि बढाउने र विद्यार्थी साथीहरूको मागलाई ध्यानमा राख्दै अत्याधिक जाडो बढेको हुँदा पुस र माघ महिना क्याम्पस पोसाक बाहेक अन्य न्यानो पोसाकमा क्याम्पस आउन अनुमति माग गरी प्रशासनमा निवेदन पेश गर्ने, गुनासो फारम एवम् रोजगारमा संलग्न विद्यार्थी विवरण सङ्कलन फारम वितरण गर्ने एवम् सङ्कलन गर्ने,
३.	२०८१/१२/१३	सम्पूर्ण विद्यार्थी साथीहरूलाई क्याम्पस पोसाकमा नियमित क्याम्पस उपस्थित कुन अनुरोध गर्ने, शैचालय र क्याम्पस परिसरमा स्वच्छ वातावरण राख्ने साथै हात धुने सावुनको व्यवस्था गर्न अनुरोध गर्ने, स्तम्भमा नेपालको राष्ट्रिय भण्डा राख्न क्याम्पस प्रशासनसँग अनुरोध गर्ने, प्रचारप्रसार कार्यक्रममा सक्रिय भई विद्यार्थी भर्ना अभियानमा क्याम्पस प्रशासनलाई सहयोग गर्ने,
४.	२०८२/०३/०४	वर्षे विदा पश्चात क्याम्पस परिसर सरसफाइ गर्ने, शैक्षिक व्यवस्थापनका लागि कक्षाकोठामा मर्मत गर्नुपर्ने पढुखा, घडी, डस्टविन, प्रोजेक्टर आदिको सु व्यवस्था मिलाइदिन अनुरोध गर्ने,

ड) समस्या तथा चुनौतीहरू :

गुनासो संप्रेषणका लागि स्व-स्फूर्त विद्यार्थी सहभागिता जुटाउन नसकिएको र विद्यार्थी गुणस्तर व्यवस्थापन समूहको बैठक समितिका विद्यार्थीहरूलाई नियमित उपस्थित गराउन सकिएको छैन ।

च) समस्या समाधानका उपायहरू :

१. संकलित गुनासाहरूलाई तत्काल समाधान गर्ने कार्यलाई प्रभावकारी बनाउने,
२. विद्यार्थी गुणस्तर व्यवस्थापन समूहलाई सक्रिय बनाउने,

छ) आगामी मुख्य कार्यक्रमहरू :

गत वर्ष गरिएका क्रियाकलापहरूलाई निरन्तरता दिदै यस शैक्षिक वर्षमा मुख्यतः निम्नानुसारका कार्यक्रमहरू तय गरिएको छ ।

क्र.सं.	लक्ष्य (कार्ययोजना)	अपेक्षित उपलब्धि
१.	गुनासो फारम वितरण	प्राप्त गुनासो समाधान गर्न प्रयत्न
२.	रोजगारका सूचनाहरू संप्रेषण	विद्यार्थी रोजगारीको अवसर खोजी गर्ने



३.	परामर्श प्रदान	शैक्षिक गुणस्तर वृद्धिकालागि आवश्यक सहयोग
४.	रोजगारमा संलग्न विद्यार्थी विवरण फारम वितरण	रोजगारमा संलग्न विद्यार्थीहरुको विवरण सङ्कलन
५.	विद्यार्थी गुणस्तर व्यवस्थापन समूह पुनर्गठन	विद्यार्थी गुणस्तर व्यवस्थापन समूह पुनर्गठन
६.	अन्तरक्रिया	आवश्यकता अनुरूप कार्यक्रम सञ्चालन
७.	Tracer Study गर्ने	पूर्व विद्यार्थीहरुको अवस्था पत्ता लगाउने

संयोजक

विद्यार्थी रोजगारी परामर्श एवं गुनासो सङ्कलन तथा समाधान समिति
जनज्योति क्याम्पस, भिमाद ६ तनहुँ

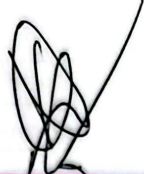
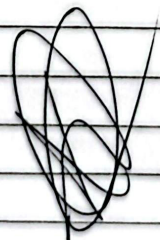
आज गेति २०८० साल पुस महिनाको १० रूख गते मंगलबारका दिन पूर्व विद्यार्थी संघका अध्यक्ष श्री लाल बहादुर थापाको अध्यक्षता विद्यार्थी जेला गरी तथा कार्य समिति र गठन तथा कार्य योजना निर्माण गर्ने कार्य गरियो।

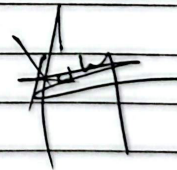
उपस्थिति

संरक्षक - श्री केशवराज कार्केले
 आतिथी - श्री शिवदत्त थापागाई
 अध्यक्ष - श्री लाल बहादुर थापा
 सचिव -

अध्य उपस्थिति

१. कमलकांत सुब्बा
२. लोक बहादुर थापा
३. सुनिल श्रेष्ठ
४. सौमित्रा श्रेष्ठारी
५. सुनिता श्रेष्ठारी
६. राजु पारियार
७. प्रबुद्धा सुनार
८. रमा माया थापा
९. बसुण थापा
१०. ज्ञानेन्द्र पौडेल
११. विद्या खनाल
१२. धुव श्रेष्ठ
१३. रिता थापा
१४. अम्बिका सिग्देल
१५. राधिका सुब्बा
१६. वर्षा थापा
१७. निष्ठा मानन्धर
१८. कासना श्रेष्ठ
१९. पिपला मिश्र
२०. सन्तोषी कुडावा
२१. सुनिता सुनार

- 
 २१. युजिता शर्मा
 २२. विष्णु पोखरेल
 २३. तुलीहरा आले
 २४. तिलक थापा
 २५. राजीव पौडेल
 २६. विनेशा श्रेष्ठ
 २७. जमुना नेपाली
 २८. मञ्जु पौडेल अर्घात
 २९. मञ्जु देवी चिमरे सुब्बा
 ३०. चन्द्र बहादुर नेपाली
 ३१. अञ्जना नेपाली
 ३२. श्री माया आले
 ३३. लक्ष्मण थापा
 ३४. सविता विक.
 ३५. अम कुमारी थापा
 ३६. अञ्जु गुरुङ
 ३७. अम्बिका पांडे
 ३८. बसन्ती अधिकारी
 ३९. पुजा रिजाल
 ४०. सविता पौडेल
 ४१. ~~सु~~ लुकु शर्मा
 ४२. तिका शर्मा




प्रस्ताव नं. १ कार्यसमीति गठन सम्बन्धमा ।

निर्णय नं. १ प्रस्ताव नं. १ उपर छलफल गर्दा तपशील बमोजिमको कार्यसमीति गठन गर्ने निर्णय गरियो।

तपशील:

- अध्यक्ष - सुनिल श्रेष्ठ (३८२६०६६२६७)
 उपाध्यक्ष - रुमा माया थापा (३८६६००३६७६)
 सचिव - कमलकान्त युबेदी (३८०८१००११३)
 कोषाध्यक्ष - लक्ष्मण थापा (३८२६०२०१३१)
- ज्येष्ठ सदस्य - लाल बहादुर थापा (३८४६१७४१३३)
 सदस्य - किशोर पौखेल
 " - शोविता श्रेष्ठारी (३८०२८२६२१३)
 " - सुनिता श्रेष्ठारी (३८२४१६३४४४)
 " - विद्या खनाल
 " - अम्बिका खिगैल
 " - लोक बहादुर थापा (३८१६११३६७४)

प्रस्ताव नं. २ वार्षिक कार्ययोजना सम्बन्धमा ।

निर्णय नं. २ प्रस्ताव नं. २ उपर छलफल गर्दा आगामी वर्षमा निम्न लिखित कार्यक्रमहरू गर्ने निर्णय गरियो।
 कार्यक्रम कार्ययोजना

१. पूर्व विद्यार्थी र वर्तमान विद्यार्थी बिच अन्तर्क्रिया।
२. हाडिरे जवाफ प्रतियोगिता सञ्चालन गर्ने
३. स्वास्थ्य सम्बन्धी सचेतना कार्यक्रम सञ्चालन गर्ने।
४. क्याम्पसले गर्ने औपचारिक कार्यक्रममा
- पूर्ण रुपमा सहभागी र्फ सहयोग गर्ने
५. प्रत्येक ३ महिनामा बैंक बसी क्याम्पसको विकास र वृत्तिका लागि सहयोग गर्ने।



जनज्योति क्याम्पस

भिमाद न.पा. ६, तनहुँ

पूर्व विद्यार्थी संघ
नियमावली २०८१



जनज्योति क्याम्पस

पूर्व विद्यार्थी संघ नियमावली २०८१

प्रस्तावना :

उच्च शिक्षा प्राप्त गर्न चाहने विद्यार्थीलाई स्थानीय स्तरमा नै गुणस्तरीय एवम् जन अपेक्षा अनुरूप व्यवहारिक र समय सापेक्ष शिक्षा प्रदान गर्ने उद्देश्यले वि.स. २०६४ मा यस क्षेत्रका शिक्षाप्रेमी, समाजसेवी बुद्धिजीवी व्यक्तित्वहरुको सक्रियतामा स्थापित यस क्याम्पसबाट स्नातक तह उत्तीर्ण गरी छरिएर रहेका पूर्व विद्यार्थीहरुलाई संगठित बनाई उनीहरुको ज्ञान, सिप एवम् प्रतिभालाई क्याम्पसको विकासमा उपयोग गर्ने अवसर मिलोस् भन्ने उद्देश्यले गठन गरिएको जनज्योति क्याम्पस पूर्व विद्यार्थी संघलाई व्यवस्थित गर्न यो नियमावली तर्जुमा गरी लागू गरिएको छ। क्याम्पस विधान २०८१ परिच्छेद ८ नियम ४६ (ख) ले दिएको अधिकार प्रयोग गरी यो नियमावली बनाई लागू गरिएको छ।

१. संक्षिप्त नाम र प्रारम्भ :

- यस नियमावलीको नाम जनज्योति क्याम्पस पूर्व विद्यार्थी संघ नियमावली २०८१ रहनेछ।
- यो नियमावली क्याम्पस सञ्चालक समितिबाट पारित भएको मितिदेखि लागू हुनेछ।
- यो नियमावली पूर्व विद्यार्थीहरु उपर लागू हुनेछ।
- संघको कार्यालय जनज्योति क्याम्पस परिसरमा रहनेछ।

२. परिभाषा :

विषय वा प्रसङ्गले अर्को अर्थ नलागेमा यस नियमावलीमा :

- “क्याम्पस” भन्नाले जनज्योति क्याम्पसलाई संझनुपर्दछ।
- “नियमावली” भन्नाले क्याम्पसको नियमावलीलाई संझनुपर्दछ।
- “कार्यसमिति” भन्नाले यस नियमावली अनुसार गठित कार्यसमितिलाई संझनुपर्नेछ।
- “अध्यक्ष” भन्नाले यस नियमावली अनुसार गठित समितिका अध्यक्षलाई जनाउनेछ।
- “पूर्व विद्यार्थी” भन्नाले यस क्याम्पसबाट उत्तीर्ण गरी चारित्रिक प्रमाण पत्र प्राप्त गरेका विद्यार्थीलाई संझनु पर्नेछ।
- “संरक्षक” क्याम्पस प्रमुखलाई संझनुपर्दछ।

३. संघको उद्देश्य :

- क्याम्पसबाट उत्तीर्ण गरेका विद्यार्थीहरुबीचको सम्बन्धलाई घनिष्ट बनाउने,
- क्याम्पसको हितप्रति पूर्व विद्यार्थीहरुमा चासो जगाउने,
- क्याम्पसका कार्यक्रमहरुमा पूर्व विद्यार्थीहरुलाई सहभागी बनाउने,
- क्याम्पसमा भएका कार्यक्रम र गतिविधिहरुको जानकारी पूर्व विद्यार्थीलाई उपलब्ध गराउने,
- पूर्व विद्यार्थीमा भएको ज्ञान,सिप र प्रतिभालाई क्याम्पसको विकासमा प्रयोग गर्ने,
- संघको विकासका लागि कार्यक्रम गर्ने,
- क्याम्पसबाट उत्तीर्ण पूर्व विद्यार्थीलाई रोजगारीको अवसर खोज्न सहयोग गर्ने ,

४. संघको संरक्षक

यसको संरक्षक क्याम्पस प्रमुख रहनेछन्।

५. वार्षिकोत्सव

क्याम्पसले पहिलो पटक स्नातक उपाधी प्राप्त गरेको चारित्रिक प्रमाण पत्र जारी गरेको मिति (२०६८ साउन २५) लाई यस संघको वार्षिकोत्सवको दिन मानेको छ।



25/11/14

R. K. Phile

६. **साधारण सदस्य र सदस्यता शुल्क**

यस क्याम्पसबाट स्नातक तह उत्तीर्ण गरिसकेका पूर्व विद्यार्थीहरु यस संघको साधारण सदस्य बन्नेछन्। संघको साधारण सभाद्वारा निर्धारण गरिएको साधारण सदस्यता शुल्क तिरी सदस्यता नविकरण गर्ने कर्तव्य प्रत्येक पूर्व विद्यार्थीहरुको हुने छ। साधारण सभाबाट निर्धारण गरिएको शुल्क नर्तिने पूर्व विद्यार्थीहरु यस संघको क्रियाकलापमा सहभागी हुन पाउने छैनन्।

७. **मानार्थ सदस्य**

शिक्षा क्षेत्रमा योगदान पुऱ्याएको प्रतिष्ठित व्यक्तिलाई मानार्थ सदस्यता दिन सकिनेछ। संघको कार्यसमितिको निर्णयले मात्र मानार्थ सदस्य वितरण गर्न सकिनेछ। यस्ता सदस्य हरु कार्य समितिको निर्वाचन प्रक्रियामा सहभागी हुन सक्ने छैनन्।

८. **सदस्यताको समाप्ती :**

मृत्यु भएमा ,संघलाई सदस्यता हुँदा तिर्नुपर्ने शुल्क नतिरेमा ,नियमावलीले अयोग्य ठहराएमा सदस्यता रद्द हुनेछ।

९. **साधारण सदस्यका अधिकारहरु :**

- क) कार्यसमितिको निर्वाचनमा उम्मेदवार हुन,
- ख) कार्यसमितिको निर्वाचनमा मतदान गर्न,
- ग) संघका क्रियाकलापको जानकारी लिन ,
- घ) साधारण सभामा सहभागी हुन ,

१०. **मानार्थ सदस्यका अधिकारहरु**

- क) कार्य समितिले आमन्त्रण गरेको बैठक ,सभा,तथा सम्मेलनमा सहभागी हुन ,
- ख) संघका क्रियाकलापका बारेमा जानकारी प्राप्त गर्न ,

११. **कार्यसमितिको गठन :**

साधारण सभाबाट ३वर्षका लागि देहाय बमोजीमका पदाधिकारी तथा सदस्यहरु रहने गरी कार्य समितिको गठन गरिनेछ।

- | | |
|---|---|
| क) साधारण सदस्यहरुले आफूमध्येबाट निर्वाचित अध्यक्ष | १ |
| ख) साधारण सदस्यहरुले आफूमध्येबाट निर्वाचित उपाध्यक्ष | १ |
| ग) साधारण सदस्यहरुले आफूमध्येबाट निर्वाचित सचिव | १ |
| घ) साधारण सदस्यहरुले आफूमध्येबाट निर्वाचित कोषाध्यक्ष | १ |
| ङ) साधारण सदस्यहरुले आफूमध्येबाट निर्वाचित सदस्य | ६ |
| च) निवर्तमान अध्यक्ष सदस्य | १ |

१२. **सल्लाहकार समिति :**

संघले संयोजक र सदस्य रहने गरी ५ सदस्यीय सल्लाहकार समिति गठन गर्न सकिनेछ।

१३. **कार्यसमितिको काम, कर्तव्य र अधिकार :**

- क) संघको वार्षिक योजना,कार्यक्रम र बजेट बनाउने र कार्यन्वयन गर्ने ,

25/11/14

R. K. Phile



- ख) आवश्यकता अनुसार नियम र नियमावली बनाई साधारण सभामा पेश गर्ने र क्याम्पस सञ्चालक समितिबाट अनुमोदन गराई लागू गर्ने ,
- ग) क्याम्पसको हित र प्रगति हुने कार्यहरु सञ्चालन गर्ने ,
- घ) संघको लागि आवश्यक साधन र श्रोत जुटाउने ,
- ङ) संघको क्रियाकलापको अभिलेख राख्ने र सम्पतिको संरक्षण गर्ने ,
- च) पूर्व विद्यार्थीलाई एकजुट बनाउने किसिमका कार्यकलाप तयार गर्ने ,
- छ) संघको वार्षिक लेखा परिक्षण गराउने ,

१४. कार्यसमितिका अध्यक्षको काम कर्तव्य अधिकार :

- क) साधारण सभा बोलाउने र अध्यक्षता गर्ने ,
- ख) संघ माफत क्याम्पसको विकासका लागि सहयोग जुटाउन नेतृत्वदायी भूमिका खेल्ने,
- ग) समितिका निर्णयहरु कार्यान्वयन गर्ने ,
- घ) नियमावलीमा उल्लेख नभएको तर सामयिक महत्वको विषय कार्यसमितिबाट अनुमोदन गर्ने गरी निर्णय लिने ,

१५. कार्यसमितिका उपाध्यक्षको काम, कर्तव्य र अधिकार :

- क) अध्यक्षलाई परामर्श दिने र आवश्यक सहयोग गर्ने ,
- ख) अध्यक्षको अनुपस्थितिमा अध्यक्षले गर्ने कार्यहरु गर्ने ,

१६. कार्यसमितिका सचिवको काम, कर्तव्य र अधिकार :

- क) अध्यक्षको स्वीकृतिमा पत्राचार गरी बैठक बोलाउने,
- ख) कार्यहरुको प्रतिवेदन तयार गर्ने ,

१७. कार्यसमितिका कोषाध्यक्षको काम, कर्तव्य र अधिकार :

- क) संघको आम्दानी खर्चको अभिलेख राख्ने,
- ख) आर्थिक प्रतिवेदन तयार गरी बैठक / साधारण सभामा पेश गर्ने,

१८. साधारण सभा र साधारण सभाको बैठक :

- क) संघको साधारण सभाको बैठक साधारणतया वर्षमा एकपटक र विशेष अवस्थामा २५ प्रतिशत साधारण सदस्यहरुको माग भएमा कुनै पनि बेला बस्न सक्नेछ ।
- ख) संघको विधानबमोजिम साधारण सदस्य र मानार्थ सदस्यहरु साधारण सभामा सहभागी हुनेछन् ।
- ग) सभाको अध्यक्षता कार्य समितिको अध्यक्षले गर्नेछन् ।
- घ) कार्यसमितिको सचिवले ७ दिन अघि सभाको बैठक बस्ने लिखित सूचना दिनेछन् ।
- ङ) सभाको गणपूरक संख्या पहिलोपटक कूल सदस्य संख्याको ५१ प्रतिशत हुनेछ । पहिलोपटक गणपूरक संख्या नपुगेमा बैठक स्थगित गरी पुनः १५ दिन भित्र साधारण सभाको बैठक बोलाउनु पर्नेछ । दोस्रोपटक उपस्थित संख्यालाई गणपूरक संख्या मानिनेछ ।
- छ) साधारण सभाको निर्णय उपस्थित संख्याको बहुमतको आधारमा हुनेछ ।

१९. साधारण सभाको काम, कर्तव्य र अधिकार:

- क) कार्यसमितिका कार्यहरु र आर्थिक तथा प्रगति प्रतिवेदनमा छलफल गरी पारित गर्ने,

35/1/14/2

R. Kaphle



- ख) संघको नियमावलीको अधिनमा रही अन्य आवश्यक नियमहरु निर्माण गर्ने,
 ग) संघ/क्याम्पसको विकासका लागि प्रस्तावहरु पारित गर्ने ,
 घ) कार्यसमितिको निर्वाचन गर्ने,

२०. कोष

यस संघमा निम्नानुसारको क्षेत्रबाट उठेको रकम रहने गरी कोष खडा गरिनेछ :

- क) साधारण तथा अन्य सदस्यताबाट उठेको सदस्यता रकम,
 ख) दाताबाट प्राप्त गरेको सहयोग, दान, चन्दा रकम,
 ग) संघले गरेको क्रियाकलापबाट हुने आम्दानी रकम,
 घ) संघले क्याम्पसको प्रतिष्ठा वृद्धि र पूर्व विद्यार्थीहरुको हक हितका क्षेत्रमा आफ्नो रकम खर्च गर्न सक्ने छ ।

२१. कोषको सञ्चालन

कार्यसमितिका अध्यक्ष र कोषाध्यक्षको संयुक्त दस्तखतमा यस संघको नाममा बैकमा खाता सञ्चालन गरी कोषको व्यवस्थापन गरिने छ ।

२२. नियमावली संशोधन गर्ने

यस नियमावली संशोधन गर्न आवश्यक देखिएमा कार्य समितिले साधारण सभामा पेश गर्ने, साधारण सभाबाट पारित भएमा क्याम्पस सञ्चालक समितिको अनुमोदन पछि संशोधित नियमावली लागू हुनेछ । वा क्याम्पस सञ्चालक समिति आवश्यक ठानेमा परिर्माण गर्न सक्ने छ ।

२३. दर्ता

यस संघको दर्ता जनज्योति क्याम्पसमा हुनेछ ।

२४. स्वामित्व

कुनै कारणवश यो संघ सञ्चालन हुन नसकेमा यसको स्वामित्वमा रहेको चलअचल सम्पत्ति क्याम्पसको स्वामित्वमा जानेछ ।

२५. वचाउँ

यस नियमावली लागू हुन भन्दा पहिला भएका काम कारवाही यसै नियमावली बमोजिम भए गरेको मानिने छ । जनज्योति क्याम्पस पूर्व विद्यार्थी संघ नियमावली २०८१ लागू भए पश्चात् जनज्योति क्याम्पस पूर्व विद्यार्थी संघ विनियम २०७६ स्वतह खारेजी हुने छ ।

२५. छाप



45/1/14/2/...

R. Kaphle

२६. सदस्यता फारम


**JANAJYOTI CAMPUS ALUMNI ASSOCIATION NEPAL (JCAAN)**Bhimad-6, Tanahun, Gandaki, Province
2076**Membership Form**

Rs.: 100/-

Personal Information

Name: _____

Gender: Male Female Others

Date of Birth: _____

Citizenship: _____

Address: _____

Contact No.: _____ E-mail: _____

Facebook ID: _____

Alumni Information

TU Registration Number	
Year of Enrollment in Campus	
Degrees Earned from Campus	
Degree Bachelor Level	

Current Status Employed Name of Institution: _____ Position: _____ Self-employed Name of Company: _____ Retired Retirement Year : _____ Further Education Name of Institution : _____ Year/Semester _____**Membership** Ordinary Membership Life membership_____
Applicant_____
Approved by

Date :











REDMI NOTE 6 PRO
MI DUAL CAMERA



शैक्षिक सूत्र २०७९/०८० का लागि

अंग्रेजी तथा नेपाली दुवै माध्यममा

भर्ना
खुल्यो

B.Ed.

& BBS

प्रथम वर्षमा

विहानी एवम् दिवा दुवै समयमा

B.Ed.

English Education
Nepali Education
Population Education

BBS

Accounting
Finance
Marketing



जनज्योति क्याम्पस

भिमाद नगरपालिका-६, तनहुँ

मो.५८५६००१४५५, ५८४५३६८०४०, ५८४६२७८८१५

फोन नं.: ०६५-५७२४५५



अंग्रेजी तथा नेपाली दुवै माध्यममा

शैक्षिक सत्र २०७९/०८० का लागि
भर्ना खुल्यो !

B.Ed.
& **BBS**

प्रथम वर्षमा
विहानी एवम् दिवा दुवै समयमा

B.Ed.

English Education
Nepali Education
Population Education

BBS

Accounting
Finance
Marketing



जनज्योति क्याम्पस

भिमाद नगरपालिका न.पा.-६, तनहुँ

मो.९८५६००१४५५, ९८४५०५११३४, ९८४५३६८०४०, ९८४६२७८८१५
फोन नं.: ०६५-५७२४५५

The screenshot shows the website for Janajyoti Campus. The browser address bar displays the URL: <https://janajyoticampus.edu.np/भर्ना-खुल्यो/>. The navigation menu includes: Home Page, About Us, Academics, Publication, News & Events, Downloads, Bada Patra, Contact, and Links. The main banner features a group of students holding books, with the text: "अगेजी तथा नेपाली दुवै माध्यममा B.Ed. & BBS प्रथम वर्षमा विहानी एबज दिवा दुवै सगसग". Below this, two columns list the subjects: B.Ed. (English Education, Nepali Education, Population Education) and BBS (Accounting, Finance, Marketing). The footer contains the Janajyoti Campus logo, name in Nepali, address (Bhimad Municipality-6, Tanahun), contact numbers, website, and email. A QR code is also present with the text "Scan me".

भर्ना खुल्यो ! - Janajyoti Camp x (20+) Janajyoti Campus | Fa x +

Home Page About Us Academics Publication News & Events

Downloads Bada Patra Contact Links

छात्रवृत्ति आह्वान सम्बन्धी सूचना !
10 AUG, 2023

सूचना !
26 MAY, 2023

News & Events

अतिरिक्त कृषाकलाप समितिको आयोजनामा हाजिरीजवाफ प्रतियोगिता सम्पन्न
26 JUN, 2023

वक्तृत्वकला कार्यक्रम सम्पन्न
25 JUN, 2023

अन्तर्वार्ता एवम् अनुगमन सम्पन्न
3 JUN, 2023

अनुसन्धान सम्बन्धी ३ दिने कार्यशाला समापन
30 MAY, 2023

B.Ed.
English Education
Nepali Education
Population Education

BBS
Accounting
Finance
Marketing

जनज्योति क्याम्पस
भिमाद नगरपालिका-६, तनहुँ

मो.९८५६००१४५५, ९८४५३६८०४०, ९८४६२७८८१९, फोन नं.: ०६५-५७२४५५
Website: janajyoticampus.edu.np
Email: janajyoti@janajyoticampus.edu.np

Scan me

Kaphle
Sharma



- ख) विद्यार्थी भर्नाको लागि आवश्यक कागजातहरु सम्बन्धन विश्वविद्यालयले तोकिए बमोजिम हुनेछ।
 ग) भर्ना सम्बन्धी सूचनामा विद्यार्थीले अध्ययन अवधिभर तिर्नु पर्ने विविध शुल्कको विवरण खुलाइनेछ,
 घ) विद्यार्थी भर्नाको आवेदन फारम अनुसूचीमा व्यवस्था भए बमोजिम हुनेछ,
 ङ) विद्यार्थीले भर्नाको लागि तोकिएको आवेदन फारम भरी आवश्यक कागजात सहित आवेदन दिनुपर्नेछ,
 च) यसरी दिएको आवेदनमाथि क्याम्पस प्रशासनले आवश्यक जाँचबुझ गरिसकेपछि आवश्यक कागजात पुगेका विद्यार्थीको सूची प्रवेश परीक्षाका लागि प्रकाशन गरिनेछ,
 छ) प्रवेश परीक्षा लिएर मात्र भर्ना गरिनेछ,
 ज) प्रवेश परीक्षा उत्तीर्ण गरेका विद्यार्थीहरु कुनै एक विभागमा आवेदन दिएको भए तापनि विश्वविद्यालयको नियमले मान्यता दिएको र क्याम्पसको स्वीकृत विषयसँग मेल खाएको अवस्थामा अन्य कुनै पनि विभागमा स्थानान्तरण हुन सक्नेछन्,
 झ) विद्यार्थीले छनौट गर्ने विषय विद्यार्थी परामर्श एकाइले विद्यार्थीसँग छलफल गरी सिफारिस गरेबमोजिम हुनेछ,
 ञ) विद्यार्थीहरु अध्ययन गर्दै जाँदा अर्को कुनै सङ्काय तथा विषयमा स्थानान्तरण हुन सक्नेछन् तर यसको लागि विद्यार्थीको क्षमता, रुचि तथा आवश्यकताको बारेमा अनिवार्य रूपमा परामर्शसमितिले सिफारिस गरेको हुनुपर्नेछ। स्थानान्तरण भई जाने विषय तथा सङ्कायमा कोटा पूराभएको भए स्थानान्तरण हुन पाउने छैनन्,
 ट) विद्यार्थी भर्ना भएपछि उसलाई क्याम्पसमा उपलब्ध हुने सुविधाको बारेमा थप जानकारीगराइनेछ।
 ठ) क्याम्पसमा उपलब्ध हुने सुविधा तथा विभिन्न नियमहरुको बारेमा नवआगन्तुक विद्यार्थीहरुलाई जानकारी गराउन अभिमुखीकरण कार्यक्रमको आयोजना गरिनेछ।
 ड) नयाँ विद्यार्थीलाई अनुशिक्षण गर्दा पुराना र मेधावी विद्यार्थीहरुलाई पनि परिचालन गर्न सकिनेछ।

२३. अन्तर्राष्ट्रिय विद्यार्थी भर्ना सम्बन्धी व्यवस्था :

- क) अन्तर्राष्ट्रिय विद्यार्थीका लागि सम्बन्धन प्राप्त विश्वविद्यालयको नियमानुसार क्याम्पसमा भर्ना गरिने छ,
 ख) अन्तर्राष्ट्रिय विद्यार्थीले नेपालको शिक्षासँग समकक्षी प्रमाणित भएको शैक्षिक योग्यताको प्रमाणपत्र पेश गर्नुपर्नेछ,
 ग) विदेशी विद्यार्थीले क्याम्पसले तोकेको भर्ना सम्बन्धी प्रक्रिया पूरा गर्नुपर्नेछ,
 घ) विदेशी विद्यार्थीलाई अध्ययनमा भाषाको समस्या नहोस् भन्नका लागि अङ्ग्रेजी भाषामा पठनपाठन गर्ने व्यवस्था मिलाइनेछ,
 ङ) यस क्याम्पसमा अध्ययन गर्न इच्छुक भई आवेदन दिने बाह्य मुलुकका विद्यार्थीलाई अध्ययनगर्न सजिलो होस् भन्नका लागि उनीहरुलाई आवश्यक पर्ने सिफारिस पत्र उपलब्ध गराइनेछ,

२४. विद्यार्थीले पालना गर्नुपर्ने नियम:

- क) तोकिएको कक्षा र समयमा विद्यार्थी नियमित रूपमा उपस्थित हुनुपर्नेछ।
 ख) कम उपस्थित हुने विद्यार्थीलाई अन्तिम परीक्षा फर्म भर्ना क्याम्पस बाध्य हुने छैन।
 ग) विद्यार्थीहरु कक्षा सञ्चालनको निर्धारित घण्टी लाग्नु अगावै क्याम्पसभित्र प्रवेश गरिसकेका हुनुपर्नेछ।
 घ) निर्धारित समय भन्दा ढिलो आउने विद्यार्थीलाई क्याम्पस प्रवेश गराउन क्याम्पस प्रशासन बाध्य हुने छैन।
 ङ) विद्यार्थीहरुले नियमित रूपमा अध्ययन गरि शिक्षक निर्देशनलाई पालना गर्नु पर्ने छ।

Kaphle
Sharma















