

Annexes of Self Study Report 2021

Volume 7 (Annex no 112 to 124)

Kathmandu Shiksha Campus

Chandragiri Municipality 10 Satungal, Kathmandu

Academic Year: 2075		Level: Master		Semester: II (Regular)		Office of the Dean	
Campus/College : 268 Kathmandu Shiksha Campus,		Kathmandu Shiksha Campus,		Exam Held In: 2076 Baisakh		Division	
SUBCODE		COURSE TITLE		Total No of Students= 25		Result Published Date: 2	
				Passed = 9		Failed = 16	
				Passed % = 36			
SYMB No: 74268027	REGNO: 7-1-285-21-96	Name: HIRA DEVI SHRESTHA		C.Hour.	Grade	GradePoint	SGPA
ED.521	CURRICULUM PRACTICES			3	B-	2.7	
ED.522	EDUCATION AND DEVELOPMENT			3	B+	3.3	
ED.PM.525	RECENT TRENDS IN EDUCATIONAL PLANNING AND MANAGEMENT			3	B	3.0	3.10
ED.PM.527	EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)			3	B+	3.3	
ED.PM.528	EDUCATIONAL RESOURCE MANAGEMENT I			3	B	3.0	
ED.PM.529	THEORY AND PRACTICES OF NON FORMAL EDUCATION			3	B+	3.3	
Program: EDUCATION PLANNING AND MANAGEMENT							
SYMB No: 74268029	REGNO: 5-2-37-622-97	Name: MANOJ ACHARYA					
ED.521	CURRICULUM PRACTICES			3	B-	2.7	3.15
ED.522	EDUCATION AND DEVELOPMENT			3	B	3.0	
ED.PM.525	RECENT TRENDS IN EDUCATIONAL PLANNING AND MANAGEMENT			3	B+	3.3	
ED.PM.527	EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)			3	B+	3.3	
ED.PM.528	EDUCATIONAL RESOURCE MANAGEMENT I			3	B+	3.3	
ED.PM.529	THEORY AND PRACTICES OF NON FORMAL EDUCATION			3	B+	3.3	
Program: EDUCATION PLANNING AND MANAGEMENT							
SYMB No: 74268030	REGNO: 6-1-40-884-2008	Name: TAPTA RAJ TIMILSAINA					
ED.521	CURRICULUM PRACTICES			3	F	0.0	
ED.522	EDUCATION AND DEVELOPMENT			3	Abs	0.0	
ED.PM.525	RECENT TRENDS IN EDUCATIONAL PLANNING AND MANAGEMENT			3	Abs	0.0	
ED.PM.527	EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)			3	Abs	0.0	
ED.PM.528	EDUCATIONAL RESOURCE MANAGEMENT I			3	Abs	0.0	
ED.PM.529	THEORY AND PRACTICES OF NON FORMAL EDUCATION			3	Abs	0.0	
Program: EDUCATION PLANNING AND MANAGEMENT							
SYMB No: 74268031	REGNO: 35029-92	Name: YAM KUMARI GURUNG					
ED.521	CURRICULUM PRACTICES			3	B	3.0	3.10
ED.522	EDUCATION AND DEVELOPMENT			3	B+	3.3	
ED.PM.525	RECENT TRENDS IN EDUCATIONAL PLANNING AND MANAGEMENT			3	B	3.0	
ED.PM.527	EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)			3	B+	3.3	
ED.PM.528	EDUCATIONAL RESOURCE MANAGEMENT I			3	B	3.0	
ED.PM.529	THEORY AND PRACTICES OF NON FORMAL EDUCATION			3	B	3.0	
Program: EDUCATION PLANNING AND MANAGEMENT							

Annex- 112 a,. Number of students admitted in the programs



Kathmandu Shiksha Multiple Campus
Chandragiri Municipality, 10 Satungal, Kathmandu

Name List of the Students -2076

1. B. Ed. First Year

S.N.	Name of the Students
1	Umesh Kumar
2	Sapana B.K.
3	Bipana Shrestha
4	Manju Sarki
5	Man Singh Mahara
6	Kumari sarita Kunwar
7	Nilima Tamang
8	Kiran Subba
9	Puspa Luitel
10	Parbati Ghatane
11	Binita Dhital
12	Anjana Shrestha
13	Sirjana Gurung
14	Nikesh Tamang
15	Ganga Tharu
16	Urmila Bohara
17	Gokarna Sharma
18	Rochak Thapa Magar
19	Anita B.K.
20	Manika Gopali
21	Menuka Sunar
22	Pramila Sunar
23	Tulasa Adhikari
24	Shourab Shrestha
25	Susila Kaffle
26	Sarada Poudel
27	Puja Kumari Chaudhary
28	Nabin Gharti Magar
29	Santosh Singh Dhami

2. M. Ed. First Semester

S. N.	Name of the Students	Contact No.
1	Karan bahadur pal	9860933845
2	Beli Khadka	9803755862
3	Mamata Saha,	

[Handwritten signature]

[Handwritten signature]

4	Dipak Kumar Waiba	
5	Sita Lamichhane	9860501149
6	Arati Kumari Thakur	
7	Urmila Paudel	9841750249
8	Buddhi Prasad Bhatta	9851065249
9	Kishwor Prasad Pandey	9851163152
10	Gobinda Bahadur Karki	9845909510
11	Niru Napit	9808643236
12	Ujuma Maharjan	9803755939
13	Sanjay Manandhar	9849747380
14	Sanjay Manandhar	
15	Sharmila Aryal	9840384812
16	Durga Sharma	9845810328
17	Shrawan Basnet	
18	Santoshi Shakya	
19	Kala Chapagai	
20	Kalpana Kafle	
21	Ganesh Raj Bhandari	9841498987
22	Kishor Aryal	9841140082
23	Bhim Ghalan	9823603511
24	Karan Bahadur Pal	9860933845
25	Kamala Kapri(Rupakheti)	9841951789
26	Sarada Shrestha	9843903458
27	Sujana Shrestha	9843494019
28	Durga Lal Shrestha	9841542360
29	Kabita Thapa	9860559280
30	Durga Kumari Shrestha	9844403576
31	Sunita Shrestha	9844389205
32	Laxmi Prasad Bhattarai	
33	Guna Silwal	9843041002
34	Janak Maharjan	9841760526
35	Sarmila Aryal	9840384812
36	Lila Shrestha	9841070143
37	Chhuthroo Rishideo	9851093700
38	Sangita Malla	
39	Saalra Bishwakarma	
40	Ganesh Shrestha	
41	Anita Karki	
42	Laxmi Gharti	
43	Khuman Gaire	
44	Arati Thakur	
45	Sanjay Manandhar	
46	Asha Bhandari	

Prepared by



Approved by

Annex- 112 b,. Exam form fill up record



Kathmandu Shiksha Multiple Campus
Chandragiri Municipality 10, Satungal, Kathmandu

Record of Students M. Ed II Semester Exam Form Submission – 2076

S.N	Students Name	T.U Reg.No	Sub	Sub	Sub	Sub	Sub	Sub
1	Anita Acharya	9-2-234-2-2011	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
2	Kabita Lamichhane	9-2-127-10-2013	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
3	Manju Shrestha	9-2-414-91-2017	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
4	Pabitra Dhungel	7-2-38-1614-2005	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
5	Pabitra Khanal	9-2-0222-0002-2013	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
6	Pampha K. Basnet	9-1-29-385-2002	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
7	Pusa Acharya	9-2-818-34-2010	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
8	Samjhana Tamang	9-2-235-172-2009	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
9	Sarada Giri	9-2-274-243-2011	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
10	Sujata Poudel	9-2-306-5-2006	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
11	Sunita Thapaliya	9-2-979-33-2013	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
12	Surya Nath Khanal	32443-90	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
13	Tilak Prasad Bhatta	9-2-689-17-2010	Ed. 521	Ed. 522	Nep. 524	Nep. 525	Nep. 526	Nep. 529
Student's Name			EPM					
1	Basu Dev Lamichhane	428-90	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
2	Bunu Kumari Chhetri	9-2-29-1473-2007	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
3	Chhatra B. Baduwal	9-1-57-69-98	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
4	Dafutee Sherpa	9-2-280-306-2014	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
5	Gopal Basnet	29662-89	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
6	Jayanti Regmi	23697-90	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529

Copy Affected

7	Komala Tamang	9-2-29-786-2006	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
8	Man Kumari Shahi	9-2-817-101-2011	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
9	Mukunda Adhikari	29732-89	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
10	Surya P. Dahal	9-2-21-552-2004	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
11	Khil K. Pradhan	11477-81	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
12	Saraswati D.C	9-2-319-143-2009	Ed. 521	Ed. 522	Ed.PM 525	Ed.PM 527	Ed.PM 528	Ed.PM 529
Student's Name			English					
1	Anisha Thapa	9-1-43-22-2008	Ed. 521	Ed. 522	Eng. 525	Eng. 527	Eng. 528	Eng. 529
2	Kamal Raut		Ed. 521	Ed. 522	Eng. 525	Eng. 527	Eng. 528	Eng. 529
3	Kishor Babu Niroula	9-2-818-7-2009	Ed. 521	Ed. 522	Eng. 525	Eng. 527	Eng. 528	Eng. 529
4	Pema Tomphel	9-2-818-43-2012	Ed. 521	Ed. 522	Eng. 525	Eng. 527	Eng. 528	Eng. 529
5	Pragyan Dahal	9-2-206-30-2010	Ed. 521	Ed. 522	Eng. 525	Eng. 527	Eng. 528	Eng. 529
6	Daman B. Saud		Ed. 521	Ed. 522	Eng. 525	Eng. 527	Eng. 528	Eng. 529
Student's Name			Health					
1	Anil Neupane	9-2-268-29-2014	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
2	Gita Gyawali	12288-93	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
3	Govinda Ojha	9-2-278-3342008	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
4	Hem Prasad Rai	9-2-203-169-2012	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
5	Maite Shyangbo	92-507-35-2013	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
6	Om Prasad Panta	9-2-21-195-2012	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
7	Rina Kumari K.C	9-2-835-81-2010	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
8	Rram Chandra Pandey	1533-95	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
9	Sabita Adhikari	44669-91	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529



Copy Attached

10	Shastha Banu	9-2-268-30-2015	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
11	Tirtha Lal Moktan	35881-93	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529
12	Usha Mahara	6-1-38-2322-2002	Ed. 521	Ed. 522	H.Ed. 526	H.Ed. 527	H.Ed. 528	H.Ed. 529



Copy Attached
[Signature]

Annex- 112 c,. Students' Progression List



Khem Raj Bhatta
SGPA (3.45)



Sabin Bdr. Zoowa
SGPA (3.33)

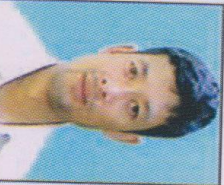
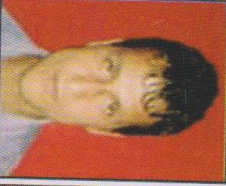


Congratulations to KSC Achievers

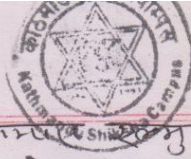


TU Toppers From Kathmandu Shiksha Campus

M.Ed Second Semester, TU Result - 2075

 Rup Chandra Bista SGPA (3.25)	 Bhagwati Lama SGPA (3.17)	 Neetu Khanal SGPA (3.15)	 Sushil Khanal SGPA (3.12)	 Lokendra Rana Magar SGPA (3.07)	 Deepak Singh Baniya SGPA (3.00)	 Indira Khanal SGPA (3.00)	 Kabita Ghimire SGPA (3.00)	
 Kabita Poudel SGPA (3.00)	 Khushi Ram Chaudary SGPA (3.00)	 Prasanta Lal Khadgi SGPA (3.00)	 Ranjana Kumari Shah SGPA (3.00)	 Shova Parajuli SGPA (3.00)	 Sabita Khadka SGPA (2.95)	 Tanika Hari Dahal SGPA (2.95)	 Malati Oli SGPA (2.95)	 Nirmita Khanal SGPA (2.9)

Annex- 112 d, Position of Alumni Students



यस काठमाडौं शिक्षा क्याम्पसलाई यशोवियलन रूप
काठमाडौं शिक्षा क्याम्पसको बैंक खाता मिति २०७२/०७/१
२६ गते यशोवियलनका संयोजक भगवान शर्माको अध्यक्षता
मा भएको उक्त बैठकको उपस्थिति र निर्णय यस
प्रकार छः-

क्र.सं.	नाम भए:	हस्ताक्षर
१.	भगवान शर्मा (संयोजक)	
२.	गगन सिंह श्रेष्ठ (सदस्य)	
३.	बाबुराम पाण्डे (सदस्य)	
४.	कान्ता भट्टराई (सदस्य)	
५.	डिल्लीराम सुवेदी (सदस्य)	
६.	शत्रुघ्न प्रसाद गुप्ता (आमन्त्रित/कार्यक्रम प्रमुख)	
७.	लोकनाथ भट्टराई (आमन्त्रित/कार्यक्रम प्रमुख)	
८.	वल्लभकुमार बराल (आमन्त्रित/कार्यक्रम प्रमुख)	

निर्णयहरूः

निर्णय नं. १. क्याम्पसको आफ्नै भवन निर्माणाश्रित अवस्थामै
रहेकोले क्याम्पसका पूर्व विद्यार्थी (प्रमाणपत्र लिई जाने) हरेक
लिईफे काएडो रु. १०००/- भवन निर्माण कार्यको सहयोगार्थ
स्वल्प निरन्तर रूपमा लिई जाने ।

निर्णय नं. २. मिति २०७२/०७/१२ को बैठकका कारण हाल क्याम्पस
सञ्चालन गर्दै रहेको पदमोदय ३ मा.वि.को भवन क्षतिग्रस्त अवस्था
मा पुगेकोले अविलम्ब क्याम्पसलाई आफ्नै भवनमा सार्नु क्याम्पस
संस्थापक समिति र भवन निर्माण समितिलाई अनुरोध गर्ने।
निर्णय नं. ३. यस यशोवियलनका सदस्य श्री कान्ता भट्टराई रा.प्र. पा. नेपालका
तर्फबाट सभासद मनोनयन हुनुभएकोमा उहाँलाई हार्दिक बधाई ज्ञापन गर्दै
समस्त कार्यहरूको शुभप्रगति।



Kathmandu Shiksha Campus
Chandragiri -10, Satungal Kathmandu

Our alumni Students success to achieve different positions in different institution and organization. Some example are as follows:

S.N	Name	Graduate year	Position	Institution/organization
1.	Dr.Bhagwan Aryal	2058	Lecturer	Central Department of T.U. (Health)
2.	Mr.Om Dahal	2060	Officer	Humanities and social science Dean office T.U.
3.	Mr.Gagan Singh Air	2061	HOD	Kathmandu Shiksha Campus
4.	Mr.Dilli Ram Subedi	2064	Previous President of NSU	Nepal Student Union
5	Mr.Pradip Humagin	2064	Coach	Thee star football club
6	Mr.Baburam Panday	2061	Principal	Bal Batica Secondary School, Bijeshwory
7.	Mr. Prem Singh Shrestha	2061	Principal	Supreme International School & KSC
8.	Mr. Yadav Joshi	2072	Officer	Supreme court Nepal
9.	Ganesh Bist	2072	H.A.	Dadeldhura Health post
10	Mr. Kishan Aryal	2074	Director	Nepal Film Industry
11.	Mr.Tilak Raut	2066	Lecturer	KSC
12.	Mr.Suraj Bist	2070	Lecturer	KSC
13.	Mr.Bikash Khaniya	2073	Officer	Nepal Gangal Heart Disease Center
14.	Mr. Surya Bhandasri	2073	Member Secretary	Bagmati Pradesh Sarkar Sports Council
15.	Mr.Surya Bahadur Adhakari	2074	Principal	Josheph International School
16.	Mrs.Gita Rana Chhetri	2074	Founder Principal	Galaxy Public School

copy Attached
[Signature]

**Annex- 112 e., Students' Profile
(For Details see in hard copy)**

ANNEX – 4.B: GRADUATE PROFILE OF THE YEAR 2017 AD

STUDENT PERSONAL INFORMATION:

NAME : Rachana Kumari Yadav. ADDRESS: Kathmandu, Nepal
 DOB: 20/08/2043 . GENDER: Female MARRITAL STATUS: Married
 SOCIAL GROUP / ETHNICITY: Madeshi PHONE: 9816745371.
 FB ID: yrachana@yahoo.com EMAIL: yrachana@yahoo.com
 FATHER'S NAME: Hutanand Kherwar OCCUPATION: Agriculture PHONE: 9816745371.
 MOTHER'S NAME: Durga Devi Kherwar OCCUPATION: Agriculture PHONE: 9816745371.
 GUARDIAN'S NAME: Durga Devi Kherwar RELATION: Mother
 GUARDIAN'S CONTACT ADDRESS: Hattimauda, Sunsari PHONE: 9816745371.

PHOTO

ACADEMIC BACKGROUND:

SLC: INSTITUTION: PASSED YEAR:..... PERCENTAGE: DIVISION:
 +2: INSTITUTION: PASSED YEAR:..... PERCENTAGE: DIVISION:

IN CAMPUS ACADEMIC PROFILE:

PROGRAM: M.Ed LEVEL: Master Degree. ADMISSION YEAR: 2011

TU REGISTRATION NO: 9-2-217-163-2008 CAMPUS ID: 268

FIRST YEAR: 2012

Subject	Year:2012		Year:2013		Year:2014		Year:2015		Year:2016		Year:		Year:		Remarks
	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	
Foundation of Edu.	22		18		26		30		40	Pass					
Edu.Psychology	23	Pass													
Curriculum Planning & Pra.	12		15		24	Pass									
Foundation&Prin.of Health Edu.	24		27		40	Pass									
Health & Comm.Org	22	pass													
Health & Comm.Org	44	Pass													
Sexual.& Rep.Health	29		40	Pass											

SECOND YEAR: 2013

Subject	Year:2013		Year:2014		Year:		Year:		Year:		Year:		Year:		Remarks
	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	
Practicum	37	Pass													
Research Methodology	20	Pass													
Educ.Measur&Evaluation	22														
Theor.& Prac.In Hea	26	Pass													
School Heal progra	40	Pass													
Modern Appro in H	32	Pass													
Modern Appro in H	18	Pass													
Fundamental of population Edu.	26	Pass													
Thesis	44	Pass													

GRADUATED YEAR: 2017 PASSED PERCENTAGE: 49.80 PASSED DIVISION: Pass

CHARACTER CERTIFICATE ISSUED DATE: 2018 TRANSCRIPT ISSUED DATE: 2018-05-04

ANNEX – 4.B: GRADUATE PROFILE OF THE YEAR 2017 AD

STUDENT PERSONAL INFORMATION:

NAME : Rachana Kumari Yadav. ADDRESS: Kathmandu, Nepal
 DOB: 20/08/2043 . GENDER: Female MARITAL STATUS: Married
 SOCIAL GROUP / ETHNICITY: Madhesi PHONE: 9816745371.
 FB ID: yrachana@yahoo.com EMAIL: yrachana@yahoo.com
 FATHER'S NAME: Hutanand Kherwar OCCUPATION: Agriculture PHONE: 9816745371.
 MOTHER'S NAME: Durga Devi Kherwar OCCUPATION: Agriculture PHONE: 9816745371.
 GUARDIAN'S NAME: Durga Devi Kherwar RELATION: Mother
 GUARDIAN'S CONTACT ADDRESS: Hattimauda, Sunsari PHONE: 9816745371.

PHOTO

A CADEMIC BACKGROUND:

SLC: INSTITUTION: PASSED YEAR:..... PERCENTAGE: DIVISION:
 +2: INSTITUTION: PASSED YEAR:..... PERCENTAGE: DIVISION:

IN CAMPUS ACADEMIC PROFILE:

PROGRAM: MEd LEVEL: Master Degree. ADMISSION YEAR: 2011

TU REGISTRATION NO: 9-2-217-163-2008

CAMPUS ID: 268

FIRST YEAR: 2012

Pass %:

Subject	Year:2012		Year:2013		Year:2014		Year:2015		Year:2016		Year:		Year:		Remarks
	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	
Foundation of Edu.	22		18		26		30		40	Pass					
Edu.Psychology	23	Pass													
Curriculum Planning & Pra.	12		15		24	Pass									
Foundation&Prin.of Health Edu.	24		27		40	Pass									
Health & Comm.Org	22	pass													
Health & Comm.Org	44	Pass													
Sexual.& Rep.Health	29		40	Pass											

SECOND YEAR: 2013

Pass %:

Subject	Year:2013		Year:2014		Year:		Year:		Year:		Year:		Year:		Remarks
	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	M O	Rem	
Practicum	37	Pass													
Research Methodology	20	Pass													
Educ.Measur&Evaluation	22														
Theor.& Prac.In Hea	26	Pass													
School Heal progra	40	Pass													
Modern Appro in H	32	Pass													
Modern Appro in H	18	Pass													
Fundamental of population Eda.	26	Pass													
Thesis	44	Pass													

GRADUATED YEAR: 2017

PASSED PERCENTAGE: 49.80

PASSED DIVISION: Pass

CHARACTER CERTIFICATE ISSUED DATE: 2018 TRANSCRIPT ISSUED DATE: 2018-05-04

ANNEX – 4.B: GRADUATE PROFILE OF THE YEAR 2017 AD

STUDENT PERSONAL INFORMATION:

NAME : Bal Kumari Aryal. ADDRESS: Nagarjun-1, Kathmandu
 DOB: 27/01/2044 . GENDER: FeMale MARRITAL STATUS: Single
 SOCIAL GROUP/ ETHNICITY: Brahmin PHONE: 9841743287.
 FB ID: balkumari89@gmail.com EMAIL: balkumari89@gmail.com
 FATHER'S NAME: Chet Narayan Aryal OCCUPATION: Agriculture PHONE: 9841743287.
 MOTHER'S NAME: Tika Devi Aryal OCCUPATION: House Wife PHONE: 9841743287.
 GUARDIAN'S NAME: Chet Narayan Aryal RELATION: Father
 GUARDIAN'S CONTACT ADDRESS: Bagnaha-3, Hardiya PHONE: 9841743287.

PHOTO

ACADEMIC BACKGROUND:

SLC: INSTITUTION: PASSED YEAR: PERCENTAGE: DIVISION:
 +2: INSTITUTION: PASSED YEAR: PERCENTAGE: DIVISION:

IN CAMPUS ACADEMIC PROFILE:

PROGRAM: M.Ed. LEVEL: Master Degree ADMISSION YEAR: 2012

TU REGISTRATION NO: 9-2-2774-364-2009

CAMPUS ID: 268

FIRST YEAR: 2010

Pass %

Subject	Year:2010		Year:2011		Year:2012		Year:		Year:		Year:		Year:		Remarks
	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	MO	Rem	
Foundation Of Education	32		31		27		40	Pass							
Edu. psychology	13		24	Pass											
Curr.Planning & practice	14		25	Pass											
Samanya Bhasa	41														
Nepali Gadhya Ra Natak	63	Pass													
Nepali Kabita Kavya	55	Pass													

SECOND YEAR: 2014

Pass %

Subject	Year:2016		Year:		Year:		Year:		Year:		Year:		Year:		Remarks
	M O	Re m	M O	Re m	M O	Re m	M O	Re m	M O	Re m	M O	Re m	M O	Re m	
Practicum	45	Pass													
Anusandhan Badi	28	Pass													
Edu.Measur.& EV.	21	Pass													
Nepali Bha.R Shait S.	30	Pass													
Samaj.Bha.Bigy	51	Pass													
Prayog.Bha.Bigy	55	Pass													
Bhasa Bigyanka Pram.Sid.	22	Pass													
Thesis	44	Pass													

GRADUATED YEAR: 2017

PASSED PERCENTAGE: 54.40

PASSED DIVISION: Second

CHARACTER CERTIFICATE ISSUED DATE: 2018

TRANSCRIPT ISSUED DATE: 2017-08-18

PREPARED BY:

CAMPUS SEAL

CAMPUS CHIEF



“गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण”
काठमाडौँ शिक्षा क्याम्पस
KATHMANDU SHIKSHA CAMPUS

Chandragiri Municipality -10, Satungal
 (त्रि.वि. र राष्ट्रिय परीक्षा बोर्डबाट सम्बन्धन प्राप्त शिक्षाशास्त्र सङ्काय तर्फको पहिलो सामुदायिक क्याम्पस)

Tel.: 977-1-4230240 (Ramshahpath, Ktm)
 977-1-4311843 (KSC Building, Satungal)
 Email: kscrmc13@gmail.com
 www.ksc.edu.np

S.No. **301**

Admission Form

३०७९०:९८

Please Choose the Program [✓]

A. Bachelor's Level

- ☒ One Year B.Ed
☐ One Year B.Ed (Science)
☒ Four Year B.Ed
☐ Four Year B.Ed (Science)
☐ Bachelor's in Computer Application

B. Master's Level

- ☐ English Education
☐ Nepali Education
☐ Health Education
☐ Curriculum Education
☐ Educational Planning & Mgmt

C. Under Graduate Level

- ☐ +2 Science
☐ +2 Education
☐ +2 Management
☐ +2 Humanities



A. Student Information:

Name of the Student मिना मिता ९८२३२८३२६७
 (Write in Capital Letters) (First Name) (Middle Name) (Last Name)

Date of Birth: (B.S.) १९९९ २०२८ (A.D.)
 (DD/MM/YYYY) (DD/MM/YYYY)

Nationality नेपाली Gender: Male ☐ Female ☒ Religion हिन्दु

B. Address:

Permanent: Ward ०८ Rural Municipality/Municipality तारकेश्वर न.प.
 District सुनसरी Zone Cell

Temporary: Ward Rural Municipality/Municipality
 District Zone Cell

E-mail

C. Parent or Guardian Information:

Father's Name गोकुल का मिता Profession बस्कु Education

Mother's Name सुशमला मिता Profession बस्कु Education

Address: Ward Rural Municipality/Municipality
 District Zone Cell

E-mail Address

D. Emergency contact: (if Parents/ Guardians are unavailable, e.g. Relative/Neighbors)

Name किरण मिता Relationship to student

Daytime Tel Cell No ९८६९२५१२३ E-mail

E. Academic Qualification

Level	Board/University	Passed Year	Symbol No	Division / GPA	Faculty
Master Level					
One-Year B.Ed.					
Bachelor					
PCL+2	<u>श्री सगरी शिक्षा विकास बोर्ड</u>	<u>२०३९</u>			<u>Education</u>
S.L.C/NEB					
Others					

F. Do you need Scholarship ? ☒ Yes ☐ No

If yes, Choose the category

- | | | | | | |
|--------------------------|--------------------------|------------------------------|-------------------------------------|-------------------------------|--------------------------|
| Merit Based Scholarship | ☐ | Chairman Scholarship | ☐ | District /Province Topper | ☐ |
| Remote area Scholarship | ☐ | Community School | ☐ | Dalit/Janajati/Women/Madhesi | ☐ |
| Poor/Marginalized group | ☐ | Martyr's Family | ☒ | Low Family Income | ☐ |
| Chandragiri Municipality | ☐ | Feeder School | ☐ | Entrance Topper Scholarship | ☐ |
| Need Based Scholarship | ☐ | Differently able Scholarship | ☐ | Faculty Member Recommendation | ☐ |

G. Subject Information

Specialization Subject:

i. major English / Health ii. _____

Referred to the Entrance Test in _____

I fully agree to abide by the rules and regulation of the Campus.

Date

[Signature]
Applicant's Sign

1. How did you come to know about Kathmandu Shiksha Campus?

- | | | | |
|--|--|--|---|
| ☐ Newspaper | ☐ T.V. | ☐ Present Student | ☐ Ex-Student |
| ☐ Parents of present or ex-students | ☐ Faculty/Staff | ☐ Cable | ☐ www.ksc.edu.np |

For Office Use Only (Financial Agreement)

- | | | | |
|---------------------------|--------------------------------------|--------------------|-------|
| a) Form Fee | <u>200</u> | Date of Admission: | _____ |
| b) Admission Fee | <u>2000 - 2000 = 3000</u> | _____ | _____ |
| c) Monthly / Semester Fee | <u>92X 9200 = 92000</u> | Recommended By | _____ |
| d) Annual Fee | _____ | Name: | _____ |
| d) Internal Examination | <u>9200</u> | _____ | _____ |
| e) External Examination | _____ | _____ | _____ |
| f) TU/NEB Registration | _____ | _____ | _____ |
| g) Others | <u>9200</u> | _____ | _____ |

Total

Discount/Scholarship Amount

Special instruction

Received By
Name: _____

Approved By
Name: _____

Annex- 113 Tracer Study Report 2018

KATHMANDU SHIKSHA CAMPUS

Tracer Study Report

Graduation Year -2018

Submitted to

University Grants Commission,

Sanothimi, Bhaktapur

Submitted by

Kathmandu Shiksha Campus

Chandragiri Municipality-10, Satungal

The Established Year 2048 B.S

Date of Submission

December 12, 2018

Core Study Team

Mr. Shatrughan Prasad Gupta- Team Leader

Mr. Basanta Kumar Baral- Member

Mr. Bhim Prasad Sapkota- Member

Data Collection and Tabulation

Mr. Lok Singh Khadka, Academic Coordinator

IT/Admin Officer and Assistance

Ms. Anita Bhandari, Account Officer/Administration Head

Intellectuals Input

Prof. Dr. Madhav Bhattraï

Chairman, Campus Management Committee (CMC)

Acknowledgment

Kathmandu Shiksha Campus (KSC) has a system of tracing its graduates since 2015 after the agreement between the UGC and KSC. The tracer study (TS) helps to understand the graduate perspective by getting feedback regarding the type of work, planning for their further study, and other activities in which they were involved since they completed their study from this campus. Without the valuable contribution of different organizations and individuals, the task of conducting this TS in the graduate year 2018 was not possible. Words cannot express our sentiments to the Higher Education Reform Project (HERP) that supported conducting this study to explain the link between the KSC's program and its placement in the job market.

We are highly indebted to Campus administration, faculty, and staff of KSC for their guidance and constant feedback as well as for providing necessary information regarding this tracer study. In this regard, we can't stop to thank **Mr. Kapil Risal** and **Ms. Punita Upadhayaya**, Officer of UGC, without their cooperation and suggestion, it was not possible to prepare such a significant research report.

We must thank the graduates for their great support by filling the TS forms which are fundamental sources of data for the study. Likewise, we cannot forget to thank **Mr. Shatrughan Prasad Gupta**, Campus Chief KSC for his valuable input during SPSS/MS Excel data entry and data processing process. Besides, we equally thank **Prof. Dr. Basu Dev Kafle** and **Mr. Bhim Prasad Sapkota** for their invaluable guidance and support in content editing as well as professional input to form the study more academic and accurate. We would also like to thank the faculties, students, student organizations, ex-students, heads of departments, staff for their continuous support during the period of data collection, and tabulation works.

Last, but not the least, we would like to thank **Prof. Dr. Madhav Bhattra** Chairman of CMC, **Mr. Basant Kumar Baral**, assistant Campus Chief, **Mr. Lok Raj Khadka**, the coordinator of Academic Program, **Ms. Anita Bhandari**, account officer and the head of administration, and other valued members, and Ex- Campus Chiefs for their valuable supports and guidance to submit the report in time.

– **Core Study Team**

Executive Summary

Tracer study (TS) 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 this institution. This study report involved the identification and follow-up of graduates from graduated from this KSC. The main objective of this study was to investigate the graduates' perspectives regarding education, courses, and other educational programs, conducted by the campus. Likewise, this study further aimed to use the report for the formulation and amendments of its strategic plan as per the needs and expectations of the market and the society as expressed by the graduates.

To get the required information, both quantitative and qualitative methods were used. For data collection, a questionnaire for interviewing was piloted to make sure the right information could be collected. To inform the graduates, the notice was shared using social media like Facebook. Those who couldn't come in contact were contacted through telephone and email. The required information was collected through individual forms filled through face to face interviews, telephonic conversation, and via emails. All the selected information was compiled, analyzed, and evaluated and the final report was prepared. For the successful completion of the study, students were selected only from the education stream and from the graduation batch-2018 as per the criteria provided by the UGC Nepal.

This report has been divided into five chapters. The first chapter is the introduction which covers the general background and significance of the tracer study concerning the KSC. Similarly, in the same introductory part, background/rationale of the study, objectives of the study, institutional arrangements to conduct the study, graduate batch taken for the study, data collection instruments and approach, and scope and limitations of the study are included into different subheadings. The second one presents the analysis and interpretation of the data.

The third chapter includes the major findings of the study based on analyzed data in the previous chapter. It is found that most of the graduates were from outside the Kathmandu valley. Similarly, most of the graduates were there in a master's degree rather than the bachelor level in KSC. Regarding sex composition, nearly two-thirds (64.82%) of the graduates were female. Regarding graduates' satisfaction from the courses and academic programs delivered by the KSC, the majority of them were fully satisfied. The relationship between teacher and students was found mutual and excellent in the KSC. The practices of

the extracurricular activities on the campus were found generally good but some of them suggested expanding the provision of extracurricular activities in the coming days.

The fourth chapter covers the implications for institutional reforms based on the findings. The findings of this study are really useful to reform the KSC's academic as well as administrative programs like budget preparation and allocation, external benchmarking, institutional cooperation, research, and publication, etc. which support to reform the KSC as per the need and call of the contemporary society or market.

In the same way, the fifth chapter, conclusions, and recommendation presents some concluding ideas of the study along with some significant recommendations for further improvement of the campus. As conclusion, the overall strength of the KSC is satisfactory, however, KSC has to improve in its various aspects to strengthen the programs. The academic degree of KSC is weak regarding the use of ICT on the part of the learners. KSC still has to improve the academic program regarding the enhancement of team spirit. Learners while being graduated from any degree; must have competencies in the specific academic areas, have skills of problem-solving; research, use of ICT, etc. which are found satisfactorily in KSC graduates. Likewise, in the same chapter, some recommendations like making strength and improve in its overall aspects like efficient and transparent record-keeping in all departments of the campus, prepare profiles of teaching staff, support staff, student records, and the campus partners and/or stakeholder, student exchange program can be done by collaborating with other colleges and universities within the nation and abroad, etc. are presented which certainly enhance the overall achievement in graduates as well as in campus in further days.

In this way, this study mirrors our institutional picture through which we can bring some reforms in quality delivery, the relevancy of the programs, contributions of the programs in the transfer of knowledge, skills, attitudes, and ability to do for job-specific. We also can read the characteristics and aspirations of the graduates and help them to find a job to suit their qualifications. Not only this, but the study is also very helpful to receive help for its physical, academic, and economic growth and transformation of the institution. We can generate various supports from our graduates for institutional reform.

Contents

<u>CHAPTER ONE INTRODUCTION</u>	0
<u>1.1 Background of the Study</u>	1
<u>1.2. The Rationale of the Study</u>	1
<u>1.3. Objectives of the Study</u>	3
<u>1.4. Institutional Arrangements for the Study</u>	3
<u>1.5. Graduate Batch Taken for the Study</u>	4
<u>1.6. Data Collection - Instruments and Approach</u>	4
<u>1.6.1 Sampling Technique</u>	5
<u>1.6.3. Questionnaire</u>	5
<u>1.6.4. Data Collection</u>	6
<u>1.6.5. Data Coding and Entry</u>	7
<u>1.6.6. Data Analysis</u>	7
<u>1.7. Scope of the Study</u>	8
<u>1.8 Limitations of the Study</u>	8
<u>CHAPTER TWO DATA PRESENTATION AND ANALYSIS</u>	9
<u>2.1 Graduates in demographic status</u>	9
<u>2.1.1 Graduates parents educational status</u>	9
<u>2.1.2 Occupational status of parents</u>	10
<u>2.1.3 Sex composition of graduates</u>	10
<u>2.1.4 Occupational status of graduates</u>	11
<u>2.1.5 Employment sector of graduates</u>	11
<u>2.1.6 Designation of graduates</u>	12
<u>2.1.7 Date of employment of graduates</u>	13
<u>2.1.8 Job expectation areas of graduates</u>	13
<u>2.1.9 Graduates level of satisfaction with their current job</u>	14
<u>2.2 Graduates' perception of KSC academic activities and plan</u>	15
<u>2.2.1 Graduates pursuing further study</u>	15
<u>2.2.2 Graduates' perceptions about the quality of education delivered in KSC</u>	15
<u>2.2.3 Relevance of KSC programs</u>	16
<u>2.2.4 Range of course offered by KSC</u>	17
<u>2.2.5 Optional subjects offered by KSC</u>	18
<u>2.2.6 Teaching-learning environment of KSC</u>	18
<u>2.2.7 Teacher students' relationship at KSC</u>	19
<u>2.2.8 Situation of lab and library at KSC</u>	20
<u>2.2.9 Conduction of extracurricular activities in KSC</u>	20

<u>2.3 Graduates' perception of the effectiveness of the program on various skill development</u>	21
<u>2.3.1 Programme enhanced academic knowledge</u>	21
<u>2.3.2 Response regarding enhanced problem-solving skills</u>	22
<u>2.3.3 Academic degree enhance research skill</u>	23
<u>2.3.4 Academic program enhance learning efficiency</u>	23
<u>2.3.5 Academic program improve communication skills</u>	24
<u>2.3.6 Academic program improve ICT skills</u>	25
<u>2.3.7 Academic program of KSC enhance team spirit</u>	26
<u>2.3.8 Graduates response regarding the strength and weakness of the KSC program</u>	26
<u>2.3.9 Graduates response regarding work placement</u>	27
CHAPTER THREE FINDINGS OF THE STUDY	28
<u>3.1 Findings regarding graduates demographic status</u>	28
<u>3.2 Findings related to graduates perception about KSC academic activities and plan</u>	29
<u>3.3 Findings regarding graduates' perception of the effectiveness of the program on various skill development</u>	29
<u>CHAPTER FOUR IMPLICATIONS TO INSTITUTIONAL REFORM</u>	30
<u>4.1 Budget preparation and allocation</u>	30
<u>4.2 External benchmarking</u>	31
<u>4.3 Institutional Cooperation</u>	31
<u>4.4 External networking and communication</u>	31
<u>4.5 Research and publications</u>	31
<u>4.6 Maintaining transparency</u>	32
<u>4.7 Pedagogical reform</u>	32
<u>CHAPTER FIVE CONCLUSION, AND RECOMMENDATIONS</u>	33
<u>5.1 Conclusion</u>	33
<u>5.2 Recommendations</u>	34
<u>Annex- 1 Work Plan</u>	35

List of the Tables

<u>Table 1. Number of Students Graduated in the Year -2018 (2076)</u>	4
<u>Table 2. Sample of the Study</u>	5
<u>Table 3. Data Collection Modes Used to Conduct the Study</u>	6
<u>Table 4. Parents' Educational Status of KSC Graduates</u>	9
<u>Table 5. Parents' Occupational Status</u>	10
<u>Table 6. Sex Composition of the Graduates</u>	10
<u>Table 7. Graduates' Occupational Status</u>	11
<u>Table 8. The sector of Graduates' Employment</u>	12
<u>Table 9. Designation of Graduates</u>	12
<u>Table 10. Date of Employment of Graduates</u>	13
<u>Table 11. Job Expectation Areas of KSC Graduates</u>	14
<u>Table 12. Level of Satisfaction of KSC Graduates with Their Current Job</u>	14
<u>Table 13. KSC Graduates Pursuing Further Study</u>	15
<u>Table 14. Quality of Education Delivered in KSC</u>	16
<u>Table 15. The Relevancy of the KSC's Program to the Graduates</u>	16
<u>Table 16. Range of the Course Offered by KSC</u>	17
<u>Table 17. Optional Subjects Offered by KSC</u>	18
<u>Table 18. Teaching-Learning Environment of KSC</u>	18
<u>Table 19. The Teacher-Student Relationship in KSC</u>	19
<u>Table 20. Graduates Response Regarding the Use of Lab and Library</u>	20
<u>Table 21. Conduction of Extracurricular Activities in KSC</u>	20
<u>Table 22. The Program Enhanced Academic Knowledge</u>	21
<u>Table 23. Graduates' Response Regarding Enhanced Problem-Solving Skills</u>	22
<u>Table 24. Academic Degree Enhanced Research Skill</u>	23
<u>Table 25. Academic Program Enhance Learning Efficiency</u>	23

<u>Table 26. Academic Program Improve Communication Skills</u>	24
<u>Table 27. Academic Program Improve ICT Skills</u>	25
<u>Table 28. Academic Program Enhanced Team Spirit</u>	26
<u>Table 29. Overall Strength and Weakness of the KSC's Program</u>	27
<u>Table 30. Graduates' Responses Regarding Work Placement</u>	27

Abbreviations

UGC	University Grants Commission
KSMC	Kathmandu Shiksha Multiple Campus
TS	Tracer Studies
GTS	Graduate Tracer Studies
HEIs	Higher Education Institutions
TSTT	Tracer Study Task Team
CMC	Campus Management Committee
NCED	National Centre for Educational Development
PTTCs	Primary Teacher Training Centers
FOE	Faculty of Education
MOE	Ministry of Education
PSC	Public Service Commission
TSC	Teachers Service Commission
SMC	School Management Committee
ETN	Extensive Training Network
HERP	Higher Education Reform Project
HEIs	Higher Education Institutions

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Kathmandu Shiksha Campus (KSC) has been conducting Graduate Tracer Studies (GTS) since 2015. The main aim of the study is to identify the relevancy between the academic program conducted by KSC and the demand of the market. Furthermore, it aims to find out whether KSC is achieving satisfactory learning outcomes and value-added input to Nepalese society or not. This tracer study is designed to investigate the employability of graduates who graduated in 2018 AD from this institution. Besides, it focuses on the quality of education and the condition under which the graduates have been employed. Mainly this study has carried out focusing on graduates' role in job-seeking, the duration of the time for the graduates took before getting employed, and how their areas of work are related to the programs offered by the institution. Additionally, the study is expected to identify what types of academic programs are still relevant to the current scenario of the market's demands.

Tracer study is a system of tracing its graduates and getting feedback regarding the nature and type of work, further study, or other activities that they have been involved in since they completed their study from this academic institution (KSC, 2017). This GTS involved the identification and follow-up of graduates. KSC has established as an education campus with the slogan “*teacher development for quality education*” may not fulfill without the quality of graduates (KSC, 2015). KSC had conducted so many training programs that have a direct relation with the job market i.e. teaching through the in-service and pre-service teacher training program with an association to the Ministry of Education and other training organizations of the country (Adhikari, H.B, personal communication, March 4, 2018).

Human beings need Higher Education (HE) to receive information from the external world, to acquaint their history, and to receive all information regarding the need of the present day. 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 the outside world of opportunities and success as cited in (KSC, 2015). So, the systematic and effective procedure of assessing institution's services and programs like tracer studies has a great role behind its success.

1.2. The Rationale of the Study

KSC has conducted this tracer study to give careful consideration of how graduates view their experiences that they underwent during their study at KSC and their transition to the job market. Furthermore, the campus also needs to identify either it needs to improve its

teaching, learning, research, and training for the graduates or it has to bring improvement following the suggestions of the graduates (KSC, 2015).

In this regard, this study will assist the KSC in academic planning as well as in its future needs. It is also the type of quality process under which output and operations of educational programs are evaluated by the institution itself to measure the quality of education provided to the students. It is, therefore a great opportunity for the campus to review our whole educational as well as the administrative strengths and weakness through the eyes of our graduates (KSC, 2017).

In this TS, the institutional efficiency of the campus on different grounds and benchmarks is accessed and reviewed through the different criteria. Our graduates were considered to be unique and qualified manpower in the field of education. KSC is still the first choice of students studying in the education program. The product of KSC has spread all over the country. In the beginning, there was a pressure for seeking admission at KSC. But the circumstances have changed. Currently, there was a lack of students in all the campus conducting education programs. Even, the norms and values of the education program are violating by the stakeholders and the students' attraction towards education faculty is gradually deteriorating day by day. In this context, the HERP has a hope of ray from which the HEIs may improve their efficiencies and may provide quality education to its students. In this regard, the current responses regarding the employment of KSC graduates were not so encouraging as Public Service Commission and Teachers Service Commission have changed its curricula without priorities given to education degrees. So, the rationale of the study is to find out the answer to these following key questions:

- Were the graduates satisfied with their studies at KSC?
- How the graduates could help the campus?
- How much did the TU courses help the graduates to get jobs?
- How long did graduates take to find employment in their areas of expertise?
- Where were the graduates being employed after graduation at KSC?
- How did gender affect the employment and career development opportunities of graduates?

- To what extent, the graduates were working in areas directly or indirectly related to their areas of expertise?

1.3. Objectives of the Study

The major objectives of the study were to obtain a better understanding of the graduates' employability, how they searched for a job, how the coursework they had done helped them first to get a job, and then to do well at that job. Additionally, this study was intended to survey the relevancy of education provided by the campus as indicated through the access to and success in the fields of work. Thus, the specific objectives of this study were:

- To investigate the graduates' perspectives regarding education, courses, and other educational programs, conducted by the campus.
- To find out the current status of employability of the graduates
- To find out the effectiveness of the education degree, skills, and knowledge of the graduates, provided by the campus to get a better job according to the needs and demands of the contemporary market as well as society.
- To get feedback and suggestions from the graduates for the further improvement of the quality of education, teaching-learning activities, and other overall aspects of the campus for lifelong, contextual, and need-based education.

1.4. Institutional Arrangements for the Study

To complete the study systematically and effectively, CMC formed a team under the leadership of Mr. Shatrughan Prasad Gupta, campus Chief assisted by the two members, Mr. Basanta Kumar Baral and Mr. Bhim Prasad Sapkota to conduct the tracer study graduated in the academic year of 2018 from this campus. The team has made a series of telephone calls, face to face conversations, and correspondence through email to all the concerned graduates. At first, they were informed about the tracer study program. Then, the team introduced the purpose of this particular survey. Moreover, graduates were called to the campus and requested them to participate in the survey. All the available graduates filled the questionnaire as per their knowledge. The confusing parts were assisted by the team members and administrative staff. Besides, the team also reviewed the necessary documents and

records from the administrative department of the campus. The detail of the work plan for the study is attached in the annex part-1.

1.5. Graduate Batch Taken for the Study

The students passed in four years Bachelor of Education and two years of Masters of Education have taken into account. As per the campus's records, a total of 65 students were graduated in 2018. The students taken for the study are presented in the table below.

Table 1

Number of Students Graduated in the Year -2018 (2076)

Level	Male	Female	Total
M.Ed	19	35	54
B.Ed	2	9	11
Total	21	44	65

A total of 65 students graduated in the year 2018 out of which 17 percent (11) were from Bachelors of Education and the remaining (54) 83 percent were from Masters of Education. Likewise, out of total (65), a majority (44) 68 percent were female and the remaining (21) 32 percent were male. This shows that the pass rate of female students is higher than for males.

1.6. Data Collection - Instruments and Approach

To complete the study effectively, the study team had used many instruments and approaches regarding data collection and analysis. This part consists of the various component of the questionnaire mentioned in the tracer study designed by the University Grants Commission (UGC) for tracing the graduates. The graduates' profile consists of different information was the major source of the data. Likewise, the current employment status covers the different components like service in an organization, self-employed, and unemployed status. Besides, the name of the organization and type of organization: private, public, and NGO/INGO is also mentioned.

The study intended to establish a continuous evaluation process to improve the academic performance at KSC as the findings and suggestions will help to identify its expected learning outcomes, the strengths, and weaknesses, and the relationships between education, training, and labor market's needs. Hence, the methodology driven by the above research objectives will promote a better understanding of the graduates' employability.

In the course of the conducting tracer study, both the quantitative and qualitative methods were used to analyze the data collected through the questionnaire provided by UGC. KSC staff were trained well to make sure that they were able to interview well and collect the required information effectively. Although they were working independently, they were closely monitored by the Internal Quality Assurance Unit's (IQAU) members to make sure the information gathered in the survey would be reliable.

1.6.1 Sampling Technique

The purposive sampling procedure was used to conduct this tracer study. All the face to face available graduated in 2018 were selected purposively.

1.6.2. Sample Size

The number of students who graduated in the year 2018 was higher than the sample was considered. It is, therefore, all students who came in our contact by either means were selected as a sample of the study. To make the study concise and effective, only 54 graduates were selected out of 65 (total graduates of the year). So, a purposive sampling procedure had applied to trace the graduates in the graduation year of 2018 AD. The sample for the study has been shown in the table below.

Table 2
Sample of the Study

Sex types	No. of Graduates	Percent
Male	19	35.18
Female	35	64.82
Total	54	100

From data presented this table, it can be said that nearly two-third, (64.82%) of the graduates were female. This seems that access to higher education to women students is growing gradually.

1.6.3. Questionnaire

The main purpose of the study was to explore how the knowledge and skills that the graduates learned at the campus were contributing to their work/careers. It was also used to investigate the graduate's workplaces, whether they were working in the fields for which they prepared while studying. Likewise, the questionnaire was used to trace the methods of

searching for the job and the period that it took to get it. The questions were also used to gather graduates' satisfaction with the quality of courses provided by the campus and the correlation between their newly-gained knowledge and the market needs.

The contents included in the questionnaire were followed by the format designed by the UGC. It has limited scope. Some questions were difficult to answer in our context. To forecast the days/months/ years for searching for a job after their graduation is found to be difficult. The syllabus has fixed by the affiliating university where there is very little scope for the extracurricular activities. Community campuses are bound to conduct the syllabus provided by the concerned universities. The input, output, and teaching-learning process are at risk as the concerned agencies are not honest. Besides this, there is no linkage with the concerned agencies as it associated the following problems.

- Which indicators do we need? (Search duration, employment status, income, position, level match, the field of study match, work autonomy, job satisfaction, etc.)
 - How to measure the labor market signals in Nepal?
- Which factors are relevant to explain the success of the graduates besides higher education? (labor market, foreign mobility, individual motivation, etc.)
 - To what extent is the professional success/career caused by HE?
- Which elements of HE (study conditions and provisions, etc.) have an impact?

1.6.4. Data Collection

The Internal Quality Assurance Unit (IQUA) started to collect the phone numbers of graduates from the administration office in late September 2018. In late October, the interviewers were recruited and trained and in early November the questionnaire was piloted. Depending on the participants' availability, the interview took a minimum of twenty minutes per respondent. The respondents were invited to answer the questionnaire mostly by rating on a five-point scale; for instance, 1 represented disagree and 5 totally agreed and the results were carefully recorded and then converted to MS Excel/ MS-Word and other relevant mathematical tools were also used for the analysis of the data. The major modes used for data collection were shown by the following table.

Table 3

Data Collection Modes Used to Conduct the Study

Mode	Cooperation Rate	Cost per respondent	Advantages	Disadvantage
Face to face	Medium	High	Interviewer rapport nonverbal	Respondent apprehension, expensive
Telephone	High	Medium	Fast	Limited time
Email	Low	Medium	Fast	No response without remuneration
Online	High	Medium	Data entry online	Needs computer literacy

1.6.5. Data Coding and Entry

The data collection was completely done in early August; then, they were coded who was responsible for the study. In mid-August, a data entry team in the leadership of the core team leader was trained on how to enter data into the excel program. The process of data entry took almost three weeks and completed by the end of September. The outcomes of the study were only meaningful and therefore useful if the respondents agreed to participate until the end of the interviewing process. Therefore, the qualitative data were coded and classified in separate categories before they were processed; then, the statistical tools like SPSS were employed to manage and analyze data.

1.6.6. Data Analysis

In early December, the data analysis process was conducted. The next part of the study was to analyze the answers to the survey. The information was categorized into three sections; the first one included the profile of the graduates responding to the survey. The second section measured the educational experience and the graduates' subsequent careers. The last section was dedicated to the evaluation of professional knowledge and skills obtained by the graduates, and their intention to pursue future study. The results, which measured participants' satisfaction, were reflected through the percentage retrieved from the excel system. The interpretation of each question item is correlated to the numerical decrease or increase.

1.7. Scope of the Study

The purpose of this tracer study was to determine the employment status of the graduates and get constructive suggestions and feedback to the management of KSC. Specifically, the study examined the following critical questions:

- What was the working employment context of those graduates who were employed as a teacher?
- What were the other areas of employment of graduates?

The study was restricted to the students who graduated from KSC only. Moreover, it is more important to institutional programs of HEIs because collecting and analyzing information on graduate's study experiences, professional and personal careers to identify the employment situation of the most recent graduates helps to take remedial actions for further plans and visions of the campus. To obtain indicators for their professional performance, such studies also emphasized programmatic issues, conditions, situations, and contexts within which the graduates studied at KSC; positing and interrogating the quality of these study provisions and conditions. The findings of this study are, accordingly, limited in scope and may not necessarily resonate with the claims of the other campuses. Nevertheless, the study is useful in so far as it challenges, its conventional wisdom regarding teacher employment/unemployment.

1.8 Limitations of the Study

As used the purposive sampling procedures, the students from one-year B. Ed. program were not included. All the students who graduated from KSC have not been included in the study as they were not taken the transcript in time. Not only this, some students had submitted the transcripts to the campus already but due to technical problems, the study team did not find the data. Some of the limitations of the study were given below:

- The study was strictly based on the information collected through the tracer study form as provided by the UGC.
- Some information collected through the face to face interaction, Facebooks, emails, and other means had not analyzed fully due to the length, time, and resource constraints.

- The graduates' contact addresses had not traced as many of them had changed over time thereby making them unreliable.
- Socio-cultural aspects of the parents and the graduates had ignored.
- Graduates were leaving some questions as unanswered so all of the questions are not analyzed.

CHAPTER TWO

DATA PRESENTATION AND ANALYSIS

This section shows the various results and their discussion of the data collected from the graduates through the questionnaire. The presentation and analysis of the data are presented in different headings as well as subheadings as given in the format given by the UGC Nepal.

2.1 Graduates in demographic status

This section mainly consists of the interpretation of the data collected concerning the demographic information i.e. graduates' parents' educational status, occupational status, graduates' sex composition, employment status, employment sector, and designations of the graduates.

2.1.1 Graduates parents' educational status

The educational status of parents has a crucial role to educate their children. Hence, here to identify the educational status of graduates' parents they were asked to report the educational status and the educational status reported by them is presented in the following table:

Table 4
Parents' Educational Status of KSC Graduates

Educational status	Father		Mother		Total	
	No.	%	No.	%	No.	%
Illiterate	11	20.4	14	25.92	25	23.14
Primary	11	20.4	25	46.29	36	33.33
Secondary	20	37.	9	16.16	29	26.85
Tertiary	12	22.2	6	11.11	18	16.66
Total	54	100	54	100	108	100

The data presented in the above table shows that one-third of the parents of the graduates have only primary level education whereas 23.14 percent of graduates were illiterate. In comparison, fathers' educational status is better than mothers' educational status. It seems that this also reflects and the real education status of the country.

2.1.2 Occupational status of parents

Those parents who have sound and better income-generating occupation, they inspire their child for better and higher education. Hence, graduates were asked to report their parents' occupational status. Parents' occupations reported by them can be seen in the following table.

Table 5
Parents' Occupational Status

Occupations	Father		Mother		Total	
	No.	Per	No.	Per.	No.	Per.
Business	4	7.41	1	1.85	5	4.62
Farmer	25	46.29	12	22.2	37	34.25
Government service	11	20.37	2	3.71	13	12.03
Teaching	14	25.2	1	1.85	15	13.8
Households	-		38	70.7	38	35.8
Total	54	100	54	100	108	100

The above table reveals that more than two-thirds of the mothers are involved in the household worker. In aggregate, 34.25 percent of parents were found involved in farming while 13.88 percent in the teaching profession. Likewise, 12.03 percent of parents were in government service, and 4.62 percent involved in the business sector. If it is compared separately, fathers' involvement was found in financial management while mothers were found to be involved in household affairs.

2.1.3 Sex composition of graduates

To identify the sex composition of graduates, they were asked to report their sex. The response rate was recorded and the result has presented in the following table:

Table 6
Sex Composition of the Graduates

Sex types	No. of Graduates	Percent
-----------	------------------	---------

Male	19	35.18
Female	35	64.82
Total	54	100

From the data presented above, it can be said that nearly two-third, (64.82) percent of graduates were female while others 35.18 percent were male graduates. This seems that access to higher education to women is growing gradually. This may be due to the trend of a male to go abroad for higher study and work.

2.1.4 Occupational status of graduates

KSC has been producing trained and qualified manpower required for the contemporary educational market in Nepal as well as in abroad. So, they were asked to report their occupational status. The responses given by the graduates have presented in the table below.

Table 7
Graduates' Occupational Status

Occupation sector	No. of Graduates	Percent
Service in organization	16	29.63
Self-employed	22	40.74
Unemployed	15	27.77
Total	54	100

According to the data presented above table, the employment status of graduates is satisfactory. As mentioned there, the highest percent (40.74) were self-employed, 29.63 percent were employed in different organizations and 27.77 were unemployed till the date of the study. It seems that educational qualification acquired from KSC makes students capable to be an entrepreneur, not an employee.

2.1.5 Employment sector of graduates

Different graduates employed in different sectors according to their interests, skills, and academic qualification. Here in this study, those who were reported that they were employed were further asked to specify the employment sector. The employment sectors reported by them are presented in the following table.

Table 8
The sector of Graduates' Employment

Employment sector	No. of Graduates	Percent
School	19	50.00
Insurance	2	5.26
Business	3	7.89
Bank	1	2.63
Agriculture	6	15.78
Tourism	2	5.26
Others	5	13.15
Total	38	100

This table reveals the current employment sector of KSC's Graduates. Out of 38 employed, the majority exactly half was employed in the school sector while 15.78 percent were in the agriculture field, 7.89 percent in business, 5.26 percent in tourism, 2.63 percent in the banking sector, and 13.15 percent were in other sectors like government service NGO/INGOs, etc. Based on this fact, it can be said that, due to the education degree, half of the graduates were involved in the school for employment which signifies the effective program conducted by this institution.

2.1.6 Designation of graduates

Those graduates who were reported that they were employed in the different sectors were further asked to report the designation of their job. As per their responses, the data were presented in the following table:

Table 9
Designation of Graduates

Designation	No. of Graduates	Percent
Teacher	16	42.11
Headteacher	3	7.89
Officer	2	2.26
Assistant officer	4	7.41

Others	13	34.21
Total	38	100

The data presented in the table seem that nearly half (42.11%) of graduates were teachers teaching in different schools while 9.67 percent were graduates were found as the leadership position as a head-teacher. Likewise, 12.90 percent were assistant officers while 6.67 percent was working as an officer level. A very large percent (35.48) was in another post that the study tool did not specify or the graduates were not mentioned in the form. From the above analysis, it can be said that the KSC graduates were in a prestigious position in the job market.

2.1.7 Date of employment of graduates

Graduates who reported that they were employed, further asked to report their date of employment. The date that they mentioned are presented in the following table:

Table 10

Date of Employment of Graduates

Time of employed	No. of Graduates	Percent
Before 2018	17	44.73
During the year 2018	9	23.68
After the graduation year 2018	12	22.22
Total	38	100

As presented in the table above, nearly half (44.73) percent of graduates were employed before the graduation year 2018 while 23.68 percent were employed during the year of graduation. A very good percent (22.22) were employed after the graduation year 2018. It seems that almost all of the graduates were employed near about graduation year. This data reveals that the education provided by the institution signifies the demand for quality education.

2.1.8 Job expectation areas of graduates

Everyone expects to involve in a prestigious job. KSC graduates too expect to get a job in a different sector. To identify the job expectation areas of KSC graduates, they were asked to report their job expectation area which can be seen in the following table:

Table 11
Job Expectation Areas of KSC Graduates

Designation	No. of Graduates	Percent
Teaching	21	38.88
Government service	12	22.22
Banking	2	3.71
NGO/INGO	6	11.11
Insurance	6	11.11
Others	7	12.96
Total	54	100

From the above table, it is found that 38.88 percent expected job in the teaching sector, 22.22 percent expected job in the government sector, 11.11 percent were in NGO/INGOs and Insurance, very few (3.71percent) in the banking sector and 12.96 percent were in other sectors. due to the education degree, most of the graduates of KSC expect a job in the teaching sector.

2.1.9 Graduates level of satisfaction with their current job

It is inquired whether the graduates were satisfied with their current job or not. The response given by them is presented in the following table:

Table 12
Level of Satisfaction of KSC Graduates with Their Current Job

Response	No. of Graduates	Percent
No response	22	40.74
Very much	6	11.11
Much	8	14.81
Little	16	29.62
Not satisfied	2	3.71
Total	54	100

From the above table, it can be found that about 40.74 percent of the respondents did not give any response. Likewise, 3.71 percent of the respondents were not satisfied with their current job. On the other hand, 11.11 percent of the respondents were very much satisfied, 14.81 percent of the respondents were much satisfied and 29.62 percent of them were little satisfied with their current job. From this, it seems that the highest percent (40.74%) were unsatisfied this might be due to the reason for the unemployment situation of the nation.

2.2 Graduates' perception of KSC academic activities and plan

This section deals about the different perceptions of KSC's graduates about academic activities of KSC, their situation, and effectiveness of education and plans of graduates related to the study in different headings and subheadings below:

2.2.1 Graduates pursuing further study

Every learner has a plan for further study to improve their world of knowledge and skills and do betterment in career. Graduates were asked whether they were pursuing further study or not. The table presented below shows the graduates' interest in further study.

Table 13

KSC Graduates Pursuing Further Study

Response	No. of Graduates	Percent
Yes	37	68.51
No	17	31.49
Total	54	100

This table shows that 68.51 percent of graduates were planning for further study and remaining others did not show their interest in further study. It seems that more than two-thirds of graduates wanted to enhance their academic career by studying and getting an upper degree.

2.2.2 Graduates' perceptions about the quality of education delivered in KSC

Higher education must be based on quality and oriented to the needs and demands of the contemporary market. At present, the issue is generated that the education provided by the Nepalese higher education institutions is useless and the Nepalese universities are converted as industries to produce unemployed manpower. In this context, KSC graduates were asked to report their perceptions about the quality of education delivered in KSC. The following table shows the quality of education delivered in KSC.

Table 14
Quality of Education Delivered in KSC

Response	No. of Graduates	Percent
Weak	4	7.40
Accepted	9	16.66
Good	23	42.59
Very good	13	24.07
Excellent	5	9.25
Total	54	100

As presented in the above table, 42.59 percent, 24.07 percent, and 9.25 percent of the respondents expressed their view as good, very good and excellent respectively on the statement that the quality of education delivered in KSC whereas 7.40 and 16.66 percent said weakly as well as acceptable respectively regarding quality education delivered in KSC. The graduates' remarks are appreciable, and KSC needs to improve its education according to the needs and demands of contemporary society as well as the market.

2.2.3 Relevance of KSC programs

In education, the term relevance typically refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students or that are connected in some way to real-world issues, problems, work of world, and contexts. In this context, graduates were asked whether the education degree is relevant to them or not.

The response reported by them is presented in the following table:

Table 15
The Relevancy of the KSC's Program to the Graduates

Response	No. of Graduates	Percent
Accepted	12	22.22
Good	24	44.44
Very good	16	29.62
Excellent	2	3.71
Total	54	100

The above table reveals that about 22.22 percent of graduates said that it is accepted while nearly half of the respondents (44.44%) said that it is good. Similarly, 29.62 percent said it is very relevant and few (3.71%) of the respondents said that it is very excellently relevant. It seems that KSC has reformed quality education as the majority of the respondents reported as good and better.

2.2.4 Range of course offered by KSC

The theory of individual differences is implacable in the education field also. Hence, students choose different vocational and optional subjects to study according to their will and interest. So, the educational institutions must provide sufficient courses to the student to choose. Here, in this study, the graduates were inquired to report the range of courses offered by KSC. The response of graduates can be presented in the following table:

Table 16
Range of the Course Offered by KSC

Response	No. of Graduates	Percent
Very weak	2	3.71
Weak	6	11.11
Accepted	9	16.66
Good	27	50.00
Very good	3	5.55
Excellent	4	7.40
Don't know	3	5.55
Total	54	100

During the study period, KSC has just begun management and humanities stream. So, the graduates included in this study are graduated from the education stream. Graduates were asked to categories the range of courses offered by the KSC from very weak to excellent. According to the presented table, it can be said that the range of courses offered by the KSC is found satisfactory. However very few (3.71%) and 11.11 percent of the graduates said very weakly and weak respectively which must be improved by adding different streams and vocational subjects in upcoming academic years.

2.2.5 Optional subjects offered by KSC

Optional subjects must be provided to the students to get expertise in interesting areas, knowledge, and skills of the students. Here, to identify the situation, of course, offered by the KSC; graduates were asked to report about it. The responses reported by them can be seen in the following table:

Table 17
Optional Subjects Offered by KSC

Response	No. of Graduates	Percent
Very weak	7	12.96
Weak	13	24.07
Accepted	18	33.33
Good	14	25.92
Very good	2	3.71
Excellent	-	-
Total	54	100

The presented table reveals that 12.96 percent of the respondents said very weak, 24.07 percent said weak, exactly one-third of the graduates said accepted 25.92 percent said good, 3.71 said very well and none of the respondents said excellent. It seems that KSC must add many more optional subjects in further courses.

2.2.6 Teaching-learning environment of KSC

In the teaching-learning environment mainly two things are considered, they are the sound physical environments for learning and mental environment. If these two environments are favorable to the learning, obviously the teaching-learning environment will be best. Here, graduates were asked to report the teaching-learning environment of KSC and the responses reported by them can be seen in the following table:

Table 18
Teaching-Learning Environment of KSC

Response	No. of Graduates	Percent
-----------------	-------------------------	----------------

Accepted	7	12.96
Good	17	31.48
Very good	14	25.92
Excellent	8	14.81
No response	8	14.81
Total	54	100

The above table reveals the condition of the teaching-learning environment of KSC. From the table, it can be found out that 14.81 %, 25.92% and 31.48% of the respondents said that the teaching-learning environment of KSC is excellent, very good and good respectively whereas 12.96 percent reported as accepted and 14.81 percent did not give any response it means KSC should reform the teaching-learning environment in further days.

2.2.7 Teacher students' relationship at KSC

The student-friendly teacher is the major component for the betterment of teaching-learning and its best output. Hence KSC graduates were asked to report the teacher-student relationship and the response reported by them can be seen in the following table:

Table 19

The Teacher-Student Relationship in KSC

Response	No. of Graduates	Percent
Normal	4	7.40
Good	12	22.22
Very good	13	24.07
Excellent	18	33.33
No response	7	12.96
Total	54	100

According to the above table, exactly one-third of the respondents (33.33%) reported that there is an excellent relationship among the students and teachers. Similarly, 24.07% and 22.22% reported very good and good relationships respectively. About 7.40 percent reported normal and 12.96 percent were undecided. It seems that the teacher students' relationship in KSC is friendly.

2.2.8 Situation of lab and library at KSC

Lab and library are inseparable components of the teaching-learning process. So, every educational institution must have a well-equipped and furnished lab and library with full and easy accessibility to the student. Hence, to identify the situation of the lab and library of KSC, graduates were asked to report the situation. The response reported by them can be seen in the following Table:

Table 20

Graduates Response Regarding the Use of Lab and Library

Response	No. of Graduates	Percent
Weak	17	31.48
Accepted	24	44.44
Good	10	18.51
Very good	3	5.55
Total	54	100

The above data shows the situation of the lab and library of KSC. According to the table, nearly half (44.44%) of the respondents said that the facility of lab and library is accepted. Similarly, 31.48 percent of the respondents said that the facility of lab and library is weak whereas 18.51 percent and 5.55 percent of the respondents said good and very good respectively. It seems that the situation of the lab and library must be improved by managing all kinds of reference instruments and materials including books.

2.2.9 Conduction of extracurricular activities in KSC

Extra and co-curricular activities must be conducted in educational institutions to enhance general knowledge and develop proper behavioral skills on the part of the students. Hence, KSC, graduates were asked to report the situation of organizing different extracurricular activities at the KSC. The response reported by them can be seen in the following table:

Table 21

Conduction of Extracurricular Activities in KSC

Response	No. of Graduates	Percent
Weak	19	35.18
Accepted	27	50.00
	20	

Good	4	7.40
Very good	3	5.55
Excellent	1	1.86
Total	54	100

From the above table, it can be seen that more than one third (35.18%) of the respondents reported that the situation of conducting extra-curricular activities in KSC was weak. Likewise, just half (50.00%) of the respondents reported as acceptable and remaining few 7.40 percent, 5.55 percent, and 1.86 percent of the respondents reported that the conduction of extracurricular activities was good, very good, and excellent respectively. It seems that the situation of organizing extracurricular activities in KSC is found poor which must be improved organizing different extra and co-curricular activities frequently on a scheduled basis.

2.3 Graduates' perception of the effectiveness of the program on various skill development

This section deals with graduates' perception of the effectiveness of KSC's program in various skill development required to their life as well as job performance in different subheadings. Specifically, the program enhanced academic knowledge; ICT knowledge, communication knowledge, problem-solving skills, research skills, learning efficiency, work placement, and overall programs strength and weakness are discussed in separate headings below:

2.3.1 Program enhanced academic knowledge

The major activity of educational institutions is teaching-learning and teaching-learning aims to enhance various academic knowledge on the part of the learners required to their life. Here, graduates were asked to report whether the academic degree acquired from KSC enhanced their academic knowledge or not. The following table shows their responses:

Table 22

The Program Enhanced Academic Knowledge

Response	No. of Graduates	Percent
Not at all	6	11.11
Very slightly	13	24.07

Partially	13	24.07
Good	9	16.66
Very much	13	24.07
Total	54	100

Multiple responses in the mixed nature of data can be seen regarding enhanced academic knowledge. The above table shows that about 24.07% of the respondents reported as very much, 16.66 percent reported as good, 24.07 percent reported into partially and 11.11 percent and another 24.07 percent reported as not at all and very slightly respectively. Based on the above analysis, it can be said that KSC still has to improve in classroom management, instructional delivery, formative assessment, and personal competencies for proper academic enhancement on the part of the students.

2.3.2 Response regarding enhanced problem-solving skills

Academic degrees must enhance the problem-solving skills to the graduates which support graduates to solve the problem appear in their day to day life and job. Hence, graduates were asked to report whether the degree enhanced problem-solving skills or not. The response reported by them can be seen in the following table:

Table 23

Graduates' Response Regarding Enhanced Problem-Solving Skills

Response	No. of Graduates	Percent
Not at all	5	9.25
Very slightly	11	20.37
Slightly	10	18.51
Partially relevant	9	16.66
Relevant	16	29.63
Very much relevant	3	5.55
Total	54	100

The above table reveals that the academic degree that the graduates achieved from KSC on average regarding enhanced problem-solving because very few (5.5%) of the respondent reported into very much and few (9.25%) reported as not at all. So, the graduates of KSC

found on average in problem-solving. Hence it must be improved and or enhanced the problem-solving skills on the part of the learner, KSC must adopt a problem-based teaching strategy in teaching-learning activities.

2.3.3 Academic degree enhance research skill

Academic degrees must enhance research skills on the part of the graduates. Research skills help graduates to identify contemporary issues and problems and their solutions in their life. Here, graduates were asked to report whether the degree enhanced research skills or not. The response of the graduates can be seen in the following table:

Table 24

Academic Degree Enhanced Research Skill

Response	No. of Graduates	Percent
Satisfactorily	18	33.33
Good	20	37.04
Very satisfied	16	29.63
Total	54	100

From the above table, it can be said that about one-third of the respondents reported that the academic degree enhanced research skill is satisfactory. Likewise, 37.04 percent said good and the remaining 29.63 percent reported as very satisfactory. It seems that in terms of enhancement of research skills, KSC graduates were found satisfied however, KSC must update and continue the research activities.

2.3.4 Academic program enhance learning efficiency

The emic program must enhance the learning efficiency in learners on which the success of the academic program depends on. Hence, the respondents of this study were asked to report whether the academic degree that they achieved enhanced learning skills or not. The response reported by them can be seen in the following table:

Table 25

Academic Program Enhance Learning Efficiency

Response	No. of Graduates	Percent
Not at all	4	7.41
Slightly	8	14.82
	23	

Relevant	19	35.17
Good	14	25.92
Very good	9	16.66
Total	54	100

The above table reveals the fact that the academic program of KSC enhanced the learning efficiency of learners. According to the table, about 35.17 percent of the respondents said that the academic programs of the KSC were relevant to enhance learning efficiency. Similarly, 25.92 percent and 16.66 percent of the respondents said good and very good regarding the program enhanced learning efficiency respectively. On the other hand, 14.82 percent of the respondents said slightly enhanced and few of them (7.41%) reported not at all. From this data, it is found that the majority of the graduates reported that the academic program of KSC enhanced the learning efficiency however KSC should adopt innovation in the academic activities to enhance cent percent in the development of the learning efficiency of the learner.

2.3.5 Academic program improve communication skills

Communication is the process of sharing views and ideas of a person to another. So, it must be clear and easy to understand. For making better communication, the persons must have the appropriate communication skill, which can be acquired and develop through the appropriate academic degree. Here in the study to identify the effectiveness of the program to improve communication skills; graduates were asked to report the effectiveness of the KSC programs to improve communication skills. The responses given by them can be seen in the following table:

Table 26

Academic Program Improve Communication Skills

Response	No. of Graduates	Percent
Not at all	5	9.25
Slightly	11	20.37
Fair	23	42.59
Good	10	18.51
Very good	5	9.25

Total	54	100
-------	----	-----

The table presented above shows the fact that the respondent expressed on the program improved communication skills. According to the table, nearly half (42.59%) of the respondents reported that the academic program fairly improved communication skills. Likewise, 20.37 percent, 18.51 percent 9.25 percent said that the academic program of KSC improved communication skills slightly, good and very good respectively. Whereas only 9.25 percent said not at all. It seems that the academic program of KSC is satisfactory in terms of improving communication skills in learners. However, it must be improved its pedagogical practice contemporarily and innovatively to make cent percent effective.

2.3.6 Academic program improve ICT skills

ICT became part of human life. So, everyone must have sound and proper ICT skills. In the field of education especially in the teaching-learning field; ICT is inseparable. Thus, to operate and use ICT everyone has proper ICT knowledge and skills. Here, in this study respondents were asked whether the education degree that they achieved from KSC improved their ICT skills or not. The response reported by them can be seen in the following table:

Table 27

Academic Program Improve ICT Skills

Response	No. of Graduates	Percent
Not at all	19	35.18
Slightly	13	24.07
Fair	16	29.62
Good	5	9.25
Very good	1	1.85
Total	54	100

The above table reveals that the majority of the respondents (35.18%) reported not at all. Similarly, 24.04 percent, 29.62 percent, 9.25 percent, and 1.85 percent of the respondents said the academic degree that they achieved from KSC improved ICT skills slightly, fair, good, and very good respectively. Based on the above analysis, it can be said that the academic degree of KSC is weak regarding improving ICT skills in learners. This might be due to the single and general stream that is education faculty. Whatever the fact KSC must

enhance the ICT skills of learners by adding ICTs as a noncredit course because the degree achieved without ICT skills will not be demanded at present.

2.3.7 Academic program of KSC enhance team spirit

The human being is a social being. They must depend on others to accomplish and fulfill the daily functions and needs and for this, they must have team spirit. Team spirit is the key indicator of life to reach the goal and accomplish the work. Here respondents were asked to report whether the academic program of KSC enhanced team spirit in them or not. The response reported by them can be seen in the following table:

Table 28
Academic Program Enhanced Team Spirit

Response	No. of Graduates	Percent
Not at all	8	14.81
Very slightly	7	12.69
Slightly	9	16.66
Good	13	24.07
Very good	17	31.48
Total	54	100

The table shows that nearly one third (31.48%) of the respondents reported that the academic program of KSC enhanced team spirit in a very good way. On the same, 12.69 percent, 16.66 percent, and 24.07 percent of the respondents reported very slightly, slightly, and good regarding enhanced team spirit respectively. On the other hand, few (14.81%) of the respondents reported not at all. From this fact it can be said that KSC still has to improve the academic program to enhance team spirit on the part of its graduates.

2.3.8 Graduates response regarding the strength and weakness of the KSC program

KSC is the pioneer educational institution of Nepal. At first, it was established by renowned intellectuals of Nepal 29 years ago with the motto of producing trained and qualified teachers for the enhancement of the overall education sector. Hence, KSC has been giving full efforts to make its program strength and useful. However, to identify the strength and weaknesses of the KSC program; respondents were asked to report their experience and view about it. The responses reported by them are presented in the following table:

Table 29*Overall Strength and Weakness of the KSC's Program*

Response	No. of Graduates	Percent
Very weak	9	16.66
Weak	7	12.96
Accepted	18	33.33
Good	13	24.07
Very good	4	7.40
Excellent	3	5.55
Total	54	100

According to the data presented in the above table exactly one third (33.33%) of the respondent reported that the overall academic program of KSC is neither bad nor good; it is accepted. About 24.07 percent, 7.40 percent, and 5.55 percent of the respondents reported good, very good, and excellent in terms of the overall strength of the program. On the other hand, 16.66 percent and 12.96 percent of the respondents reported very weakly and weak respectively. From the above analysis, it can be said that the overall strength of the campus is satisfactory, however, KSC has to improve in its various aspects.

2.3.9 Graduates response regarding work placement

Education is an investment and it must give trained and qualified manpower as a return or output of the investment which is demanded in various jobs. In this context, graduates of the KSC who graduated in the year 2018 were asked to report the situation of the job placement.

The following table shows the job placement status of the KSC graduates.

Table 30*Graduates' Responses Regarding Work Placement*

Response	No. of Graduates	Percent
Very weak	9	16.66
Weak	11	20.37
Accepted	13	24.07
Good	10	18.51

Very good	8	14.81
Excellent	3	5.55
Total	54	100

Data presented in the above table reveals that about 16.66 percent, 20.37 percent and 24.07 percent of the respondents reported that the education degree of KSC is very weak, weak, and accepted regarding work/job placement respectively whereas 18.51 percent, 14.81 percent and 5.55 percent of the respondents reported that the educational degree of KSC is good very good and excellent in terms of job/work placement. Job placement is beyond the area of campus. Government has to provide jobs and different entrepreneurs on which campus can produce and supply skilled and capable manpower. Regarding this matter, it can be said that KSC has a high job placement ratio.

CHAPTER THREE FINDINGS OF THE STUDY

This chapter deals with the major findings found during the presentation, analysis, and discussion of data. Findings are drawn specifically as per the analysis and presentation of data in chapter two. Some major findings of the study are as follows:

3.1 Findings regarding graduate's demographic status

- a. The age difference of graduates is found 27 years (the date of birth of graduates found 2026 BS to 2053 BS).
- b. Only 5 out of 54 graduates were from inside the valley though the campus is located at the center of the Kathmandu valley.
- c. Out of 54 graduates, only 6 were graduated from a bachelor's degree and the remaining 48 were from the master's degrees.
- d. Regarding sex composition, nearly two-thirds (64.82%) of the graduates were female.
- e. Out of 38 jobholders, nearly half (42.11%) of the graduates were teachers, 9.67 percent was headteacher, 12.90 percent were assistant officers, 6.67 percent was an officer and 35.48 percent were in another post that the study tool did not specify.

3.2 Findings related to graduate's perception about KSC academic activities and plan

- a. About 68.51 percent of graduates are planning for further study.
- b. A total of 42.59 and 24.07 and 9.25 percent of the respondents expressed their view as good, very good, and excellent on the statement that the quality of education delivered in KSC.
- c. About 14.81 %, 25.92%, and 31.48% of the respondents said that the teaching-learning environment of KSC is excellent, very good, and good respectively.
- d. Respondents reported that there is an excellent relationship between teacher and student.
- e. Nearly half (44.44%) of the respondents said that the facility of lab and library is accepted. Similarly, 31.48 percent of the respondents said that the facility of lab and library is weak whereas 18.51 percent and 5.55 percent of the respondents said good and very good respectively.
- f. More than one third (35.18%) of the respondents reported that the situation of conduction of extra-curricular activities in KSC was weak. Likewise, exactly half (50.00%) of the respondents reported as accepted.

3.3 Findings regarding graduates' perception of the effectiveness of the program on various skill development.

- a. Regarding program enhanced academic knowledge, about 24.07% of the respondents reported as very much, 16.66 percent reported as good, 24.07 percent reported into partially and 11.11 percent and another 24.07 percent reported as not at all and very slightly respectively.
- b. In terms of the enhancement of research skills, KSC graduates were found satisfied.
- c. The majority of the graduates reported the academic program of KSC enhanced the learning efficiency.
- d. The majority of the graduates reported the academic program of KSC enhanced the learning efficiency satisfactorily.
- e. The academic degree of KSC is weak regarding improving ICT skills in learners.

- f. KSC still has to improve the academic program regarding enhance team spirit.
- g. The overall strength is satisfactory, however, KSC has to improve in its various aspects to strengthen the program.
- h. About 16.66 percent, 20.37 percent and 24.07 percent of the respondents reported that the education degree of KSC is very weak, weak, and accepted regarding work/job placement respectively whereas 18.51 percent, 14.81 percent and 5.55 percent of the respondents reported that the educational degree of KSC is good very good and excellent in terms of job/work placement.

CHAPTER FOUR

IMPLICATIONS TO INSTITUTIONAL REFORM

KSC is reforming in its different aspects since its establishment because the motto of its establishment is '*Teachers Training for Quality Education*'. To achieve this motto, we have focused to reform our administrative, managerial, and academic aspects by making plans on which only a few core people are involved. But when KSC conducted tracer study since 2015 under HERP under UGC, we got so many ideas to improve various aspects. Since we started to conduct the tracer study, we get different suggestions of graduates through the answers of the questions like what are the strengths and weakness of the institution, what things must be reformed by the institution for its betterment, what contribution can they give for the betterment of their institution, etc. While analyzing such graduates' answers, we have got various concrete ideas to reform KSC contemporarily. Among the various reform-related suggestions the main reform is the accumulation of all reform-related suggestions implemented in KSC is *Institutional Profile* which is used as a major tool to reform in the overall sectors of KSC. The major reform related functions that we perform under the Institutional Profile are discussed briefly in the points below:

4.1 Budget preparation and allocation

Probably KSC is the first community-based educational institution to prepare the budget and allocate internal headings however the budget preparation and allocation system is traditional and doing only for formality. But when we started to conduct tracer study, we prepare our internal budget and its allocation in a scientific way which makes the overall budgetary system transparent and also, we strictly follow the budget in our every economic function i.e. buy, sell, purchase, salary distribution, construction and so on.

4.2 External benchmarking

Based on the suggestions that we get from our graduates, KSC has performed a huge reform in its external benchmark by making well furnished, equipped, and maintained own college buildings by applying the concept of the healthful school environment. At the time of the tracing, we are in the shifting phase from rented building to our building. Hence, some of the graduates suggested us to reform in our benchmark but now we claim that we maintain our external benchmark best than other colleges regarding building, classroom, lab, library, furniture, playground, garden, canteen, etc.

4.3 Institutional Cooperation

Our motto is 'Teachers training for quality education'. To achieve this motto, we conduct different training to the school teachers. Furthermore, we conduct different professional enhancement seminars and workshops for teachers of different institutions. While organizing different varieties of workshops and training we give priority to the teachers of community schools who want to promote their academic qualification as well as professional development. As per the graduate's suggestions, we start to conduct a school health program in different schools in our catchment area which has promoted our cooperation and collaboration with other educational as well as non-educational institutions.

4.4 External networking and communication

Without strong networking and communication, the goodwill of the institution cannot be popularized among the stakeholders and best wishes. Our graduates suggested we make an appropriate external network and communication system. Consequently, KSC formed the KSC Alumni committee, create a campus website, Facebook page, email, noticeboard service, etc., and started to release every information through these means of network and communication. This has maintained the transparency and easy access to the information on the part of the stakeholders of the campus.

4.5 Research and publications

Our graduates have suggested us to enhance creativity as well as academic skills on the part of its faculties and students. As a result, KSC gives priority in academic research and promotes to publish peer-reviewed journal by including the articles of its faculties and students which is enhancing the research activities among teachers and students. For the promotion of the research and profession of teacher, KSC has formed a research management cell (RMC) that provides mini-research grants to a minimum of three KSC teachers in one

academic year. Similarly, RMC conducts research related training seminars and workshops on different occasions to the teacher and the students of KSC.

4.6 Maintaining transparency

Maintaining transparency is the main consciousness of KSC and as per the suggestions of our graduates. We have maintained transparency in each activity of KSC. For this, we have been publishing annual progress report every year in a book form in which we include our budget, account audit report, student enrollment trends, results and its achievements and trends, procurement plan, teacher staff selection notice, etc. which has created transparent systems among our stakeholders.

4.7 Pedagogical reform

For the betterment of KSC many of our graduates have suggested reforming its pedagogical sector. Considering this suggestion, we have adopted various innovations for pedagogical reform. We have made our classrooms fully IT-friendly; we have started to use multimedia in our teaching-learning processes and also using interactive and participatory methods in classroom instruction. From these trends, all of the students as well as teachers are fully satisfied.

Based on the discussion above, it can be said that KSC has been taking various advantages by making and implementing institutional profiles made based on the findings of tracer study and suggestions of graduates through the tracer study. However, there are some weaknesses to implement the realistic institutional profile due to the construction and program shifting phase but these are reforming gradually. Transparency and accountability about various activities of KSC will be maintained and gained fame as the best higher education institutions among the stakeholders in upcoming academic sessions.

CHAPTER FIVE

CONCLUSION, AND RECOMMENDATIONS

This section covers the concluding ideas based on the findings mentioned in the previous chapter. Furthermore, in this same chapter being based on the findings, remarkable recommendations have presented for the further improvement of the overall aspects of the campus.

5.1 Conclusion

Since the tracer study conducted, KSC had tried to develop the institutional profile and has been running its all activities under it. In this context, this tracer study was conducted realizing as a key step to judge the accountability and transparency of all activities of KSC. As a tracer study was conducted to identify the KSC graduates' overall job placement area, interest, status, overall strength, and weakness of the academic programs of KSC in various aspects, some interesting and significant findings have drawn.

From the discussion above, it is concluded that KSC has been performing a wonderful performance in its services. Specifically, KSC has done better in the field of quality of education, transparency, accountability as well as academic excellence. As we found throughout this study, the collaboration among the other institutions supporting them through conducting training and workshops is a wonderful task from the side of campus. Similarly, Availabilities of the facilities such as the library, sports materials, etc. have created different inspiration and motivation on the part of its graduates. Although, the facilities are not sufficient as desired by the graduates. So, developing more infrastructures for the ICT and extracurricular activities is realized the urgent necessity of the campus as suggested by the graduates. Few students are studying at the bachelor level than the master. So, KSC has to increase the number of students at the bachelor level in further academic sessions introducing different programs like scholarship schemes. Regarding sex composition, nearly two-thirds of the graduates were female; it means females are interested to get a higher education degree.

But increasing the students at different levels is a burning issue for the campus which has demanded further actions like the increasing quality of education, providing scholarships to the students, and so on. Regarding employment, more than two-thirds of the graduates were employed. In terms of the enhancement of research skills, KSC graduates were found satisfied. The majority of the graduates reported the academic program of KSC enhanced the learning efficiency. The majority of the graduates reported the academic program of KSC

enhanced the learning efficiency satisfactorily. The academic degree of KSC is weak regarding ICT skills on the part of the learners. This signifies that the campus needs to link the learners with technological skills. KSC still has to improve the academic programs to enhance team spirit. The overall strength is satisfactory, however, KSC has to improve in its various aspects to strengthen the program. Learners while being graduated from any degree; must have competencies in the specific academic area, have skills of problem-solving skills, research, use of ICT, etc. which are found satisfactorily in KSC graduates, however, the campus has to do so many things to make strength and improve in its overall aspects i.e. efficient and transparent record-keeping in all departments of the campus, prepare profiles of teaching staff, support staff, student records and the Campus partners and/or stakeholders. Student exchange programs can be done by collaborating with other colleges and universities within the nation and abroad which certainly enhance the overall achievement on the part of graduates in further academic sessions.

5.2 Recommendations

Based on the results of the analysis and interpretation of data, the following recommendations are referred:

- a. KSC should make realistic as well as updated institutional profiles through which KSC can maintain more accountability and transparency of various activities and choices.
- b. It must Strength linkages between the campuses and the job market to assess the need of the employer.
- c. The 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 on the part of the KSC to meet these needs.
- d. The campus must give it graduates a head start in the job market or it has to give them more relevant skills and capacities for the market. *An Employer Expectations Study* should be carried out to gather feedback.

- e. The findings need to be used to assess the needs of new graduates and undergraduate programs and assist in the proposed review of the current curriculum.
- f. Information related to the academic and needs of the market or even future needs for graduates in various areas of employment should be given. A large-scale curriculum review needs to be undertaken which is focused on Nepalese social needs and the demand of the current labor market.
- g. The results of the curriculum review must be applied to the creation of new courses that are relevant to the labor market need. This should include the revision of both course content and instructional methods. Curricula need to be precisely defined in terms of outcomes and expectations.
- h. KSC must be updated and able to address various challenges emerging due to innovations in the field of science and technology, graduates' employability, quality of education, the performance of research, etc.

Annex- 1 work Plan

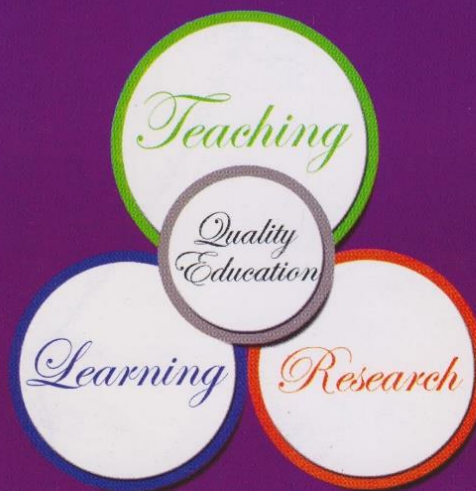
S.N.	Study Tasks	Estimated time	Responsibility	Remarks
1.	Preliminary preparations	1 Weeks	The core Study team and KSC staffs	
2.	Training and orientation to the staffs and team members	2 days	Team leader	
3.	Data Collection	3 Weeks	Team members	
4.	Compilation and analysis of data	3 Weeks	Team members	
5.	Preparation of the first draft of the report	2 Weeks	Team members	
6.	Correction and finalizing the report	1 Weeks	Team members	

Annex- 114. Campus Prospectus

Teacher Education for Quality

27 Years of
Excellence

KATHMANDU SHIKSHA MULTIPLE CAMPUS
PROSPECTUS-2018



On the Eve of the
Quality Assurance Accreditation
From University Grants Commission

Message

From the Chairperson



It is my pleasure to share with you that we are shifting to our newly constructed facilitated building at Chandragiri Municipality-10 near Bishnudevi Mandir, Satungal. Our dedication and commitment is enabling KSMC to enhance its delivery to students. So, I would like to assure our valued parents, students, faculties, staffs and well-wishers for the qualitative and values & moral based educational services.

With thanks

Prof. Dr. Madhav Bhattarai

www.ksc.edu.np

From the Campus Chief

Dear Students and Parents,

Excellence in academic performance, eco-friendly environment, participative decision making has enabled KSMC to impart quality education. It is celebrating 27th years of academic excellence. We hope our new building with additional full of ICT facilities will help us to introduce emerging and demanding academic programs like **BCA/MCA/BBS/B.Sc-ag/M.Ed(ICT, Maths) /Civil Engineering** in Diploma along with our running program which address more numbers of aspiring students.

By virtue of the efforts of our expert faculties and faith of students and parents towards us, we take an opportunity that KSMC imparts quality education to take every challenges in the days to come.

We are extremely happy and truly blessed to have your support as you have been pursuing the academic quality at KSMC.

Shatrughan Prasad Gupta
yespgupta@gmail.com

Cell: 9851152148



A Glimpse of KSMC

Kathmandu Shiksha Campus (KSC) was established in 2048 B.S., primarily for supporting the nation in its higher education, specially in teaching, learning and research. The Campus further involves itself in national integration, social justice, the democratic way of life, national understanding and scientific approach to the problems of society.

Currently, KSMC has been running undergraduate **(+2 Science, Management, Education and Humanities, One Year B.Ed, Four Years B.Ed.)** and graduate level programs (i.e. M.Ed in English, Nepali, Health, Educational Planning & Management and Curriculum & Evaluation) in the discipline of Education. The prime objective of this campus is to develop as an excellent academic institution and the common platform for the students from different geographical, cultural and economic backgrounds under the single roof. It aims to produce efficient educational planners, administrators, managers, supervisors, teachers and other educational experts. KSMC is a right platform for the students/teachers to explore the talents and creativity, through different opportunities.

Vision

KSMC will be remembered for its quality education in multiple fields of National Interest.

Mission

KSMC strives towards developing faculties, infrastructure and programs to fulfill its vision.

Goals

Some specific goals

- Expansion of programs in line with the educational demands of Western Part of Kathmandu Valley.
- Continuing efforts towards providing quality education and all round development of the students.
- Strengthening its own infrastructure and human resources for accreditation
- Improving internal efficiency through quality service.
- Achieving sustainability through utilizing/mobilizing available financial resources.

Quality Initiatives

- Proper operation of academic calendar.
- Research activities through the Research Management Cell.
- Seminars and Workshops from Departments, units and individuals.
- Guest Lectures, Discussions, Workshops, Seminars and Training programs are the silent feature of KSMC.
- Regular publications of the research journal **"Shiksha Shastra Saurabh"**.
- Regular collection of feed-back for program improvement
- Developing networks for national/international linkages and collaboration



Fee Structure

Descriptions	+2 Science	+2 Management	+2 Education	+2 Humanities	B.Ed. One Year	B.Ed. (I-IV) th Yr	M.Ed. (I-IV) th Semester
Adm. Form	125	125	125	125	500	500	500
Adm. Fees	5,000	4,000	4,000	4,000	5,000	5,000	5,000
Monthly Fees	18,000	12,000	12,000	12,000	12,000	9,600	12,000
Annual Fees	5,000	3,000	3,000	3,000	3,100	3,100	3,100
Total fees	28,125	19,125	19,125	19,125	20,600	18,200	20,600

Remarks to Fee Structure*

*Annual fees includes the Calendar, Prospectus, Journal, Sanitation, Library,

*Scholarships, Maintenance and development and other miscellaneous.

*Discount is valid only in the admission fees.

*Practical/Practicum/Micro-teaching, Thesis, TU/NEB & Internal exams fees are not included.

Campus Management Committee

Prof. Dr. Madhav Bhattarai	Chairperson
Prof. Dr. Hemang Raj Adhikari	Vice Chairperson
Prof. Dr. Prem Narayan Aryal	Member
Prof. Hari Binod Adhikari	Member
Prof. Ratna Lal Pradhan	Member
Prof. Dr. Krishna Prasad Acharya	Member: TU Representative
Mr. Gauri Prasad Dawadi	Member
Mr. Ram Chandra Panday	Member
Ms. Mina Pokhrel (Koirala)	Member: Representative from Cooperative Schools
Mr. Basanta Kumar Baral	Member: Representative from Public Campus Teachers Association
Representative from Chandragiri Municipality	Member
Mr. Shatrughan Prasad Gupta	Member Secretary / Campus Chief

Academic Committees & Administrative Units

Prof. Dr. Madhav Bhattarai	Chair: Building Construction Consumer Committee
Prof. Dr. Hemang Raj Adhikari	Chair: H. R. Recruitment Committee
Prof. Dr. Prem Narayan Aryal	Chair: Research Management Cell
Dr. Ram Chandra Panday	Internal Quality Assurance Accreditation (IQAA) & HoD of English Education
Prof. Ratna Lal Pradhan	Chair: Finance & Monitoring Committee
Prof. Maheshwor Neupane	HoD of Nepali Education
Prof. Hari Binod Adhikari	HoD of Educational Planning & Management
Prof. Dr. Krishna Pd. Acharya	Hon. HoD of Health & Physical Education
Mr. Basanta Kumar Baral	Examination & Logistic Support
Mr. Gauri Prasad Dawadi	Coordinator: +2 Program, New Building



Annex- 114 a,. KSC Leaflet for M. Ed. Admission

गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण



काठमाडौँ शिक्षा बहुमुखी क्याम्पस

(त्रि.वि. र राष्ट्रिय परीक्षा बोर्डबाट सम्मन्धन प्राप्त शिक्षाशास्त्र सङ्काय तर्फको पहिलो सामुदायिक क्याम्पस)

शैक्षिक कार्यक्रमहरू

स्नातकोत्तर तह (M.Ed)

- Mathematics Education
- Nepali Education
- English Education
- Health Education
- Educational Planning & Mgmt.
- Curriculum & Evaluation

स्नातक तह: Education

- B.Ed (One & Four Years)
- B.Ed Science (One & Four Years)

Subject Offered

(Nepali, English, Health, Mathematics, Political Science, History, Geography, Economics, Population, Sociology, Administration & Supervision and Science Education)

स्नातक तह: Management

- Bachelor in Business Studies (BBS)

स्नातक तह: Humanities

- Bachelor in Computer Application (BCA)

Proposed Programs

- B.Sc (Agriculture) / B.Sc - CSIT (TU)
- BBA / BSW / MSW / MBS (TU)
- Diploma in Civil Engineering (CTEVT)

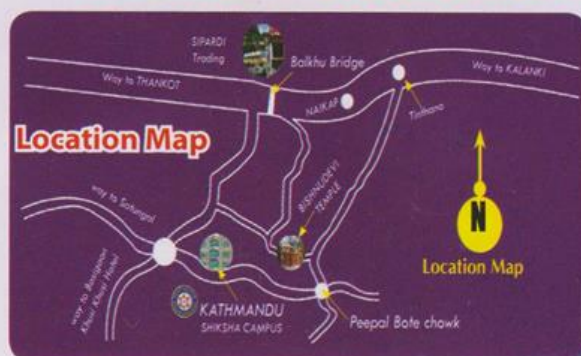
For More Details Visit Our Website www.ksc.edu.np/kscrc13@gmail.com
Contact No. 01-4311843 / 9851152148 / 9841292399 / 9849112312

Admission Open In (M.Ed/B.Ed/BBS/BCA/1year B.Ed) Program

Our Attraction and Highlights:

- Affordable fee - Rs. 25000 per semester.
- Scholarships upto Rs. 10000 to all students in each major subjects.
- Scholarship for needy, deserving and meritorious students.
- ICT friendly class room.
- Remedial regular classes on saturday and holidays to needy students.
- Having qualified and well experience team of faculties dedicated to foster teaching, learning and research.
- Regular assessment, evaluation and feedback.
- Provide required resources to the students.
- Opportunity to participate in different skills and professional enhancement.
- Student frindly (job holders) class provision.

(Entrance passed students from any other campus can also get admission in first come first basis.)



Annex- 114 b,. KSC leaflet for BBS/BCA/B. Ed Admission

गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण



काठमाडौं शिक्षा बहुमुखी क्याम्पस

(त्रि वि र राष्ट्रिय परीक्षा बोर्डबाट सम्बन्धन प्राप्त शिक्षाशास्त्र सङ्काय तर्फको पहिलो सामुदायिक क्याम्पस)

शैक्षिक कार्यक्रमहरू

स्नातकोत्तर तह (M.Ed)

- Mathematics Education
- Nepali Education
- English Education
- Health Education
- Educational Planning & Mgmt.
- Curriculum & Evaluation

स्नातक तह: Education

- B.Ed (One & Four Years)
- B.Ed Science (One & Four Years)

Subject Offered

(Nepali, English, Health, Mathematics, Political Science, History, Geography, Economics, Population, Sociology, Administration & Supervision and Science Education)

स्नातक तह: Management

- Bachelor in Business Studies (BBS)

स्नातक तह: Humanities

- Bachelor in Computer Application (BCA)

Proposed Programs

- B.Sc (Agriculture) / B.Sc - CSIT (TU)
- BBA / BSW / MSW / MBS (TU)
- Diploma in Civil Engineering (CETVT)

For More Details Visit Our Website www.ksc.edu.np/kscrmc13@gmail.com
Contact No. 01-4311843 / 9851152148 / 9841292399 / 9849112312

Admission Open In (BCA/B.Ed/BBS/1year B.Ed) Program

Highlights & Attraction

- Affordable fee - Rs. 32000 per semester for **BCA Studies**.
(Entrance passed students from any other campus can also get admission in first come first basis.)
- Scholarships for top 3 students in each program.
- All program running in morning shift.
- Tiedup with IT companies & Banking sector.
- Laptop facilities through finance/bank.
- Extra professional development programming courses.
- Fully equipped practical lab / Own building with peaceful environment.
- High speed internet and networking facility.
- Hostel facility. / Weekly seminars.

Computer Lab



Library



Annex- 114 c,. KSC leaflet for +2 Admission



“गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण”

काठमाडौं शिक्षा बहुमुखी क्याम्पस KATHMANDU SHIKSHA MULTIPLE CAMPUS

(त्रि.वि. र राष्ट्रिय परीक्षा बोर्डबाट सम्बन्धन प्राप्त)

We Offer

**+2 Science
Management
Humanities &
Education**



**SEE परीक्षा दिएका
विद्यार्थीहरुका लागि
BASIC COMPUTER
COURSE विशेष उपहार
(निशुल्क)**

**निशुल्क COMPUTER कक्षा सुरु
बैशाख ५, २०७६**

परिचय

वि.स. २०४८ सालदेखि उच्च शिक्षाको क्षेत्रमा आफ्नो विशिष्ट स्थान बनाउन सफल यस काठमाडौं शिक्षा बहुमुखी क्याम्पसले चन्द्रागिरि नगर पालिका वडा नं १० विष्णुदेवी मन्दिरसंगै अति नै सुविधा सम्पन्न भवन निर्माण गरेको छ । चन्द्रागिरि नगर पालिकाको गौरवका रूपमा स्थापित यस क्याम्पसले कक्षा XI तर्फको वाणिज्य सङ्कायमा कम्प्युटर, विज्ञानसाथै मानविकी तथा शिक्षाशास्त्र सङ्कायका अधिकांश विषयहरुमा पठन पाठन सञ्चालन गरि रहेको र यस शैक्षिक सत्रका लागि कक्षा XI मा विशेष छात्रवृत्ति सहित नयाँ भर्ना खुलेको जानकारी गराइन्छ । विस्तृत जानकारीका लागि क्याम्पसमा अविलम्ब सम्पर्क राख्न समेत अनुरोध छ ।

फारम वितरण : २०७६।०३।०५ सम्म

अन्तिम प्रवेश परीक्षा : २०७६।०३।१५ गते

भर्ना : २०७६।०३।२७ गतेदेखि

अभिलेखीकरण कार्यक्रम : २०७६।०३।२८

कक्षा सञ्चालन : २०७६।०४।०५ बाट

भर्ना शुल्क : रु.५,०००।००

मासिक शुल्क : रु.१,०००।००

नोट: SEE को रिजल्ट अनुसार भर्ना तालिका परिमार्जित हुनसक्ने छ ।



कक्षा ११ तर्फको छात्रवृत्ति

SEE मा A+ ल्याउनेलाई भर्ना र मासिक शुल्क पूर्ण छुट ।

SEE मा A ल्याउनेलाई मासिक शुल्क पूर्ण छुट ।

SEE मा B+ ल्याउनेलाई भर्ना शुल्कमा ५०% छुट ।

SEE मा B ल्याउनेलाई भर्ना शुल्कमा २५% छुट ।

आन्तरिक प्रवेश परीक्षामा उत्कृष्ट हुने ५० जनालाई भर्नामा विशेष छुट ।

उच्च शिक्षा (बी.एड. र एम.एड.) तर्फ भर्ना र छात्रवृत्तिका लागि क्याम्पसमा सम्पर्क राख्नु होला ।

हाम्रा कार्यक्रमहरू

एम.एड. तह

अंग्रेजी, नेपाली, स्वास्थ्य, गणित शिक्षा, शिक्षा योजना तथा व्यवस्थापन र पाठ्यक्रम तथा मूल्याङ्कन

बी.एड. तह (एक तथा चार बर्से)

विज्ञान, अंग्रेजी, नेपाली, स्वास्थ्य, गणित, राजनीति शास्त्र, इतिहास, भूगोल, अर्थशास्त्र, जनसङ्ख्या, सामाजिक) शिक्षा, शैक्षिक प्रशासन र शैक्षिक सुपरिवेक्षण

कक्षा ११, १२ तर्फ

साइन्स, मानविकी, व्यवस्थापन, शिक्षाशास्त्र

स्थान : काठमाडौँ शिक्षा क्याम्पसको नव निर्मित भवन, चन्द्रागिरि नगर पालिका १०, विष्णुदेवी मन्दिरसँगै, काठमाडौँ,

सम्पर्क नं.: ०१-४३११८४३, ४२३०२४०, ९८४९११२३१२, ९८५११५२१४८, ९८४१२९२३९९, ९८४१४८५३२७

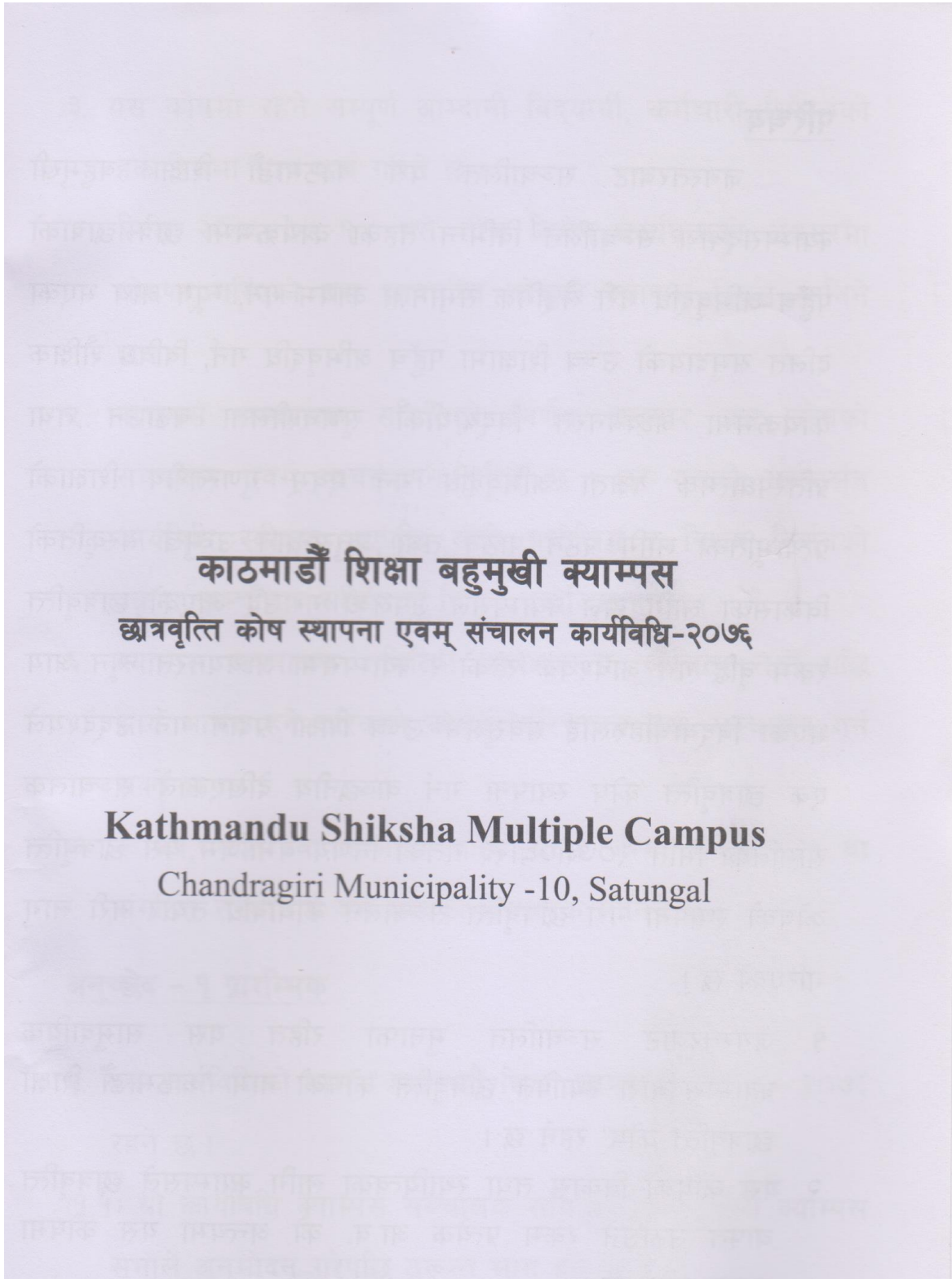
हाम्रा आकर्षणहरू

- अनुभवी प्राध्यापकबाट नियमित तथा गुणस्तरीय शिक्षा प्रदान गरिने ।
- आन्तरिक परीक्षा तथा मूल्याङ्कनको व्यवस्था ।
- त्रि.वि र उ.मा.वि. मा सर्वोत्कृष्ट नतिजा सहित अधिकतम विद्यार्थी उत्तीर्ण गराउन सफल ।
- आकर्षक छात्रवृत्ति र निः शुल्क वृत्तिको व्यवस्था ।
- आफ्नै भवन परिसरमा अतिरिक्त क्रियाकलापको सञ्चालन ।
- कक्षाकोठाहरूमा मल्टी मिडियाको प्रयोग ।
- उत्कृष्ट कम्प्युटर ल्याबको व्यवस्था ।
- सुविधा सम्पन्न पुस्तकालयको व्यवस्था ।

- यातायातको पर्याप्त व्यवस्था र शैक्षिक भ्रमण ।
- सस्तो, स्वस्थकर, चमेना गृहको व्यवस्था ।
- औद्योगिक प्रतिष्ठानहरूमा भ्रमण ।



Annex- 115. Establishment of scholarship Kosh and its procedures



परिचय

जनस्तरबाट सञ्चालित यस काठमाडौँ शिक्षा बहुमुखी क्याम्पसद्वारा सञ्चालित विभिन्न तहका कार्यक्रममा छात्र/छात्राको पहुँच अभिवृद्धि गरी लैङ्गिक समानता कायम गर्न, न्यून आय भएका दलित समुदायको उच्च शिक्षामा पहुँच अभिवृद्धि गर्न, विविध शैक्षिक कार्यक्रममा अध्ययनरत विद्यार्थीको सृजनशीलता बढाउन तथा प्रतिस्पर्धात्मक दक्षता अभिवृद्धि गर्न एवम् गुणस्तरीय शिक्षाको प्रत्याभूतिका लागि पठन पाठन तथा अनुसन्धान उन्मुख संस्कृतिको विकासका लागि हाल क्याम्पसले उपलब्ध गराउँदै आएको छात्रवृत्ति रकम वृद्धि गर्न आवश्यक रहेको र क्याम्पसमा अध्ययनरत न्यून आय भएका विद्यार्थीहरूलाई सर्वसुलभ उच्च शिक्षा प्रदान गर्ने उद्देश्यले एक छात्रवृत्ति कोष स्थापना गर्न वाञ्छनीय देखिएकाले सञ्चालक समितिको मिति २०७६/०८/२३ गतेको निर्णय बमोजिम यस छात्रवृत्ति कोषको स्थापना गरी छात्रवृत्ति सञ्चालन कार्यविधि तयार गरी लागु गरिएको छ ।

१. जनस्तरबाट सञ्चालित मुनाफा रहित यस सामुदायिक क्याम्पसद्वारा स्थापित छात्रवृत्ति कोषको नाम 'काठमाडौँ शिक्षा छात्रवृत्ति कोष' रहने छ ।
२. यस कोषको विकास तथा स्थायित्वका लागि क्याम्पसले छात्रवृत्ति बापत उठाउने रकम प्रत्येक आ.व. को अन्त्यमा यस कोषमा जम्मा गरिने छ ।

KSC ANNUAL REPORT

104

३. यस कोषमा रहने सम्पूर्ण आम्दानी विद्यार्थी, कर्मचारी/शिक्षकको हक हितमा मात्र खर्च गरिने छ ।

४. मिति २०७६/०५/१४ गते तीज विशेष कार्यक्रमको अवसरमा घोषणा गरिएको यस छात्रवृत्ति कोषको स्थापना दिवस मानिने छ ।

५. क्याम्पस सञ्चालक समितिको निर्णय अनुसार यस कोषको सञ्चालन एवम् व्यवस्थापन गरिने छ । तर यसको सञ्चालन कार्यविधि स्वीकृत भएपछि सोही बमोजिम र विशेष निर्णयको हकमा सञ्चालक समितिको निर्णय बमोजिम हुनेछ ।

६. क्याम्पस सञ्चालक समितिले आवश्यकता, औचित्य तथा पछि आय आर्जन हुने तरिकाले कोषको परिचालन तथा सञ्चालन गर्न सक्ने छ ।

७. रू. ५१,०००/- वा सोभन्दा माथि रकम जम्मा गर्ने व्यक्ति वा संगठित संस्थालाई यस कोषको संस्थापक मानिने छ ।

अनुच्छेद - १ प्रारम्भिक

१. यस कार्यविधिको नाम "काठमाडौँ शिक्षा छात्रवृत्ति कोष" - २०७६ रहने छ ।

(१.१) यो कार्यविधि क्याम्पस सञ्चालक समितिले पारित गरी क्याम्पस सभाले अनुमोदन गरेपछि तुरुन्त लागु हुने छ ।

KSC ANNUAL REPORT

105

२. परिभाषा

विषय प्रसङ्गले अर्को अर्थ नलागेमा यस कार्यविधिमा

(१) “क्याम्पस” भन्नाले काठमाडौँ शिक्षा बहुमुखी क्याम्पस भन्ने बुझ्नु पर्छ ।

(२) “क्याम्पस सभा” क्याम्पसको नियमावली-२०४९ छैटौँ संसोधन २०७५ अनुसार गठीत क्याम्पसको सर्वोच्च निकाय बुझ्नु पर्दछ ।

(३) “सञ्चालक समिति” यस क्याम्पसको संचालक समिति बुझ्नु पर्दछ ।

(४) “क्याम्पसको नियमावली” भन्नाले काठमाडौँ शिक्षा क्याम्पसको नियमावली छैटौँ संसोधन-२०७५ लाई सम्झनु पर्छ ।

(५) “छात्रवृत्ति कोष” भन्नाले यस क्याम्पसको नियमावली बमोजिम गठित छात्रवृत्ति कोष सम्झनु पर्दछ ।

(६) “संस्थापक” भन्नाले यस कोषको स्थापनाका लागि विभिन्न व्यक्ति/संस्थाले न्यूनतम ५१,०००/- वा सोभन्दा माथिको रकम यस कोषको स्थापनाका लागि दान गर्नेलाई जनाउँछ ।

(७) “कोष सञ्चालन तदर्थ समिति” भन्नाले यस कोषको संरक्षण, संवर्धन, विकास, विस्तार एवम् सञ्चालनका क्याम्पस संचालक समितिबाट गठीत वा यस कार्यविधिमा भएको व्यवस्था बमोजिम निर्वाचित समितिलाई जनाउदछ ।

KSC ANNUAL REPORT

106

अनुच्छेद -२ संगठनात्मक संरचना

२.१ सदस्यताको प्रकार

(क) मानार्थ सदस्य

(१.) रु. २५००० वा सो भन्दा माथि रकम यस कोषका लागि दान गरेको ।

(ख) संस्थापक सदस्य

संस्थापक सदस्यका लागि देहाय अनुसारको योग्यता पुगेको ज्ञानसुक्दै नेपाली नागरिक संस्थापक सदस्य हुनेछ ।

(१.) रु. ५१००० वा सो भन्दा माथि रकम यस कोषका लागि दान गरेको ।

(ख) साधारण सदस्य

(१.) रु. १००० वा सो भन्दा माथि रकम यस कोषका लागि दान गरेको ।

२.२ छात्रवृत्ति कोष सञ्चालन समिति

यस कोषको विस्तार तथा विस्तारका लागि जन सहभागिता जुटाई क्याम्पसमा अध्ययनरत विद्यार्थीलाई आशिक/पूर्ण छात्रवृत्ति एवम् कार्यरत प्राध्यापक/कर्मचारीको क्षमता अभिवृद्धिका लागि कोषलाई सुदृढ ढङ्गले सञ्चालन/व्यवस्थापन गर्नका लागि एक समितिको गठन गरिने छ । सो समितिको नाम छात्रवृत्ति कोष सञ्चालन समिति रहनेछ । सो समितिको गठन देहाय अनुसार हुनेछ ।

KSC ANNUAL REPORT

107

२.३ कोष सञ्चालक गठन विधि

(क) दफा २.१ (क) र (ख) बमोजिम सदस्यता लिएका सदस्यहरूले आफूहरू मध्येबाट न्यूनतम १ जना महिला सहित बढीमा ९ सदस्य भएको काठमाडौँ शिक्षा छात्रवृत्ति कोष सञ्चालन समिति गठन गर्न सक्ने छन् । सदस्यहरूले निर्वाचन कार्यविधि प्रचलित कानून बमोजिम वा आफैले तय गर्न सक्नेछन् ।

(ख) ५१ जना सदस्यहरू नभइनजेलसम्म क्याम्पस सञ्चालक समितिको बैठकको निर्णय अनुसार छात्रवृत्ति कोष सञ्चालन तदर्थ समितिको गठन गर्न सक्ने छन् ।

२.४ छात्रवृत्ति कोष सञ्चालन समितिमा देहायका पदाधिकारी एवम् सदस्यहरू रहने छन् :

- (१) संयोजक : १ जना (निर्वाचित)
- (२) सह-संयोजक : १ जना (मनोनित)
- (३) सदस्य : ३ जना (निर्वाचित) र २ जना (मनोनित)
- (४) पदेन सदस्य : संचालक समितिको अध्यक्ष वा निजको प्रतिनिधि
- (५) सदस्य सचिव : क्याम्पस प्रमुख (पदेन)

नोट: मनोनित सदस्यहरूको मनोनय निर्वाचित र पदेन सदस्यहरूको संयुक्त बैठकले गर्नेछ ।

KSC ANNUAL REPORT

108

२.५ छात्रवृत्ति कोष सञ्चालक समितिको काम, कर्तव्य र अधिकार

(क) काठमाडौँ शिक्षा क्याम्पस- क्याम्पस सभा, क्याम्पस सञ्चालक समिति तथा अन्य समिति, उप समिति, सेलसंग समन्वय गरी क्याम्पस छात्रवृत्ति नीति तथा कार्यक्रम बनाई अनुमोदनका लागि सञ्चालक समितिमा पेश गर्ने ।

(ख) क्याम्पस सञ्चालक समितिको स्थायी आमन्त्रित सदस्यका रूपमा यस समितिका संयोजकलाई मनोनयन गरी सिफारिस गर्ने ।

(ग) क्याम्पसको दीर्घकालीन छात्रवृत्ति नीति तथा कार्यक्रम तर्जुमा गरी चालु आ.व. को बजेटमा समावेश गराउने ।

(घ) छात्रवृत्ति नीति सम्बन्धी क्याम्पस सभा र सञ्चालक समितिलाई आवश्यक, सल्लाह र परामर्श दिने ।

(ङ) छात्रवृत्ति कोष वृद्धि, सञ्चालन एवम् व्यवस्थापनका लागि अन्य कामहरू गर्ने ।

(च) प्रत्येक आर्थिक वर्षभित्र विभिन्न विषयमा उत्कृष्ट छात्र/छात्रा एवम् वार्षिक कार्यक्रम अर्न्तगत छात्रवृत्ति छनोटमा परेकालाई छात्रवृत्तिका लागि सिफारिस गर्ने र सो रकम उपलब्ध गराउने ।

(छ) क्याम्पसमा कार्यरत प्राध्यापक एवम् कर्मचारीको वृत्ति विकासमा सहयोग पुग्ने पुर्‍याएको घोषणा एवम् कार्यान्वयन गर्ने ।

(ज) छात्रवृत्ति कोषका लागि संस्थापक एवम् अन्य सहयोगी संस्थाहरू विस्तार गर्ने ।

KSC ANNUAL REPORT

109

(भू) पूर्व विद्यार्थीहरुका सङ्घ सङ्गठनसँग सहकार्य गरी यस अभियानलाई सार्थक बनाउन सहयोग लिने ।

(ज) छात्रवृत्तिको प्रकार तोकिएको घोषणाको लागि सिफारीस गर्ने ।

(ट) संस्थापक सदस्यको लागत राख्ने ।

(ठ) सञ्चालक समिति/क्याम्पस सभाले तोकिएका अन्य कामहरु गर्ने ।

२.६ छात्रवृत्ति व्यवस्थापन समितिको बैठक

(क) यस समितिको बैठक साधारणतया वर्षमा ४ चोटि बस्ने छ । प्रत्येक सङ्कायको अन्तिम परीक्षा परिणाम प्रकाशनको १५ दिनभित्र यस समितिको बैठक बसी सो सङ्कायको परिणामको आवश्यक समीक्षा सहित उत्कृष्ट छात्रवृत्ति पाउने छात्र छात्राको नाम सार्वजनिकीकरण गर्नु पर्ने छ ।

अनुच्छेद -३ आर्थिक प्रशासन सम्बन्धी व्यवस्था

३.१ छात्रवृत्ति कोषको व्यवस्थापन

यस छात्रवृत्ति कोषमा देहाय बमोजिमको रकम रहने छ :

(क) दान/दातव्य र आर्थिक सहायक स्वरूप विभिन्न व्यक्ति/सङ्घ/संस्थाबाट प्राप्त अनुदान सहयोग ।

(ख) छात्रवृत्ति कोषका लागि विद्यार्थीबाट उठेको रकम ।

(ग) बैङ्क व्याजबाट प्राप्त रकम ।

KSC ANNUAL REPORT

110

(घ) सभा/सेमिनार/गोष्ठी तथा अन्य स्रोतबाट सो प्रयोजनार्थ प्राप्त रकम ।

(ङ) यस क्याम्पसका पूर्व विद्यार्थीहरुबाट छात्रवृत्ति वापत प्राप्त हुने नगद, जित्सी सहयोग ।

(च) व्यक्ति/संस्था/पितृ आत्माको नाममा कायम हुने अक्षय कोषबाट प्राप्त हुने रकम ।

३.२ छात्रवृत्ति कोषको संचालन

यस प्रयोजनार्थ क्याम्पसले एउटा छुट्टै बैङ्क वा उच्च कोटीको सहकारी संस्था मार्फत “काठमाडौं शिक्षा छात्रवृत्ति कोषको” सञ्चालन गर्न सक्ने छन् । निर्वाचित समिति गठन नभईजेलसम्म क्याम्पस सञ्चालक समितिको निर्णय अनुसार यस कोषको सञ्चालन एवम् व्यवस्थापन गर्न सक्ने छ ।

३.३ छात्रवृत्ति कोषको उपयोग

(१) छात्रवृत्ति कोष क्याम्पसले निम्न लिखित उद्देश्य प्राप्तिका लागि उपयोग गर्न सक्ने छ :

(क) यस क्याम्पसद्वारा प्रदान गरिने उत्कृष्ट छात्रवृत्ति रकम वापत ।

(ख) गरिब/दलित/महिला/मधेसी/सूचीकृत आदिवासी जनजाती/अपाङ्गका लागि छुट्याइएको छात्रवृत्ति रकम वापत ।

KSC ANNUAL REPORT

111

(ग) एक लाख वा सोभन्दा माथि दान दातव्य दिई आफ्ना वा आफ्ना पूर्वज वा वंशज वा इच्छाएको व्यक्तिको नाममा स्थापित भएको छात्रवृत्ति बापतको रकम प्रदान गर्ने ।

(घ) छात्रवृत्ति समितिको सिफारिस बमोजिम क्याम्पस सञ्चालक समितिले उचित ठानेका छात्रवृत्ति तथा उत्प्रेरणाका लागि सञ्चालित कार्यक्रमको रकम प्रदान गर्ने ।

(ङ) यस क्याम्पसमा कार्यरत शिक्षक वा कर्मचारीको वृत्ति विकास तालिम तथा उत्प्रेरणाका लागि सञ्चालित कार्यक्रम वा सहयोग रकम प्रदान गर्ने ।

(च) यस कोषको वृत्ति तथा विकासका लागि गरिने कार्यक्रमको खर्च यसै कोषबाट भुक्तानी दिइने छ ।

(छ) छात्रवृत्ति कोष सञ्चालक समितिले उचित ठानेमा उत्कृष्ट नतिजा ल्याउने शिक्षक तथा विषयगत शिक्षकको उत्प्रेरणा बढाउन विभिन्न प्रकारका छात्रवृत्ति घोषणा गरी र सो बापतको रकम यस कोषबाट उपलब्ध गराउन सक्ने छ ।

(२) छात्रवृत्ति कोष सञ्चालन समितिले यस कोषको विकासका लागि आवश्यक कार्यविधि बनाई यस कोषको रकम लगानी गर्न सक्नेछ । तर त्यस्तो कार्यविधि क्याम्पस सञ्चालक समितिले अनुमोदन तथा लगानी सम्बन्धमा स्वीकृत दिएपछि मात्र मान्य हुने छ ।

KSC ANNUAL REPORT

112

३.४ बैंक खाताको व्यवस्था र सञ्चालन

(१) यस छात्रवृत्ति कोषको व्यवस्थापन एवम् संचालनका प्रयोजनका लागि वित्तीय कारोबार गर्न बैङ्क खाता खोल्नु पर्ने छ । उक्त बैंक खाता मार्फत मात्र वित्तीय कारोबार गर्नु गराउनु पर्ने छ ।

(२) छात्रवृत्ति कोषको कारोबार 'मूल खाता' र 'कार्य संचालन खाता' मार्फत सञ्चालन गरिने छ । अन्य वित्तीय कारोबारका लागि छात्रवृत्ति कोषको कारोबारका लागि छात्रवृत्ति समितिको सिफारिस वा क्याम्पस सञ्चालक समितिको निर्णय बमोजिम हुने छ ।

३.५ कोषको जिम्मा, त्यसको लगत संरक्षण

(क) यस कोषमा रहने वा रहेका सम्पूर्ण रकम तथा जिन्सी सामानको जिम्मेवारी सञ्चालक समितिको अध्यक्ष, छात्रवृत्ति कोषको संयोजक र क्याम्पस प्रमुखको सामूहिक रूपमा रहने छ ।

(ख) यस कोषको लगत सहित त्यसको संरक्षण गर्ने, हर हिसाब राख्ने, परीक्षण गर्ने तथा अन्य दायित्व क्याम्पस प्रमुख र लेखा प्रमुखको हुनेछ ।

(ग) क्याम्पस सञ्चालक समितिले केही निश्चित अवधिका लागि केही रकम माग गरेमा छात्रवृत्ति समितिको निर्णयानुसार क्याम्पसले ब्याज तिर्ने गरी सो रकमको प्रयोग क्याम्पसको हितका लागि गर्न

KSC ANNUAL REPORT

113

सक्ने छ । तर निश्चित अवधिपछि उल्लिखित रकमको ब्याज सहित पुनः सोही कोषमा दाखिला गर्नु पर्ने छ ।

३.६ छात्रवृत्ति कोषको उपयोग क्याम्पसले दिनु पर्ने तलब/भत्ता तथा तिर्नु पर्ने अन्य दायित्वका लागि खर्च गर्न पाउने छैन ।

अनुच्छेद - ४ विविध

४.१ कार्यविधि संशोधन एवम् परिमार्जन छात्रवृत्ति कोष सञ्चालक समितिको सिफारिस बमोजिम क्याम्पस सञ्चालक समितिले यस कार्यविधिलाई संशोधन तथा परिमार्जन गर्न सक्ने छ ।

४.२ अक्षय कोष स्थापना गर्न सकिने

कुनै व्यक्ति वा संस्थाले आफ्ना पूर्वज वा आफ्नो इच्छा अनुसारको छात्रवृत्ति स्थापनाका लागि न्यूनतम रु. १,००,०००/- एक लाख मात्र दान दिई अक्षय कोषको स्थापना गर्न सक्ने छ ।

४.३ अद्यावधिक गर्नु पर्ने

यस कोषमा रु १,००,००,०००/- अक्षरेपी रु. एक करोड रकम दाखिला नभइन्जेलसम्म दान दातव्य दिनेहरूको नाम संस्थापक सदस्यको रूपमा प्रतिवर्ष अद्यावधिक गर्नु पर्ने दायित्व क्याम्पस प्रमुख र छात्रवृत्ति कोष सञ्चालन समितिको संयोजकको हुनेछ ।

४.४ सिफारिस गर्ने

प्रतिवर्ष क्याम्पस स्थापना दिवसको अवसर पारी वितरण गरिने विविध छात्रवृत्तिको घोषणा प्रत्येक तह तथा सङ्कायको अन्तिम परीक्षा परिणाम प्राप्त भएको पन्ध्र दिनभित्र र अन्यको हकमा वैशाख ५ गतेभित्र गरि सक्नु पर्ने छ ।

KSC ANNUAL REPORT

114

४.५ राजिनामा दिने व्यवस्था

(क) छात्रवृत्ति कोषका पदाधिकारी एवम् सदस्यले आफ्ना निजी कारणले राजिनामा दिनु पर्ने भएमा सदस्यले संयोजक समक्ष र संयोजकले क्याम्पस सञ्चालक समितिको अध्यक्ष समक्ष राजिनामा दिन सक्ने छ ।

४.६ पद रिक्त हुने अवस्था

यस कोषका पदाधिकारी एवम् सदस्यहरूको देहायका अवस्थामा पद रिक्त हुने छ :

(क) लिखित राजीनामा सञ्चालक समितिबाट स्वीकृत भएमा

(ख) मानसिक सन्तुलन गुमाएमा वा देहान्त भएमा

(ग) पदावधि समाप्त भएमा

(घ) नैतिक पतन देखिने फौजदारी अभियोग प्रमाणित भएमा

४.७ संस्थागत सङ्घ/संस्थाको अक्षय कोष सम्बन्धी व्यवस्था

(क) चन्द्रागिरि नगरपालिका वा सो अन्तर्गतका वडा कार्यालयहरू वा अन्य सङ्घ/संस्थाहरूले सूचीकृत आदिवासी/जनजाति तथा सहिदका छोराछोरी/खेलाडी तथा अन्य गरिब तथा जेहेन्दार विद्यार्थीका लागि छुट्टै अक्षय कोष खडा गरी सोही सङ्घ/संस्थाको सिफारिस अनुसार छात्रवृत्ति रकम उपलब्ध गराउने अक्षय कोषको स्थापना गर्न सक्ने छ ।

KSC ANNUAL REPORT

115

४.८ कोषका संस्थापक/मानार्थ सदस्यहरुको नामावली

क्र.सं.	दाताको नाम	रकम रु.	सदस्य
१	प्रा.डा. माधव भट्टराई	१,२५,०००।	संस्थापक
२	प्रा.डा. हेमाङ्गराज अधिकारी	१,२५,०००।	संस्थापक
३	स्व. गुणकेशरी उप्रेतीको स्मृतिमा छोरा बासुदेव उप्रेतीद्वारा स्थापित छात्रवृत्ति	२,३०,०००	संस्थापक
४	समाजसेवी श्री रामजी यादवको नाममा छोरा श्री रामध्यान प्रसाद यादवद्वारा स्थापित छात्रवृत्ति	१,५१,१११।	संस्थापक
५	श्री कान्ता भट्टराई (पूर्व राज्यमन्त्री)	१,११,१११।	संस्थापक
६	समाजसेवी एवम् शिक्षाप्रेमी श्री विन्देश्वर प्रसाद गुप्ताको नाममा स्थापित छात्रवृत्ति	१,११,१११।	संस्थापक
७	समाजसेवी एवम् मानव अधिकारवादी श्री सूर्य बहादुर अधिकारीद्वारा स्थापित छात्रवृत्ति	१,११,१११।	संस्थापक
८	स्व. हरि बहादुर थापाको सम्मानमा समाजसेवी श्रीमती किरणज्योति थापा	१,११,१११।	संस्थापक

KSC ANNUAL REPORT

116

९	शिक्षाप्रेमी श्री हरि खनालद्वारा स्व.पिता धनेश्वर खनालको स्मृतिमा स्थापित छात्रवृत्ति	१,११,००१।	संस्थापक
१०	समाजसेवी श्री देवन्द्र प्रधानद्वारा स्थापित छात्रवृत्ति	१,०१,१११।	संस्थापक
११	स्व. पिता देवी प्रसाद सिवाकोटीको सम्मानमा समाजसेवी शान्ता प्रसाद सिवाकोटी द्वारा स्थापित छात्रवृत्ति	१,०१,००१।	संस्थापक
१२	श्री शत्रुघ्न प्रसाद गुप्ता (क्याम्पस प्रमुख)	५१,०००।	संस्थापक
१३	समाजसेवी श्री हरि कार्की, तीनथाना	५१,०००।	संस्थापक
१४	श्री गगन सिंह ऐर	५१,०००।	संस्थापक
१५	श्री प्रेम सिंह श्रेष्ठ	५१,०००।	संस्थापक
१६	श्री गौरी प्रसाद दवाडी	५१,०००।	संस्थापक
१७	श्री रत्न बहादुर श्रेष्ठ	५१,०००।	संस्थापक
१८	प्रा.हरि विनोद अधिकारी	२५,०००।	मानार्थ
१९	प्रा.कृष्ण प्रसाद आचार्य	२५,०००।	मानार्थ
२०	श्री बसन्त कुमार बराल	२५,०००।	मानार्थ
२१	श्री राजेन्द्र विक्रम बानियाँ	२५,०००।	मानार्थ

KSC ANNUAL REPORT

117

Annex- 115 a, Budget for Merit-based and internal exam topper Scholarship (See next volume for new budget)

Annex- 115 b,. Student Thesis support program



आज मिति २०६६/१२/१२ यत्त काठमाडौं शिक्षा क्याम्पस
को अनुसन्धान व्यवस्थापन एकाइको बैठक सञ्चालन भएको छ।
शार्वराज आचार्यको अध्यक्षतामा बसेको उक्त बैठकको
उपस्थिति २ निर्णयहरू यत्त प्रकाश छन् -

- उपस्थिति :
- हस्तक्षर :
- १) श्री डी. शार्वराज आचार्य (अध्यक्ष)
 - २) श्री शत्रुघ्न प्रधान गुप्ता (व्या. उपप्रा.)
 - ३) श्री वल्लभ कुमार बराल (वि. प्र. स्वास्थ्य शिक्षा)
 - ४) श्री भीम प्रधान सापकोटा (सहाय)
 - ५) श्री काशिब सिंह (सहाय)
 - ६) श्री लोके सिंह खड्का (कालदास)
 - ७) श्री योगेश प्रकाश जोशी (डा. सहाय)
 - ८) श्री अनिता मण्डारी (डा. सहाय)
 - ९) श्री काशिब आचार्य (शोध प्रस्तोता)

निर्णय नं. १, यत्त क्याम्पसको शिक्षारक्षिता सम. प्रिल. डिग्री
गर्नुभएका डप. प्र. काशिब आचार्यले आफ्नो एम. प्रिल. डिग्रीको
शोध पत्र 'Effects of Athletic Participation on Academic
Achievement of Secondary Level Students in Kathmandu
Municipality' को सफलतापूर्वक प्रस्तुतिबारे गर्नुभएको उहाँको
प्रस्तुतिबारेलाई अनुमोदन गरियो ।

निर्णय नं. २, क्याम्पसको शिक्षारक्षिता सम. प्रिल. डिग्री सम्बन्ध
सम्बन्धित गर्नु सफल हुनुभएकोमा डप. प्र. काशिब आचार्यले
धन्यवाद ज्ञापन सहित उपर्युक्त अनुरोधको कार्रवाही गरियो ।
निर्णय नं. ३, यत्त क्याम्पसको डप. प्र. श्री काशिब आचार्यले वि. प्र. वि.
चाल्ने अनुदान कार्यक्रम र काठमाडौं शिक्षा क्याम्पसको कार्य-
सूचिकामा सम्बन्धित एम. प्रिल. डिग्रीको शोध सात प्रस्तुतिबारे
जोरो बापत क्याम्पसको नियमानुसारको कार्यसूचिकामा सम्बन्धित उपलब्ध
छ जनाउने ।

Annex- 115 c,. KSC leaflet for Admission

‘गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण’



काठमाडौं शिक्षा बहुमुखी क्याम्पस

(वि.वि. र राष्ट्रिय परीक्षा बोर्डबाट सम्बन्धित प्राप्त शिक्षासम्पन्न सङ्काय तर्फको पहिलो सामुदायिक क्याम्पस)

शैक्षिक कार्यक्रमहरू

स्नातकोत्तर तह (M.Ed)

- Mathematics Education
- Nepali Education
- English Education
- Health Education
- Educational Planning & Mgmt.
- Curriculum & Evaluation

स्नातक तह: Education

- B.Ed (One & Four Years)
- B.Ed Science (One & Four Years)

Subject Offered

(Nepali, English, Health, Mathematics, Political Science, History, Geography, Economics, Population, Sociology, Administration & Supervision and Science Education)

स्नातक तह: Management

- Bachelor in Business Studies (BBS)

स्नातक तह: Humanities

- Bachelor in Computer Application (BCA)

Proposed Programs

- B.Sc (Agriculture) / B.Sc - CSIT (TU)
- BBA / BSW / MSW / MBS (TU)
- Diploma in Civil Engineering (CTEVT)

For More Details Visit Our Website www.ksc.edu.np/kscrmc13@gmail.com
Contact No. 01-4311843 / 9851152148 / 9841292399 / 9849112312

Admission Open In (BCA/B.Ed/BBS/1year B.Ed) Program

Highlights & Attraction

- Affordable fee - Rs. 32000 per semester for **BCA Studies**.
(Entrance passed students from any other campus can also get admission in first come first basis.)
- Scholarships for top 3 students in each program.
- All program running in morning shift.
- Tiedup with IT companies & Banking sector.
- Laptop facilities through finance/bank.
- Extra professional development programming courses.
- Fully equipped practical lab / Own building with peaceful environment.
- High speed internet and networking facility.
- Hostel facility. / Weekly seminars.

Computer Lab



Library



Annex- 116: Name of the scholarship achievers from KSC



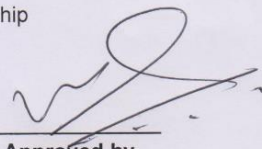
Kathmandu Shiksha Campus
Chandragiri-10, Satungal, Kathmandu
Phone: 4230240.4311843

Voucher Printed on: 16/07/2020 Time : 3:02 PM

Voucher Type & No:		30	Currency:	NRs
Transaction No:		32	Date:	04/09/2019 2076/05/18
SN	A/C	Details	Debit	Credit
1	Scholarship Expnses		115,000.00	0.00
2	Everest	39979299(Dil bdr Chhetri) M.Ed.IInd sem	0.00	15,000.00
3	Everest	39979300 (Rakshya Poudel)M.Ed.IInd sem	0.00	10,000.00
4	Everest	39979301(Manoj Acharya)M.Ed.IInd sem	0.00	5,000.00
5	Everest	39979302(Sarita Pandey) (BCA IInd sem)	0.00	15,000.00
6	Everest	39979303(Bibek Thapa) B.Ed. 4th Year	0.00	10,000.00
7	Everest	39979304 (Khuman Gaire)B.Ed. 4th Year	0.00	5,000.00
8	Everest	39979305(Kiran Subba) (B.Ed. Ist Year)	0.00	10,000.00
9	Everest	39979306(Dil KUmari Pun)(B.Ed. 2nd Year)	0.00	7,500.00
10	Everest	39979307(Sanu Maya Thing) BBS. Ist Year	0.00	7,500.00
11	Everest	39979308(Anu Ghari Magar) Bed 2nd year	0.00	15,000.00
12	Everest	39979309(Sudip Shrestha)BBS Ist Year	0.00	7,500.00
13	Everest	39979310 (Jamuna BHusal) BBS. 2nd Year	0.00	7,500.00
Grand Total			115,000.00	115,000.00

In Words: Rs. One Lakh Fifteen Thousand Only .

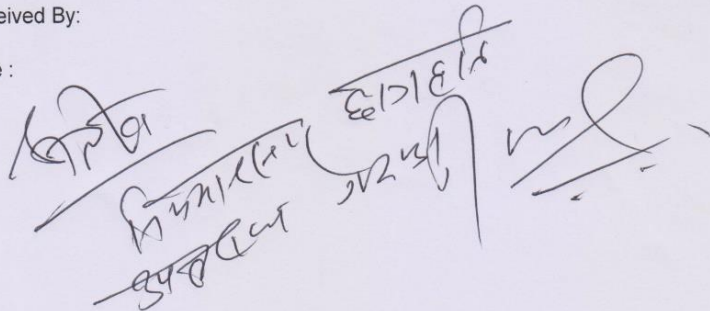
Narration: Being Amount Paid to Following Students for Scholarship

Anita	Anita	Anita	
Prepared by	Edit by	Post by	Approved by

Payment : Cash/Cheque

Received By:

Date :





Kathmandu Shiksha Campus
Chandragiri-10, Satungal, Kathmandu
Phone: 4289240, 4311843

J.V. Voucher Printed on: 14/08/2020 Time : 4:50 PM

Voucher Type & No: 124 Currency: NRs
Transaction No: 129 Date: 04/03/2019 2075/11/20

SN	A/C	Details	Debit	Credit
1	Scholarship Paid	Khem Raj Bhatta	15,000.00	0.00
2	Kumari (K1783700001Exp.)	8628480	0.00	15,000.00
3	Scholarship Paid	Sabin Bahadur Zuwa	10,000.00	0.00
4	Kumari (K1783700001Exp.)	8628481	0.00	10,000.00
5	Scholarship Paid	Rup Chandra Bista	5,000.00	0.00
6	Kumari (K1783700001Exp.)	8628482	0.00	5,000.00
Grand Total			30,000.00	30,000.00

In Words: Rs. Thirty Thousand Only .

Narration: Being Amount Paid to Following Topper Students in 2nd Semester

Anita	Anita
Prepared by	Approved by
Edit by	Post by

Payment : Cash/Cheque

Received By:

Date :

Copy Attached
[Signature]

Annex- 116 a, Agreement for the scholarship by other institution

(Our Student Receiving Scholarship by the other Institutions)



(A Screenshot of Post on the KSC's Official Facebook Page Regarding Scholarship form other Institutions)

My Drive - Google Drive x | Questionnaire for the Stakeholder x | Questionnaire for the Principal x | f

facebook.com/kathmandushiksha.campus/posts/2376136819140247

 **Kathmandu Shiksha Campus** is with Anita Bhandari and 20 others.
August 8, 2019 · 🌐

Our Former Student Mrs. Kabita Regmi Aryal handed over a Cheque of Rs. 25,500 as scholarship to our current B.Ed. student Ms. Nirmaya Moktan in a short program organized at KSC. We thanks her for regular Nobel work.
Congratulations to our deserving student for getting a grant support from unknown. Mrs. Kabita also helped her while she was studying at plus Two level. Thanks Kabita ji once again for your continuous support and donation.
- Campus Chief and Campus family.



Annex- 117. : Appointment Letter of the Placement Officer/Employment officer



काठमाडौं शिक्षा क्याम्पस
(त्रि.वि.बाट सम्बन्धन प्राप्त)
सतुगल (विष्णुदेवी) काठमाडौं, नेपाल ।
KATHMANDU SHIKSHA CAMPUS
(Affiliated to Tribhuvan University)
Satungal (Bishnudevi) Kathmandu, Nepal

प.सं./ च.नं....०७४।७५

मिति : २०७४।०३।२२

श्री डिल्लीराज वेल्वासे क
चन्द्रागिरि नगरपालीका, काठमाण्डौ ।

विषय : नियुक्ती सम्बन्धमा ।

यस क्याम्पस र समुदाय संगको सम्बन्धलाई प्रगाढ र मजबुद बनाउन तथा क्याम्पसमा अध्ययनरत विद्यार्थीहरुको आर्थिक अवस्थामा सहकार्य गर्नको लागि यस क्याम्पसको सञ्चालक समितिको मिति २०७४।०३।२१ को निर्णय अनुसार तपाईंलाई समुदाय सम्बन्ध तथा रोजगार समन्वय अधिकारी (Public Relation and Job Placement Officer) को पदमा नियुक्ती गरिएको छ । तपाईंको पारीश्रमिक क्याम्पसको नियमानुसार वा तोकीएबमोजिम हुने व्यहोरा जानकारी गराइन्छ । समुदाय सम्बन्ध तथा रोजगार समन्वय अधिकारी पदमा नियुक्ती पाउनु भएकोमा हार्दिक बधाई ।

बोद्यार्थ :

श्री लेखा शाखा/ श्री प्रशासन शाखा
काठमाडौं शिक्षा क्याम्पस

शत्रुघ्न प्रसाद गुप्ता

क्याम्पस प्रमुख

Annex- 117 a,. Name list of the job holders recommended by Placement Officer

Kathmandu Shiksha Multiple Campus
Chandragiri Municipality, 76, Satungal Kathmandu

Name List of the KSC's Students as Job Holder-2076

S. N.	Name of the students	Level of Study	Working Position	Working Place/Office	Remarks
1.	Sajan Maharjan	BBS 2nd	Accountant	Cooperative	
2.	Bikash Tamang	BBS 2nd	Computer Operator	Transportation Company	
3.	Binu Keshari Lama	BBS 2nd	Marketing officer		
4.	Minu Keshari Lama	BBS 2nd	Librarian	K.S.C	
5.	Sumitra Rana Magar	B. Ed. Second	Computer & English Teacher	Gyan Sudha Academy	
6.	Lila Shrestha	B. Ed. Second	Computer Teacher	Mother land School	
7.	Durga Sharma	M.Ed.	Sec. Teacher		
8.	Ujjuma Maharjan	M.Ed.	Teacher	Prayas pre School	
9.	Sanjaya Maharjan	M.Ed.	Asst. Principle	New Horizon School	
10.	Sunita Shrestha	M.Ed.	H.A	Sundhuli	
11.	Khem Raj Bhatt	M.Ed.	H.A	Bhaktapur P.S.C	
12.	Khushi Ram Chaudhary	M.Ed.	Asst. Institution officer		
13.	Subin Bdr Zooa	M.Ed.	Teacher	Nepal Army Institute of Health Science Academy	
14.	Rajan Shah	M.Ed.4th	H.A	Surya Binyake	
15.	Ashmi Kala Chhetri	M.Ed.	H.A	Ducshkali Municipality	

Copy Attached



"Education Awaaz"
प्रयास सामुदायिक केन्द्रद्वारा संचालित

PRAYAS

Pre-School and Training Center

PAN: 606972936



Date: 2077/4/15

To whom it may concern

It is recommended that **Ujuma Maharjan**, student of M.Ed. in English Education at Kathmandu Siksha Multiple Campus, Satungal is our full time teacher of Computer and English since 2074. She is honest, hardworking, dedicated and well-behaved during her working period.

We wish her very success in life.

Principal
Silu Maharjan

फोन: ०१-५१६४२१६
Tel.: 01-5164216



श्री जनविद्या माध्यमिक विद्यालय Shree Jagadgurur Secondary School

चन्द्रागिरी नवविद्यालय, मातातीर्थ, काठमाडौं
Chandragiri Navavidyalaya, Matatirtha, Kathmandu
Estd. 2016

प.सं.
च.नं.

Date/मिति: २०७७-०४-१६

To whom it may concern

Subject/विषय:

It is recommended that Durga Sharma, student of M.ed in English education at Kathmandu Siksha Multiple Campus, Satungal is our full time teacher of computer and English since 2064 .She is honest, hard working , Dedicated and well –behaved during her working period.

We wish her very success in life.

Madhav

Madhav Prasad Rijal
Principal

E-mail: jagadgurur.school2016@gmail.com



नेपाल दूरसंचार संस्थान
(केन्द्रीय कार्यालय)
(कर्मचारी प्रशासन शाखा)

कालिका नं. २०७५/४३

दिनांक २०७५/०२/२२

मिति २०७५/०२/२२

पत्रांक नं. २०७५/०२/२२/४३

विषय :- स्थायी नियुक्ति ।

श्री ध्रुवहर शर्मा
का.से.नि. ।

प्रस्तुत विषयमा परपुर्ति समितिको सिफारिस तथा मिति २०७५/०२/२२ को निर्णयानुसार तपाईंलाई यस संस्थान अन्तर्गत दू.स.का. बनेपाको रिक्त महापञ्चकाल तह ४ (प्र) जपेटर पदमा एकवर्षे परिक्षणकाल रहने गरी स्थायी नियुक्ति गरिएको छ ।

साथै जसो व्यवस्था नभएताम्वरी लागि सरठमाण्डौ क्षेत्रिय निर्देशनालयमा काजमा राखी कामकाज लगाउने समेत निर्णय भएकोले निर्णयानुसार खटाइएको कार्यालयमा हाजिर भै पद अनुरूपको कार्य गर्नु हुन अनुरोध गर्दछु ।

बोधार्थ तथा कार्यार्थ :-

श्री ने.दू.सं.स. के.का. अर्थ विभाग ।

श्री " " आ.ले.प. तथा निरिक्षण विभाग ।

श्री " " आर्थिक योजना तथा व्यवस्थापन विभाग ।

श्री " " मर्मतसम्भार तथा सञ्चालन विभाग ।

श्री " " व्यापार व्यवस्थापन विभाग ।

श्री " " कर्मचारी हित शाखा ।

श्री " " कृषि शाखा ।

श्री " " परपुर्ति समिति ।

श्री " " सरठमाण्डौ क्षेत्रिय निर्देशनालय ।

श्री " " दू.स.का. बनेपा ।

श्री कर्मचारी सन्ध्याकोष सघ संस्थान महाशाखा ठमेल ।

आ.मु. वरिष्ठ प्रशासकीय सा.पञ्चक

Annex- 118: Cancellor's and Placement Officer's appointment letter



आज मिति २०६५/१२/१६ गते प्रा. इ. वि. का. फ्लेडो
प्रदेशीय कृषि विकास समितिदो बैठक वक्तो
उक्त बैठकको उपस्थिति र निर्णयहरु यस प्रडार छन -
उपस्थिति :

१. प्रा. डा. काशुदेव कार्फले (अध्यक्ष)
२. प्रा. डा. प्रेम नारायण अर्घात (सदस्य)
३. प्रा. हरि विनोद अधिकारी (सदस्य)
४. प्रा. कृष्ण प्रसाद झाचार्य (सदस्य)
५. श्री गौरी प्रसाद दवाडी (सदस्य)
६. प्रा. महेश्वर न्यौपाने (सदस्य)
७. श्री राजेन्द्र विक्रम कानियाँ (सदस्य)
८. श्री वसन्त राज शर्मा (सदस्य)
९. श्री धन्यराम गिरी (सदस्य)
१०. श्री वसन्त कुमार खाल (सदस्य)
११. श्री शत्रुघ्न प्रसाद गुप्ता (सदस्य सचिव)

निर्णय नं. १. मिति २०६५/०९/२४ गतेको कृषि विकास
समितिदो बैठकको निर्णय बमोजिम प्रा. हरि
विनोद अधिकारीको संयोजकत्वमा कृषि विकास समितिको
तथा बैठकको व्यवस्था गर्न गठीत समितिदो सिफा-
रिस बमोजिम कृषि विकास कार्यक्रम आफ्नै ध्वनबाह
संचालन गर्न आवश्यक व्यवस्था गर्ने ।

निर्णय नं. २.

सामुदायिक कृषि विकासको सफलिकरण कार्यक्रम अन्तर्गत
प्रदेश सरकार सामाजिक विकास मन्त्रालय, शिक्षा
विकास निर्देशनालय प्रदेश त ३ हेर्ना हारा
विनियोजित रकमको काम चलागिरि तम्पा पालिकाको
अतिरिक्तको शिक्षा तथा सुमेल/सेवा निर्माण प्रविधि
शिपारील बमोजिम सम्पन्न गरीलेको हुनाले सा
वापत पाउन पर्ने अतामीको लागि श्री चलागिरि
तम्पा पालिकाको शिपारील माग गर्ने । साथै प्रदेश
सरकार-३, हेर्ना रंग अतामी माग गर्ने ।

शत्रुघ्न प्रसाद गुप्ता

(૮) યશ વ્યાખ્યાનો ૨૨ જાન્યુઆરી ૨૦૧૬ ના રોજ કોર્પોરેશન સમારોહ
વ્યાખ્યાનો સુવિધા અંતર્ગત ૨૦૧૬ વૈશાખ મહિના
મિત્ર ગ્રામ કાર્યકરો વચ્ચેના મિલોચે |

(૯) વ્યાખ્યાનો કોર્પોરેશન સમારોહને અવસર
પાડી વિવિધ વિસ્તૃત અગ્રણી કોમોગ ૮
જી શિક્ષા શાળા લંબાયે તેને ગ્રામીણ
કો પ્રાથમિક શિક્ષણના નિવાસી
અમારા શિક્ષણ ગ્રામીણ પરિવેશન કોમોગ
ફાઇનલ ગોળી કો લાગે કેમકે અંતર્ગત
ગ્રામીણ સમિતિ ૨૦૧૬ ગણિતે |

સંયોગ : જી અગ્રણી પ્રાથમિક ગ્રામીણ
અગ્રણી : જી ગ્રામીણ પ્રાથમિક
અગ્રણી : જી ગ્રામીણ પ્રાથમિક
અગ્રણી : જી ગ્રામીણ પ્રાથમિક

અગ્રણી : જી ગ્રામીણ પ્રાથમિક

અગ્રણી : જી ગ્રામીણ પ્રાથમિક
અગ્રણી : જી ગ્રામીણ પ્રાથમિક
અગ્રણી : જી ગ્રામીણ પ્રાથમિક

(૧૦) નવા ગ્રામીણ વિશાળ શિક્ષણ આકરણ સોફ્ટ
પ્રાથમિક પ્રાથમિક ગ્રામીણ પ્રાથમિક
અગ્રણી : જી ગ્રામીણ પ્રાથમિક
અગ્રણી : જી ગ્રામીણ પ્રાથમિક



Handwritten signature.



काठमाडौं शिक्षा क्याम्पस

(त्रि.वि.बाट सम्बन्धन प्राप्त)

चन्द्रागिरि -१०, सतुङ्गल काठमाडौं ।

KATHMANDU SHIKSHA CAMPUS

(Affiliated to Tribhuvan University)

Chandragiri-10, Satungal Kathmandu

प.सं/ च.न ७५/०७६



मिति : २०७५।१२।२०

श्री शारदा श्रेष्ठ

च.न.पा. सतुङ्गल

विषय : शैक्षिक परामर्शदाता नियुक्त गरिएको ।

प्रस्तुत विषयमा यस क्याम्पसको व्यवस्थापन समितिको मिति २०७५।१२।१७ मा वसेको बैठकको निर्णय अनुसार छ महिना परिक्षणकाल रहने गरी तपाइलाई यस क्याम्पसको शैक्षिक परामर्शदाता नियुक्ती गरिएको छ । क्याम्पसको नियमावली तथा प्रचलित कानूनका अधिनमा रही कार्य सम्पादन गर्नुहोला ।

शैक्षिक परामर्शदातामा नियुक्ती पाउनुभएकोमा हार्दिक वधाई ।

बोधार्थ :

- १) श्री लेखा शाखा, काठमाडौं शिक्षा क्याम्पस
- २) श्री प्रशासन शाखा, काठमाडौं शिक्षा क्याम्पस

(शत्रुघ्न प्रसाद गुप्ता)
क्याम्पस प्रमुख

Annex-118 a. Guidelines for the students' counselling,

Kathmandu Shiksha Campus
Chandragiri Municipality 10 Kathmandu
Student Counseling Form

Student's Name: _____

Student ID # or DOB: _____

Reason for Counselling

Referred by: _____

Phone: _____

Email: _____

Follow up required: ____ yes ____ no By: _____

(date)

(If yes, please indicate the type of follow up required):

Type of Intervention

Appointment needed: ____ immediate ____ 1-2 days ____ within 5 days ____ next available

Additional Information:

Name of person taking referral:

Appointment scheduled for:

(date and name of counselor)

Annex- 119: job placement officer report/Name list of the job holders by KSC's job cell (
See...)

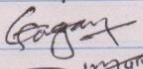
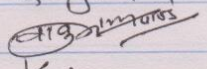
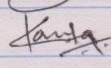
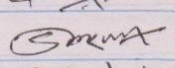
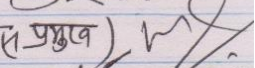
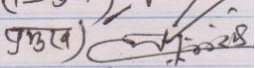
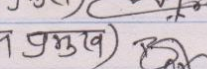
Annex-119 a: Recommendation/appointment letters of job holders (See.....)

Annex- 120: Name list of self-employed submitted by the placement officer (See.....)

Annex- 121: Record/activities of alumni formation



यस काठमाडौं शिक्षा क्याम्पसको बैठक आज मिति २०६२/०९/२६ गते यसोखियनका संयोजक भगवान शर्चालको अध्यक्षता मा वर्यो उक्त बैठकको उपस्थिति र निर्णय यस प्रकार छः-

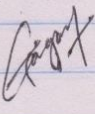
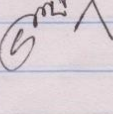
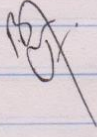
क्र.सं.	नाम भए:	हस्ताक्षर
१.	भगवान शर्चाल (संयोजक)	
२.	गगनशैल श्रेष्ठ (सदस्य)	
३.	बाबुराम पाण्डे (सदस्य)	
४.	कान्ता भट्टराई (सदस्य)	
५.	डिल्लीराम सुवेदी (सदस्य)	
६.	शत्रुघ्नप्रसाद गुप्ता (आमन्त्रित/कार्यक्रम प्रमुख)	
७.	लोडनाथ भट्टराई (आमन्त्रित/कार्यक्रम प्रमुख)	
८.	वल्लभकुमार बराल (आमन्त्रित/कार्यक्रम प्रमुख)	

निर्णयहरू:

निर्णय नं. १. क्याम्पसको आफ्नै भवन निर्माणाश्रित अवस्थामै रहेकोले क्याम्पसका पूर्व विद्यार्थी (प्रमाणपत्र लिई जाने) हरूको लिईई छाएडो रु. १०००/- भवन निर्माण डाम्रो सहयोगार्थ स्वल्प निरन्तर रूपमा लिई जाने ।

निर्णय नं. २. मिति २०६२/०९/१२ को भूकम्पका कारण हाल क्याम्पस सञ्चालन भई रहेको पर्याप्त ३ मा. वि. डो. भवन क्षत विक्षत अवस्था मा पुगेकोले अविलम्ब क्याम्पसलाई आफ्नै भवनमा सार्नु क्याम्पस सञ्चालन समिति र भवन निर्माण समितिलाई अनुरोध गर्ने ।

निर्णय नं. ३. यस यसोखियनका सदस्य श्री कान्ता भट्टराई रा.प्र. पा. नेपल्सका तर्फबाट सभासद मनोनयन हुनुभएकोमा उहाँलाई हार्दिक बधाई ज्ञापन गर्दै सभत कार्यालयको शुभशान्ति दिने ।

ADMISSION OPEN FOR

M.Ed

(English | Nepali | Health | EPM
Curriculum & Evaluation) Education
ICT - TU (Proposed)
(Semester System)

B.Ed

One & Four Year
(All Subjects)

BCA

Bachelor in Computer Application
(Semester System Under TU)



नयाँ भर्नाका लागि सम्पर्क

काठमाडौं शिक्षा बहुमुखी क्याम्पस

चन्द्रागिरि नगरपालिका-१०, सतुङ्गल

(विष्णुदेवी र विन्दवासिनी मन्दिर नजीकै)



01 4311843 / 9851152148 / 9849112312

कक्षा प्रारम्भ २०७४ पौष ५ गते देखि (विहानी सत्रमा)

गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण



काठमाडौं शिक्षा बहुमुखी क्याम्पस

(त्रि वि. र राष्ट्रिय परीक्षा बोर्डबाट सम्बन्धन प्राप्त शिक्षाशास्त्र सङ्काय तर्फको पहिलो सामुदायिक क्याम्पस)

शैक्षिक कार्यक्रमहरू

स्नातकोत्तर तह (M.Ed)

- Mathematics Education
- Nepali Education
- English Education
- Health Education
- Educational Planning & Mgmt.
- Curriculum & Evaluation

स्नातक तह: Education

- B.Ed (One & Four Years)
- B.Ed Science (One & Four Years)

Subject Offered

(Nepali, English, Health, Mathematics, Political Science, History, Geography, Economics, Population, Sociology, Administration & Supervision and Science Education)

स्नातक तह: Management

- Bachelor in Business Studies (BBS)

स्नातक तह: Humanities

- Bachelor in Computer Application (BCA)

Proposed Programs

- B.Sc (Agriculture) / B.Sc - CSIT (TU)
- BBA / BSW / MSW / MBS (TU)
- Diploma in Civil Engineering (CTEVT)

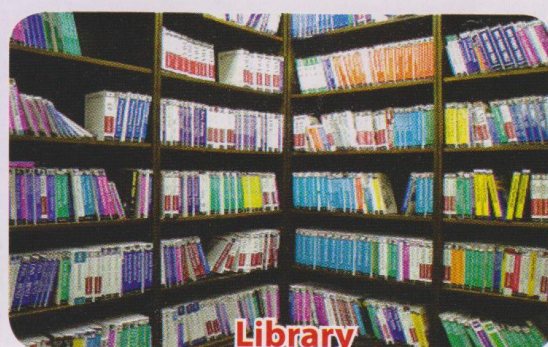
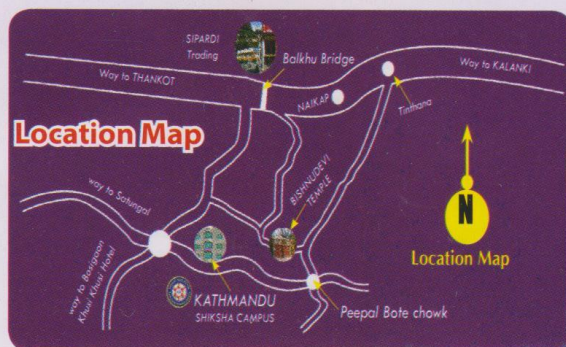
For More Details Visit Our Website www.ksc.edu.np/kscrmc13@gmail.com
Contact No. 01-4311843 / 9851152148 / 9841292399 / 9849112312

Admission Open In (M.Ed/B.Ed/BBS/BCA/1year B.Ed) Program

Our Attraction and Highlights:

- Affordable fee - Rs. 25000 per semester.
- Scholarships upto Rs. 10000 to all students in each major subjects.
- Scholarship for needy, deserving and meritorious students.
- ICT friendly class room.
- Remedial regular classes on saturday and holidays to needy students.
- Having qualified and well experience team of faculties dedicated to foster teaching, learning and research.
- Regular assessment, evaluation and feedback.
- Provide required resources to the students.
- Opportunity to participate in different skills and professional enhancement.
- Student frindly (job holders) class provision.

(Entrance passed students from any other campus can also get admission in first come first basis.)



गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण



काठमाडौं शिक्षा बहुमुखी क्याम्पस

(त्रि.वि. र राष्ट्रिय परीक्षा बोर्डबाट सम्बन्धित प्रान्त शिक्षाशास्त्र सङ्काय तर्फको पहिलो सामुदायिक क्याम्पस)

शैक्षिक कार्यक्रमहरू

स्नातकोत्तर तह (M.Ed)

- Mathematics Education
- Nepali Education
- English Education
- Health Education
- Educational Planning & Mgmt.
- Curriculum & Evaluation

स्नातक तह: Education

- B.Ed (One & Four Years)
- B.Ed Science (One & Four Years)

Subject Offered

(Nepali, English, Health, Mathematics, Political Science, History, Geography, Economics, Population, Sociology, Administration & Supervision and Science Education)

स्नातक तह: Management

- Bachelor in Business Studies (BBS)

स्नातक तह: Humanities

- Bachelor in Computer Application (BCA)

Proposed Programs

- B.Sc (Agriculture) / B.Sc - CSIT (TU)
- BBA / BSW / MSW / MBS (TU)
- Diploma in Civil Engineering (CETVT)

For More Details Visit Our Website www.ksc.edu.np/kscrmc13@gmail.com
Contact No. 01-4311843 / 9851152148 / 9841292399 / 9849112312

Admission Open In (BCA/B.Ed/BBS/1year B.Ed) Program

Highlights & Attraction

- Affordable fee - Rs. 32000 per semester for **BCA Studies**.
(Entrance passed students from any other campus can also get admission in first come first basis.)
- Scholarships for top 3 students in each program.
- All program running in morning shift.
- Tiedup with IT companies & Banking sector.
- Laptop facilities through finance/bank.
- Extra professional development programming courses.
- Fully equipped practical lab / Own building with peaceful environment.
- High speed internet and networking facility.
- Hostel facility. / Weekly seminars.

Computer Lab



Library





‘गुणात्मक शिक्षाका लागि शिक्षक प्रशिक्षण’

काठमाडौं शिक्षा बहुमुखी क्याम्पस

(त्रिभुवन विश्व विद्यालय र राष्ट्रिय परीक्षा बोर्डबाट संबन्धन प्राप्त शिक्षाशास्त्र सङ्कायतर्फको पहिलो सामुदायिक क्याम्पस)

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

M.Ed (Semester) ➤ English Education ➤ Nepali Education ➤ Health Education ➤ Educational Planning & Mgmt (EPM) ➤ Curriculum Education ➤ ICT in Education - TU (Proposed)	B.Ed One & Four Year All Subjects	B.Ed (Science) One & Four Year All Subjects	BCA^(TU) (Bachelor in Computer Application) Semester System	+2 (तर्फ) ➤ Science ➤ Management ➤ Education ➤ Humanities
थप जानकारीको लागि सम्पर्क : 9851152148				

विहानी सत्रको लागि

काठमाडौं शिक्षा क्याम्पसको भवन, चन्द्रागिरि नगरपालिका-१०, सतुङ्गल
फोन: 01-4311843/9851152148/9851038266

सन्ध्याकालिन सत्रको लागि

पद्ममोदय मा. वि. को भवन रामशाहपथ काठमाडौं
फोन: 014230240/9851152148/9841292399

Annex- 123. : Admission record of international students (only past year's)

Kathmandu Shiksha Campus Chandragiri-10, Satungal, Kathmandu Phone: 4230240, 4311843 Class Wise Student List Section: A Printed on : 6/30/20 14:42					
Reg. No	Name	Sex	Address	Phone	Program
71-B3-0001	Sunita Parajuli	F	Y Bhojpur Charnbi-6	9841223113, 986204743	EDPM
71-B3-0002	Puskar Raj Pant	M	Y Kanchanpur, Bhimdta 06	9851077566	EDPM
71-B3-0003	Anita Pandey	F	Y Rupandehi	9818360488	EDPM
71-B3-0004	Girija Khatri Chhetri	M	Y Gulmi	9867152602	EDPM
71-B3-0005	Guna Silwal	F	Y Dharding	9843041002	EDPM
71-B3-0006	Kabita Rai	F	Y Khotang, Maheswari, 7	9818794740	EDPM
71-B3-0007	Rusha Kumari Kandel	F	Y Surkhet	9841312844	EDPM
71-B3-0008	Samjhana Lamichhane	F	Y Nuwakot	9808817374	EDPM
71-B3-0009	Sangita Malla	F	Y Dang	9841669278	EDPM
71-B3-0010	Susma Rai	F	Y Udayapur, Katari, Maruwa, 7	9842883669	EDPM
71-B3-0011	Megha Raj Pandey	M	Y Palpa	9841171389	EDPM
71-B3-0012	Binisha Thapa Magar	F	Y Gorakha	9860449072	EDPM
71-B3-0013	Enes Demir	M	Y Turkey		EDPM
71-B3-0014	Fatih Güler	M	Y Turkey		EDPM
71-B3-0015	Yusuf Sefa Tosun	M	Y Turkey		EDPM
71-B3-0016	Nuri Koç	M	Y Turkey		EDPM
71-B3-0017	Emrah Kadir	M	Y Turkey	9808101220	EDPM
71-B3-0018	Muna Kunwar	F	Y Rupandehi	9808811281	EDPM
71-B3-0019	Ambika Sapkota	F	Y Lalitpur	9849182156	EDPM
71-B3-0020	Sanjay Kumar Jha	M	Y Rautahat	9841403036	EDPM
71-B3-0021	Amrita Aryal	F	Y Nawalparasi	984703685/9843718174	EDPM
71-B3-0022	Sanjay Kumar Singh	M	Y Dhanusa	987824978	EDPM
71-B3-0023	Hamza Sesen	M	Y Turkey		EDPM
71-B3-0024	Anil Shrestha	M	Y dharding	9841622741	EDPM

Annex- 124. Photos/Records of the indoor and outdoor games/infrastructures

(Indoor TT Board)



Photo of the Auditorium Hall

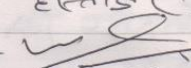


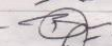


Annex- 124 a,. Observation of outdoor and indoor facilities
Annex- 124 b,. Decision and name list of Nature club, health club, and debate club formation,

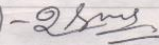


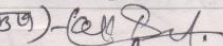
आज मिति २०६४/०८/१४ गते यस काठमाडौं शिक्षा क्याम्पसको कार्यकारी समिति बैठक क्याम्पस पुस्तक खोला भवनमा भएको छ। बैठकको उपस्थिति र निर्णयहरू यस प्रकार छन् -

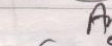
१. श्री शत्रुघ्न पौडेल (क्याम्पस प्रमुख) - 

२. श्री वसन्त कुमारी बराल (स-क्याम्पस प्रमुख) - 

३. श्री गौरी प्रसाद पौडेल (स.समिति सदस्य) - 

४. प्रा.डा. शक्तिराज आचार्य (विपुल नेपाली शिक्षा) - 

५. श्री लोड सिंह खड्का (संस्कृतिक विभाग प्रमुख) - 

६. श्री कविता मजारी (लेखापाल) - 

निर्णय नं. १. क्याम्पसबाट हुने सेवा सुहाइलाई सुलभ हुनका लागि आन्तरिक गुणस्तर समितिलाई क्षमता प्रशस्त र जिम्मेवार बनाउने र प्रत्येक महिनाको क्षति र सुधार आन्तरिक गुणस्तर समिति सँगै बैठक बसी रिपोर्टिङ गर्ने तथा समितिलाई सेवा सुहाइ तथा सुधारका लागि समन्वय गर्ने र समितिलाई प्रस्तुत सेवा सुधारलाई कार्यान्वयन गर्दै जाने ।

निर्णय नं. २. हरेक वर्ष (प्रति वर्ष) महिनामा एक महिना सम्म चल्ने सात गाउँ जात्राको लागि विद्यार्थीहरूलाई प्रेरणा जात्रा उद्घाटन र समापनको लागि हुने खर्चलाई अनुमति दिने र जात्राको लागि मध्यम गरी खर्चको व्यवस्थापनको लागि क्याम्पसले आफ्ना शिक्षक वर्गलाई र विद्यार्थीलाई समन्वय गरी रूपमा परिचालन गर्ने ।

निर्णय नं. ३. सातगाउँ जात्राको मध्येनजर गरी क्याम्पस गेट अगाडि फोम प्यानल देखा दिने र फोम प्यानलको मलबोको लागि क्याम्पसको अग्रभागमा मर्मत लगाउने ।

निर्णय नं. ४. क्याम्पसको वातावरणीय सुधार तथा सुधार र क्याम्पसको अग्रभागमा रहेको कोचको सुधार तथा सेवाको अनुमति गर्ने वि.स.को वरिष्ठ शिक्षकहरूलाई र जेष्ठ गजमेरको अध्यक्षतामा र कल्याण खनाल अध्यक्ष, विश्व लुब्ध, सुनिता पौडेल र अमिता गुप्ता सदस्य रहेको पाँच सदस्यीय क्याम्पसको आन्तरिक वातावरण सुधार समिति गठन गरियो । उक्त समिति क्याम्पसको कार्यकारी समितिबाटै समन्वय सहजमा आफ्ना

केंद्र लेंगे सर्व दिवस कार्यक्रम संचालन करेंगे।
निर्णय नं. ५. क्याम्पसमा छात्रसमूह छात्रासमूह छात्रावा
विद्यार्थीको अन्तर्नीहित प्रतिमार्ग प्रस्तुत गर्ने वास्तविक
द, वक्तृत्वकला, हिज्जे लगायतका कार्यक्रमको आयोजना गर्ने
वि. वि. र तैयारी गर्ने कार्यक्रम छात्रसमूहको समक्ष
को नेतृत्वमा सहित पाई, रचना सहित, काव्य लेख,
कविता सभासमा समीचीन शब्द विद्यार्थी वास्तविक
कला गहन गर्ने उक्त कला क्याम्पसको ब्रिड्जि कार्य
पात्रो को छात्रावा कार्यकारी समिति लैगडा सहकार्य
र समुहसमा आवश्यक कार्यक्रम गर्ने।

निर्णय नं. ६. क्याम्पसमा छात्रसमा स्वास्थ्य सचेतता,
छात्रसमा उपचार स्वास्थ्य शिक्षा अन्तर्गत गर्ने
सामुदायिक स्वास्थ्य कार्यक्रम, Health Campaign,
Health Action Programme, School Health Programme
कोषको संचालन गर्ने सम. वि. स्वास्थ्य
शिक्षा मूल विषय अन्तर्गत तैयारी गर्ने कार्यक्रम छात्रसमूह
नदत छात्रको जितेन्द्र शाही को नेतृत्वमा भगवती
लामा, सुधीराम चौधरी, प्रमिला देउजा रमा
शाह, प्रशान्तलाल सुङ्गा, रिना दे. सी संगीति
सात सदस्यीय छात्रावा शिक्षा क्याम्पस स्वास्थ्य
कला गहन गर्ने हो कला स्वास्थ्य शिक्षा शिक्षण
विभाग र कार्यकारी समिति लैगडा समुह र
सहकार्य ब्रिड्जि कार्यक्रम आयोजना कार्यक्रम
क्याम्पस मित्र र क्याम्पस वाहिनी समुहसमा संचालन
गर्ने।

(Handwritten signatures)



निर्णय नं. ८. यसक्याम्पसको सम्पूर्णमा आवश्यक जिज्ञासा तथा शुचिताको जानकारी लिन चाहने सहोपावाला तथा सम्पूर्णमा सम्पूर्ण स्थायीत गराउन जनसम्पर्क क्षमिकारी र क्याम्पसमा अध्ययनरत विद्यार्थीहरूलाई अध्ययनसहायक सामग्रीहरू तयार गरी off campus र अध्ययन समापन पछि उपयुक्त पैसा हनोट र सम्मानताका लागि आवश्यक परामर्श प्रदान गर्ने स्थायी समूहको तयारी गर्ने छी। दिल्लीराज बेलवासलाई क्याम्पसको जनसम्पर्क क्षमिकारी र पैसागत हनोट तथा व्यवस्थापन परामर्शदाताको रूपमा नियुक्त गर्ने ।

निर्णय नं. ९. क्याम्पसको प्रकाशन तथा पुनरावलोकन समितिले क्याम्पसले २०६३/०६४ मा प्रकाशन गरेको शिक्षा शास्त्र सौंदर्य Volume २० लाई पूर्णतया Peer Reviewed Journal बनाउनु पर्ने सहमतमा आएको सुझाव लाई ग्रहण गर्ने छी। आगामी छैटै Volume २१ लाई पूर्णतया Research Based, Peer Reviewed Journal को रूपमा प्रकाशन गर्ने, साथै Journal लाई क्याम्पसको website मा राख्ने र e-journal को रूपमा विकास गर्ने ।

निर्णय नं. १०. क्याम्पसले वार्षिक रूपमा प्रकाशन गर्ने आएको Annual Report लाई प्रकाशन अनुगमन तथा पुनरावलोकन समितिले दिने सुझाव अनुसार काम विद्वत् विधायकहरूलाई समेटेरी क्याम्पसको वार्षिक प्रगति प्रतिवेदनको रूपमा प्रकाशन गर्ने ।

निर्णय नं. ११. क्याम्पसले वार्षिक रूपमा प्रकाशन गर्ने आएको क्याम्पसको ईसिडि पात्रोलाई परिमार्जन गरी सम्पूर्ण वार्षिक कार्यक्रमलाई समेटेरी वार्षिक कार्यक्रमको समेत समेटेरी प्रकाशन, अनुगमन तथा पुनरावलोकन समितिले सुझाव अनुसार प्रकाशन गर्ने लेखी तयारीको जिम्मा उक्त समितिलाई नै दिने ।



Kathmandu Shiksha Campus
Chandragiri-10, Satungal Kathmandu

Record of Clubs -2076

(1) **Debate Club**

- | | | |
|--------------------|---------|-------------------|
| (a) Raman Shrestha | - (BCA) | - Chair man |
| (b) Sarita Pande | -(BCA) | - Member |
| (c) Iccha Maharjan | -(BCA) | - Member |
| (d) Astha Shrestha | -(BCA) | - Member |
| (e) Anjana Syntang | -(BBS) | - Member Security |

(2) **Health Club :**

- | | | |
|--------------------------|-------------------------|-----------------|
| (a) Jitendra Shahi | (M.Ed. Forth Semester) | Chair man |
| (b) Bhagawati Lama | (M.Ed. Forth Semester) | Member |
| (c) Khushiram Chaudhary | (M.Ed. Forth Semester) | Member |
| (d) Pramila Deuja | (M.Ed. Second Semester) | Member |
| (E) Ranjana Shah | (M.Ed. Forth Semester) | Member |
| (f) Prashanda Lal Khadgi | (M.Ed. Forth Semester) | Member |
| (g) Rina K.C. | (M.Ed. Forth Semester) | Member Security |

(3) **Nature Club :**

- | | | |
|----------------------|---------------------|------------------|
| (a) Ganesh Gajmer | (B.Ed. Second Year) | Chair man |
| (b) Kalpana Khanal | (B.Ed. Second year) | Member |
| (c) Sharada Shrestha | (B.Ed. Second year) | Member |
| (d) Kiran Subba | (B.Ed. Second year) | Member |
| (e) Junita Pudaseni | (B.Ed. Second year) | Member |
| (f) Amrita Gurung | (BBS Second year) | Member Secretary |

Copy Attested
[Signature]

Annex- 124 c,. Photos of cultural programs







