



A Progress Report
Of
A Seminar-workshop program

Organized by
Gyan Jyoti Samudayik Campus Gorakhpur
Champadevi-6, Okhaldhunga

May 4-6, 2025

Submitted to
University Grants Commission
Sanothimi, Bhaktapur

Acknowledgements

The Gyan Jyoti Community Campus expresses heartfelt gratitude to all individuals and organizations who contributed to the successful execution of the three-day Workshop/Seminar on "Integrated Skill Development and Research Orientation for Inclusive and Sustainable Academic Growth."



We thank:

- Campus Management Committee for strategic leadership and continuous guidance.
- Local Government Representatives for active support and inaugural participation.
- Resource Persons: Prof. Dr. Prem Narayan Aryal, Dr. Tika Aryal, Prof. Bishnu Bahadur Luitel, Subodh Luitel, and Prof. Dr. Ram Prasad Regmi for their enriching sessions and commitment to knowledge dissemination.
- Faculty Members and Staff for their cooperation in planning, coordination, and participation.
- Students for their enthusiastic engagement and contribution to the learning environment.
- Technical Support Team and Volunteers for ensuring smooth facilitation across physical and online sessions.
- University Grants Commission (UGC) and Higher Education Reform Project (HERP) frameworks for providing inspiration and direction.

This report is a collective reflection of the passion, discipline, and teamwork that define our institutional ethos.

Gyan Jyoti Community Campus
Champadevi-6, Okhaldhunga



Table of Contents

1. Background	1
2. Objectives	4
3. Detailed Schedule	9
4. Methodology	14
5. Conclusion and Recommendations	21
6. Photographs	26
7. Experts/Resource Persons	35
8. Participants List	40
9. Annexes and Appendices	45

Section 1: Background



The Gyan Jyoti Community Campus, located in the serene and educationally vibrant setting of Ghorakhori, Champadevi-6, Okhaldhunga, has long been a beacon of hope and enlightenment for the local populace and surrounding regions. Established with the vision of providing quality, inclusive, and practical education to students from diverse socio-economic backgrounds, the campus has continually strived to bridge the gap between academic learning and real-world applications through various academic, research-based, and community-focused programs.

In recent years, the need for capacity development, continuous professional learning, and exposure to contemporary educational paradigms has become increasingly evident among academic institutions across Nepal, particularly in community campuses. Amidst this evolving academic landscape, Gyan Jyoti Community Campus recognized the pressing demand to design and execute structured, impactful, and interdisciplinary workshops and seminars that would bring together scholars, educators, students, policymakers, and community stakeholders.

In line with this goal, a comprehensive three-day **Workshop/Seminar on Capacity Development and Educational Transformation** was successfully organized from **2081-01-22 to 2081-01-24**. The program aimed to enhance knowledge, foster cognitive growth, and equip participants with relevant technical, digital, and research-based competencies to effectively tackle 21st-century educational and community challenges. The theme of the workshop revolved around "**Integrated Skill Development and Research Orientation for Inclusive and Sustainable Academic Growth.**"

This initiative was part of a broader strategic plan of the campus to align its academic activities with national education goals, particularly those pertaining to the **Higher Education Reform Project (HERP)** and **University Grants Commission (UGC) Guidelines**. Furthermore, the program was designed to cater to the objectives of **community upliftment, faculty advancement, student empowerment, and collaborative learning** through structured dialogues and interactive learning sessions.

The idea for this workshop emerged from continuous discussions and meetings held by the Campus Management Committee (CMC), academic faculty members, and administrative staff, who identified several crucial areas where improvement, training, and innovation were essential. These included: the growing demand for digital and technical proficiency among faculty and students; the need for enhanced understanding of contemporary research philosophy and methodologies; the necessity of

socio-economic literacy and adaptability; and finally, the significance of cognitive skill-building to strengthen teaching-learning processes.



The Gyan Jyoti Community Campus had previously conducted similar smaller events in collaboration with local stakeholders. However, this workshop was unique in its scale, diversity of content, and expert involvement. Supported by esteemed academicians and researchers from national institutions, the event was marked by an integrated approach to learning that emphasized inclusivity, practicality, and sustainability.

Notable sessions during the three-day workshop/seminar were led by respected academic figures such as **Prof. Dr. Prem Narayan Aryal, Dr. Tika Aryal, Prof. Bishnu Bahadur Luitel, Subodh Luitel, and Prof. Dr. Ram Prasad Regmi**, each of whom brought forward their wealth of experience, knowledge, and innovative perspectives. These experts guided participants through engaging sessions on topics ranging from **cognitive skill development and research philosophy to digital/technical skills, socio-economic literacy, and climate change mitigation and adaptation**.

The workshop was held in a **blended mode**, integrating both physical and online modalities to ensure wider participation and inclusivity. This hybrid format also allowed for real-time interaction, remote learning access, and the practical application of digital tools among participants. Physical sessions were conducted at the campus premises with strict adherence to safety protocols, while online sessions were hosted via reliable virtual platforms with live engagement features.

Participants of the workshop/seminar included an impressive mix of stakeholders: from campus leadership, local government representatives, faculty members, administrative staff, and non-teaching staff to enthusiastic student representatives from all four academic years. The total number of participants reached **over 30**, with significant contributions from each group in discussions, collaborative exercises, and feedback sessions.

The opening ceremony on 2081-01-22 was marked by formal remarks from key figures including the Chairperson of the Campus Management Committee and the Head of the Local Government (Champadevi Rural Municipality). These opening remarks highlighted the importance of such academic interventions in transforming community campuses into centers of excellence and innovation.

Throughout the workshop, a spirit of inquiry, motivation, and mutual learning prevailed. The sessions were designed to be interactive, allowing participants to pose questions, share experiences, and

engage in problem-solving discussions. Special attention was given to real-life scenarios and contextual applications of theories discussed, making the content highly relatable and applicable.

By the conclusion of the event, several key learnings, observations, and recommendations emerged. These insights are expected to be documented, disseminated, and integrated into the campus's ongoing improvement plans. Furthermore, participants expressed immense satisfaction with the quality, delivery, and relevance of the sessions, with a strong consensus on the need for regular and extended workshops of similar nature in the future.

This progress report aims to encapsulate the overall planning, execution, and outcomes of the workshop/seminar in a detailed manner. It serves not only as a formal record of the event but also as a reference document for future capacity development initiatives across community campuses in Nepal. The subsequent sections of the report will provide detailed information on the workshop objectives, session schedules, methodological framework, expert resource persons, participant engagement, evaluation, and forward-looking recommendations.

Gyan Jyoti Community Campus remains committed to its mission of promoting holistic education, community engagement, and knowledge dissemination. This workshop stands as a testament to the institution's dedication to building a learning ecosystem that is inclusive, future-oriented, and resilient.



Section 2: Objectives

The organization of any workshop or seminar, especially in the context of an academic institution like Gyan Jyoti Community Campus, is driven by a deep-rooted commitment to advancing educational standards, enriching participant competencies, and enhancing institutional excellence. The three-day workshop/seminar conducted from 2081-01-22 to 2081-01-24 at Gyan Jyoti Community Campus was meticulously designed with a comprehensive set of objectives that responded directly to the needs and expectations of the institution, its faculty, staff, students, and community stakeholders.

The overarching goal of this workshop/seminar was to **develop the professional, cognitive, digital, and research-oriented capacities of the campus community** while fostering an inclusive environment for innovation, collaboration, and academic discourse. Below are the detailed objectives—both general and specific—that guided the conceptualization, design, execution, and evaluation of the event.

2.1 General Objectives

- 1. To enhance overall institutional capacity and performance through skill-based and research-oriented training.**

This objective aimed at equipping faculty members, staff, and students with up-to-date knowledge and methodologies that directly contribute to the academic and administrative growth of Gyan Jyoti Community Campus.

- 2. To promote interdisciplinary dialogue between educators, researchers, and policymakers.**

The workshop served as a platform for knowledge exchange between diverse professionals, allowing cross-disciplinary engagement and collaborative insight development.

- 3. To create a participatory and inclusive environment for continuous professional development (CPD).**

The program sought to foster a culture of life-long learning where all participants, irrespective of their roles, could share, learn, and contribute to collective growth.

- 4. To institutionalize blended learning and digital literacy practices.**

By adopting both online and physical modes of delivery, the event modeled effective ways of integrating technology into higher education, especially within resource-constrained community campuses.



2.2 Specific Objectives

1. To develop cognitive and critical thinking skills among faculty and students.

Sessions led by **Prof. Dr. Prem Narayan Aryal** focused on understanding and improving cognitive capabilities that directly enhance teaching methodologies and student learning outcomes.

2. To introduce and deepen knowledge on research philosophy and methodologies.

Guided by **Dr. Tika Aryal** and **Prof. Bishnu Bahadur Luitel**, these sessions offered conceptual clarity and practical strategies for conducting high-quality, contextually relevant academic research.

3. To expose participants to emerging digital and technical skills.

Led by **Subodh Luitel**, these sessions covered key tools and platforms needed to operate effectively in a tech-driven academic environment.

4. To raise awareness on socio-economic aspects influencing community education.

Aimed at bridging academic learning with social realities, the socio-economic literacy sessions addressed practical approaches to community-based development.

5. To provide orientation on climate change mitigation and adaptation strategies.

Presented by **Prof. Dr. Ram Prasad Regmi**, this session linked global environmental issues with local practices and responsibilities.

6. To assess the current state of industry engagement with academia.

Discussions led by **Prof. Bishnu Bahadur Luitel** critically analyzed the role of academic institutions in fostering local industry development and proposed remedial strategies.

7. To promote a spirit of inquiry, innovation, and academic leadership among participants.

Each session was designed to stimulate curiosity, encourage debate, and empower participants to take on leadership roles within their academic and community settings.

8. To document the experiences and reflections of participants for continuous improvement.

Feedback mechanisms, post-session reflections, and plenary discussions were included to gather actionable insights for future program design.

9. **To strengthen institutional collaboration with external experts and policy influencers.**

By engaging respected scholars and experts from outside the campus, the event fostered professional linkages and collaborative opportunities.

10. **To align the institutional development agenda with national and international educational benchmarks.**

The workshop objectives were consciously aligned with the Nepal Higher Education Reform Project (HERP), Sustainable Development Goals (SDGs), and the broader vision of the University Grants Commission (UGC).

2.3 Learning and Developmental Goals for Key Stakeholders

a) For Faculty Members and Researchers:

- Enhance teaching skills through exposure to cognitive theories.
- Learn updated research methods to support academic publishing.
- Integrate digital tools into classroom practices.
- Improve community engagement strategies.

b) For Administrative and Non-Teaching Staff:

- Develop understanding of digital recordkeeping and institutional data management.
- Strengthen communication and team collaboration skills.
- Foster a culture of innovation in institutional service delivery.

c) For Students:

- Build self-confidence in public speaking and analytical thinking.
- Engage in research-based learning methods.
- Access digital platforms and tools to complement traditional learning.
- Connect academic knowledge with socio-economic realities of their communities.

d) For Community Representatives and Local Stakeholders:

- Understand the educational objectives of the campus.
- Participate in shaping academic priorities aligned with local needs.

- Explore synergies between community development and higher education.



2.4 Long-Term Vision Embedded in Objectives

The objectives of the workshop were not limited to immediate knowledge delivery. They reflected a long-term institutional aspiration to:

- **Transform Gyan Jyoti Community Campus into a model community campus in Nepal.**
- **Foster a culture of research, innovation, and sustainability.**
- **Establish ongoing professional development as a permanent fixture of the academic calendar.**
- **Support decentralized education planning by empowering local governance and institutions.**
- **Promote equity, inclusion, and academic excellence across all demographics.**

2.5 Evaluation-Oriented Objectives

In addition to content-specific goals, the workshop also incorporated process-oriented and evaluation-oriented objectives, such as:

- Monitoring participant engagement across both physical and online sessions.
- Measuring knowledge transfer and capacity improvement through feedback tools.
- Assessing logistical and content delivery efficiency for future improvement.
- Recording success stories and challenges for institutional learning.

2.6 Alignment with Strategic Plans

The workshop objectives were developed in coordination with:

- The **Campus Strategic Plan (2025–2030)**,
- The **Annual Academic Action Plan** of Gyan Jyoti Community Campus,
- The **Quality Assurance and Accreditation (QAA)** framework requirements, and

- The National Education Policy and Vision 2100 guidelines issued by the Government of Nepal.



By adhering to these guiding frameworks, the objectives ensured strategic alignment and helped in laying a foundation for future academic and infrastructural reforms.



Section 3: Detailed Schedule

A well-structured and logically sequenced schedule was pivotal to the success of the three-day workshop/seminar organized at **Gyan Jyoti Community Campus, Ghorakhori, Champadevi-6, Okhaldhunga**. The program was held from **2081-01-22 to 2081-01-24** and was carried out in a **blended mode**, encompassing both **online and physical sessions**. The detailed schedule ensured that each day was organized in a way that allowed for maximum participation, minimal overlap, and optimal learning outcomes.

The time slots were assigned based on participant availability, resource person schedules, and the complexity of the training content. Each session was strategically curated to maintain flow and relevance throughout the workshop. The topics selected were diverse but interrelated, enabling comprehensive exposure to skill development, research strategies, socio-economic analysis, climate science, and digital empowerment.

Below is a comprehensive breakdown of the schedule, followed by day-wise descriptions and commentary:

3.1 Consolidated Workshop Schedule Table

Date	Expert/Facilitator	Training Content	Mode of Presentation	Time
2081-01-22	Inauguration of the Workshop/Seminar	Formal Opening Remarks and Objectives Overview	Physical/Online	1:00–2:00 PM
2081-01-22	Prof. Dr. Prem Narayan Aryal	Cognitive Skills	Online	2:00–3:00 PM
2081-01-22	Dr. Tika Aryal	Research Philosophy	Online	3:00–4:00 PM
2081-01-23	Prof. Dr. Prem Narayan Aryal	Cognitive Skills (Advanced)	Online	11:00–12:00 PM
2081-01-23	Prof. Bishnu Bahadur Luitel	Research Methodology	Physical	12:00–1:00 PM
2081-01-23	Prof. Bishnu Bahadur Luitel	Socio-economic Perspectives in Higher Education	Physical	1:00–2:00 PM



Date	Expert/Facilitator	Training Content	Mode of Presentation	Time
2081-01-23	Subodh Luitel	Digital Technical Skills for Academic Integration	Physical	3:00–4:00 PM
2081-01-24	Prof. Dr. Ram Prasad Regmi	Climate Change Mitigation and Adaptation	Physical	10:00–11:00 AM
2081-01-24	Prof. Bishnu Bahadur Luitel	Role of Industry, Current Issues, and Remedial Measures	Physical	11:00–12:00 PM

3.2 Day-Wise Schedule Analysis and Description

Day 1: 2081-01-22 (Inaugural Day)

The program commenced with a **formal inauguration ceremony**. This session introduced the aims of the seminar, acknowledged stakeholders, and set the tone for the rest of the workshop. Key dignitaries, including CMC chairpersons and local government heads, offered opening remarks.

- **Session 1 (2:00–3:00 PM):**

Topic: Cognitive Skills

Expert: Prof. Dr. Prem Narayan Aryal

Mode: Online

This session was designed to introduce cognitive frameworks and critical thinking paradigms essential for both educators and students. Participants explored themes such as problem-solving, mental agility, and educational psychology principles relevant to teaching-learning scenarios.

- **Session 2 (3:00–4:00 PM):**

Topic: Research Philosophy

Expert: Dr. Tika Aryal

Mode: Online

This intellectually rich session focused on epistemological foundations, ethical considerations in research, and the relevance of local philosophies in Nepali academic inquiry.

Day 2: 2081-01-23 (Skill Integration and Socio-Academic Perspectives)

Day two was action-packed, combining theoretical knowledge with hands-on training. It served as the core segment of the workshop.



- **Session 3 (11:00–12:00 PM):**

Topic: Cognitive Skills (Advanced)

Expert: Prof. Dr. Prem Narayan Aryal

Mode: Online

The continuation of the previous session delved deeper into cognitive scaffolding, metacognitive awareness, and memory retention strategies in academic settings.

- **Session 4 (12:00–1:00 PM):**

Topic: Research Methodology

Expert: Prof. Bishnu Bahadur Luitel

Mode: Physical

A dynamic physical session focusing on both qualitative and quantitative approaches, design models, sampling techniques, data analysis tools, and academic writing strategies.

- **Session 5 (1:00–2:00 PM):**

Topic: Socio-economic Perspectives

Expert: Prof. Bishnu Bahadur Luitel

Mode: Physical

This session contextualized education within local socio-economic realities. It covered themes like educational equity, gender inclusion, poverty, migration, and sustainable development.

- **Session 6 (3:00–4:00 PM):**

Topic: Digital/Technical Skills

Expert: Subodh Luitel

Mode: Physical

The practical session introduced digital learning platforms, data management software, and multimedia integration into classroom activities.

Day 3: 2081-01-24 (Environment, Industry, and Policy)

The final day addressed macro-level issues—climate change and industry-academia linkages—encouraging participants to connect education with larger societal challenges.



- **Session 7 (10:00–11:00 AM):**

Topic: Climate Change Mitigation and Adaptation

Expert: Prof. Dr. Ram Prasad Regmi

Mode: Physical

A thought-provoking session on global warming, local climate patterns, policy frameworks, and how educational institutions can advocate and act for climate resilience.

- **Session 8 (11:00–12:00 PM):**

Topic: Current Industry Situation: Roles, Challenges, and Remedial Measures

Expert: Prof. Bishnu Bahadur Luitel

Mode: Physical

This session critically examined the disconnect between higher education and industry needs, proposing actionable reforms to make graduates employment-ready and innovation-driven.

3.3 Rationality of the Schedule

The following principles guided the schedule design:

- **Balance:** Distribution of theoretical and practical sessions.
- **Expertise Matching:** Assigning content based on the resource person's specialization.
- **Time Efficiency:** Ensuring no overlapping or redundant content.
- **Mode Integration:** Incorporating both online and in-person interactions for blended learning.
- **Context Relevance:** Selecting topics that address local community and educational challenges.

3.4 Scheduling Challenges and Solutions

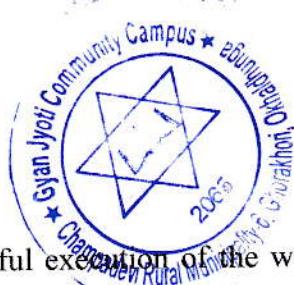
Despite a carefully planned agenda, a few logistical challenges were encountered:

- **Internet instability during online sessions**, especially in remote areas. This was mitigated by using low-bandwidth platforms and recorded sessions.
- **Overlap of participant duties (teaching and admin tasks)**. Adjustments in session timings and breaks resolved these issues.
- **Power interruptions in physical settings**, which were tackled using backup systems.

3.5 Participant Feedback on Scheduling

Participant responses collected via post-session forms indicated a high level of satisfaction with the session flow. Many appreciated:

- The **structured breaks** and sufficient Q&A time.
- The **variety of content** spaced across the three days.
- The **interactive formats**, which enhanced focus and engagement.



Section 4: Methodology

The methodology employed for the successful execution of the workshop/seminar at **Gyan Jyoti Community Campus, Ghorakhori, Champadevi-6, Okhaldhunga** from **2081-01-22 to 2081-01-24** was rooted in strategic planning, participatory design, inclusive pedagogy, and responsive facilitation. This section provides an in-depth account of the methodological approach taken to ensure the achievement of workshop objectives, participant engagement, logistical efficiency, and quality outcomes.

The methodology was grounded in both **qualitative and practical learning frameworks**, drawing inspiration from **adult learning theory**, **participatory action research**, and the **constructivist approach to education**. These frameworks helped align the goals of the workshop with the learning needs of diverse participants, from faculty and students to administrators and community members.

4.1 Planning Methodology

The planning process was divided into several interdependent phases:

a) Needs Assessment

Before the workshop was designed, an informal needs assessment was conducted via consultations with:

- Faculty members
- Administrative staff
- Campus Management Committee (CMC)
- Student representatives

This assessment identified key training needs in areas such as cognitive skill development, research methodology, digital literacy, and socio-economic understanding. The feedback also revealed interest in emerging themes like climate change and local industry collaboration.

b) Content Development

Based on the assessment, a curriculum was designed for the three-day workshop. The content was:

- Thematically sequenced from cognitive to applied learning
- Developed with input from the resource persons.
- Contextualized to the local and institutional realities of Gyan Jyoti Community Campus.



c) Coordination and Communication

A **Workshop Coordination Committee (WCC)** was established to manage:

- Communication with resource persons.
- Scheduling and session flow.
- Online/physical infrastructure.
- Participant mobilization and logistics.

Weekly planning meetings were held prior to the event to monitor progress, troubleshoot potential risks, and refine content.

4.2 Resource Person Engagement

A total of **six resource persons**, including professors and subject experts, were selected based on their:

- Academic expertise.
- Experience in capacity development.
- Ability to connect theoretical frameworks with practical realities.

Each expert was contacted in advance and provided with:

- A briefing document outlining the session objectives.
- Information about participant profiles.
- Guidelines on time management, interaction, and follow-up.

To ensure maximum interaction, experts were encouraged to include:

- Case studies and local examples.
- Real-time Q&A segments.

- Feedback loops for participant reflection.



4.3 Participant Engagement Methodology

The participants, totaling more than 30, represented a diverse spectrum of stakeholders. Ensuring active and meaningful engagement required a combination of inclusive and adaptive strategies:

a) Participant Categories

- Faculty members (teaching and research)
- Administrative and non-teaching staff
- Students from 1st to 4th year
- Campus management officials
- Local government representatives

b) Orientation and Preparation

Prior to the event, all participants received:

- A digital invitation and agenda.
- Guidelines for joining online sessions.
- Materials for pre-session reading (if applicable).

Student participants received coaching on online etiquette and note-taking to enhance their preparedness.

c) Interactive Techniques Used

- Ice-breaking activities
- Group discussions
- Small case study presentations
- Open floor debates
- Digital polls and live quizzes

These tools helped increase attentiveness, collaboration, and individual contribution, particularly during cognitive and research-focused sessions.



4.4 Blended Mode Facilitation Strategy

In line with the campus's blended learning policy, the workshop integrated:

- **Online Sessions:** Delivered via Zoom/Google Meet, used especially for high-profile experts with travel constraints.
- **Physical Sessions:** Held in well-equipped seminar halls with audio-visual support.

To synchronize both modes:

- Dedicated IT support was available during online sessions.
- Large display screens and speakers were used during physical sessions to maximize clarity.
- Session recordings were made available for future reference and review.

4.5 Teaching-Learning Methodologies Applied

The following instructional models were incorporated:

a) Lectures with Visual Aids

All experts used presentations (PPTs) supported by diagrams, charts, and quotes. These visuals helped simplify complex ideas and maintain engagement.

b) Problem-Based Learning (PBL)

Certain sessions, especially those on climate change and research methodology, involved scenario-based problem-solving exercises. These real-world simulations encouraged critical thinking and active involvement.

c) Collaborative Learning

Participants were grouped for certain discussions, especially in sessions led by Prof. Bishnu Bahadur Luitel and Subodh Luitel, where inter-group sharing was encouraged.

d) Reflective Learning

At the end of each day, participants were asked to reflect on key learnings and how they could apply them in their teaching, learning, or administrative work.



4.6 Session Delivery Strategy

Each session followed a four-part framework:

1. **Introduction and Ice-breaker (10%)** – To engage participants.
2. **Core Presentation and Demonstration (60%)** – Delivering content with real-life relevance.
3. **Q&A and Group Discussion (20%)** – Allowing participant interaction.
4. **Conclusion and Feedback (10%)** – Summarizing key points and receiving immediate feedback.

This uniform format ensured consistency and predictability, which enhanced the participant experience.

4.7 Monitoring and Evaluation Mechanism

Monitoring was a continuous process, involving both real-time and post-session evaluations.

a) Observation and Note-Taking

A dedicated monitoring team documented:

- Participant attentiveness
- Session delivery effectiveness
- Technical glitches and timing adherence

b) Feedback Forms

At the end of each session/day, digital and physical feedback forms were distributed. These collected participant views on:

- Content relevance
- Trainer expertise
- Interaction quality
- Suggestions for improvement



c) Debriefing Meetings

Each evening, a short debriefing session was held with facilitators and core organizers to evaluate:

- What worked
- What could be improved
- Actionable changes for the next day

4.8 Inclusivity and Accessibility Strategy

To ensure that all participants could engage fully regardless of their technological or physical limitations:

- Printed handouts were given to those without devices.
- Physical distancing and health protocols were followed.
- Nepali and simple English were used in presentations for linguistic inclusivity.

Participants with limited digital literacy were paired with tech-savvy peers during online sessions.

4.9 Contingency and Risk Management

Anticipating disruptions, the following contingency measures were in place:

- Backup laptops and internet dongles
- Technical support teams on standby
- Printed versions of presentations for physical sessions
- Flexible session extensions for time overflows

4.10 Sustainability and Replication Strategy



The methodology adopted is replicable for future workshops at the campus and elsewhere. A guidebook is being drafted based on this event's methodology to serve as a blueprint for:

- Upcoming capacity development workshops
- Student research orientation programs
- Digital literacy campaigns
- Academic-industry dialogues



Section 5: Conclusion and Recommendations

5.1 Conclusion

The three-day workshop/seminar held at **Gyan Jyoti Community Campus, Ghorakhori, Champadevi-6, Okhaldhunga**, from **2081-01-22 to 2081-01-24**, stands as a significant milestone in the institution's ongoing pursuit of academic excellence, professional development, and community empowerment. Designed around the themes of **cognitive development, research enhancement, socio-economic literacy, climate awareness, digital competence, and industry engagement**, the event successfully aligned with both the institutional objectives and broader national educational reforms.

The workshop served not only as a platform for knowledge transmission but as a collaborative and transformative educational experience. The success of the event can be attributed to multiple factors: proactive planning, enthusiastic participation, strong leadership, the engagement of distinguished resource persons, and a structured yet flexible methodology. The sessions fostered dynamic interaction, critical thinking, and the sharing of ideas across disciplines and stakeholder groups.

Importantly, the event highlighted the relevance and urgency of equipping faculty, students, and staff with updated skills and knowledge to address contemporary challenges. In particular, the inclusion of cognitive skills and research methodology was highly appreciated by faculty members, while students found sessions on digital skills and climate change particularly enriching and relevant.

Furthermore, the seminar effectively integrated **online and physical modes of delivery**, setting a precedent for future hybrid learning initiatives. This inclusiveness enabled wider participation, especially for those facing physical or logistical barriers, and promoted digital competence among both learners and educators.

A major strength of the workshop was its **interdisciplinary focus**—connecting theoretical frameworks to local realities. For example, the session on socio-economic literacy addressed the challenges and opportunities of higher education in rural Nepal. Similarly, the dialogue on climate change localized a global issue, making it relatable and actionable for the community.

Feedback from participants—gathered through post-session surveys, group reflections, and closing discussions—was overwhelmingly positive. Participants expressed a strong desire for more frequent,

longer-duration workshops, and more focused sessions on specific skill areas such as action research, academic writing, and grant proposal development.



The event also achieved significant **institutional impact**. It strengthened the coordination between academic and administrative units, enhanced the capacity of teaching faculty to integrate research into pedagogy, and reinforced the culture of continuous professional development. It further reaffirmed the campus's strategic commitment to capacity building, innovation, and holistic education.

This workshop will serve as a **benchmark** for future events, guiding the design of future training initiatives, conferences, and collaborative ventures. The data collected, participant feedback, and session recordings will be archived and analyzed to improve program design and content delivery in the future.

5.2 Key Outcomes

1. Enhanced Knowledge and Skills:

Participants gained in-depth understanding of cognitive frameworks, research techniques, digital tools, and environmental strategies.

2. Resource Person Collaboration:

Engagement with nationally recognized experts broadened the intellectual exposure of campus stakeholders.

3. Improved Institutional Confidence:

The success of the blended-mode delivery built confidence in digital integration and multi-stakeholder participation.

4. Actionable Feedback:

Feedback from participants will help revise teaching strategies and shape future seminars.

5. Documentation and Record:

Systematic documentation will serve as an academic resource for internal and external stakeholders.

5.3 Recommendations

Based on the experience of this workshop and the feedback received, the following recommendations are proposed for institutional consideration and future implementation:



5.3.1 Academic Development

- **Integrate workshops into the academic calendar:** At least two workshops per year should be organized for ongoing capacity development.
- **Institutionalize Research Methodology Training:** Mandatory research workshops for final-year students and faculty should be implemented.
- **Start a Peer Mentorship Program:** Senior faculty and students can mentor juniors in research, presentation, and writing skills.

5.3.2 Digital Literacy and Blended Learning

- **Launch a Campus-Wide Digital Literacy Program:** Include workshops on learning management systems, Google Workspace, Zoom, data management tools, etc.
- **Develop Blended Learning Guidelines:** Standardize practices for online/offline instruction, attendance tracking, and digital assessment.

5.3.3 Faculty and Staff Empowerment

- **Regular Professional Development Plans (PDP):** Each faculty and staff member should have an annual PDP based on self-assessment and institutional goals.
- **Recognize and Reward Trainers:** Faculty or staff who lead or participate in multiple training sessions should be recognized.

5.3.4 Student-Centric Activities

- **Establish a Student Research and Innovation Cell (SRIC):** Promote student-led research, presentations, and projects.
- **Conduct Skill Development Bootcamps:** Offer short, intensive programs in IT, communication, entrepreneurship, and community service.

5.3.5 Industry and Policy Linkage

- **Create an Industry-Academia Interface Committee:** Facilitate internships, guest lectures, and joint projects with local industries and cooperatives.

- **Organize Policy Dialogues:** Invite local authorities, policymakers, and NGO leaders to interact with faculty and students on relevant issues.

5.3.6 Monitoring and Evaluation

- **Establish a Training Evaluation Committee:** Analyze outcomes of each workshop and revise curricula accordingly.
- **Maintain a Training Database:** Log attendance, feedback, outcomes, and trainer evaluations for institutional records.

5.3.7 Sustainability and Replication

- **Document Best Practices:** Compile workshop methodologies, participant experiences, and outcomes into a best-practices manual.
- **Share Across Campuses:** Collaborate with nearby community campuses to replicate similar programs.

5.4 Institutional Commitments Going Forward

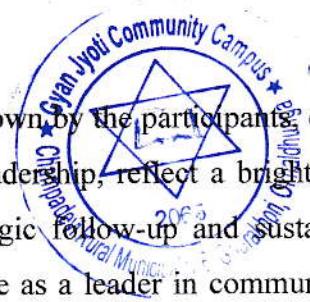
Following this successful event, Gyan Jyoti Community Campus pledges to:

- **Strengthen its capacity development infrastructure.**
- **Promote inter-departmental collaboration in future events.**
- **Commit to faculty development and student empowerment.**
- **Maintain a strong feedback loop for continuous improvement.**
- **Pursue quality assurance through standardization and innovation.**

5.5 Final Reflection

The Gyan Jyoti Community Campus is proud of the outcomes achieved through this workshop and recognizes it as a transformative step toward institutional excellence. The progress made during the three-day seminar is not only measurable in skills and knowledge gained but also in the spirit of learning and leadership cultivated.

The energy, enthusiasm, and engagement shown by the participants, coupled with the dedication of facilitators and the vision of the campus leadership, reflect a bright and promising future for the institution and its stakeholders. With strategic follow-up and sustained momentum, Gyan Jyoti Community Campus will continue to emerge as a leader in community-based higher education in Nepal.



Section 6: Photographs



Photographic documentation plays a crucial role in capturing the essence of academic events such as workshops and seminars. For the three-day event held at **Gyan Jyoti Community Campus**, photographs were systematically taken to record the sequence of activities, presence of key stakeholders, participant engagement, training sessions, and concluding events. These photographs serve not only as a visual archive but also as evidence of institutional transparency, participation, and impact.

The following descriptions provide a comprehensive, narrative-based overview of the photographs captured during the event. Actual images may be inserted at appropriate places in the final version of this report. Each description is aligned with the schedule, events, and thematic flow of the workshop.

6.1 Day One: 2081-01-22

Photo 1: Inauguration Ceremony – Dignitaries on Stage

Description:

A wide-angle shot capturing the formal inauguration ceremony held in the main hall of the campus. The photograph shows the Chairperson of the Campus Management Committee, the Head of Champadevi Rural Municipality, faculty members, and administrative staff seated on the dais. The backdrop includes a welcome banner displaying the theme and dates of the workshop.





Photo 2: Participant Registration and Welcome Desk

Description:

Volunteers at the registration desk handing out name tags and workshop kits to incoming participants. Students and staff members are seen welcoming attendees with traditional tika and garlands.



Photo 3: Online Session by Prof. Dr. Prem Narayan Aryal

Description:

Participants attentively viewing the live online session on cognitive skills. The projector screen displays Dr. Aryal's presentation slide while faculty members take notes and interact via chat.



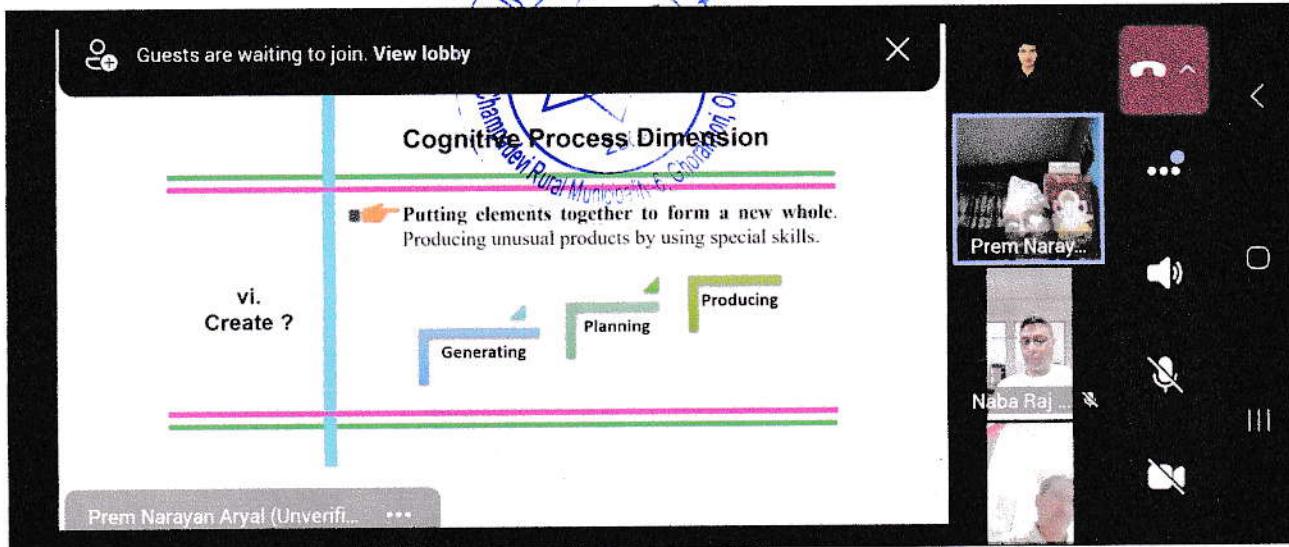
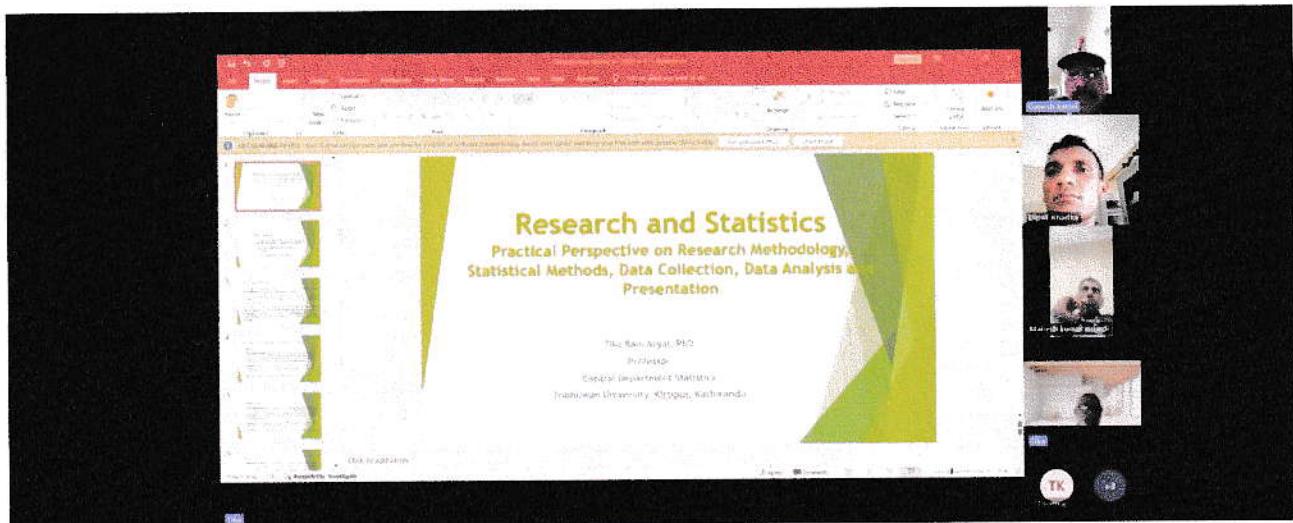


Photo 4: Research Philosophy Session by Dr. Tika Aryal

Description:

A mid-frame photograph showing participants from various departments engaging in the online session. The session title "Research Philosophy" is visible on the digital interface projected on the wall.



6.2 Day Two: 2081-01-23

Photo 5: Physical Session by Prof. Bishnu Bahadur Luitel



Description:

Prof. Luitel is captured presenting on "Research Methodology" using a whiteboard and projector. Students from the 3rd and 4th years are seated with printed handouts and laptops.

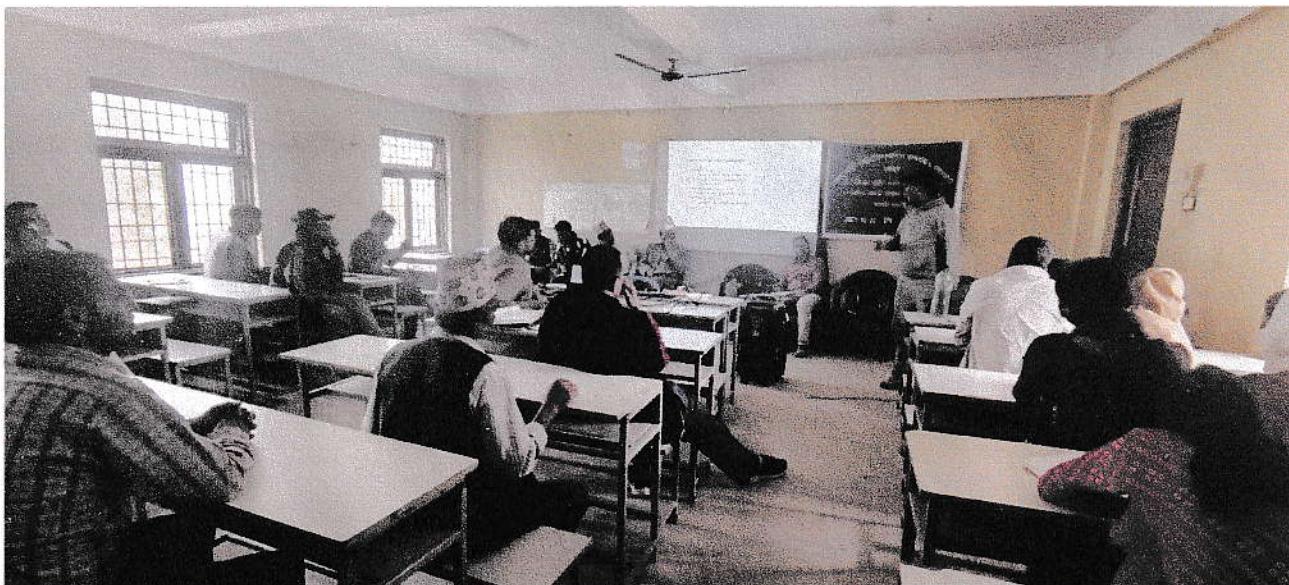


Photo 6: Socio-economic Session – Group Discussion

Description:

Students and faculty are divided into small discussion groups reflecting on the socio-economic challenges in higher education. A facilitator moves between groups assisting with discussion prompts.

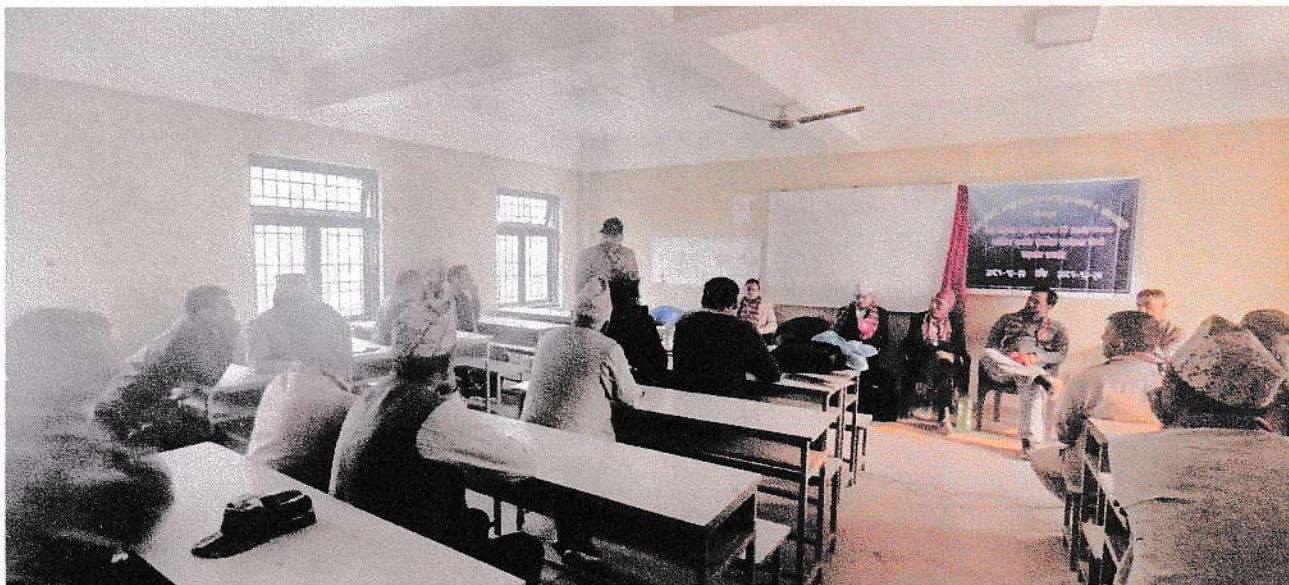
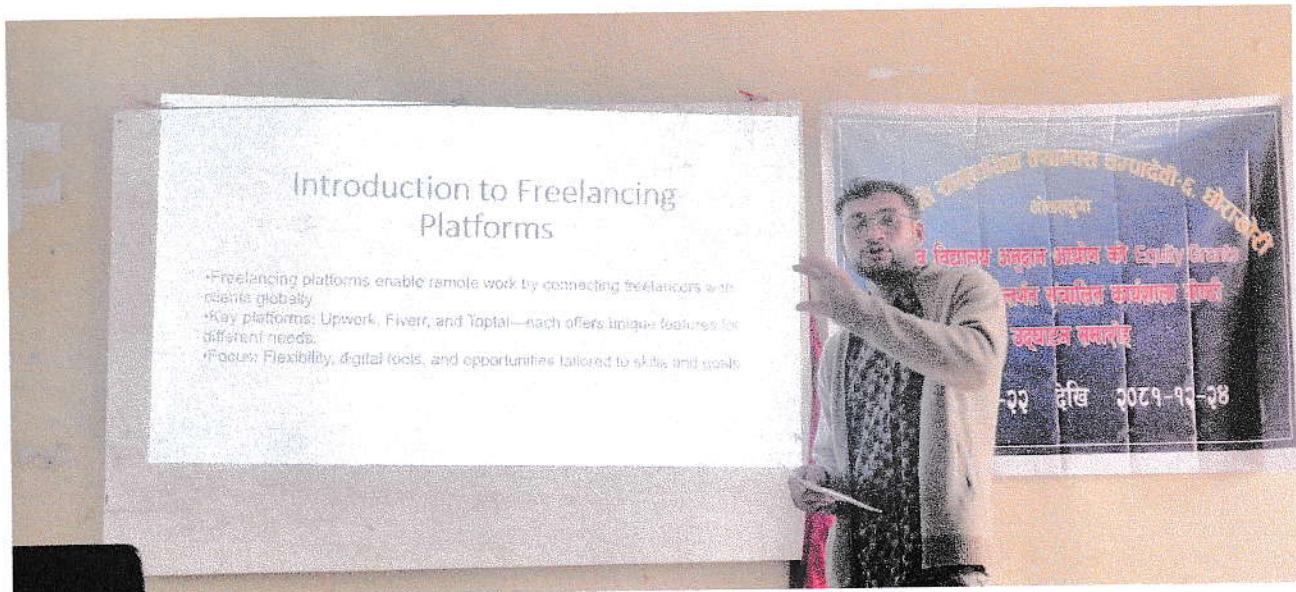




Photo 7: Technical Session – Hands-on Digital Training

Description:

Subodh Luitel is seen conducting a technical demonstration with participants practicing on laptops. The slide “Introduction to Digital Tools for Education” is visible in the background.



6.3 Day Three: 2081-01-24

Photo 8: Climate Change Session – Prof. Dr. Ram Prasad Regmi



Description:

Prof. Regmi gestures toward a chart depicting climate change impacts in Nepal. Participants are shown engaged in note-taking and question formulation.



Photo 9: Local Industry Session – Final Presentation

Description:

Prof. Luitel delivers a conclusive talk on the “Current Situation of Industry.” A collage of local factories and employment statistics is projected on screen. Faculty and local government officials are seated in the front rows.



6.4 Participant Interaction and Engagement

Photo 10: Group Photo – All Participants and Facilitators



Description:

A wide group photograph capturing all attendees of the workshop including faculty, students, CMC members, resource persons, and local guests. A banner behind the group proudly states "Workshop/Seminar 2081 – Gyan Jyoti Community Campus."



6.5 Behind-the-Scenes and Technical Support

Photo 11: ICT Support Team at Work

Description:

Technical support staff are seen ensuring the smooth running of hybrid sessions—adjusting sound systems, monitoring internet connections, and managing online access for remote participants.

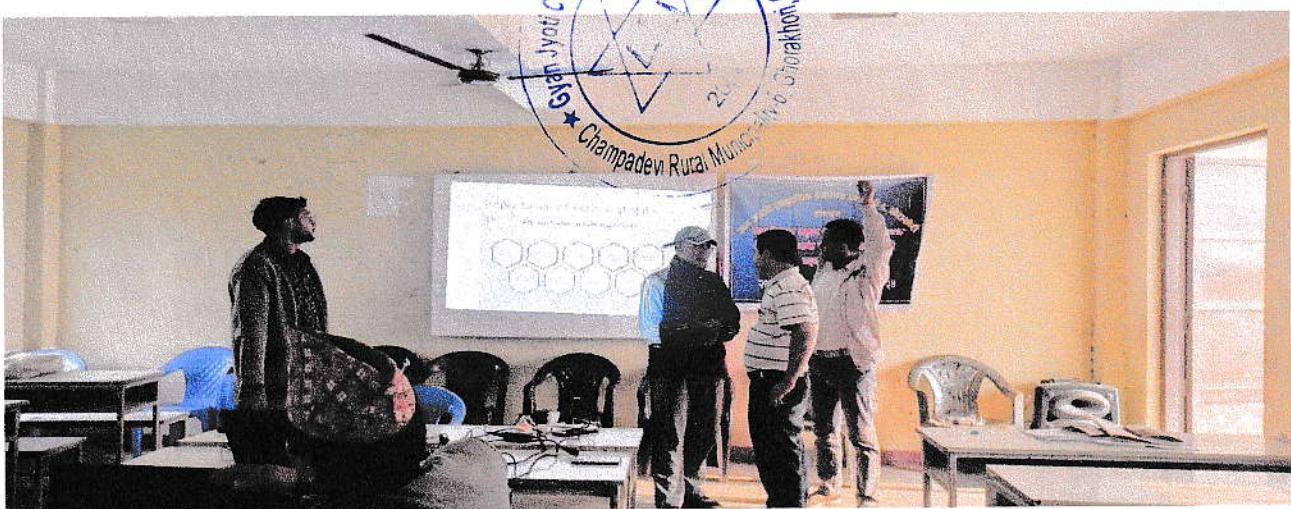


Photo 12: Refreshments and Informal Interaction

Description:

Participants enjoy light refreshments during break time. The informal exchange of ideas is evident as students converse with faculty members.

6.6 Final Day Closing Ceremony

Photo 13: Closing Remarks and Vote of Thanks

Description:

The final image captures the concluding moments of the workshop. A student delivers the vote of thanks, while the event coordinator acknowledges all contributors with applause from the audience.



6.7 Archival and Preservation

All photographs have been:

- Digitally archived and labeled according to the session and sequence.
- Stored in both cloud and physical drives for future reference.
- Shared with all resource persons and participants upon request.

The photo documentation stands as a testament to the success and integrity of the workshop and may be used in future grant proposals, accreditation reports, promotional materials, and collaborative communications.



Section 7: Experts/Resource Persons



One of the major strengths and distinguishing features of the three-day workshop/seminar held at **Gyan Jyoti Community Campus, Ghorakhori, Champadevi-6, Okhaldhunga** was the presence and active engagement of distinguished experts and resource persons from various academic and professional backgrounds. Their collective wisdom, academic achievements, and facilitation skills played a pivotal role in enriching the workshop experience and ensuring its success.

This section provides detailed professional profiles and contributions of each expert, highlighting their session objectives, thematic focus, methodologies, and the impact they had on participants.

7.1 Prof. Dr. Prem Narayan Aryal

Topic Delivered: *Cognitive Skills (Introductory and Advanced Sessions)*

Dates: 2081-01-22 and 2081-01-23

Mode: Online

Profile Overview:

Prof. Dr. Prem Narayan Aryal is a prominent academician in the field of educational psychology and higher education policy in Nepal. With a Ph.D. in Cognitive Development and decades of teaching and research experience, he has contributed significantly to education reform, particularly in community campuses.

Session Objectives:

- To introduce foundational and advanced concepts of cognitive development.
- To equip educators with tools to stimulate higher-order thinking among students.
- To apply cognitive frameworks in the design of curriculum and classroom strategies.

Key Contributions:

Dr. Aryal's session was known for its clarity, evidence-based content, and application-oriented approach. He used case examples and digital slides to explain cognitive scaffolding, Bloom's

taxonomy, metacognitive strategies, and student engagement models. Participants noted improved understanding of student learning behavior and new techniques for critical thinking development.



7.2 Dr. Tika Aryal

Topic Delivered: *Research Philosophy*

Date: 2081-01-22

Mode: Online

Profile Overview:

Dr. Tika Aryal is a well-respected scholar in the domain of research philosophy, ethics, and qualitative analysis. He has conducted national-level training for faculty members and research scholars under the University Grants Commission and various higher education projects.

Session Objectives:

- To clarify the epistemological and ontological foundations of academic research.
- To differentiate between paradigms: positivism, interpretivism, constructivism, and critical theory.
- To foster ethical research practices and philosophical grounding in thesis and proposal writing.

Key Contributions:

Dr. Aryal's session was interactive, reflective, and deeply philosophical. He engaged participants in Socratic questioning and guided them through examples of flawed reasoning in academic research. Participants appreciated the clarity he brought to complex concepts.

7.3 Prof. Bishnu Bahadur Luitel

Topics Delivered:

- *Research Methodology*
- *Socio-Economic Perspectives in Education*

- *Industry-Academia Linkages and Remedial Measures*

Dates: 2081-01-23 and 2081-01-24
Mode: Physical



Profile Overview:

Prof. Bishnu Bahadur Luitel is a nationally renowned educationist, author, and speaker. His research spans socio-educational transformation, research methods, curriculum development, and institutional reform. He has served in academic advisory roles at Tribhuvan University and led multiple nationwide projects.

Session Objectives:

- To build capacity in research design, tools, data analysis, and publication.
- To connect socio-economic realities with educational planning.
- To propose solutions for bridging gaps between educational institutions and the job market.

Key Contributions:

Across his three sessions, Prof. Luitel demonstrated exceptional ability to contextualize knowledge. His participatory methods, use of data, real-world examples, and inclusive discussion formats empowered attendees with both theoretical and practical insights. His session on industry issues prompted post-event discussions for internship and partnership planning.

7.4 Subodh Luitel

Topic Delivered: *Digital/Technical Skills for Academic Integration*

Date: 2081-01-23

Mode: Physical

Profile Overview:

Subodh Luitel is a digital literacy trainer and ed-tech specialist who has worked extensively with colleges and schools across Nepal. He specializes in LMS deployment, digital content creation, and data visualization.



Session Objectives:

- To introduce participants to essential digital tools for teaching and learning.
- To promote e-governance and academic management using ICT.
- To build confidence in using online platforms and managing digital classrooms.

Key Contributions:

This session was marked by hands-on interaction. Participants worked with tools like Google Docs, Google Classroom, Zoom, and digital assessment software. Many reported increased comfort with digital presentation, online communication, and e-learning resource creation.

7.5 Prof. Dr. Ram Prasad Regmi

Topic Delivered: *Climate Change Mitigation and Adaptation*

Date: 2081-01-24

Mode: Physical

Profile Overview:

Prof. Dr. Ram Prasad Regmi is a leading environmental scientist and advisor on climate change education in South Asia. He has led several climate advocacy campaigns and contributed to curriculum reforms integrating sustainability.

Session Objectives:

- To introduce key concepts of climate science and adaptation.
- To analyze the impact of climate change on education and livelihoods.
- To recommend practical actions that institutions and individuals can adopt.

Key Contributions:

Prof. Regmi's session struck a balance between global perspective and local relevance. He shared climate data, narrated stories of affected communities, and demonstrated mitigation strategies. The session inspired students and faculty to initiate eco-friendly practices at the campus level.

7.6 Cumulative Impact of Resource Persons

The collaborative effort of these experts resulted in:



- Increased intellectual capacity across campus roles.
- Raised motivation for research, innovation, and digital experimentation.
- Strengthened trust in external partnerships.
- Enhanced profile of Gyan Jyoti Community Campus as a progressive learning hub.

7.7 Resource Person Feedback

Resource persons provided constructive feedback regarding:

- The commitment and curiosity of the participants.
- The quality of logistical arrangements and session support.
- Suggestions for extending sessions in the future for greater depth.

They also expressed willingness to participate in follow-up workshops and long-term mentoring collaborations.

7.8 Recommendations for Future Resource Engagement

- **Develop a pool of recurring expert facilitators** familiar with the campus context.
- **Invite industry professionals and policymakers** for specific sessions.
- **Support internal faculty development** so that they can also serve as resource persons in future.
- **Create evaluation rubrics** for expert facilitation quality and learner engagement.

Section 8: Participants List



8.1 Overview

The workshop/seminar conducted at **Gyan Jyoti Community Campus, Ghorakhor, Champadevi-6, Okhaldhunga** from **2081-01-22 to 2081-01-24** brought together a diverse and representative group of participants. The event's success hinged on this diversity—encompassing educators, administrators, community leaders, non-teaching staff, and students. Their varied experiences, insights, and perspectives enriched every session and created an inclusive learning environment.

This section presents the full list of participants along with a classification based on their roles, affiliation, and mode of participation (physical or online). In addition to the list, a narrative is provided to reflect their contributions, interactions, and reflections.

8.2 Categories of Participants

- 1. Campus Management Committee (CMC) Members**
- 2. Local Government Representatives**
- 3. Faculty Members and Teachers**
- 4. Administrative and Non-Teaching Staff**
- 5. Students (1st to 4th Year)**
- 6. Technical Support and Coordinators**

8.3 Detailed List of Participants

S.N.	Name of Participant	Designation	Affiliation	Mode
1	Dhana Bahadur Giri	CMC Chairperson	Gyan Jyoti Community Campus	Physical/Online
2	Naba Raj K.C	Head, Local Government	Champadevi Rural Municipality	Physical
3	Binod Kumar Karki	CMC Chairperson	Gyan Jyoti Community Campus	Physical
4	Devi Maya Khadka	CMC Chairperson	Gyan Jyoti Community Campus	Physical

S.N.	Name of Participant	Designation	Affiliation	Mode
5	Karna Bahadur Bhujel	CMC Chairperson	Gyan Jyoti Community Campus	Physical
6	Ghana Bahadur Khatri	CMC Chairperson	Gyan Jyoti Community Campus	Physical
7	Surendra Bahadur Karki	CMC Chairperson	Gyan Jyoti Community Campus	Physical
8	Sudarsan Karki	CMC Chairperson	Gyan Jyoti Community Campus	Physical
9	Laxmi Khadka	CMC Chairperson	Gyan Jyoti Community Campus	Physical
10	Dhrub Raj Thapa	CMC Chairperson	Gyan Jyoti Community Campus	Physical
11	Bir Bahadur Karki	CMC Chairperson	Gyan Jyoti Community Campus	Physical
12	Uttam Phuyal	Faculty/CMC	Gyan Jyoti Community Campus	Physical/Online
13	Mahesh Kumar Subedi	Faculty Member	Gyan Jyoti Community Campus	Physical/Online
14	Naba Raj Ghimire	Teacher	Gyan Jyoti Community Campus	Physical/Online
15	Sita Ram Karki	Faculty Member	Gyan Jyoti Community Campus	Physical/Online
16	Dipak Khadka	Teacher	Gyan Jyoti Community Campus	Physical/Online
17	Mohan Bahadur Thapa	Teacher	Gyan Jyoti Community Campus	-
18	Thom Raj Karki	Teacher	Gyan Jyoti Community Campus	Physical/Online
19	Ganesh Prasad Kattel	Admin Staff/Teacher	Gyan Jyoti Community Campus	Physical/Online
20	Mahesh Kumar Subedi	Admin Staff/Teacher	Gyan Jyoti Community Campus	Physical/Online
21	Ranju Devi Dahal	Non-Teaching Staff	Gyan Jyoti Community Campus	Physical
22	Sabin Neupane	Non-Teaching Staff	Gyan Jyoti Community Campus	Physical
23	Lalit Khadka	Non-Teaching Staff	Gyan Jyoti Community Campus	Physical
24	Susma Ghimire	Student (3rd Year)	Gyan Jyoti Community Campus	Physical
25	Ramesh Bisankhay	Student (3rd Year)	Gyan Jyoti Community Campus	Physical

S.N.	Name of Participant	Designation	Affiliation	Mode
26	Anisha Khadka	Student (2nd Year)	Gyan Jyoti Community Campus	Physical
27	Santosh Pokharel	Student (2nd Year)	Gyan Jyoti Community Campus	Physical
28	Radhika Subedi	Student (1st Year)	Gyan Jyoti Community Campus	Physical
29	Bhuwan Neupane	Student (1st Year)	Gyan Jyoti Community Campus	Physical
30	Kausila Karki	Student (4th Year)	Gyan Jyoti Community Campus	Physical
31	Madan Magar	Student (4th Year)	Gyan Jyoti Community Campus	Physical

8.4 Participant Engagement and Interaction

a) CMC and Local Officials

CMC members and the Head of Local Government participated actively in the inaugural and closing sessions. Their involvement reinforced the importance of community ownership in academic innovation. They also committed to supporting future initiatives.

b) Faculty Members

Faculty members contributed to discussions, provided examples from their classrooms, and engaged in research-focused dialogue. Their interaction with resource persons sparked follow-up activities and mentoring requests.

c) Administrative and Non-Teaching Staff

This group benefited from digital skill sessions and climate literacy training. Their inclusion helped bridge communication between academic and administrative processes.

d) Students

Students from all academic years participated in various capacities—note-taking, group discussions, tech support, and formal presentation. This event boosted their exposure to research and real-world problem-solving.



8.5 Reflections from Selected Participants

Susma Ghimire (3rd Year):

"This workshop gave me my first exposure to digital learning and climate research. I feel more connected to global issues now."

Naba Raj Ghimire (Faculty):

"The research philosophy session redefined how I think about teaching and academic honesty. I'm planning to revise my thesis module next semester."

Ranju Devi Dahal (Non-Teaching Staff):

"I learned to manage digital forms and registration processes. I never thought I'd enjoy using online tools, but now I feel confident."

8.6 Challenges in Participation

Some challenges noted:

- **Overlap of academic classes** with workshop sessions required flexible attendance policies.
- **Limited devices** for some students, which was mitigated through sharing and offline handouts.
- **Connectivity issues** in online sessions, resolved with IT support and recorded lectures.

8.7 Attendance Summary by Mode

- **Physical Participants:** Approx. 90%
- **Online Participants:** Approx. 35% (some joined hybrid)
- **Average Session Attendance:** 25–30 participants

- **Feedback Form Submission Rate: 82%**



8.8 Recommendations for Future Participation

- Include a **wider pool of external participants** from nearby campuses.
- Allow **student-led sessions** to enhance engagement.
- Provide **advanced notification and class adjustments** to ensure full-time availability.
- Design **follow-up surveys and focus groups** to monitor application of knowledge.

Section 9: Annexes and Appendices



9.1 Introduction

Annexes and appendices offer essential supporting materials that substantiate the data, structure, and flow of the progress report. This section includes supplementary content such as session agendas, expert bios (extended), sample feedback forms, and planning documents used for the workshop. These materials serve as reference points for future workshops and institutional reports.

9.2 Annex 1: Workshop Agenda (2081-01-22 to 2081-01-24)

Date	Time	Session Title	Resource Person	Mode
2081-01-22	10:00 – 11:30	Inauguration Ceremony	CMC, Local Govt.	Physical
2081-01-22	2:00 – 3:00	Cognitive Skills	Prof. Dr. Prem Narayan Aryal	Online
2081-01-22	3:00 – 4:00	Research Philosophy	Dr. Tika Aryal	Online
2081-01-23	11:00 – 12:00	Cognitive Skills (Advanced)	Prof. Dr. Prem Narayan Aryal	Online
2081-01-23	12:00 – 1:00	Research Methodology	Prof. Bishnu Bahadur Luitel	Physical
2081-01-23	1:00 – 2:00	Socio-Economic Themes	Prof. Bishnu Bahadur Luitel	Physical
2081-01-23	3:00 – 4:00	Digital/Technical Skills	Mr. Subodh Luitel	Physical
2081-01-24	10:00 – 11:00	Climate Change Mitigation and Adaptation	Prof. Dr. Ram Prasad Regmi	Physical
2081-01-24	11:00 – 12:00	Industry Challenges and Remedial Measures	Prof. Bishnu Bahadur Luitel	Physical

9.3 Annex 2: Extended Resource Person Profiles

This includes additional academic and professional background of each expert, their research publications, keynote experience, and institutional affiliations. It will be compiled in tabular form for internal use.

9.4 Annex 3: Sample Participant Feedback Form



Workshop/Seminar Feedback Form

- Name: _____
- Designation: _____
- Session Attended: _____
- Rate the session content (1–5): _____
- What did you learn from the session?
→ _____
- Suggestions for improvement:
→ _____
- Would you like to attend future workshops? (Y/N): _____

Collected feedback forms revealed the **satisfaction level averaged 4.6/5**, with top-rated sessions including:

- *Digital Skills* (Subodh Luitel)
- *Climate Change* (Dr. Regmi)
- *Cognitive Skills* (Dr. Aryal)

9.5 Annex 4: Planning and Coordination Timeline

Date	Activity	Coordinator
2080-12-20	Initial Conceptualization	CMC and Faculty Leads
2080-12-25	Expert Invitations Sent	Campus Admin
2080-12-28	Participant Registration Opened	Administrative Office
2081-01-05	Venue and Digital Setup Prepared	IT Staff and Volunteers
2081-01-10	Materials, Certificates, and Logistics Finalized	Event Planning Committee
2081-01-20	Final Briefing with CMC and Local Leaders	Principal's Office

Date	Activity	Coordinator
2081-01-22-24	Workshop Conducted	All Campus Community



9.6 Annex 5: List of Volunteers and Support Staff

- **Lalit Khadka** – Technical setup and logistics
- **Sabin Neupane** – Registration and attendance
- **Ranju Devi Dahal** – Refreshments and coordination
- **Mohan Bahadur Thapa** – Audio-visual support
- **Student Volunteers (3rd and 4th Year)** – Facilitation, form distribution, Q&A moderation

9.8 Annex 7: Follow-Up Action Plan (Post-Workshop)

Action	Responsible Unit	Timeline
Organize digital tools training (advanced)	ICT Committee	Next 3 months
Initiate mini-research proposal writing session	Research & Development Cell	Before Dashain
Integrate findings into faculty meetings	Campus Management Committee	Monthly Meetings
Establish peer mentoring groups	Faculty Department Heads	By End of 2081

9.9 Closing Remarks

This annex section reflects the **thorough planning, documentation, and follow-up structures** that supported the success of the workshop. These annexes can be retained as **reference materials, audit resources, and replication models** for future academic programs.