

PURBANCHAL UNIVERSITY
FACULTY OF MANAGEMENT

MASTER'S SEMINAR COURSE GUIDELINES - 2083

BIRATNAGAR
JESTHA - 2083

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1. Concept and Academic Significance of the Seminar Course at Master Level

1.1 Meaning of Seminar Course

A master's level seminar course is an academic learning activity where students study selected scholarly materials individually or in groups. It involves reading, analyzing, and presenting academic content in an interactive environment. The course encourages discussion and deeper understanding of theoretical and practical issues.

1.2 Academic Purpose

The seminar course aims to enhance students' critical thinking, analytical reasoning, and academic writing skills. It encourages students to evaluate theories, arguments, and research findings rather than simply summarizing them. This process strengthens their ability to engage with academic content at a higher level.

1.3 Learning Approach

The seminar course follows an interactive and participatory learning approach. Students actively engage in discussions, presentations, and collaborative learning activities. It helps bridge the gap between theoretical knowledge and real-world academic or professional applications.

1.4 Learning Outcome

The seminar course helps students develop the ability to understand and interpret academic literature effectively. It also enhances their skills in presenting structured and well-reasoned academic arguments. Ultimately, it prepares students for advanced research and professional communication.

2. Importance of Standardized Seminar Report Format in Academic Writing

2.1 Purpose of Standard Format

A standardized seminar report format ensures uniformity and consistency in academic writing among all students. It provides a clear structure that guides students in organizing their content systematically. This helps maintain academic discipline and readability.

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2.2 Academic Significance

The standardized format supports fairness in evaluation and assessment of student work. It ensures that all reports follow the same academic standards and expectations. This improves the credibility and quality of academic output.

2.3 Structural Guidance

The format provides a clear framework for including essential sections such as introduction, literature review, methodology, analysis, and conclusion. It helps students avoid missing important components of academic writing. This structure strengthens the overall quality of the seminar report.

2.4 Skill Development

Using a standardized format helps students improve logical organization and structured thinking. It also enhances their ability to present ideas clearly and systematically. These skills contribute to their academic and professional development.

3. Structure and Academic Nature of the Seminar Report

3.1 Nature of Seminar Report

A seminar report is an academic document prepared by master's students on a selected topic using secondary sources. It focuses more on literature review and conceptual understanding rather than primary data collection. The report is designed to build analytical and academic writing skills.

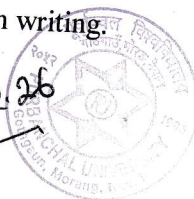
3.2 Methodological Approach

The seminar report generally follows a descriptive and analytical approach. It may include both qualitative interpretation and quantitative description based on available literature. The approach helps in understanding concepts through existing studies and data.

3.3 Content Development

The content of the seminar report is developed from scholarly books, journals, and other academic sources. It emphasizes critical analysis rather than simple description of information. This ensures depth and academic rigor in writing.

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3.4 Academic Characteristics

The seminar report is concise, structured, and aligned with university guidelines. It focuses on clarity, coherence, and logical presentation of ideas. It is designed to enhance students' academic writing and analytical abilities.

The seminar report is structured systematically and organized into three chapters.

Chapter I: Introduction

Chapter II: Observation and Analysis

Chapter III: Summary, Conclusions and Implications

Format of Preliminary Pages

<i>Title page</i>	<i>i</i>
<i>Declaration of Authorship</i>	<i>ii</i>
<i>Recommendation of the Management Research Cell (MRC)</i>	<i>iii</i>
<i>Acknowledgements</i>	<i>iv</i>
<i>Abstract</i>	<i>v</i>
<i>Table of Contents</i>	<i>vi</i>
<i>List of Tables</i>	<i>vii</i>
<i>List of Figures</i>	<i>viii</i>
<i>List of Abbreviations/ Acronyms</i>	<i>ix</i>

CHAPTER I: INTRODUCTION

1.1 Background of the Study*

- 1.1.1 General introduction of the topic within national and international contexts, along with its relevance in the modern management/business environment.
- 1.1.2 Discussion of methodological orientation (quantitative and/or qualitative approaches), depending on data availability and the nature of the topic, where applicable.
- 1.1.3 Relevance of the issue in the Nepalese context, highlighting its practical significance and applicability.

1.2 Statement of the Problem

- 1.2.1 Clear and simple description of the issue under study along with identification of the main problem statement.



1.2.2 Justification of why the problem requires investigation, supported by a brief descriptive research gap based on previous studies.

1.2.3 Presentation of the discussion in a purely descriptive form without statistical evidence or in-depth gap analysis.

1.3 Research Questions (Optional) / Hypotheses (Not Recommended)

1.3.1 Research questions may be included in simplified form (optional).

1.3.2 Emphasis on understanding, exploration, and conceptual clarity rather than hypothesis testing or statistical validation.

1.4 Objectives of the Study

1.4.1 General objective.

1.4.2 Specific objectives (not more than three clear points).

1.5 Significance of the Study

1.5.1 Academic significance in terms of conceptual understanding of the topic.

1.5.2 Practical significance in terms of usefulness for managers, organizations, and policymakers within the Nepalese context.

1.5.3 Relevance to Nepalese business and administrative practices.

1.6 Scope and Limitations of the Study

1.6.1 Definition of study boundaries and coverage, including geographic scope (e.g., Nepal-based context) and the descriptive/nature-based approach of the study, with optional statistical use where relevant.

1.6.2 Use of quantitative description (if applicable) and qualitative analysis based on literature and observation, depending on data availability and methodological approach.

1.6.3 Specification of exclusions and methodological limitations affecting scope, depth, and generalizability of the study.

CHAPTER II: OBSERVATION AND ANALYSIS

2.1 Conceptual and Theoretical Review

2.1.1 Simple and clear definitions of key terms related to the topic from standard academic sources.

2.1.2 Explanation of the main elements, dimensions, or components of the topic.

2.1.3 Brief introduction of relevant theories or models explaining the topic.

2.2 Review of Related Literature (Brief and Selective)

2.2.1 Overview of international literature and Nepalese context, highlighting key concepts, perspectives, practices, policies, and sectoral examples.

2.2.2 Synthesis of key insights from previous studies, focusing on major contributions

and core findings.

2.2.3 Identification of a general research gap by highlighting under-researched or inconsistent areas.

2.3 Observational, Methodological Analysis and Discussion

2.3.1 Collection and review of information from academic sources, reports, policy documents, journals, and observations; identification of themes, concepts, issues, and patterns using thematic analysis.

2.3.2 Relating findings to relevant theories and frameworks, including interpretation of tables, figures, and secondary data.

2.3.3 Integration of theory with Nepalese practical realities, highlighting implications, challenges, opportunities, and managerial/policy insights using qualitative and descriptive analysis.

2.4 Key Points / Major Insights

2.4.1 Summary of main learning outcomes from the seminar study in concise form.

2.4.2 Key observations and thematic findings from the topic.

2.4.3 Practical implications presented in a simple and understandable form.

CHAPTER III: SUMMARY, CONCLUSIONS AND IMPLICATIONS

3.1 Summary of the Study

3.1.1 Brief recap of the seminar report, summarizing key themes and discussions.

3.1.2 Focus on analysis and understanding rather than methodological details.

3.1.3 Highlight central ideas and major observations.

3.2 Conclusions of the Study

3.2.1 Overall understanding derived from the seminar topic.

3.2.2 Key insights presented in clear and direct concluding statements.

3.2.3 Reflection of the main message without introducing new information.

3.3 Implications of the Study

3.3.1 Practical implications for management, organizations, policymakers, and Nepalese context.

3.3.2 Academic implications for future learning, research, and theoretical development.

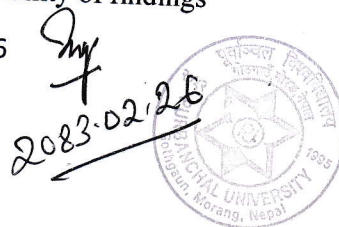
3.3.3 Integration of practical and academic relevance showing overall contribution.

3.4 Limitations

3.4.1 Limitations related to data availability and adequacy.

3.4.2 Constraints of time, resources, and methodological approach.

3.4.3 Limitations in access and generalizability of findings



3.5 Suggestions / Recommendations (Optional)

- 3.5.1 Practical and actionable suggestions based on findings.
- 3.5.2 Recommendations for organizations, policymakers, and stakeholders.
- 3.5.3 Suggestions for future research directions.

REFERENCES

References (APA 7th Edition) (<https://apastyle.apa.org/>)

Alternative Method: Students may refer to Google and search for phrases such as “How to cite a book in APA format,” “How to cite a webpage in APA format,” or “How to cite a journal article in APA format.” Then, prepare the reference according to the APA guidelines provided in the source.

APPENDICES

The appendices consist of supplementary materials that support the main body of the report but are not included within the main text. These may include questionnaires, interview guides, supporting data, tables, figures, charts, maps, official documents, letters, and other relevant reference materials used during the study.


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1. Guidelines for the Seminar Course

1.1 Guidelines for the Implementation and Evaluation of the Seminar Course

These guidelines provide a systematic framework for the planning, conduct, supervision, and assessment of the Seminar Series Course to ensure uniform academic standards across all constituent and affiliated institutions. They outline the procedures for course implementation, student participation, evaluation, report submission, and final assessment in accordance with the regulations of the Faculty of Management, Purbanchal University.

1.2 Seminar Course Administration and Academic Requirements

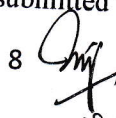
This section outlines the administrative procedures and academic requirements necessary for conducting the Seminar Course. The process begins with obtaining the Dean's approval for the appointment of an Internal Course Facilitator, along with the submission and approval of the facilitator's detailed CV, course outline, and class schedule. Following approval, the seminar is conducted according to the prescribed plan, and each student prepares an individual seminar report on an assigned topic following the approved format.

Students are required to maintain regular attendance throughout the seminar sessions. The Internal Facilitator is responsible for monitoring attendance, and students who fail to attend regularly shall not be considered eligible to fulfill the course requirements. Although the course carries two credit hours, equivalent to 32 total effective lecture hours, only 20 hours are allocated for seminar instruction by the Internal Course Facilitator, irrespective of the number of days required to complete them. The remaining hours are intended for independent study, literature review, report preparation, presentation, viva-voce examination, and other assessment-related activities. Students become eligible to submit their Seminar Series Report only after completing the prescribed effective seminar hours.

1.3 Evaluation Procedure and Assessment System

This section describes the evaluation mechanism and assessment criteria of the Seminar Course. Student performance is assessed based on report quality, organization, presentation skills, communication ability, viva-voce performance, and class participation. Upon completion of the seminar sessions, the Internal Facilitator submits class participation marks in a sealed and signed envelope to the Head of the Institution. The marks remain confidential until the final evaluation, when they are verified by the External Evaluator.

The final evaluation is conducted by a three-member committee comprising the Head of the Institution, an External Expert nominated by the Dean (Faculty of Management), and the Internal Course Facilitator. The Head of the Institution and the External Expert each assess students out of 60 marks, while the Internal Facilitator evaluates students out of 100 marks, including class participation and continuous assessment components. The final result is determined through the combined assessment of all evaluators, and the completed evaluation records are duly signed and submitted to the Office of the Dean.

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1.4 Course Completion, Submission, and Failure Policy

This section focuses on course completion requirements, submission procedures, and provisions relating to unsuccessful candidates. Colleges are encouraged to conduct the Seminar Course within the same semester and must obtain prior approval from the Office of the Dean before commencing the course. Requests for the appointment of External Evaluators should also be submitted accordingly.

The completed evaluation sheets and related documents must be forwarded to the Office of the Dean on or before the deadline specified for semester-end examination form submission by the Office of the Examination Management, Purbanchal University.

A student who successfully completes all seminar requirements but fails to defend the seminar report during the final evaluation shall be required to repeat the entire Seminar Course in a subsequent semester or session. Such students shall not be allowed to appear solely for the final defense without re-enrolling in and completing all course requirements again.

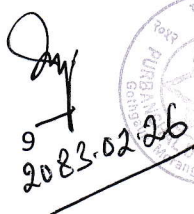
EVALUATION CRITERIA

(Effective from MBA, Spring Session, Batch 2026 onward)

Components	Marks	Rationale
Contents of the Report	15	Core academic quality and research depth
Organization of the Report	15	Structure and academic writing standard
Presentation and Communication Skills	15	Communication clarity
Response to Queries	15	Analytical and defense ability
Class Participation	40	Engagement and continuous learning
	100	

1.5 Essential Documents to be Attached with the Evaluation Sheet

- Official appointment letters for the Internal Course Facilitator and External Evaluator issued by the Dean's Office
- Students' attendance record
- Combined Evaluation Sheet duly filled and signed by all three members: Institution Head, External Expert, and Internal Course Facilitator
- Cover letter to the Office of the Dean


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1.6 Recommended Length of a Seminar Report (Approx. 5000 – 6000 words)

CHAPTER I: INTRODUCTION

- 1.1 Background of the Study → 300–400 words
- 1.2 Statement of the Problem → 200–250 words
- 1.3 Research Questions (optional) → 50–100 words
- 1.4 Objectives of the Study → 100–150 words
- 1.5 Significance of the Study → 150–200 words
- 1.6 Scope and Limitations of the Study → 150–200 words
- 1.7 Organization of the Study → 80–120 words

CHAPTER II: OBSERVATION AND ANALYSIS

- 2.1 Conceptual and Theoretical Review → 400–500 words
- 2.2 Review of Related Literature → 500–600 words
- 2.3 Observational, Methodological Analysis and Discussion → 1,200–1,400 words
- 2.4 Discussion (Theory vs Practice link) → 400–500 words
- 2.5 Key Points / Major Insights → 200–300 words

CHAPTER III: SUMMARY, CONCLUSIONS AND IMPLICATIONS

- 3.1 Summary of the Study (300–350 Words)
- 3.2 Conclusion (200–250 Words)
- 3.3 Implications (200–250 Words)
- 3.4 Limitations (100–150 Words)
- 3.5 Suggestions / Recommendations (Optional) (100–150 Words)

2. Guidelines for Instructors

2.1 Course Orientation and Context

Instructors should clearly communicate the course objectives, seminar schedule, and academic expectations at least one week before the seminar begins. This ensures that students understand the requirements and are adequately prepared.

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2.2 Selection of Seminar Materials

Instructors should select 4–5 high-quality, relevant academic articles for each seminar topic. The selected materials should be thematically, conceptually, or methodologically aligned to support integrated discussion and analysis.

2.3 Assignment and Presentation Planning

Instructors should decide whether presentations will be conducted individually or in groups based on class size and learning objectives. Topics may be assigned by the instructor or chosen by students from approved options to ensure relevance and academic alignment.

2.4 Clarification of Expectations and Evaluation

Clear guidelines should be provided regarding presentation format, duration, participation requirements, and assessment criteria. This promotes transparency, fairness, and consistency in student evaluation.

3. Guidelines for Students

3.1 Reading and Understanding the Articles

Students should carefully read all assigned articles to understand their structure, arguments, and key concepts. Important elements such as methodology, findings, and conclusions should be identified and noted for further discussion.

3.2 Critical Analysis of Literature

Students are expected to critically evaluate each article by examining its purpose, strengths, and weaknesses. Special attention should be given to research design, credibility, limitations, and relevance to the seminar topic.

3.3 Summarizing Key Elements

Students should prepare a concise summary of each article covering background, objectives, methodology, key findings, and limitations. Brief critical insights should also be included to support comparative and thematic analysis.

4. Seminar Report Preparation Process

4.1 Initial Familiarization with Literature

Students should review abstracts, introductions, and conclusions to understand the overall purpose and findings of each article. Notes should be prepared on key ideas such as research questions, methodology, and major findings, and grouped based on emerging themes.

4.2 Defining Scope and Focus

Students should clearly define the scope of the seminar topic by narrowing the focus to relevant issues. This helps ensure the study remains focused, relevant, and manageable within the seminar framework.

4.3 Critical Evaluation of Sources

Each selected source should be evaluated based on its methodology, credibility, and academic reliability. Students should also identify limitations, biases, and contextual relevance of the studies.

4.4 Extraction and Comparison of Key Information

Students should extract key information from each study and organize it in a comparative format such as a table. This includes author, year, objectives, methods, findings, strengths, limitations, and relevance.

4.5 Identification of Themes and Patterns

Studies should be grouped into similar themes based on concepts, findings, or approaches. This helps in identifying common patterns, differences, and recurring issues in the literature.

4.6 Synthesis of Literature

Students should integrate findings from different studies to develop a coherent understanding of the topic. This process helps identify trends, research gaps, and broader conceptual insights.

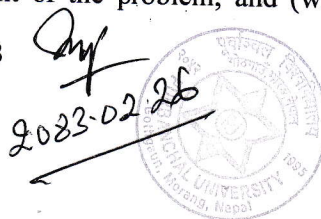
4.7 Organization of Literature Review

The literature review should be structured in a logical format such as thematic, chronological, or conceptual arrangement. Proper headings and flow should be maintained to ensure clarity and coherence.


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Description of the Components of the Seminar Course

Headings	Description
Title Page	The title page provides the basic identification details of the seminar report. It includes the title, student's name, course title and code, department, institution, supervisor's name, and date of submission. The title should be brief, relevant, and clearly reflect the study focus.
Declaration	The declaration states that the report is the student's original work. It confirms that the work has not been submitted elsewhere for academic credit. This section ensures academic integrity and honesty.
Letter of Approval / Certification (Management Research Cell)	This section confirms that the seminar report has been reviewed and accepted by the supervisor and MRC. It serves as official certification of academic compliance. It is included only if required by the institution.
Acknowledgement	This section expresses gratitude to individuals or institutions that supported the research process. It may include supervisors, faculty members, friends, or family. It reflects appreciation for academic and moral support.
Abstract	The abstract is a brief summary of the entire report within 150–250 words. It includes the purpose, methodology, key findings, and conclusions. It allows readers to understand the study quickly without reading the full document.
Table of Contents	The table of contents lists all chapters, headings, and subheadings with page numbers. It helps readers easily locate specific sections of the report. It improves the organization and readability of the document.
List of Tables and Figures (If Applicable)	This section provides a numbered list of all tables, charts, and figures used in the report. Each item includes its title and page number. It helps in quick reference and better navigation.
Introduction	This section provides a concise background of the topic, clearly presents the statement of the problem, and (where applicable)



Headings	Description
	includes research questions while generally avoiding hypotheses. It also outlines the objectives, significance, scope, and limitations of the study, and briefly describes the organization of the report to give a clear overall structure of the research.
Observation and Analysis	This section presents a conceptual and theoretical review of key terms and relevant models, along with a brief review of related literature that summarizes global and Nepalese perspectives and identifies research gaps. It further includes observational and methodological analysis and discussion, where themes are identified through qualitative interpretation of academic and secondary sources, and findings are linked with theories and real-world contexts to generate critical insights.
Summary, Conclusions and Implications	This Section provides a concise summary of the overall work, presents key conclusions derived from the analysis, and highlights the main implications of the findings for theory, policy, and practice. It also outlines the limitations of the study and offers suggestions and recommendations for future research and practical improvement based on the identified issues and gaps.
References	This section lists all sources cited in the report in a consistent format, preferably APA style. It ensures academic integrity and avoids plagiarism. It also allows readers to trace the original sources.
Appendices	This section includes supplementary materials that support the main report. Examples include questionnaires, raw data, or additional charts. Each appendix should be properly labeled and referenced in the main text.

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Annexure I

“Sample Cover Letter for Submission of Seminar Series Evaluation Documents by Constituent and Affiliated Colleges to the Dean’s Office”

[On the Letterhead of the College/Institution]

(Affiliated to Purbanchal University or Constituent College)

Date:

To
The Dean
Faculty of Management
Purbanchal University
Biratnagar, Nepal

Subject: Submission of Seminar Series Evaluation Documents (Program/Batch/Session)

Dear Sir/Madam,

With due respect, I would like to inform you that our institution has successfully conducted the Seminar Series Course for the concerned Program/Batch/Session in accordance with the academic guidelines prescribed by the Faculty of Management, Purbanchal University.

In this regard, we are hereby submitting the Seminar Series Evaluation Documents of the concerned program for your kind perusal, official record, and further necessary academic and administrative action.

The following essential documents are enclosed herewith for submission:

- (i) Official appointment letters for the Internal Course Facilitator and External Evaluator issued by the Dean’s Office
- (ii) Students’ attendance records duly verified by the concerned authority
- (iii) Combined Evaluation Sheet duly completed and signed by the Head of the Institution, External Expert, and Internal Course Facilitator

We kindly request your esteemed office to review the submitted documents and proceed with the necessary verification, approval, and record-keeping process at your earliest convenience.

Thank you for your kind attention and cooperation.

Yours sincerely,

Name of Principal / Head of Institution

Designation

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Annexure II

Seminar Report Formatting Guidelines

1. Writing Style

- The dissertation must be written in English using consistent third-person narration throughout.
- Personal pronouns such as *I, we, my, our* must be strictly avoided.
- Tense consistency must be maintained:
 - Introduction, Literature Review, Discussion: Present tense
 - Methodology and Findings: Past tense

2. Paper Size and Layout

- Paper Size: A4 (210 × 297 mm)
- Orientation: Portrait
- Margins:
 - Left: 1.5 inch
 - Right: 1.0 inch
 - Top: 1.0 inch
 - Bottom: 1.0 inch

3. Font Style and Size

- Font Type: Times New Roman or Arial (consistent throughout)
- Title: 16–18 pt, Bold
- Chapter Headings: 14 pt, Bold
- Subheadings: 12 pt, Bold
- Body Text: 12 pt Regular (*Arial: 11.5 pt acceptable*)

4. Line Spacing and Alignment

- Line Spacing (Main Text): 1.5
- Alignment: Justified
- Abstract & References: Single spacing (APA 7th Edition standard)

5. Paragraph Formatting

- First-line indentation: 0.5 inch
- No extra spacing before or after paragraphs

6. Page Numbering

- Preliminary Pages: Roman numerals (i, ii, iii, iv...) centered at bottom
- Main Chapters: Arabic numerals (1, 2, 3...) top right corner
- Supplementary Sections: Arabic numerals (1, 2, 3...) top right corner

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7. Heading Style

- Chapter Titles (Level 1): Title Case, Bold
- Section Headings (Level 2): Left-aligned, Title Case, Bold
- Sub-sections (Level 3): Consistent style (Bold or Italic throughout)

8. Tables and Figures

- Table/Figure number: Bold and placed above
- Title: Italicized and Title Case
- Tables: Title placed above table (below number)
- Figures: Title placed below figure
- Sequential numbering is mandatory
- Source must be mentioned below each table/figure:
 - *Note.* (italicized), followed by explanation/source
- Page numbers must be verified for accuracy

9. Citation Style and References

- APA 7th Edition (Mandatory)
- In-text citation: (Author, Year)
- References: Alphabetical order
- Hanging indent: 0.5 inch

10. Abstract Formatting

- Length: 150–250 words
- Single paragraph only
- Keywords must be provided below abstract

11. Formatting and Binding Guidelines

- Plastic cover binding required
- University logo must be embossed on front cover
- Final print must be checked for clarity and alignment

12. File Submission Requirements

- Formats: PDF and Word (.docx)
- File Naming Format:
MBA_Seminar_StudentName (For Instance)

Signature

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