

लोक सेवा आयोग
अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला
प्रतियोगितात्मक परीक्षाको पाठ्यक्रम
परीक्षा प्रणाली (योजना)

पाठ्यक्रमको रूपरेखा :- संयुक्त र एकीकृत परीक्षा प्रणाली (Integrated & Unified Examination System) को आधारमा सबैको लागि निम्नानुसारको हुनेछ ।

भाग - १

लिखित परीक्षा (Written Examination) :

(क) प्रथम चरण (Stage - I)	पूर्णाङ्क :- १००
(ख) द्वितीय चरण (Stage - II) (परराष्ट्र सेवा वाहेकको लागि)	पूर्णाङ्क :- ३००
(ख१) द्वितीय चरण (Stage - II) (परराष्ट्र सेवा लागि)	पूर्णाङ्क :- ४००

भाग - २

अन्तिम चरणको परीक्षा (Final Stage Examination) :

सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता (परराष्ट्र सेवा वाहेकको लागि)	पूर्णाङ्क :- ६०
सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता (परराष्ट्र सेवाको लागि)	पूर्णाङ्क :- ७०

परीक्षा योजना (Examination Scheme)

भाग - १ : लिखित परीक्षा (Written Examination) :

(क) प्रथम चरण (Stage - I) :	प्रारम्भिक परीक्षा (Preliminary Examination)	पूर्णाङ्क : १००
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तालिका (१)

पत्र	विषय	पूर्णाङ्क	उत्तीर्णाङ्क	परीक्षा प्रणाली	प्रश्नसंख्या X अङ्क	समय
प्रथम	प्रशासनिक अभिरुचि परीक्षण* (Administrative Aptitude Test)	१००	४५	वस्तुगत (Objective): बहुवैकल्पिक प्रश्न (Multiple Choice Questions)	१०० प्रश्न X १ अङ्क	१ घण्टा ३० मिनेट

***प्रशासनिक अभिरुचि परीक्षण (Administrative Aptitude Test)**

पत्र/विषय	भाग	विषयवस्तु	अङ्क	पूर्णाङ्क	उत्तीर्णाङ्क	प्रश्नसंख्या X अङ्क
प्रथम/ प्रशासनिक अभिरुचि परीक्षण (AAT)	(A)	General Awareness	५०	१००	४५	५० प्रश्न X १ अङ्क
	(B)	Aptitude Test	३०			३० प्रश्न X १ अङ्क
	(C)	English Language Competence Test	२०			२० प्रश्न X १ अङ्क

भाग - १ : लिखित परीक्षा (Written Examination) :

(ख) द्वितीय चरण (Stage - II) : मूल परीक्षा (Main Examination)

परराष्ट्र सेवा वाहेकको लागि	पूर्णाङ्क : ३००
परराष्ट्र सेवा लागि	पूर्णाङ्क : ४००

लोक सेवा आयोग

अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

तालिका (२)

पत्र	विषय	पूर्णाङ्क	उतीर्णाङ्क	परीक्षा प्रणाली	प्रश्नसंख्या X अङ्क	समय
द्वितीय	शासन प्रणाली (Governance Systems)	१००	४०	विषयगत (Subjective)	१० प्रश्न X १०अङ्क	३ घण्टा
तृतीय	समसामयिक विषय (Contemporary Issues)	१००	४०	विषयगत (Subjective)	१० प्रश्न X १०अङ्क	३ घण्टा
चतुर्थ**	सेवा समूह सम्बन्धी (Service related subject)	१००	४०	विषयगत (Subjective)	१० प्रश्न X १०अङ्क	३ घण्टा

** (परराष्ट्र सेवा बाहेकको लागि मात्र)

तालिका (३)

(नेपाल परराष्ट्र सेवाको लागि मात्र थप)

पत्र /विषय	पूर्णाङ्क	उतीर्णाङ्क	परीक्षा प्रणाली	प्रश्नसंख्या X अङ्क	समय
Extra Paper I: अंग्रेजी भाषा (English Language)	१००	४०	विषयगत (Subjective)	सम्बन्धित पाठ्यवस्तुमा दिइए अनुसार	३ घण्टा
Extra Paper II: परराष्ट्र नीति तथा अन्तर्राष्ट्रिय सम्बन्ध (Foreign Policy & International Relation)	१००	४०	विषयगत (Subjective)	१०प्रश्न X १०अङ्क	३ घण्टा

भाग - २

अन्तिम चरणको परीक्षा (Final Stage Examination) :

सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता (परराष्ट्र सेवा बाहेकको लागि)

पूर्णाङ्क :- ६०

सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता (परराष्ट्र सेवाको लागि)

पूर्णाङ्क :- ७०

तालिका (४)

विषय	पूर्णाङ्क	परीक्षा प्रणाली	समय
सूचना प्रविधि सीप परीक्षण (Information Technology Skill Test)	१०	प्रयोगात्मक (Practical)#	२० मिनेट
सामूहिक परीक्षण (Group Test)	१०	समूहमा व्यक्तिगत प्रस्तुति (Individual Presentation in Group)	३० मिनेट
अन्तर्वार्ता (Interview) (परराष्ट्र सेवा बाहेकको लागि)	४०	मौखिक (Oral)	
अन्तर्वार्ता (Interview) (परराष्ट्र सेवाको लागि)	५०	मौखिक (Oral)	

तालिका (५)

प्रयोगात्मक परीक्षा योजना (Practical Examination Scheme)

प्रायोगिक परीक्षा प्रविधि (Practical Examination Scheme)				
विषय	पूर्णाङ्क	विषयवस्तु शिषक	अङ्क	समय
सूचना प्रविधि सीप परीक्षण (IT Skill Test)	१०	Devanagari Typing	२.५ अङ्क	५ मिनेट
		English Typing	२.५ अङ्क	५ मिनेट
		Word processing	२ अङ्क	१० मिनेट
		Electronic Spreadsheet	१ अङ्क	
		Presentation System	१ अङ्क	
		Windows basic, Email and Internet	१ अङ्क	
जम्मा			१० अङ्क	२० मिनेट

द्रष्टव्य :

१. यो पाठ्यक्रम योजनालाई संयुक्त र एकीकृत परीक्षा प्रणालीको आधारमा अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद) सेवाका सबै समुहको लागि लिखित परीक्षा (प्रथम चरण र द्वितीय चरण) तथा अन्तिम चरणको परीक्षा गरी दुई भागमा विभाजन गरिएको छ।
२. माथि तालिका (१) र तालिका (२) मा दिइएको अनुसारको लिखित परीक्षा योजना अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद) सेवाका सबै समुहको लागि अनिवार्य हुनेछ।
तर नेपाल परराष्ट्र सेवाको लागि तालिका (३) अनुसारको अतिरिक्त पत्र/विषयहरु थप समावेश हुनेछन्।
संयुक्त र एकीकृत परीक्षा प्रणालीको आधारमा माथि उल्लिखित सेवाका सबै समुहको लागि प्रथम, द्वितीय र तृतीय पत्र/विषयको विषयवस्तु एउटै (Common) र अनिवार्य हुनेछ। माथि उल्लिखित नेपाल परराष्ट्र सेवा बाहेकका सबै सेवाका सबै समुहको लागि चतुर्थ पत्र सेवा समूह सम्बन्धी विषयको विषयवस्तु एउटै (Common) हुनेछ। तर नेपाल परराष्ट्र सेवाको लागि तालिका (३) अनुसारको हुनेछ।
३. नेपाल परराष्ट्र सेवाको लागि दरखास्त दिने हो भने सोको लागि अतिरिक्त पत्र/विषयहरु उम्मेदवारले फाराम भर्दा फाराममा निर्दिष्ट गरिएको ठाउँहरुमा अनिवार्य रुपमा उल्लेख गर्नु पर्नेछ।
४. उल्लिखित सबै सेवा र अन्तर्गतका समूहको खुला र समावेशी समूहको एउटै (Common) प्रश्नपत्रको माध्यमबाट संयुक्त र एकीकृत परीक्षा सञ्चालन हुनेछ।
५. लिखित परीक्षाको माध्यम भाषा नेपाली वा अंग्रेजी अथवा नेपाली र अंग्रेजी दुवै हुनेछ। तर नेपाल परराष्ट्र सेवाको लागि तालिका (३) अनुसारको अतिरिक्त पत्र/विषयहरुको परीक्षाको माध्यम भाषा अंग्रेजी हुनेछ।
६. वस्तुगत बहुवैकल्पिक (Multiple Choice) प्रश्नको गलत उत्तर दिएमा प्रत्येक गलत उत्तर बापत २० प्रतिशत अङ्क कट्टा गरिनेछ। तर उत्तर नदिएमा त्यस बापत अङ्क दिइने छैन र अङ्क कट्टा पनि गरिने छैन।
७. बहुवैकल्पिक प्रश्न हुने परीक्षामा कुनै प्रकारको क्याल्कुलेटर (Calculator) प्रयोग गर्न पाइने छैन।
८. परीक्षामा सोधिने प्रश्नसंख्या, अङ्क र अङ्कभार यथासम्भव सम्बन्धित पत्र/विषयमा दिइए अनुसार हुनेछ।
९. विषयगत प्रश्नका हकमा प्रत्येक खण्डका लागि छुट्टाछुट्टै उत्तरपुस्तिकाहरु हुनेछन्। उम्मेदवारले प्रत्येक खण्डका प्रश्नको उत्तर सोही खण्डको उत्तरपुस्तिकामा लेख्नुपर्नेछ।
१०. यस पाठ्यक्रम योजना अन्तर्गतका पत्र/विषयका विषयवस्तुमा जुनसुकै लेखिएको भएता पनि पाठ्यक्रममा परेका कानून, ऐन, नियम तथा नीतिहरु परीक्षाको मिति भन्दा ३ महिना अगाडि (संशोधन भएका वा संशोधनभई हटाईएका वा थप गरी संशोधनभई) कायम रहेकालाई यस पाठ्यक्रममा परेको सम्झनु पर्दछ।
११. लिखित परीक्षाको प्रथम चरण (Stage -I) मा प्रारम्भिक परीक्षा (Preliminary Examination) हुनेछ। यस प्रारम्भिक परीक्षालाई छनोट परीक्षा (Screening Test) को रुपमा मात्र लिई यस परीक्षाको प्राप्ताङ्कलाई मूल परीक्षाको अङ्कमा समावेश गरिने छैन। यस परीक्षाको उत्तीर्णाङ्क पूर्णाङ्कको ४५ (पैंतालिस) प्रतिशत अर्थात ४५ अङ्क हुनेछ।
१२. लिखित परीक्षाको प्रथम चरण (Stage -I) को परीक्षाबाट छनोट भएका उम्मेदवारलाई मात्र लिखित परीक्षाको द्वितीय चरण (Stage -II) को मूल परीक्षा (Main Examination) मा सम्मिलित गराइनेछ।
१३. लिखित परीक्षाको द्वितीय चरण (Stage -II) को मूल परीक्षामा छनोट भएका उम्मेदवारहरुलाई मात्र अन्तिम चरणको परीक्षा (Final Stage Examination) मा सम्मिलित गराइनेछ।
१४. द्वितीय चरणको मूल परीक्षा र अन्तिम चरणको परीक्षाको कुल अङ्क योगका आधारमा अन्तिम परीक्षाफल प्रकाशित गरिनेछ।
१५. उल्लिखित परीक्षा योजना लागू भएपछि यो भन्दा अगाडिको परीक्षा योजना खारेज हुनेछ।
१६. पाठ्यक्रम स्वीकृत मिति : - २०८१/०३/२० (आ.व. २०८१/८२ को विज्ञापन देखि लागू हुने।)

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प्रतियोगितात्मक परीक्षाको पाठ्यक्रम
लिखित परीक्षा :- प्रथम चरण (Stage - I)

प्रथम पत्र:- प्रशासनिक अभिरुचि परीक्षण (Administrative Aptitude Test)

Part (A)

1. सामान्य सचेतना

५० प्रश्न × १ अङ्क = ५० अङ्क

- 1.1 भूगोल - नेपाल तथा विश्वको भौतिक, सामाजिक र आर्थिक भूगोल
- 1.2 इतिहास, संस्कृति र सामाजिक व्यवस्था
 - 1.2.1 विश्वका प्रमुख ऐतिहासिक घटनाहरू
 - 1.2.2 नेपालको प्राचीनकाल तथा मध्यकालको राजनीतिक, आर्थिक एवं सामाजिक सांस्कृतिक अवस्था र आधुनिक नेपालको इतिहास
 - 1.2.3 नेपालमा लोकतन्त्रको लागि भएका जनआन्दोलनहरू
 - 1.2.4 नेपालका प्रचलित धर्म, संस्कृति, जातजाति, भाषा, साहित्य र कला
- 1.3 शासनपद्धति र शासन - संविधान, राजनैतिक व्यवस्था, अधिकारमा आधारित सवाल/विषयहरू र नेपालको प्रशासनिक व्यवस्थाको विकासक्रम
- 1.4 आर्थिक विकास
 - 1.4.1 नेपालमा विकासका पूर्वाधारहरू (कृषि, उद्योग, व्यापार, पर्यटन, यातायात, संचार, शिक्षा, स्वास्थ्य, र विद्युत)
 - 1.4.2 नेपालको अर्थतन्त्रसँग सम्बद्ध योजना, स्रोत/साधनहरूको परिचालन, वृद्धि, विकास तथा रोजगार सम्बन्धी सवाल/विषयहरू
 - 1.4.3 नेपालको विश्वसँगको आर्थिक गतिविधिहरू
- 1.5 दिगो विकास, वातावरणीय पारिस्थिति, पर्यावरणीय संरक्षण, जैविक विविधता, जलवायु परिवर्तन, जनसांख्यिकी, शहरीकरण, बसोवास, प्रदूषण, प्राकृतिक स्रोत तथा राष्ट्रिय सम्पदाहरूको संरक्षण सम्बन्धी सामान्य सवालहरू
- 1.6 विज्ञान र प्रविधि
 - 1.6.1 प्रमुख वैज्ञानिक अन्वेषण र आविष्कारहरू, प्रसिद्ध वैज्ञानिक र तिनको योगदान
 - 1.6.2 विज्ञान र प्रविधिको मानव जीवन र समाजमा परेको प्रभाव
 - 1.6.3 क्रमविकाश, वंशाणु, स्वास्थ्य र रोग बारे सामान्य जानकारी
- 1.7 अन्तर्राष्ट्रिय मामिला तथा अन्तर्राष्ट्रिय संघ/संस्था
 - 1.7.1 सार्क सदस्य राष्ट्रहरू तथा चीन, संयुक्त राज्य अमेरिका, संयुक्त अधिराज्य, रुस, फ्रान्स, जर्मनी, स्वीजरल्यान्ड र जापान जस्ता मुलुकहरूसँग नेपालको सम्बन्ध
 - 1.7.2 संयुक्त राष्ट्रसंघ प्रणाली, बहुपक्षिय व्यवस्थापन र नेपाल
- 1.8 राष्ट्रिय र अन्तर्राष्ट्रिय महत्वका समसामयिक घटना तथा नवीनतम गतिविधिहरू : जस्तै- राजनीतिक, सामाजिक, सांस्कृतिक, आर्थिक, वैज्ञानिक, खेलकूद, पुस्तक, पुरस्कार, कला, साहित्य र संगीत लगायत महत्वपूर्ण व्यक्तित्व तथा विचारकहरू

**Paper I: -Administrative Aptitude Test
Part (A)**

1. General Awareness

50 × 1 = 50 Marks

- 1.1 **Geography** - physical, social and economic geography of Nepal and the World
- 1.2 **History, Culture and Social System**
 - 1.2.1 Major historical events of the World
 - 1.2.2 Political, economical and socio-cultural aspects of ancient, medieval and modern Nepalese history
 - 1.2.3 People's Movements for democracy in Nepal
 - 1.2.4 Prevalent religions, culture, ethnicity, languages, literature and art of Nepal
- 1.3 **Polity and Governance** – constitution, political system, right based issues and evolution of the Nepalese Administrative System
- 1.4 **Economic Development**
 - 1.4.1 Infrastructure development in Nepal (agriculture, industry, trade, tourism, transportation, communication, education, health and electricity)
 - 1.4.2 The Nepalese economic issues relating to planning, mobilization of resources, growth, development and employment
 - 1.4.3 Nepal's economic interaction with the World
- 1.5 **General Issues** on sustainable development, environmental ecology, ecological preservation, bio-diversity, climate change, demography, urbanization, settlement, pollution, conservation of natural resources and national heritage
- 1.6 **Science and Technology**
 - 1.6.1 Major scientific discoveries and inventions, famous scientists and their contributions
 - 1.6.2 Impact of science & technology in human life and society
 - 1.6.3 General information on evolution, heredity, health and diseases
- 1.7 **International Affairs and International Institutions**
 - 1.7.1 Nepal's relations with the SAARC member countries and other countries such as China, United States of America, United Kingdom, Russia, France, Germany, Switzerland and Japan
 - 1.7.2 UN System, multilateral arrangements and Nepal
- 1.8 **Major Events and Current Affairs of National and International Importance;** such as political, social, cultural, economic, scientific, sports, books, prizes/rewards, arts, literature and music as well as noted personalities and thinkers

Part (B)

2. Aptitude Test

30 × 1 = 30 Marks

- 2.1 Verbal reasoning such as series, analogy, classification, coding-decoding, insert the missing character, common property, matrices, direction and distance sense test, ranking order, assertion and reason, induction, deduction, courses of action, etc $6 \times 1 = 6$ Marks
- 2.2 Non-verbal reasoning such as series, analogy, classification, Venn diagrams, matrices, construction of squares and triangles, and figure formation and analysis, dot situation, water images, mirror images, embedded figures, etc. $6 \times 1 = 6$ Marks
- 2.3 Quantitative aptitude such as arithmetical reasoning / operation, percentage, fraction, decimal, ratio, average, loss, profit, date/calendar, time and work, etc. $6 \times 1 = 6$ Marks
- 2.4 General mental ability, logical reasoning and analytical ability $6 \times 1 = 6$ Marks
- 2.5 Data interpretation - charts, graphs, tables, data sufficiency $6 \times 1 = 6$ Marks

Part (C)

3. English Language Competence Test

20 × 1 = 20 Marks

3.1 Comprehension:

$5 \times 1 = 5$ Marks

Questions will be asked based on the passage given. The questions will try to accommodate the following areas:

- Fact finding, Inferential, Core theme, True/false identification, Issues raised and Language based

3.2 Vocabulary:

$7 \times 1 = 7$ Marks

Questions will be asked to assess their grasp on the English language vocabulary. The questions will be of the following nature:

- Meaning of the words (literal /figurative/contextual), Single word for expressions, Synonyms/antonyms, Derivatives and Homonyms/homophones

3.3 Syntactic ability:

$8 \times 1 = 8$ Marks

Questions will be asked to assess the syntactic ability of the candidates. The questions will be based on the following categories:

- Agreement, Tense aspect, Parallel structures, Clauses, Modifier, Conditionals, Phrasal expressions, Shifts (tense, number, person), Transformations, Varieties, Prepositions / conjunctions and Parts of speech

---The end---

Note: - This above **English Language Competence Test** syllabus is devised for assessing the proficiency of the English language of candidates. With the view to assess the candidates' language competence, the syllabus aims:

- to test the understanding of their language through reading comprehension,
- to map the range of their vocabulary,
- to examine their syntactic ability.

The nature and standard of questions in **English Language Competence Test** will be such that an educated Class XII level person will be able to answer them without any specialized study.

लोक सेवा आयोग
अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला
प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

द्रष्टव्य :- प्रथम पत्र प्रशासनिक अभिरुचि परीक्षणको सामान्य सचेतनाको **Part (A)** का पाठ्यक्रमका इकाईहरूबाट यथासम्भव Level I का ६० प्रतिशत र Level II का ४० प्रतिशत गरी निम्नानुसार प्रश्नहरू सोधिनेछ ।

Table of Specification

Unit No.	Contents Title	No. of items	Specification		Remarks
			Level I (60%)	Level II (40%)	
1.1	भूगोल	6	14	10	Level I का ६० प्रतिशत र Level II का ४० प्रतिशत
1.2	इतिहास, संस्कृति र सामाजिक व्यवस्था	6			
1.3	शासनपद्धति र शासन	6			
1.4	आर्थिक विकास	6			
1.5	दिगो विकास, वातावरणीय पारिस्थिति,....	6	16	10	Level I का ६० प्रतिशत र Level II का ४० प्रतिशत
1.6	विज्ञान र प्रविधि	6			
1.7	अन्तर्राष्ट्रिय मामिला तथा अन्तर्राष्ट्रिय संघ/संस्था	6			
1.8	राष्ट्रिय र अन्तर्राष्ट्रिय महत्वका समसामयिक घटना तथा नवीनतम गतिविधिहरू	8			
Total		50	30	20	

Level I Questions

(चार विकल्पमात्र भएका सामान्य बहुवैकल्पिक प्रश्नहरू)

Level II Questions

(चार भन्दा विकल्प बढि विकल्प हुन सक्ने तर चार विकल्पमात्र प्रदान गरिएका बहुवैकल्पिक स्वरूपका तर ठिक-बेठिक, जोडा मिलाउने, खालि ठाउँ भर्ने, कारण र प्रभाव सम्बन्ध प्रश्नहरू, नमिल्दो छुट्ट्याउने प्रश्नहरू)

प्रथम पत्र: सामान्य सचेतनाका नमुना प्रश्नहरू

Sample Questions: Paper I

Part A - General Awareness

Level I questions

1. निम्न मध्येमा व्यापारिक वायु (Trade winds) कहाँ पाइन्छ ?

- A) युरोप माथि
- B) केप अफ गूड होप मा
- C) अट्लान्टिक महासागर (Atlantic Ocean) मा
- D) अयनमण्डल (Tropics) बीच र भूमध्य रेखा (Equator) मा

Where does the Trade wind exist amongst the following?

- A) Above Europe
- B) In the Cape of Good Hope
- C) In the Atlantic Ocean
- D) Between Tropics and in the Equator

2. मध्यकालमा बनेका काठका धेरै मूर्तिहरू.....को काष्ठकला संग्रहालयमा संरक्षित छन् ।

Many of the wooden idols, made in the middle age have been conserved in the Wooden Museum of

- A) पाटन (Patan) B) काठमाडौं (Kathmandu) C) भक्तपुर (Bhaktapur) D) कीर्तिपुर (Kirtipur)

लोक सेवा आयोग

अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला
प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

3. कुन जलवायविक प्रदेशमा न्यूनतम ताप भिन्नता भेटिन्छ ?

- A) भूमध्य प्रदेश B) मनसून प्रदेश C) उष्ण प्रदेश D) भूमध्य सागरीय

In which climate zone does the minimum difference in temperature exist?

- A) Equator Zone B) Monsoon Zone C) Tropical Zone D) Equator Ocean

4. नेपालमा जिल्ला स्थित प्रशासनिक संरचनामा मौजा, प्रगन्ना र जिल्ला भन्ने तीन तह कुन कालमा थियो ?

- A) पञ्चायत काल B) राणा काल C) लिच्छवी काल D) मल्लकाल

In which period there were the three levels of district administration i.e., Mauja, Praganna and Jilla, existed in Nepal?

- A) Panchayat Period B) Rana period C) Lichhavi period D) Malla Period

5. सूर्यको अवलोकन गर्न सकिने यन्त्रलाई के भनिन्छ ?

- A) हेलियोग्राफी B) टेलिस्कोप C) हेलिस्कोप D) टेलिग्राफी

What is the name of the instrument through which sun can be observed?

- A) Heliography B) Telescope C) Helescope D) Telegraphy

Level II questions

6. तलका कथनहरू ठीक, गलत के हुन छुट्याउनु होस् ?

1. नेपालको मौलिक शैली मानिने प्यागोडा शैलीका मन्दिर निर्माणमा ईटा र काठको प्रयोग हुन्छ ।

2. थकाली समुदायमा पाइने धिकुर प्रथा एउटा परम्परागत नाचगान गर्ने घर हो ।

- A) 1 र 2 दुवै ठीक B) 1 र 2 दुवै गलत
C) 1 ठीक तर 2 गलत D) 1 गलत तर 2 ठीक

Find out whether the following statements are right or wrong?

1. Bricks and wood are used in the construction of the Pagoda style temple which is rendered as the original style in Nepal.

2. Dhikur system, prevailing in the Thakali community, is a house for performing traditional dance.

- A) Both 1 and 2 are right B) Both 1 and 2 are wrong
C) 1 is right but 2 is wrong D) 1 is wrong but 2 is right

7. समूह I र II मा जोडा मिलाउनुहोस् र कोडबाट सही उत्तर छान्नुहोस् ।

Match Group I with Group II and choose the correct answer from the code.

समूह (Group) I

- a) Aristotle
b) Socrates
c) Abraham Lincoln
d) Karl Marx

समूह (Group) II

1. Theory of surplus value
2. The politics
3. Hemlock
4. Slavery System

कोड (Code)

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>
A)	4	1	2	3
B)	3	4	1	2
C)	2	3	4	1
D)	1	2	3	4

8. तल दिइएको प्रश्नमा दुई वटा स्टेटमेण्ट उल्लेख गरिएको छ, पहिलोलाई भनाई (Assertion) र अर्कोलाई कारण (Reason) भनिएको छ। प्रश्नमा दिइएको Statement बारे निम्न कोडहरूको आधारमा ठीक उत्तर रोज्नुहोस्।
- भनाई (A) :- पितृत्व ठेगान लगाउन तथा हत्या बलात्कार, मुद्दामा अपराधी पत्ता लगाउन DNA Finger Printing एउटा विश्वसनीय साधन बनेकोछ।
- कारण (R) :- मौका तहकीकातमा प्राप्त रौं, थुक, वीर्य आदि प्रमाणजन्य अवशेषहरू DNA Analysis का लागि पर्याप्त हुन्छन्।
- A) भनाई (A) र कारण (R) दुवै ठीक छन् र कारण (R) भनाई (A) को ठीक व्याख्या (explanation) हो
- B) भनाई (A) र कारण (R) दुवै ठीक छन् र कारण (R) भनाई (A) को ठीक व्याख्या (explanation) होइन्
- C) भनाई (A) ठीक छ तर कारण (R) गलत छ
- D) भनाई (A) गलत छ तर कारण (R) ठीक छ

In the following question, two statements are given, the first one is called 'Assertion' and another is called 'Reason'. Regarding the Statement given in the question, choose the right answer on the basis of the following codes.

Assertion A: DNA finger printing has been a reliable means to find out the criminals determining paternity, murder and rape.

Reason (R): Remaining evidence such as hair, saliva, sperm, etc, found during the spot investigation, are sufficient for DNA analysis.

- A) Both the 'Assertion' and 'Reason' are right and the 'Reason' is the correct explanation of the 'Assertion'.
- B) Both the 'Assertion' and the 'Reason' are right and the 'Reason' is not the correct explanation of the 'Assertion'.
- C) 'Assertion' is right but the 'Reason' is wrong.
- D) 'Assertion' is wrong but the 'Reason' is right.
9. तल उल्लिखित महासन्धिहरूमा नेपाल पक्ष भएको छ।
- बाल अधिकार सम्बन्धी महासन्धि
 - महिला विरुद्ध हुने सबै प्रकारका भेदभाव उत्न्मूलन सम्बन्धी महासन्धि
 - यातना तथा अन्य कुर अमानवीय या अपमानजनक व्यवहार वा दण्ड विरुद्धको महासन्धि
 - दासत्व महासन्धि

उपरोक्त महासन्धि लागू भएको मितिको आधारमा तलका मध्ये कुन क्रम सही छ ?

Nepal has been the party in the following conventions.

- Convention on Child Rights
- Convention on the Elimination of all forms of Discrimination Against Women
- Convention against tortures and other severe inhuman or abusive behaviors or penalties.
- Convention against slavery.

Which of the following order, on the basis of the date of the ratification is right?

- A) 4 – 3 – 2 – 1 B) 4 – 2 – 3 – 1 C) 2 – 3 – 4 – 1 D) 1 – 2 – 3 – 4

लोक सेवा आयोग

अप्रविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला

प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

10. क्षेत्रफलका आधारमा सानोबाट ठूलो सार्क राष्ट्रहरूको क्रम कुन सही हो ?

- A) माल्दिभ्स, भुटान, नेपाल, श्रीलंका, पाकिस्तान, बंगलादेश, अफगानिस्तान, भारत
- B) भुटान, माल्दिभ्स, नेपाल, श्रीलंका, बंगलादेश, अफगानिस्तान, पाकिस्तान, भारत
- C) माल्दिभ्स, भुटान, श्रीलंका, नेपाल, अफगानिस्तान, बंगलादेश, पाकिस्तान, भारत
- D) माल्दिभ्स, भुटान, श्रीलंका, बंगलादेश, नेपाल, अफगानिस्तान, पाकिस्तान, भारत

Considering the area of the SAARC nations, which of the following is the right order of those nations, from the smallest to the largest?

- A) Maldives, Bhutan, Nepal, Srilanka, Pakistan, Bangladesh, Afghanistan, India
- B) Bhutan, Maldives, Nepal, Srilanka, Bangladesh, Afghanistan, Pakistan and India
- C) Maldives, Bhutan, Srilanka, Nepal, Afghanistan, Bangladesh, Pakistan, India
- D) Maldives, Bhutan, Srilanka, Bangladesh, Nepal Afghanistan, Pakistan, India.

11. जोडा मिलानमा (Matchings) तलको कुन चाँहि ठीक छ ?

Matching Group I with Group II, which of the following is correct?

समूह (Group) I

- a) अफ्रिका (Africa)
- b) युरोप (Europe)
- c) सभाना (Savana)
- d) पामिर (Pamir)

समूह (Group) II

- 1. विषमताको महादेश (Continent of Extremes)
- 2. अँध्यारो महादेश (Dark continent)
- 3. संसारको छानो (Roof of the world)
- 4. संसारको चिडियाखाना (Zoo of the world)
- 5. प्रायद्वीपहरूको पनि प्रायद्वीप (Peninsula of Peninsulas)

A) a-2, b-1, c-3, d-5

C) a-2, b-5, c-4, d-3

B) a-1, b-5, c-4, d-3

D) a-1, b-5, c-3, d-4

12. निम्नलिखित कथनहरू बारेमा विचार गर्नुहोस् :

- 1. पृथ्वी पूर्वबाट पश्चिमतिर घुम्छ ।
- 2. पृथ्वी पश्चिमबाट पूर्वतिर घुम्छ ।
- 3. भूमध्य रेखामा सवैभन्दा बढी गर्मी हुन्छ ।
- 4. प्रत्येक १ डिग्री देशान्तरमा ४ मिनेटको समय फरक पर्छ ।

माथि उल्लिखित कथनहरूमा कुन ठीक हो/ हुन् ?

A) 1, 2 र 3 मात्र

C) 2, 3 र 4 मात्र

B) 2 मात्र

D) 2 र 3 मात्र

Think about the following statements:

- 1. The earth moves from east to west.
- 2. The earth moves from west to east.
- 3. The Equator is the hottest.
- 4. In each 1 degree longitude, the time different by four minutes.

Which of the above mentioned statements, is /are correct?

A) Only 1, 2, and 3

B) Only 2

C) Only 2, 3 and 4

D) Only 2 and 3

13. निम्नलिखित कथनहरू मध्ये कुन कथन ठीक होइन, छान्नुहोस् ।

- A) म्यागनाकार्टालाई मानवअधिकार विकासको प्राचीन दस्तावेज मानिन्छ ।
- B) औद्योगिक क्रान्तिको सुरुवात इटालीबाट भएको थियो ।
- C) फ्रान्सको राज्यक्रान्तिलाई बौद्धिक क्रान्ति पनि भनिन्छ ।
- D) भारतीय स्वतन्त्रता आन्दोलनमा सन् १९१९-१९४७ सम्मको अवधिलाई गान्धी युग भनेर पनि चिनिन्छ ।

Choose the statement which is not correct among the following:

- A) Magnacarta is rendered as the ancient document of human right development
- B) Industrial revolution was started from Italy.
- C) The state Revolution of France is also called Intellectual Revolution.
- D) In the context of the Indian Independence Movement, the period from 1919 A.D. to 1947 A.D. is also known as the Gandhi Age.

14. सार्क राष्ट्रमा रहेका निम्नलिखित क्षेत्रीय केन्द्रहरूको तुलना गरी सही उत्तर कोडबाट छान्नुहोस् ।

Comparing the following Regional Centers established in the SAARC nations; choose the correct answer from the code.

राष्ट्र (Country)	क्षेत्रीय केन्द्र (Regional Centre)
1. नेपाल (Nepal)	i) Agricultural Centre (SAC)
2. बंगलादेश (Bangladesh)	ii) Forestry Centre (SFC)
3. भुटान (Bhutan)	iii) Energy Centre (SEC)
4. पाकिस्तान (Pakistan)	iv) Tuberculosis Centre (STC)
कोड (Code)	
A) 1-iii, 2-iv, 3-i, 4-ii	
B) 2-i, 3-ii, 4-iii, 1-iv	
C) 3-ii, 4-i, 1-iv, 2-iii	
D) 4-iv, 1-iii, 2-ii, 3-i	

Part (B)
Sample Questions of Aptitude Test

Verbal reasoning

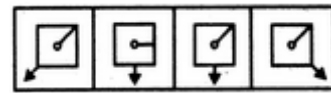
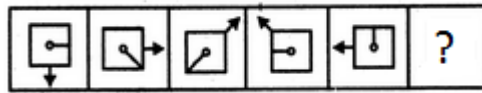
- Find out the alternative which will replace the question mark.
O, T, T, F, F, S, S, E, (?)
A) E B) N C) O D) T
- 'Reading' is related to 'knowledge' in the same way as 'Work' is related to:
A) Money B) Engagement C) Employment D) Experience
- In the following find out the alternative which will replace the question mark.
Parts : Strap :: Wolf : ?
A) Fox B) Animal C) Flow D) Wood
- If TABLET is coded as UACMET in a certain language, then how is CAPSULE written in that code?
A) BAORUKE B) DAQTUME C) BAQRUKE D) DAOTUME
- Choose the word which is different from the rest.
A) Anger B) Anxiety C) Feeling D) Joy
- The houses of A and B face each other on a road going north-south. A's being on the western side. A comes out of his house, turns left, travels 5 m, turns right, travels 12 m to the front of D's house. B does exactly the same and reaches the front of C's house. In this context, which one of the following statements is correct?
A) C and D live on the same street.
B) C's house faces south.
C) The houses of C and D are less than 30 m apart.
D) None of the above
- If the 1st & 2nd , 3rd & 4th , 5th & 6th and so on are interchanged in the A to Z alphabetical series. Then what is the fifteenth number?
A) N B) O C) P D) Q
- Direction:** In the following, two statements numbered I and II are given. There may be cause and effect relationship between the two statements. These two statements may be the effect of the same cause or independent causes. These statements may be independent causes without having any relationship. Read both the statements and answer as:
A) If statement I is the cause and statement II is its effect
B) If statement II is the cause and statement I is its effect
C) If both the statements I and II are independent causes
D) If both the statements I and II are effects of independent causes
Statements:
I. There has been a high increase in the incidents of atrocities against women in the city during the past few months.
II. The police authority has been unable to nab the culprits who are committing crime against women.
- What is missing letter?

E	C	O
B	A	B
G	B	N
D	B	?

A) H B) T C) K D) E
- In a class of 45 students, a boy is ranked 20th. When two boys joined, his rank was dropped by one. What is his new rank from the end?
A) 25th B) 26th C) 27th D) 28th

Non-verbal reasoning

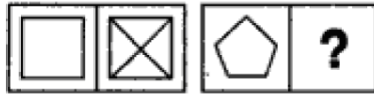
11. Which figure should replace the question mark?



A B C D

12. What would replace the question mark (?) in figure 4.

Problem figures



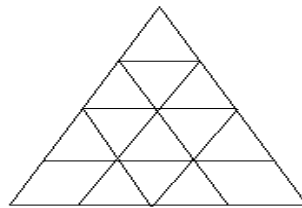
1 2 3 4

Answer figures



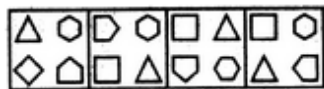
A B C D

13. What is the total number of triangles in the below grid?



A) 22 B) 23 C) 26 D) 27

14. Choose the figure which is different from the rest



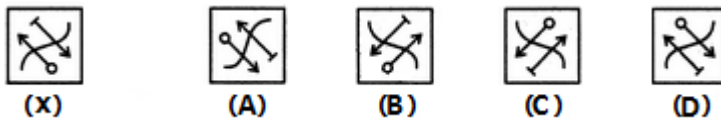
A B C D

15. Which of the following diagrams indicates the best relation between Examination, Questions and Practice?



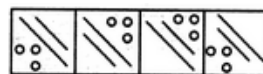
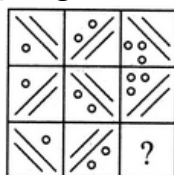
A B C D

16. Choose the correct water image of the given figure (X) from amongst the four alternatives.



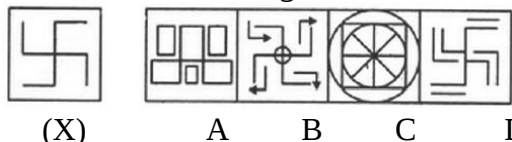
(X) (A) (B) (C) (D)

17. Complete the figure matrix.



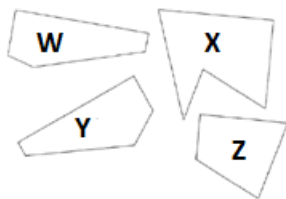
A B C D

18. Find out the alternative figure which contains figure(X) as its part.



(X) A B C D

19. Which three pieces below, when fitted together, will form a perfect square?



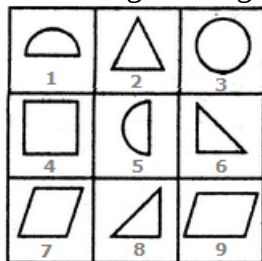
A) WXY

B) XYZ

C) WXY

D) WXZ

20. Group the given figures into three classes using each figure only once.



A) 1,3,5 ; 2,6,9 ; 4,7,8

B) 2,3,4 ; 5,6,8 ; 9,1,7

C) 1,3,5 ; 2,6,8 ; 4,7,9

D) 3,2,4 ; 6,5,8 ; 7,9,1

Quantitative aptitude

21. What number should come next?

8, 6, 9, 23, 87, ...

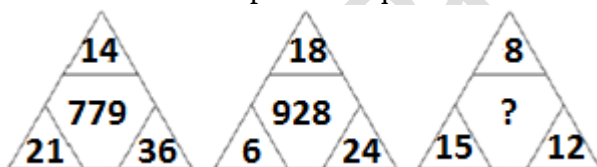
A) 174

B) 226

C) 324

D) 429

22. What number should replace the question mark?



A) 463

B) 453

C) 435

D) 47

23. A student on her first 4 tests received an average score of N points. If she exceeds her previous average score by 20 points on her fifth test, then what is the average score for the first 5 tests?

A) $N + 20$

B) $N + 10$

C) $N + 4$

D) $N + 5$

24. Find out the wrong number in the given sequence of numbers.

1, 2, 6, 15, 31, 56, 91

A) 6

B) 31

C) 56

D) 91

25. Baglung is located in Western Nepal and some Baglunge (people of Baglung) can speak Nepali and some can speak Magar. If 70% of Baglunge speaks Nepali and 60% of Baglunge speaks Magar, what is the minimum percentage of Magar speaking Baglunge that also speak Nepali?

A) 10%

B) 15%

C) 20%

D) 30%

26. Ten teams are participating in a National Football League. If each team plays the other teams 2 times, the total number of games the League will play is ...

A) 45

B) 55

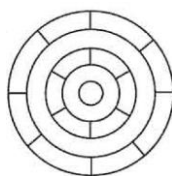
C) 90

D) 100

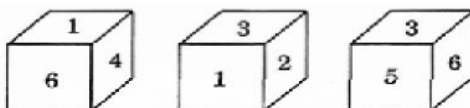
27. There are 21 juice bottles out of which 7 bottles are full, 7 are half-full and the remaining 7 are empty to be divided amongst 3 friends equally. You don't have any measuring device. After dividing them (both bottles and juice) equally how much empty bottles each will get?
A) 0 B) 2 C) 3 D) 4
28. Two numbers are in the ratio 5:4 and their difference is 10. What is the larger number?
A) 30 B) 40 C) 50 D) 60
29. A shopkeeper fills a basket with eggs in a such way that the number of eggs added on each successive day is the same as the number already present in the basket. This way the basket gets completely filled in 12 days. After how many days the basket was half ($\frac{1}{2}$) full?
A) 11 B) 10 C) 9 D) 6
30. If the seventh day of a month is three days earlier than Friday, what day will it be on the sixteenth day of the month?
A) Sunday B) Tuesday C) Thursday D) Friday

General mental ability, logical reasoning and analytical ability

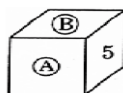
31. K is heavier than N. M weighs less than N. L is heavier than M but lighter than N. Which of the following statements is NOT true?
A) K weighs more than M. B) N weighs less than K.
C) M weighs more than K. D) M is the lightest of all.
32. What is the minimum number of different colours required to paint the figure given below such that no two adjacent regions have the same colour?



- A) 2 B) 3 C) 4 D) 6
33. There are four houses on one side of a city street. Each house belongs to a different person who lives in the house. The owners of the houses are A, B, C and D. Each owns one car and the colours of these cars are white, red, blue and green. Furthermore:
1. D owns the white car
2. B's house is not at either end of the street
3. A owns the second house from the left
4. C owns the blue car
Which people own the red and the green cars?
A) B and A B) C and B C) D and A D) C and D
34. A cube has six numbers marked 1, 2, 3, 4, 5 and 6 on its faces. Three views of the cube are shown below:



What possible numbers can exist on the two faces marked (A) and (B), respectively on the cube?



- A) 2 and 3 B) 6 and 1 C) 1 and 4 D) 3 and 1

35. If D is the brother of B, how B is related to C? To answer this question which of the statements is/are necessary?

1. The son of D is the grandson of C.

2. B is the sister of D.

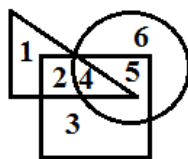
A) Only 1

B) Only 2

C) Either 1 or 2

D) 1 and 2 both are required

36. Consider the following figure:



In the above figure, triangle represents girls, the square represents sports persons and the circle represents coaches. Which portion in the figure represents girls, who are sports persons, but not coaches?

A) 4

B) 2

C) 1

D) 3

37. Of the following statements, there are two statements both of which cannot be true but both can be false. Which are these two statements?

1. All machines make noise.

2. Some machines are noisy.

3. No machine makes noise.

4. Some machines are not noisy.

A) 1 and 2

B) 3 and 4

C) 1 and 3

D) 2 and 4

Read the following passage and answer the 3 (three) items that follow:

In a survey regarding a proposed measure to be introduced, 2878 persons took part of which 1652 were males. 1226 persons voted against the proposal of which 796 were males. 1425 persons voted for the proposal. 196 females were undecided.

38. How many females voted for the proposal?

A) 430

B) 600

C) 624

D) 640

39. How many males were undecided?

A) 31

B) 227

C) 426

D) 581

40. How many females were not in favour of the proposal?

A) 430

B) 496

C) 586

D) 1226

Data interpretation

Directions for the following 5 (five) items:

Study the table given below and answer the five items that follow:

Four students W,X,Y,Z appeared in four papers, I,II,III and IV in a test.

Their scores out of 100 are given below:

Students	Papers			
	I	II	III	IV
W	60	81	45	55
X	59	43	51	A
Y	74	A	71	65
Z	72	76	A	68

Where 'A' stands for absent

लोक सेवा आयोग

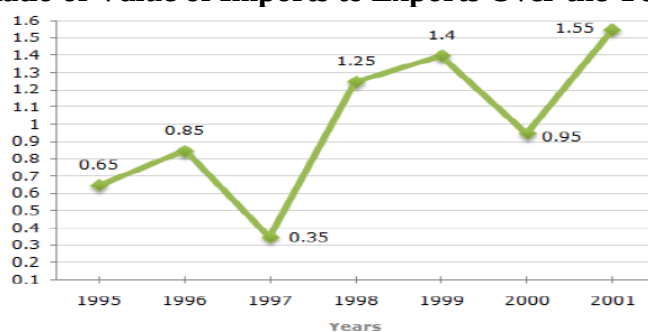
अप्रतिष्ठित (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला

प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

41. Which candidate has secured between 60-65% marks in aggregate?
A) W B) X C) Y D) Z
42. Who has obtained the lowest average in aggregate?
A) W B) X C) Y D) Z
43. Who has obtained the highest average in aggregate?
A) W B) X C) Y D) Z
44. In which paper the lowest marks were obtained by the candidates?
A) I B) II C) III D) IV
45. Which candidate has secured the highest percentage in the papers appeared?
A) W B) X C) Y D) Z

The following line graph gives the ratio of the amounts of imports to the amount of exports of the certain country for the period from 1995 to 2001.

Ratio of Value of Imports to Exports Over the Years



Using the above graph and answer the next 5 questions.

46. The imports were minimum proportionate to the exports of the Country in the year?
A) 1996 B) 1997 C) 2000 D) 2001
47. What was the percentage increase in imports from 1997 to 1998?
A) 72 B) 56 C) 28 D) Data inadequate
48. If the imports of the country in 1996 was Rs. 272 million, the exports from the country in 1996 was?
A) Rs. 370 million B) Rs. 320 million C) Rs. 280 million D) Rs. 275 million
49. In how many of the given years were the exports more than the imports?
A) 1 year B) 2 years C) 3 years D) 4 years
50. The imports were maximum proportionate to the exports of the Country in the year?
A) 1996 B) 1997 C) 2000 D) 2001

Study the following table and answer the questions.

Classification of 100 Students Based on the Marks Obtained by them in Paper I and Paper II in an Examination.

Subject	Marks out of 50				
	40 and above	30 and above	20 and above	10 and above	0 and above
Paper I	9	32	80	92	100
Paper II	4	21	66	81	100
Average (Aggregate)	7	27	73	87	100

51. What is the different between the number of students passed with 30 as cut-off marks in Paper-II and those passed with 30 as cut-off marks in aggregate?
A) 3 B) 4 C) 5 D) 6
52. If at least 60% marks in Paper- I are required for pursuing higher studies in science, how many students will be eligible to pursue higher studies in science?
A) 0 B) 9 C) 18 D) 32
53. The percentage of number of students getting at least 60% marks in Paper-II over those getting at least 40% marks in aggregate, is approximately?
A) 20% B) 27% C) 29% D) 30%
54. The number of students scoring less than 40% marks in aggregate is?
A) 7 B) 13 C) 14 D) 27
55. If it is known that at least 23 students were eligible for a symposium on Paper-II, then the minimum qualifying marks in Paper-II for eligibility to symposium would lie in the range?
A) Below 20 B) 20 - 30 C) 30 - 40 D) 40 -45

Directions for the following 5 (five) items:

Study the two figures given below and answer the five items that follow:

Figure 1: Number of Professors in selected disciplines in a University by sex

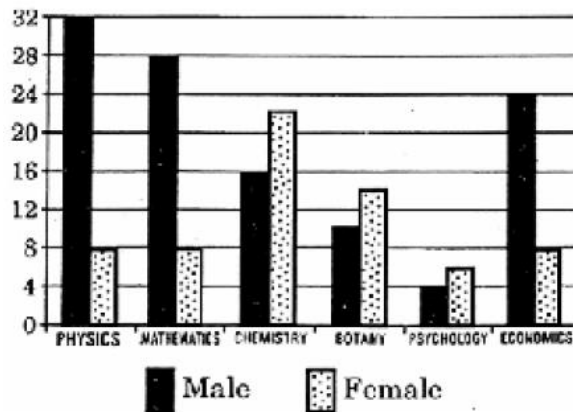
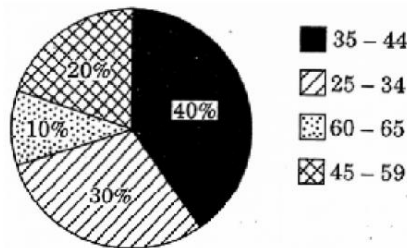


Figure 2: Age of Physics Professors



56. How many Physics Professors belong to the age group 35 – 44?
A) 18 B) 16 C) 14 D) 12
57. Which one of the following disciplines has the highest ratio of males to females?
A) Physics B) Mathematics C) Chemistry D) Economics
58. What percentage of all Psychology Professors are females?
A) 40 % B) 50 % C) 60 % D) 70 %
59. If the number of female Physics professors in the age group 25 – 34 equals 25% of all the Physics Professors in that age group, then what is the number of male Physics Professors in the age group 25 – 34?
A) 2 B) 3 C) 6 D) 9
60. If the Psychology professors in the University constitute 2% of all the professors in the University, then what is the number of professors in the University?
A) 400 B) 500 C) 600 D) 700

Part (C): -
Sample Questions of English Language Competence Test

Set 1

Read the passage below and answer the questions that follow.

Passage I

Oak and Company

Richard Mabey

1 If tree families had family trees the oak would have one of the oldest and grandest of all. There are more than 500 different species, and over the last million years they have spread, in various shapes and forms, over most of the northern half of the earth. There are mountain oaks, swamp oaks, evergreen oaks, weeping oaks, and oaks on **windswept** cliffs that never reach more than two or three feet in height. One kind in Spain has such a spongy bark that it is used to make cork, so there are soft oaks, too. But for most of us, oak means just one kind of tree: the tough, rugged **giant** that has played such a part in history and legend, and been so important in the woodlands of Europe and North America.

2 Perhaps we have been unfair to other trees, but the forest oaks deserve their fame. They are hardy, essay-going, and not all **fussy** about whether they grow. They can reach a great age—even a thousand of years, though most are cut down long before this. Their squat trunks and twisted branches, looking like clenched wooden muscles, can **stand up to** the worst kinds of weather.

3 On top of all this, timber cut from oaks is as strong and remarkable as the trees themselves. It is solid and hard-wearing, as good for furniture as it is for firewood. Before the days of steel and concrete it made the frames of houses and ships. If we had to invent a new kind of timber it would be hard to think up anything better.

4 Yet it isn't just humans who find oaks the most useful of trees. Over the ages a huge number of animals and plants have learned to **live off**—and in—the oaks. It is tempting to say that a full-grown oak is like a house, but it is really more like a city—a whole community of creatures travelling, working, eating, sleeping, singing, and **bringing up** young, on every part from the topmost spring buds to the dead gash blasted out by a lightening flash.

Comprehension Questions:

(5×1=5)

Choose the correct alternative.

- Which statement is closest to the main idea expressed in the first paragraph?
 - that there are varieties of oaks
 - that trees like oaks are family trees
 - most people think that there is only one type of oak
 - the best kind of oak is found in Spain

2. By giving example of a kind of oak found in Spain, the writer proves—
 - A. there are soft oaks
 - B. oaks can be useful
 - C. cork manufacturing industry depends on oaks
 - D. our thinking of oak as a hard wood is wrong
3. All the statements below are true, except—
 - A. there are varieties of oaks
 - B. oaks primarily grow in Northern part of the earth
 - C. oaks have muscles like human beings
 - D. steel is used nowadays as building material for which oaks were used in the past
4. The sentence “If we had to invent a new kind of timber it would be hard to think up anything better” means—
 - A. We cannot invent a new kind of timber
 - B. It is hard to think about a new timber
 - C. It is hard to find a better timber than oak
 - D. It’s time that we better think of a new timber than oak
5. Which statement best expresses the idea expressed in paragraph 4?
 - A. Animals and birds make homes in oaks
 - B. Sometimes lightening strikes oaks
 - C. Plants also depend on oaks
 - D. Not only humans but also animals and plants find oaks useful

Vocabulary Questions:

(7×1=7)

6. The closest meaning of the word “giant” in paragraph 1 is---
 - A. legendary huge humanlike beings
 - B. a powerful living being
 - C. a being who has history and legend
 - D. strong and having a great size
7. The phrase “stand up to” in paragraph 2 means—
 - A. Standing erect
 - B. Rise to a erect position
 - C. Support oneself
 - D. Be equally capable in strength and power
8. “Bring up” in paragraph 4 means—
 - A. Raise children or babies
 - B. Bring something from another place
 - C. Come closer to an object
 - D. Push something to a higher plane

9. The closest opposite meaning of the word “fussy” in paragraph 2 is—
A. Selective
B. Choosy
C. Hard to please
D. Easy-going
10. Which grammar class (parts of speech) the “windswept” in paragraph 1 belongs to?
A. Noun
B. Verb
C. Adjective
D. Compound word

Syntactic Ability Questions:

(8×1=8)

Choose the correct alternative.

11. Which sentence indicates that John earned some money?
A. John nearly earned \$ 100.
B. John earned nearly \$ 100.
C. Both a and b
D. None of the above
12. Which sentence is best active version of the sentence “The computer disk was damaged by electric shock”?
A. Someone damaged the computer disk.
B. The computer disk has been damages by the electric shock.
C. The electric shock damaged the computer disk.
D. Due to electric shock, the computer disk was damaged.
13. Which one is the correct English expression?
A. John has been collecting stamps since 1996.
B. John collected stamps since 1996.
C. John had collected stamps since 1996.
D. Since 1996, John was collecting stamps.
14. Which preposition completes the sentence “I expect a lot of guest ____ Christmas.”
A. in
B. at
C. on
D. for
15. Which alternative completes the sentence “Last year, we visited _____ St. Paul Cathedral in Vienna.”
A. that
B. the
C. a
D. none

Set 2 - Sample Questions

Read the passage below and answer the questions that follow.

Passage I

Hibernation

Hibernation is one of the main adaptations that allow certain northern animals to survive long, cold winters. Hibernation is like a very deep sleep that allows animals to save their energy when there is little or no food available. The body functions of 'true hibernators' go through several changes while they are hibernating. Body temperature drops, and the heart rate slows. For example, a hibernating woodchuck's body temperature drops by more than 30 degrees Celsius, and its heart rate slows from 80 to 4 beats per minute! Other true hibernators include the jumping mouse, little brown bat, eastern chipmunk, and several ground squirrels. Other animals, such as the skunk and raccoon, are not considered true hibernators, as they wake up in the winter to feed, and their body functions do not change as much. Since they only sleep for a little bit at a time, the term *dormancy* or 'light sleeping' is used to describe their behavior. The largest animals to hibernate are bears. Their heart rate may slow down from a usual 40 –50 beats per minute to 8-12 beats per minute, but their body temperature changes very little, so they are able to wake up quickly.

Hibernating animals have a special substance in the blood called *hibernation inducement trigger*, or HIT. This substance becomes active in the fall, when the days become cooler and shorter. When HIT becomes active, the animals start preparing for winter. Some animals store food so that they can eat when they wake up, and some animals eat a lot in late summer and fall to add excess fat to their bodies. This fat keeps them warmer and acts as a source of energy while they are sleeping. Some animals also make changes to the places where they will sleep (dens). They add leaves and grasses to keep them warm.

Questions:

(5×1=5)

Choose the correct alternative.

1. Why do animals hibernate?
 - A. Animals hibernate to survive long.
 - B. Animals hibernate to adapt to the temperature.
 - C. Animals hibernate to save energy during the winter when there is little food for them to eat.
 - D. Animals hibernate to take a deep uninterrupted sleep.
2. What changes occur in the functions of an animal's body when it hibernates?
 - A. An animal's body temperature and its heart beat rise when it is hibernating.
 - B. An animal's body temperature drops and its heart beat quickens when it is hibernating.
 - C. An animal's body temperature drops and its heart beat slows when it is hibernating.
 - D. An animal's body temperature drops and its heart beat remain constant when it is hibernating.
3. Why are raccoons and skunks not 'true hibernators'?

- A. Because they wake up in the winter to eat. Additionally, the changes in the functions of their bodies aren't as great.
- B. Because they sleep for a little bit of time only.
- C. Because they do not wake up in winter to feed.
- D. Because they feel hungry and get only light sleep.
4. When does HIT become active?
- A. HIT becomes active whenever the days become cooler and shorter.
- B. HIT becomes active when the hibernating animals feel cold and are short of food.
- C. HIT becomes active when winter is in the full swing.
- D. HIT becomes active in the fall, when the days are shorter and the temperature cooler.
5. How do animals prepare for hibernation?
- A. To prepare for hibernation, animals store food, eat a lot to add excess fat to their bodies and add leaves and grasses to their dens to keep them warm while they sleep.
- B. To prepare for hibernation, animals store food and gather leaves and grasses to their dens to keep them warm while they sleep.
- C. To prepare for hibernation, animals store food and eat a lot to add excess fat to their bodies.
- D. To prepare for hibernation, animals eat a lot to add excess fat to their bodies and add leaves and grasses to their dens to keep them warm while they sleep.

Vocabulary Questions:

(7×1=7)

6. One who owns, enjoys and controls anything as property is a
- A. Lyric
- B. Ruler
- C. Possessor
- D. Politician
7. "Discolor" literally means
- A. To give a wrong impression
- B. To stain
- C. To mix many colors
- D. To displace
8. What is it to give a formal public speech?
- A. To guzzle
- B. To orate
- C. To proceed
- D. To mumble
9. If something is not working normally, it is called
- A. Unfunctional
- B. Functional
- C. Dysfunctional
- D. Malfunctional

10. "Darkness" does not go together with

- A. Dimness
- B. brightness
- C. drabness
- D. murkiness

Syntactic Ability Questions:

(8×1=8)

Choose the correct alternative (the right word, phrase or clause) to complete the following conversation.

11. I have trouble -----.

- A. to remember my password
- B. to remembering my password
- C. remembering my password
- D. remember my password

12. The board meeting was held -----.

- A. at Tuesday
- B. on Tuesday
- C. from Tuesday
- D. in Tuesday

13. They will lose their reputation, -----.

- A. if they do not replace the damaged product.
- B. if they did not replace the damaged product
- C. if they have replaced the damaged product.
- D. if they are replacing the damaged product.

14. Neither the manager nor the assistants -----.

- A. knows how the office building caught fire.
- B. know how the office building caught fire.
- C. have known how the office building caught fire.
- D. were knowing how the office building caught fire.

15. They had better ----- . They are becoming weaker and weaker day by day.

- A. Stop smoking
- B. Stopped smoking
- C. stopping to smoke
- D. to stop smoking

लोक सेवा आयोग
अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला
प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

लिखित परीक्षा :

द्वितीय चरण (Stage - II)

मूल परीक्षा (Main Examination)

द्वितीय पत्र:- शासन प्रणाली

(परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा सबैको लागि)

Section (A) - 10 Marks × 3 Questions = 30 Marks

१. राज्य र शासन

- १.१ शासनका आधारभूत पक्षहरू : अवधारणा, सन्दर्भ र विशेषताहरू
- १.२ शासनको राजनैतिक तथा प्रशासनिक संरचना
- १.३ सूचनाको हक र पारदर्शिता
- १.४ राष्ट्र निर्माण र राज्य निर्माण
- १.५ नेपालको शासन प्रणाली
- १.६ राष्ट्रिय सुरक्षा व्यवस्थापन : अवधारणा, क्षेत्र र नेपालमा राष्ट्रिय सुरक्षाका विद्यमान प्रावधानहरू
- १.७ बहुस्तरीय शासन र नेपाल : अनौपचारिक शासन, नागरिक समाजको शासन, स्थानीय शासन, सहकारीतामूलक शासन, व्यावसायिक शासन र संयुक्त राष्ट्रसंघ

Section (B) - 10 Marks × 2 Questions = 20 Marks

२. संविधान र कानून

- २.१ संविधानवाद
- २.२ नेपालमा संबैधानिक विकास
- २.३ नेपालको वर्तमान संविधान
 - २.३.१ मूलभूत विशेषताहरू, कार्यपालिका, व्यवस्थापिका र न्यायपालिका
 - २.३.२ मौलिक हक, निर्देशक सिद्धान्त र राज्यका नीतिहरू
 - २.३.३ संबैधानिक तथा कानून निर्मित निकायहरूको कार्य एवं तिनको कार्यक्षेत्र
- २.४ मानव अधिकार
- २.५ नागरिक चेतना, जनताका कर्तव्य र जिम्मेवारीहरू
- २.६ कानूनका स्रोतहरू तथा नेपालमा कानून निर्माणको प्रक्रिया
- २.७ कानूनको शासन, लोकतान्त्रिक मूल्य र मान्यता, समावेशीकरण, समानुपातिक प्रतिनिधित्व तथा सकारात्मक विभेद

Section (C) - 10 Marks × 3 Questions = 30 Marks

३. सार्वजनिक सेवा तथा सार्वजनिक व्यवस्थापन

- ३.१ सार्वजनिक सेवाको अवधारणा, कार्य, विशेषता र भूमिका
- ३.२ सार्वजनिक सेवा प्रवाह
- ३.३ राजनैतिक तटस्थता, प्रतिवद्धता, पारदर्शिता र उत्तरदायित्व
- ३.४ सार्वजनिक कोषको सदुपयोग, सदाचार र नैतिकता
- ३.५ सार्वजनिक व्यवस्थापन, निजामती सेवा र कर्मचारीतन्त्र
- ३.६ सार्वजनिक नीति : निर्माण प्रक्रिया र विश्लेषण
- ३.७ सार्वजनिक सेवा वडापत्र
- ३.८ विद्युतीय शासन

Section (D) - 10 Marks × 2 Questions = 20 Marks

४. स्रोत व्यवस्थापन र योजना

- ४.१ मानव स्रोत व्यवस्थापन : प्राप्ति, विकास, उपयोग र सम्भार
- ४.२ सार्वजनिक वित्त व्यवस्थापन : नेपालको योजना र बजेट प्रणाली
- ४.३ नेपालमा सरकारी लेखा प्रणाली र लेखापरीक्षण प्रणाली
- ४.४ वित्तीय व्यवस्थापन र सामाजिक उत्तरदायित्व
- ४.५ विकास योजना र चालू आवधिक योजना
- ४.६ सहभागितामूलक योजना र विकास

(In English)

Paper II: - Governance Systems

Section (A) - 10 Marks × 3 Questions = 30 Marks

1. State and Governance

- 1.1 Fundamentals of governance: concept, context and characteristics
- 1.2 Political and administrative structures of governance
- 1.3 Right to information and transparency
- 1.4 Nation building and state building
- 1.5 Governance systems in Nepal
- 1.6 National security management: concept, scope and existing provisions of national security in Nepal
- 1.7 Multi-level governance and Nepal: informal governance, civil society governance, local governance, cooperative governance, corporate governance and United Nations Organization

Section (B) - 10 Marks × 2 Questions = 20 Marks

2. Constitution and Law

- 2.1 Constitutionalism
- 2.2 Constitutional development in Nepal
- 2.3 Present constitution of Nepal
 - 2.3.1 Salient features, executive, legislative and judiciary
 - 2.3.2 Fundamental rights, directive principles and policies of the State
 - 2.3.3 Function and jurisdiction of constitutional and statutory bodies
- 2.4 Human rights
- 2.5 Civic sense, duties and responsibilities of people
- 2.6 Sources of law and law making process in Nepal
- 2.7 Rule of law, democratic values and norms, inclusion, proportional representation and affirmative action

Section (C) - 10 Marks × 3 Questions = 30 Marks

3. Public Service and Public Management

- 3.1 Concept, functions, characteristics and role of public service
- 3.2 Public Service delivery
- 3.3 Political neutrality, commitment, transparency and accountability
- 3.4 Utilization of public funds, ethics and morality
- 3.5 Public management, civil service and bureaucracy
- 3.6 Public policy: formulation process and analysis
- 3.7 Public Service Charter
- 3.8 E-governance

Section (D) - 10 Marks × 2 Questions = 20 Marks

4. Resource Management and Planning

- 4.1 Human Resource Management : procurement, development, utilization and maintenance
- 4.2 Public financial management: planning and budgeting system in Nepal
- 4.3 Government accounting and auditing system in Nepal
- 4.4 Financial management and social accountability
- 4.5 Development planning and current periodic plan
- 4.6 Participatory planning and development

Section (A) - 10 Marks × 3 Questions = 30 Marks

1. शासनको अवधारणा स्पष्ट गर्दै यसका आधारभूत पक्ष तथा विशेषताहरू उल्लेख गर्नुहोस् ।
Clarifying the concept of governance, mention its fundamental aspects as well as features.
2. सूचनाको हकलाई सुदृढ पार्नमा पारदर्शिताले पुर्‍याएको योगदानको चर्चा गर्दै पारदर्शिताको सीमा उल्लेख गर्नुहोस् ।
Discuss the contribution of transparency in strengthening the Right to Information and also mention the limitation of transparency.
3. राष्ट्रिय सुरक्षा व्यवस्थापनको क्षेत्र उल्लेख गर्नुहोस् । नेपालमा राष्ट्रिय सुरक्षाका विद्यमान प्रावधानहरूको संक्षिप्त समीक्षा गर्नुहोस् ।
Mention the scope of National Security Management. Briefly comment on the prevailing provisions of the national security of Nepal.

Section (B) - 10 Marks × 2 Questions = 20 Marks

4. कानूनका श्रोतहरू उल्लेख गर्दै नेपालमा कानून निर्माणको प्रक्रिया प्रस्तुत गर्नुहोस् ।
Mentioning the sources of law, present the process of law formulation in Nepal.
5. लोकतान्त्रिक मूल्य र मान्यता भन्नाले के बुझ्नुहुन्छ ? नेपालमा यी मूल्य र मान्यताहरूको प्रयोग कसरी भएको पाउनु हुन्छ ? उल्लेख गर्नुहोस् ।
What do you understand by democratic value and norm? How are such values and norms practiced in Nepal? Mention.

Section (C) - 10 Marks × 3 Questions = 30 Marks

6. सार्वजनिक सेवाको अवधारणा उल्लेख गर्नुहोस् । सार्वजनिक सेवा प्रवाहलाई प्रभावकारी तुल्याउन राजनैतिक तटस्थता, प्रतिबद्धता, पारदर्शिता र उत्तरदायित्वको ठूलो भूमिका हुन्छ भन्ने भनाइका सन्दर्भमा आफ्नो धारणा प्रष्ट पार्नुहोस् ।
Mention the concept of public service delivery. State your own view in the context of the saying that there is the vital role of political neutrality, commitment, transparency and accountability to make public service delivery effective.
7. सार्वजनिक व्यवस्थापनका प्रमुख कार्यहरू उल्लेख गर्नुहोस् ।
Mention the major functions of public management.
8. सार्वजनिक नीतिलाई परिभाषित गर्दै सार्वजनिक नीति निर्माण प्रक्रिया प्रस्तुत गर्नुहोस् ।
Defining public policy, present the process how public policy is formulated.

Section (D) - 10 Marks × 2 Questions = 20 Marks

9. मानव श्रोत व्यवस्थापनका प्रमुख आयामहरूबारे संक्षिप्त चर्चा गर्नुहोस् ।
Briefly discuss the major dimensions of human resource management.
10. सहभागितामूलक योजनाका प्रमुख विशेषताहरू उल्लेख गर्दै नेपालको विकास प्रशासनमा सहभागितामूलक योजनाको अभ्यासको अवस्था दर्शाउनुहोस् ।
Mentioning the major features of participatory planning, present the status of the practice of participatory planning in the development administration of Nepal.

तृतीय पत्र:- समसामयिक बिषय

(परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा सबैको लागि)

Section (A) - 10 Marks × 3 Questions = 30 Marks

१. सामाजिक मामिलाहरू

- १.१ सामाजिक विवाद तथा द्वन्द्व
- १.२ सामाजिक न्याय तथा समानता
- १.३ सामाजिक एवं सांस्कृतिक रुपान्तरण
- १.४ श्रोत/साधनहरूको वितरणमा न्याय : असमानता एवं सीमान्तीकरण (प्रादेशिक, जातजातिगत, लैङ्गिक, ग्रामीण तथा शहरी)
- १.५ सामाजिक संरक्षण/बचाउ, सामाजिक सुरक्षा तथा सामाजिक जिम्मेवारी
- १.६ सांस्कृतिक विविधता र सामाजिक परिचालन
- १.७ जनसंख्या (बसोबास, बसाइसराइ, शहरीकरण, प्रौढावस्था, शरणार्थी, विस्थापित जनसंख्या)
- १.८ संगठित अपराध : विद्युतीय अपराध (cyber crime), बेचबिखन, मिलोमतो (cartelling)/एकाधिकार (monopoly), आतङ्कवाद, भ्रष्टाचार र अवैध मुद्रा निर्मलीकरण
- १.९ खाद्य सम्प्रभुता र सुरक्षा

Section (B) - 10 Marks × 2 Questions = 20 Marks

२. आर्थिक मामिलाहरू

- २.१ आर्थिक वृद्धि तथा आर्थिक विकास
- २.२ आर्थिक विकासका प्रमुख पक्षहरू : कृषि, उद्योग, व्यापार, पर्यटन, वैदेशिक रोजगार तथा मानव संसाधन
- २.३ आर्थिक विकासमा सार्वजनिक क्षेत्र, निजी क्षेत्र र सहकारी क्षेत्रको भूमिका
- २.४ वैदेशिक सहायता र अन्तर्राष्ट्रिय सहयोग
- २.५ वैदेशिक लगानी: पोर्टफोलियो र प्रत्यक्ष
- २.६ प्रविधि हस्तान्तरण (बौद्धिक सम्पत्ति अधिकार समेत)
- २.७ व्यापार, बजार र श्रम उदारिकरण
- २.८ आर्थिक कुटनीति
- २.९ गरिबी र बेरोजगारी

Section (C) - 10 Marks × 3 Questions = 30 Marks

३. विकाससँग सम्बद्ध मामिलाहरू

- ३.१ मानव विकास
- ३.२ पूर्वाधार विकास
- ३.३ दिगो विकास (भूमि, जल तथा प्राकृतिक श्रोतहरू : धान्न सक्ने क्षमता र विकास नीति)
- ३.४ विकास प्रक्रियामा राज्य र राज्य बाहेकका क्षेत्रहरूको भूमिका
- ३.५ शान्ति र द्वन्द्व सम्बेदनशील विकास
- ३.६ विकेन्द्रीकरण तथा स्थानीय स्वायत्त शासन
- ३.७ विकासमा नागरिकको संलग्नता

- ३.८ साभेदारी विकास तथा समुदायमा आधारित विकास
- ३.९ विकासमा सूचना-सञ्चार प्रविधिको भूमिका
- ३.१० विश्वव्यापीकरण र विकास

Section (D) - 10 Marks × 2 Questions = 20 Marks

४. वातावरणसँग सम्बद्ध मामिलाहरू

- ४.१ पारिस्थितिक प्रणाली
- ४.२ जैविक विविधता तथा संरक्षण
- ४.३ जलवायु परिवर्तन र कार्बन व्यापार
- ४.४ वातावरणीय ह्रास
- ४.५ वनविनास
- ४.६ संकट/विपद् व्यवस्थापन
- ४.७ वातावरण र विकास
- ४.८ उर्जा संकट तथा उर्जा संरक्षण
- ४.९ प्रदूषण तथा फोहर-मैला व्यवस्थापन

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(In English)

Paper III: - Contemporary Issues

Section (A) - 10 Marks × 3 Questions = 30 Marks

1. Social issues

- 1.1 Social disputes and conflict
- 1.2 Social justice and equality
- 1.3 Social and cultural transformation
- 1.4 Distributive justice of resources: disparities and marginalization (regional, caste/ethnicity, gender, rural and urban)
- 1.5 Social protection, social security and social responsibility
- 1.6 Cultural diversity and social mobilization
- 1.7 Population (settlement, migration, urbanization, aging, refugee, displaced population)
- 1.8 Organized crime: cyber crime, trafficking, cartelling/monopoly, terrorism, corruption and money laundering
- 1.9 Food sovereignty and security

Section (B) - 10 Marks × 2 Questions = 20 Marks

2. Economic issues

- 2.1 Economic growth and economic development
- 2.2 Major aspects of economic development: agriculture, industry, trade, tourism, foreign employment and human resource
- 2.3 Role of public sector, private sector and cooperative in economic development
- 2.4 Foreign assistance and international co-operation
- 2.5 Foreign Investment: portfolio and direct
- 2.6 Technology transfer including intellectual property rights
- 2.7 Trade, market and labour liberalization
- 2.8 Economic diplomacy
- 2.9 Poverty and unemployment

Section (C) - 10 Marks × 3 Questions = 30 Marks

3. Developmental Issues

- 3.1 Human development
- 3.2 Infrastructure development
- 3.3 Sustainable development (land, water and natural resources: carrying capacity and development policy)
- 3.4 Role of state and non-state actors in development process
- 3.5 Peace and conflict sensitive development
- 3.6 Decentralization and local self-governance
- 3.7 Citizen engagement in development
- 3.8 Partnership development and community based development
- 3.9 Role of Information and Communication Technology (ICT) in development
- 3.10 Globalization and development

Section (D) - 10 Marks × 2 Questions = 20 Marks

4. Environmental Issues

- 4.1 Ecosystem
 - 4.2 Bio-diversity and conservation
 - 4.3 Climate change and carbon trade
 - 4.4 Environment degradation
 - 4.5 Deforestation
 - 4.6 Crisis/Disaster management
 - 4.7 Environment and development
 - 4.8 Energy crisis and energy conservation
 - 4.9 Pollution and waste management
-

Section (A) - 10 Marks × 3 Questions = 30 Marks

1. द्वन्द्वले सामाजिक एवं सांस्कृतिक रुपान्तरणमा पार्ने सकारात्मक तथा नकारात्मक प्रभावहरू उल्लेख गर्नुहोस् ।
Mention the positive and negative effects of conflict in social and cultural transformation?
2. “भ्रष्टाचार सामाजिक न्याय तथा समानताको महान शत्रु हो ।” यस भनाइप्रतिको आफ्नो धारणा प्रष्ट पार्नुहोस् ।
"Corruption is the great enemy of social justice and equality". Clearly present your view in this regard.
3. “खाद्य सम्प्रभुता” को अवधारणा स्पष्ट पार्दै विकासोन्मुख मुलुकमा खाद्य पदार्थको स्वस्थ र सहज आपूर्तिमा देखिएका प्रमुख व्यवधानहरू उल्लेख गर्नुहोस् ।
Clearly spell out the concept of "food sovereignty", and also mention the major hindrances of the healthy and convenient supply of food materials in developing countries.

Section (B) - 10 Marks × 2 Questions = 20 Marks

4. विकासोन्मुख मुलुकहरूको आर्थिक विकासमा सहकारी क्षेत्रको भूमिका बारे विवेचना गर्नुहोस् ।
Discuss the role of the co-operative sector in the economic development of developing nations.
5. गरिबी र बेरोजगारीबीचको अन्तरसम्बन्ध प्रष्ट्याउँदै यी दुवैको न्यूनीकरणका प्रभावकारी उपायहरू उल्लेख गर्नुहोस् ।
Clearly present the interrelationship between poverty and unemployment and suggest the effective measures for minimizing both of them.

Section (C) - 10 Marks × 3 Questions = 30 Marks

6. मानव विकासका सूचकाङ्कहरू उल्लेख गर्नुहोस् । साथै सामाजिक आर्थिक विकासको साधन र साध्य मानव नै हो भन्ने भनाइलाई पुष्टि गर्नुहोस् ।
Write down the human development indicators and also justify that human is both the means and ends of the social- economic development.
7. शान्ति र द्वन्द्व सम्बेदनशील विकासका आधारभूत तत्वहरूको संक्षिप्त विवेचना गर्नुहोस् ।
Briefly discuss the fundamental elements of peace and conflict sensitive development.
8. समुदायमा आधारित विकासका प्रमुख विशेषताहरू औल्याउँदै ग्रामीण विकासमा यसप्रकारको विकासको औचित्य उल्लेख गर्नुहोस् ।
Identifying the main characteristics of community based development, justify the rationale of such kind of development in rural development.

Section (D) - 10 Marks × 2 Questions = 20 Marks

9. वातावरणीय ह्रासका प्रमुख कारकहरू औल्याउँदै तिनको नियन्त्रणका प्रभावकारी उपायहरू उल्लेख गर्नुहोस् ।
Identify the major factors responsible for environmental degradation and also mention the effective measures for their control.
10. विपद् व्यवस्थापनको अर्थ उल्लेख गर्नुहोस् । विपद् व्यवस्थापनलाई प्रभावकारी बनाउन कुनकुन पक्षहरूमा ध्यान पुर्‍याउनु पर्ने ठान्नुहुन्छ ? आफ्नो धारण लेख्नुहोस् ।
Mention the meaning of disaster management. In your opinion, what factors should be taken in consideration to make disaster management effective?

लोक सेवा आयोग

अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला

प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

चतुर्थ पत्र:- सेवा समूह सम्बन्धी विषय

(प्रशासन, लेखापरीक्षण र संसद सेवाको लागि मात्र)

खण्ड (A) – ३० अङ्क

१. सार्वजनिक व्यवस्थापन

- १.१ सार्वजनिक व्यवस्थापनको परिचय र कार्यक्षेत्र
- १.२ कर्मचारी व्यवस्थापनका विविध पक्षहरू: निजामती सेवाको वर्गीकरण, भर्ना, छनोट, नियुक्ति, पदस्थापन, बढुवा, तलब सुविधा, उत्प्रेरणा, बृत्ति विकास, कार्यसम्पादन मूल्यांकन र अवकाश
- १.३ संगठन: अवधारणा, प्रकृति, प्रकार र संगठनात्मक विकास
- १.४ सार्वजनिक व्यवस्थापनमा निर्देशन, नियन्त्रण, पदसोपान, निर्णय प्रक्रिया, नेतृत्व, समन्वय, अधिकार प्रत्यायोजन र निक्षेपण, सुपरीवेक्षण, अनुगमन तथा मूल्यांकन
- १.५ नेपालको सार्वजनिक प्रशासनको विकासक्रम, आधारभुत संरचना, विशेषता, सुधारका प्रयास एवं चुनौती
- १.६ व्यवस्थापन परीक्षण
- १.७ व्यवसायिकता, अनुशासन र आचार-संहिता
- १.८ नागरिकबाट सार्वजनिक कार्यहरूको मूल्यांकन : सार्वजनिक सुनुवाइ, सामाजिक परीक्षण, सार्वजनिक परीक्षण र तेस्रो पक्ष मूल्यांकन
- १.९ सार्वजनिक व्यवस्थापनका नवीन प्रवृत्तिहरूसार्वजनिक सेवा प्रवाहमा कम्प्युटर, इन्टरनेट, सामाजिक सञ्जाल, सूचना-सञ्चार प्रविधिको प्रयोग, अवसर तथा चुनौतीहरू

खण्ड (B) – २० अङ्क

२. राजस्व प्रशासन

- २.१ आर्थिक कार्यप्रणाली
- २.२ राजस्वको अवधारणा र सिद्धान्त
- २.३ सार्वजनिक आय, सार्वजनिक खर्च र सार्वजनिक ऋणको अवधारणा
- २.४ नेपालमा कर प्रणाली: वर्तमान स्वरूप र कार्यान्वयनको अवस्था (मूल्य अभिवृद्धि कर, आयकर, अन्तःशुल्क, भंसार महसूल, स्थानीय कर तथा अन्य करहरू)
- २.५ अन्तरसरकारी वित्तीय हस्तान्तरण र राजस्व बाँडफाँड
- २.६ आर्थिक नीति, वित्तीय नीति र मौद्रिक नीति
- २.७ बजेट चक्र : बजेट निर्माण, कार्यान्वयन र मूल्याङ्कन

खण्ड (C) – ३० अङ्क

३. सरकारी आर्थिक कारोवारको लेखाङ्कन र प्रतिवेदन

(२०अङ्क)

- ३.१ सरकारी आर्थिक कारोवार : परीचय, विशेषता, कारोवार विश्लेषण, प्रारम्भिक लेखाङ्कन, खातामा प्रविष्टि र प्रतिवेदन सम्बन्धी व्यवस्था
- ३.२ दोहोरो लेखा प्रणाली, नगदर प्रोदभावीमा आधारित लेखा प्रणाली
- ३.३ खाता सूची (Charts of Accounts), एकल खाता कोष (TSA) तथा राजस्व व्यवस्थापन सूचना प्रणाली (RMIS) सम्बन्धी जानकारी
- ३.४ सार्वजनिक सम्पत्ती, जिन्सी तथा धरौटी लेखा
- ३.५ सार्वजनिक क्षेत्रको लेखामान र आर्थिक कार्यविधि सञ्चालन सम्बन्धी कानुनी व्यवस्था
- ३.६ सार्वजनिक खरीद व्यवस्थापन र यस सम्बन्धी कानुनी व्यवस्था

४. लेखापरीक्षण प्रणाली

(१०अङ्क)

- ४.१ लेखापरीक्षणको परिचय, उद्देश्य, प्रकार र आधारभूत सिद्धान्त
- ४.२ सरकारी तथा संगठित क्षेत्र लेखापरीक्षण मान
- ४.३ बेरुजु र बेरुजु फल्ल्यौट सम्बन्धी व्यवस्था
- ४.४ संघ, प्रदेश र स्थानीय तहको लेखापरीक्षण तथा सार्वजनिक संस्थानको लेखापरीक्षण
- ४.५ महालेखा परीक्षक र लेखापरीक्षण सम्बन्धी कानुनी व्यवस्था
- ४.६ लेखापरीक्षण सम्बन्धी राष्ट्रिय तथा अन्तर्राष्ट्रिय संस्थाहरू (ICAN, INTOSAI, ASOSAI)

खण्ड (D) – २० अङ्क

५. संसदीय प्रक्रिया र संघीय प्रणाली

- ५.१ संघीय प्रणाली र नेपालमा संघीयता
- ५.२ संघ, प्रदेश र स्थानीय तहहरू बिचको विधायिकी अन्तरसम्बन्ध
- ५.३ व्यवस्थापन कार्यविधि र कानून निर्माण प्रकृया
- ५.४ प्रतिनिधि सभा र राष्ट्रिय सभा बिचको अन्तरसम्बन्ध
- ५.५ संसद, संसदीय समिति र संवैधानिक निकायहरू बिचको अन्तरसम्बन्ध
- ५.६ संसदीय पदाधिकारी, संसदीय दल र संसदमा प्रतिपक्षको भूमिका
- ५.७ सचिवालय सञ्चालन तथा व्यवस्थापन समितिको भूमिका
- ५.८ संघ, प्रदेश र स्थानीय तहमा सरकारी सेवा संचालन सम्बन्धी नीतिगत व्यवस्था र क्षेत्राधिकार
- ५.९ सांसद र निर्वाचित जनप्रतिनिधिहरूको आचार-संहिता, अनुशासन, सदाचार र नैतिकता

(In English)

Paper IV: Service related subject

Section (A) - 30 Marks

1. Public Management

- 1.1 Introduction and scope of public management
- 1.2 Various aspects of personnel management: classification of civil service, recruitment, selection, appointment, placement, promotion, compensation, motivation, career development, performance appraisal and separation from the service
- 1.3 Organization: concept, nature, type and organizational development
- 1.4 Directing, controlling, hierarchy, decision-making, leadership, coordination, delegation and devolution of authority, supervision, monitoring and evaluation in public management
- 1.5 Evolution of the public administration of Nepal, basic structure, features, efforts for reforms and challenges
- 1.6 Management audit
- 1.7 Professionalism, discipline and code of conduct
- 1.8 Citizens' involvement in the evaluation of public sector performances : Public hearing, social audit, public testing and third party evaluation
- 1.9 Innovative trends of public management
- 1.10 Use of computer, internet, social networking, information-communication technology in public service delivery; opportunities and challenges

Section (B) - 20 Marks

2. Revenue Administration

- 2.1 Financial procedures
- 2.2 Concept and principles of revenue
- 2.3 Concepts of public income, public expenditure and public debt
- 2.4 Tax system in Nepal : current structure and implementability (value added tax, income tax, excise duty, customs duty, local taxes and other taxes)
- 2.5 Intergovernmental financial transfer and revenue allocation
- 2.6 Economic policy, financial policy and monetary policy
- 2.7 Budget cycle: budget formulation, implementation and evaluation

Section (C) - 30 Marks

3. Accounting and Reporting of Government Financial Transactions (20 Marks)

- 3.1 Government financial transactions : Introduction, features, transaction analysis, primary record, ledger posting and provision related reporting system
- 3.2 Double entry-accounting system, cash and accrual based accounting system
- 3.3 General information about Chart of Accounts, Treasury Single Account (TSA) and Revenue Management Information System (RMIS)
- 3.4 Public assets, store / inventory and deposit accounting
- 3.5 Nepal Public Sector Accounting Standards and related legal provisions on financial procedures
- 3.6 Public procurement management and related legal provisions on public procurement

4. Auditing System (10 Marks)

- 4.1 Introduction, purpose, types, basic principles and importance of the auditing
- 4.2 Government and corporate sector auditing standards
- 4.3 Provisions related to irregularities and settlement of irregularities
- 4.4 Audit of federal, provincial and local levels and the state-owned enterprises
- 4.5 Legal provisions related to the Auditor General and auditing
- 4.6 National and international institutions related to auditing (ICAN, INTOSAI, ASOSAI)

Section (D) - 20 Marks

5. Parliamentary Process and Federal System

- 5.1 Federal system and federalism in Nepal
- 5.2 Legislative interrelation among the federal, provincial and local levels
- 5.3 Management procedures and law making process
- 5.4 Interrelation between the House of Representative and the National Assembly
- 5.5 Interrelation among Parliament, Parliamentary Committees and Constitutional Bodies
- 5.6 Role of Parliamentary Officials, Parliamentary Parties and Opposition in Parliament
- 5.7 Role of the Secretariat of Conduction and Management Committee
- 5.8 Jurisdictions and policy provisions related to the operation of government services in the federal, provincial and local levels
- 5.9 Code of conduct, discipline, integrity and ethics of Parliamentarians and elected representatives

लोक सेवा आयोग
अप्राविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला
प्रतियोगितात्मक परीक्षाको पाठ्यक्रम
(नेपाल परराष्ट्र सेवाको लागि मात्र थप)

पत्र /विषय	पूर्णाङ्क	उत्तीर्णाङ्क	परीक्षा प्रणाली	प्रश्नसंख्या X अङ्क	समय
Extra Paper I: अंग्रेजी भाषा (English Language)	१००	४०	विषयगत (Subjective)	सम्बन्धित पाठ्यवस्तुमा दिइए अनुसार	३ घण्टा
Extra Paper II: परराष्ट्र नीति तथा अन्तर्राष्ट्रिय सम्बन्ध (Foreign Policy & International Relation)	१००	४०	विषयगत (Subjective)	१०प्रश्न X १०अङ्क	३ घण्टा

नेपाल परराष्ट्र सेवाको लागि माथि उल्लिखित अतिरिक्त पत्र/विषयहरू उम्मेदवारले फाराम भर्दा फाराममा निर्दिष्ट गरिएको
ठाउँहरूमा अनिवार्य रूपमा उल्लेख गर्नु पर्नेछ ।

Paper IV (Extra Paper I) : - English Language
Section (A) - 20 Marks

1. **Composition** 20 × 1 = 20

Essay Writing (The essay must be in about 800 to 1000 words in length.)

Section (B) - 30 Marks

2. **Translate from English into Nepali** 15 x 1 =15

A passage of about 200-250 words written in English on a general topic.

The question should include instruction to translate the text literally without losing the sense and spirit of the original.

3. **Translation from Nepali into English** 15 x 1 =15

A passage of about 200-250 words written in English on a general topic.

The question should include instruction to translate the text literally without losing the sense and spirit of the original.

Section (C) - 30 Marks

4. **Comprehension** 5 x 3 =15

A passage of about 500 words written in English will be given with 5 questions, each carrying 3 marks.

5. **Précis Writing** 15 x 1 =15

A passage of about 450 -500 words written in English will be given and the examinees will be asked to summarize it in 33 percent (one third) of the total length of the passage.

Section (D) - 20 Marks

6. **Diplomatic Correspondence/Writing** 10 x 2 =20

(Two questions from the following each consisting 10 marks)

- Drafting of first person note
- Drafting of third person note
- Drafting of joint communiqué
- Drafting of press statement

Paper IV (Extra Paper I): English Language

Sample Questions

1. **Write an essay in about 800 to 1000 words in any one of the following issues. The essay should reveal candidate's originality and creativity: (20)**
 - a. We live in a world besieged by media and technology. Every sector of our life is impacted by the presence of modern forms of communication system. Write an essay that discusses the influence of modern forms of communications on everyday life.
or
 - b. Write an essay that discusses how different cultures maintain their distinctive traditions in your community. In what ways does this cultural diversity have a positive impact on your community?
or
 - c. Diplomacy has been defined as "the management of relations between independent states by the process of negotiations." Write an essay citing some major events of modern international diplomacy that have resolved conflict through the process of negotiation and have shaped the world in which we live.
2. **Translate the following text into Nepali without losing the sense and spirit of the original: (15)**

A civilizational paradigm thus sets forth a relatively simple but not too simple map for understanding what is going on in the world as the twentieth century ends. No paradigm, however, is good for ever. The Cold War model of world politics was useful and relevant for forty years but became obsolete in the late 1980s, and at some point the civilizational paradigm will suffer a similar fate. For the contemporary period, however, it provides a useful guide for distinguishing from what is more important from what is less important. Slightly less than half of the forty-eight ethnic conflicts in the world in early 1993, for example, were between groups from different civilization. The civilizational perspective would lead the UN Secretary-General and the US Secretary of State to concentrate their peacemaking efforts on these conflicts which have much greater potential than others to escalate into broader wars.

Paradigms also generate predictions, and a crucial test of paradigm's validity and usefulness is the extent to which the predictions derived from it turn out to be more accurate than those alternative paradigms. A statist paradigm, for instance, leads John Mearsheimer to predict that "the situation between Ukraine and Russia is ripe for the outbreak of security competition between them. Great powers that share a long and common border, like that between Russia and Ukraine, often lapse into competition driven by security fears. Russia and Ukraine might overcome this dynamic and learn to live together in harmony, but it would be unusual if they do."

3. Translate the following text into English without losing the sense and spirit of the original:

उत्तर कोरियाले दक्षिण कोरियासँगको सम्पूर्ण शान्ति भंग भएको घोषणा गर्दै परमाणु आक्रमणको धम्की दिएको छ । चीनले दुवै मुलुक र उसका सहयोगीहरूलाई शान्ति कायम राख्न आग्रह गरेको छ । राष्ट्रसंघीय सुरक्षा परिषद्मा बिहीबार आफूविरुद्ध कडा प्रतिबन्ध पारित भएपछि ऊ थप आक्रोशित देखिएको छ । उत्तर कोरियाले बिहीबार आफूमाथि जाइलाग्ने अमेरिका वा अन्य कुनै राज्यमाथि पारमाणविक निवारक आक्रमण (प्रिडिम्पटिभ स्ट्राइक) गर्न सक्ने चेतावनी दिएको थियो । कोरियाको विदेश मन्त्रालयका प्रवक्ताले दोस्रो कोरिया युद्ध टार्न नसकिने पनि चेतावनी दिएका थिए । आउँदो साता अमेरिका तथा दक्षिण कोरियाले गर्ने भनिएको बृहत् संयुक्त सैनिक अभ्यास रोक्न प्योङयाङले गरेको आग्रहलाई दुवै मुलुकले अस्वीकार गरेका छन् । विगतमा उसले दक्षिण कोरियामा रहेका अमेरिकी सैनिकमाथि आक्रमण गर्ने चेतावनी दिएको थियो । अमेरिका तथा दक्षिण कोरियाली सेनाबीच सोमबारदेखि सैनिक अभ्यास हुने भएको छ ।

(15)

4. Summarize the passage given below in one third of its total length.

(15)

Saints should always be judged guilty until they are proved innocent, but the tests that have to be applied to them are not, of course, the same in all cases. In Gandhi's case the questions one feels inclined to ask are: to what extent was Gandhi moved by vanity—by the consciousness of himself as a humble, naked old man, sitting on a praying mat and shaking empires by sheer spiritual power—and to what extent did he compromise his own principles by entering politics, which of their nature are inseparable from coercion and fraud? To give a definite answer one would have to study Gandhi's acts and writing in immense detail, for his whole life was a sort of pilgrimage in which every act was significant. But this partial autobiography, which ends in nineteen-twenties, is strong evidence in his favour, all the more because it covers what he would have called the unregenerate part of his life and reminds one that inside the saint, or near-saint, there was a very shrewd, able person who could, if he had chosen, have been a brilliant success as a lawyer, an administrator or perhaps even a business a man.

At about the time when the autobiography first appeared I remember reading its opening chapters in the ill-printed pages of some Indian newspaper. They made a good impression on me, which Gandhi himself at that time did not. The things that one associated with him—home-spun cloth, 'soul forces' and vegetarianism—were unappealing, and his medievalist programme was obviously not viable in a backward, starving, over-populated country. It was also apparent that the British were making use of him, or thought they were making use of him. Strictly speaking, as a Nationalist, he was an enemy, but since in every crisis he would exert himself to prevent violence—which, from the British point of view, meant preventing any effective action whatsoever—he could be regarded as 'our man'. In private this was sometimes cynically admitted. The attitude of the Indian millionaires was similar. Gandhi called upon them to repent, and naturally they preferred him to the Socialists and Communists who, given the chance, would actually have taken their money away. How reliable such calculations are in a long run is doubtful; as Gandhi himself says, 'in the end deceivers deceive only themselves'; but at any rate the gentleness with which he was nearly always handled was due partly to the feeling that he was useful. The British Conservatives only became really angry with him when, as in 1942, he was in effect turning his non-violence against a different conqueror.

But I could see even then that the British officials who spoke of him with a mixture of amusement and disapproval also genuinely liked and admired him, after a fashion. Nobody ever suggested that he was corrupt, or ambitious in any vulgar way, or that anything he did was actuated by fear or malice. In judging a man like Gandhi one seems instinctively to apply high standards so that some of his virtues pass unnoticed. For instance, it is clear from even the autobiography that his natural physical courage was quite outstanding: the manner of his death was a later illustration of this, for a public man who attached any value to his skin would have been more adequately guarded. Again, he seems to have been quite free from the maniacal suspiciousness which E. M. Forster rightly says in *A Passage to India*, is the besetting Indian vice, as hypocrisy is the British vice.

5. Read the following passage carefully and answer the questions given below. 5x3=15

The biggest house of cards, the longest tongue, and of course, the tallest man: these are among the thousands of records logged in the famous *Guinness Book of Records*. Created in 1955 after a debate concerning Europe's fastest game bird, what began as a marketing tool sold to pub landlords to promote Guinness, an Irish drink, became the bestselling copyright title of all time (a category that excludes books such as the Bible and the Koran). In time, the book would sell 120 million copies in over 100 countries— quite a leap from its humble beginnings.

In its early years, the book set its sights on satisfying man's innate curiosity about the natural world around him. Its two principal fact finders, twins Norris and Ross McWhirter, scoured the globe to collect empirical facts. It was their task to find and document aspects of life that can be sensed or observed, things that can be quantified or measured. But not just any things. They were only interested in superlatives: the biggest and the best. It was during this period that some of the hallmark Guinness Records were documented, answering such questions as "What is the brightest star?" and "What is the biggest spider?"

Once aware of the public's thirst for such knowledge, the book's authors began to branch out to cover increasingly obscure, little-known facts. They started documenting human achievements as well. A forerunner for reality television, the Guinness Book gave people a chance to become famous for accomplishing eccentric, often pointless tasks. Records were set in 1955 for consuming 24 raw eggs in 14 minutes and in 1981 for the fastest solving of a Rubik's Cube (which took a mere 38 seconds). In 1979 a man yodeled non-stop for ten and a quarter hours.

In its latest incarnation, the book has found a new home on the internet. No longer restricted to the confines of physical paper, the *Guinness World Records* website contains seemingly innumerable facts concerning such topics as the most powerful combustion engine, or the world's longest train. What is striking, however, is that such facts are found sharing a page with the record of the heaviest train to be pulled with a beard. While there is no denying that each of these facts has its own, individual allure, the latter represents a significant deviation from the education-oriented facts of earlier editions. Perhaps there is useful knowledge to be gleaned

regarding the tensile strength of a beard, but this seems to cater to an audience more interested in seeking entertainment than education.

Originating as a simple bar book, the *Guinness Book of Records* has evolved over decades to provide insight into the full spectrum of modern life. And although one may be more likely now to learn about the widest human mouth than the highest number of casualties in a single battle of the Civil War, the *Guinness World Records* website offers a telling glimpse into the future of fact-finding and record-recording.

Questions

- a) In what ways has *Guinness Book of Records* undergone change over the time since its inception in 1955?
- b) What is the most significant difference between older editions of the *Guinness Book of Records* and the new *Guinness World Records* website?
- c) What do you mean by **empirical** and what were the principal fact finders of *Guinness Book of Records* primarily interested in? What makes you call their work empirical?
- d) What do you think is the major shift in focus of *Guinness Book of Records* since its origin as a bar book to a source book giving insights into the full array of world and modern life?
- e) Why do you think *Guinness Book of Records* has been consulted by people not only for getting information and knowledge, but also for seeking entertainment?

6. Answer the following questions:

10x2=20

- a) Your country has diplomatic relation with many countries. Now, one of your neighboring countries is celebrating the 50th year of its independence. Draft a first person note to the ambassador of that country congratulating him/her on the occasion.
- b) Two countries in your region have noted a sharp rise in average temperature in the last two decades, leading to the melting of the glaciers and erratic weather conditions. Delegates of the two nations have met several times and have come up with measures to address the problems. Draft a joint communiqué that calls for an immediate and forceful action.

Paper V (Extra Paper II) : - Foreign Policy & International Relations

Section (A) - 20 Marks (10×2= 20)

1. Nepal's Foreign Policy

- 1.1 Evolution of Nepal's foreign policy
- 1.2 Definition and determinants of Nepal's foreign policy
- 1.3 Guiding principles and Nepal's foreign policy
- 1.4 Democratization of foreign policy
- 1.5 Human rights: Nepal's obligations
- 1.6 Environment: challenges of climate change and global warming
- 1.7 Terrorism: global and regional instruments to combat it
- 1.8 Globalization and its impact on Nepal's foreign policy
- 1.9 Refugee issues

2. Strategic and Political Relations between Nations

- 2.1 Nepal's relation with SAARC countries
- 2.2 Nepal's relations with major powers (China, USA, UK, France, Russia, Japan, Germany)
- 2.3 Nepal's relations with EU and other major development partners

Section (B) - 30 Marks (10×3= 30)

3. Nepal and International Organizations/Institutions

- 3.1 United Nations: structure, functions and reform issues
- 3.2 Nepal's membership in the United Nations
- 3.3 Role of Nepal in disarmament and international peace
- 3.4 Nepal's participation in UN Peacekeeping Operations
- 3.5 World Bank Group
- 3.6 International Monetary Fund
- 3.7 World Trade Organization
- 3.8 Asian Development Bank

4. Nepal, Non-Aligned Movement (NAM), and Least Developed Countries

- 4.1 Origin, purposes, principles and relevance of NAM
- 4.2 Nepal's role in NAM
- 4.3 Nepal's role in Least Developed Countries (LDC), Land-Locked Developing Countries (LLDC) and in the Group of 77 and China (Developing countries)
- 4.4 South-South Cooperation
- 4.5 Rights of Land-Locked States

5. Regional Organizations and Nepal

- 5.1 Concept, growth and importance of regionalism
- 5.2 EU, ASEAN, SAARC, BIMSTEC, Shanghai Cooperation Organization (SCO)
- 5.3 Nepal in SAARC
- 5.4 Nepal in BIMSTEC

Section (C) - 20 Marks (10×2= 20)

6. Economic Diplomacy: In Case of Nepal

- 6.1 Foreign aid: role of foreign aid in Nepal's development
- 6.2 Foreign trade: challenges of increasing trade deficit
- 6.3 Foreign employment and role of remittance in national economy
- 6.4 Tourism promotion
- 6.5 Hydropower development
- 6.6 Foreign Direct Investment (FDI)
- 6.7 Non Resident Nepalese (NRNs)

7. Ministry of Foreign Affairs and Nepal's Diplomatic and Consular Missions

- 7.1 Role and functions of the Ministry of Foreign Affairs
- 7.2 Nepal Foreign Service, diplomacy and national interest
- 7.3 Functions of Nepalese diplomatic and consular missions
- 7.4 Challenges of Nepalese diplomatic and consular Missions
- 7.5 Vienna Convention on diplomatic relations, 1961
- 7.6 Vienna Convention on consular relations, 1963

Section (D) - 30 Marks (10×3= 30)

8. Nepal's Bilateral Treaties

- 8.1 Nepal-India Treaty of Peace and Friendship, 1950
- 8.2 Nepal-India Extradition Treaty, 1953
- 8.3 Nepal-India Trade and Transit Treaty (1960) with periodic revisions
- 8.4 Nepal's Treaty of Peace and Friendship with China, 1960

9. Diplomacy: Definition and Changing Role

- 9.1 Definition and evolution
- 9.2 Changing nature
- 9.3 Types (Type I and Type II diplomacy, public diplomacy, citizen diplomacy, cultural diplomacy, virtual diplomacy, conference diplomacy, preventive diplomacy)
- 9.4 Diplomatic terminologies (Agreement, Aid Memoire, Ambassador-designate, Ambassador-at-large, Ambassador Extraordinary and Plenipotentiary, Asylum, Attaché, Chancery, Charge d' Affaires, Consul, Consulate General, Credentials, Demarche, Diplomatic Bag, Diplomatic Illness, Dual Accreditation, Exchange of letters, Excellency, Exequatur, Full Power, Good Offices, Laissez Passé, Persona Non Grata, Precedence)
- 9.5 Negotiation skills

10. Theories of International Relations, International Law and Practices

- 10.1 Theories of international relations (Realism, Liberalism, Democratic Peace Theory, Institutionalism, Marxist Theory, Constructivism, Functionalism)
- 10.2 International Law:
 - 10.2.1 Definition and general principles of international law
 - 10.2.2 Recognition of states and governments
 - 10.2.3 Treaty making (definition of treaties, full power, conclusion of treaties, validity of treaties)

Extra Paper II: Foreign Policy & International Relations
Sample Questions

(First Set)

Section A: (10 × 2 = 20)

1. Describe the notion of democratization of foreign policy in Nepal's context and identify constitutional provisions in Nepal for the practice of sovereign control over the foreign policy.
2. It is said that India, China and the United States of America have their own strategic interests in Nepal. How do you perceive this statement and what do you think are their strategic interests in Nepal?

Section B: (10 × 3 = 20)

3. While talking about Nepal and the United Nations, two aspects are evident: one is that Nepal would contribute for international peace and security through the UN and the other being Nepal would utilize the UN for the promotion of national interest, including socio-economic development. Elucidate both aspects.
4. Describe some major challenges that Nepal has been facing as a LDC. And enumerate the priority areas of action set out in the Istanbul Program of Action (IPOA) 2011- 2020 adopted by the Fourth UN Conference on LDCs.
5. 'The South Asian Association for Regional Cooperation (SAARC) was doomed to fail from its inception' in the circumstance of perennial political acrimony between particular member countries. How do you assess this statement and what are your suggestions for making SAARC more functional?

Section C: (10 × 2 = 20)

6. What role do you think Non Resident Nepalese (NRNs) can play for the economic development of Nepal? Put your argument for and against the provision of 'dual citizenship'.
7. Enumerate the functions of diplomatic mission as per the provision of the Vienna Convention on Diplomatic Relations 1961 and suggest ways to make Nepalese missions more productive.

Section D: (10 × 3 = 30)

8. Highlight the major features of the Treaty of Peace and Friendship 1950 between Nepal and India and give your opinion on Article V and Article VII of the treaty.
9. Briefly explain public diplomacy and cultural diplomacy. What should Nepal do in order to utilize these tools while conducting her diplomacy abroad?
10. Elucidate on Realism and Liberalism theory of International Relations. In your view which one would provide more pragmatic guidelines for Nepal's foreign policy?

लोक सेवा आयोग
अप्रविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला
प्रतियोगितात्मक परीक्षाको पाठ्यक्रम
(Second Set)

Section A: (10 × 2 = 20)

1. Discuss briefly the determinants of Nepal's foreign policy and also mention about the guiding principles.
2. In terms of managing her relations between India and China, Nepal has to replace the '*yam theory*' psyche with the emerging thoughts of '*vibrant bridge*' between fastest growing economies in the world. Make plausible argument in favor of this statement.

Section B: (10 × 3 = 20)

3. Assess the overall role Nepal has been playing in the United Nations and suggest measures to be taken with a view to enhancing its participation in the UN peacekeeping operations.
4. Briefly sketch the global political context in which the Non-Aligned Movement (NAM) was born. Do you believe that NAM still holds its relevance despite the end of Cold War era? Put forth your argument.
5. The South Asian Association for Regional Cooperation (SAARC) has become a 'talk shop'. How do you assess this statement? What are your suggestions for making SAARC an effective regional organization?

Section C: (10 × 2 = 20)

6. Foreign Aid, if not utilized productively, may create 'dependency syndrome' in the development process of a recipient country. Explain this statement and suggest how Nepal can productively use foreign aid.
7. 'Foreign policy is goal and diplomacy is means'. Explain this notion. What are your suggestions for making the role of the Ministry of Foreign Affairs effective in conduction of Nepal's diplomacy?

Section D: (10 × 3 = 30)

8. Briefly compare the Treaty of Peace and Friendship 1950 between Nepal and India and the Treaty of Peace and Friendship 1960 between Nepal and China.
9. Define the following diplomatic terminologies:
(a) Aid Memoire (b) Demarche (c) Good Office
10. Define 'full powers' as per the provision of the Vienna Convention on the Law of Treaties 1969. Who are considered to have 'full powers'?

भाग - २

अन्तिम चरणको परीक्षा (Final Stage Examination) :

सीप परीक्षण, सामूहिक परीक्षण र अन्तर्वार्ता (Skill Test, Group Test & Interview)

विषय:- सूचना प्रविधि सीप परीक्षण (Information Technology Skill Test)

प्रयोगात्मक परीक्षा योजना (Practical Examination Scheme)

विषय	पूर्णाङ्क	विषयवस्तु शिर्षक	अङ्क	समय
सूचना प्रविधि सीप परीक्षण (IT Skill Test)	१०	Devanagari Typing	२.५ अङ्क	५ मिनेट
		English Typing	२.५ अङ्क	५ मिनेट
		Word processing	२ अङ्क	१० मिनेट
		Presentation System	१ अङ्क	
		Electronic Spreadsheet	१ अङ्क	
		Windows basic, Email and Internet	१ अङ्क	
जम्मा			१० अङ्क	२० मिनेट

Contents

1. Windows basic, Email and Internet

- Introduction to Graphical User Interface
- Use & Update of Antivirus
- Concept of virus, worm, spam etc.
- Starting and shutting down Windows
- Basic Windows elements - Desktop, Taskbar, My Computer, Recycle Bin, etc.
- Concept of file, folder, menu, toolbar
- Searching files and folders
- Internet browsing & searching the content in the web
- Creating Email ID, Using email and mail client tools
- Basic Network troubleshooting (checking network & internet connectivity)

2. Word processing

- Creating, saving and opening documents
- Typing in Devanagari and English
- Copying, Moving, Deleting and Formatting Text
- Paragraph formatting (alignment, indentation, spacing etc.)
- Creating lists with Bullets and Numbering
- Creating and Manipulating Tables
- Borders and Shading
- Creating Newspaper Style Documents Using Column
- Security Techniques of Document
- Inserting header, footer, page number, Graphics, Pictures, Symbols
- Page setting, previewing and printing of documents
- Mail merge

3. Presentation System

- Introduction to presentation application
- Creating, Opening & Saving Slides
- Formatting Slides, Slide design, Inserting header & footer

- Slide Show
- Animation
- Inserting Built-in picture, Picture, Table, Chart, Graphs, and Organization Chart etc.

4. **Electronic Spreadsheet**

- Organization of Electronic Spreadsheet applications (Cells, Rows, Columns, Worksheet, Workbook and Workspace)
- Creating, Opening and Saving Work Book
- Editing, Copying, Moving, Deleting Cell Contents
- Formatting Cells (Font, Border, Pattern, Alignment, Number , Protection, Margins and text wrap)
- Formatting Rows, Column and Sheets
- Using Formula with Relative and Absolute Cell Reference
- Using Basic Functions (IF, SUM, MAX, MIN, AVERAGE etc)
- Sorting and Filtering Data
- Inserting Header and Footer
- Page Setting, Previewing and Printing

प्रयोगात्मक सूचना प्रविधि सीप परीक्षणका नमुना प्रश्नहरू
(Sample questions of Information Technology Skill Test)

1. तल दिइएको देवनागरी Text लाई आधार मानी टाइप गर्नुहोस् । [2.5 अङ्क] (5 मिनेट)
(कम्तीमा 150 शब्दहरू भएको देवनागरी Text दिइनेछ ।)
2. तल दिइएको अंग्रेजी Text लाई आधार मानी टाइप गर्नुहोस् । [2.5 अङ्क] (5 मिनेट)
(कम्तीमा 200 शब्दहरू भएको अंग्रेजी Text दिइनेछ ।)

(प्रश्न नं. ३, ४, ५ र ६ का लागि जम्मा 10 मिनेट)

3. Perform the following in Word Processing: [0.5×4 = 2 अङ्क]
a. Copy and paste the English text typed in question no. 2 in a new document.
b. Insert a table with 3 columns and 5 rows below the text.
c. Insert a picture.
d. Apply Page Border and save it.
4. Prepare a presentation for the following information. [0.5×2 = 1 अङ्क]
(PSC: Independent Constitutional Body,
Established: 15 June 1951,
Functions: selecting meritorious candidates for civil service)
5. Prepare the worksheet as below and insert suitable formula to calculate average salary. [0.5×2 = 1 अङ्क]

S. No.	Name	Post	Salary
1	X	JS	32,000.00
2	Y	US	27,500.00
3	Z	SO	24,500.00
Average Salary:			

6. Perform the following: [1 अङ्क]
Set www.psc.gov.np as home page in your internet browser.

द्रष्टव्य :

- Word Processing, Presentation system, Electronic Spreadsheet र Windows basic, Email and Internet अन्तर्गतका feature हरु समावेश भएका १० मिनेटमा सकिने प्रश्नहरू सोधिनेछ ।

लोक सेवा आयोग

अप्रविधिक (परराष्ट्र, प्रशासन, लेखापरीक्षण र संसद सेवा), राजपत्रांकित तृतीय श्रेणी, शाखा अधिकृत वा सो सरह पदको खुला
प्रतियोगितात्मक परीक्षाको पाठ्यक्रम

अंग्रेजी वा देवनागरी Typing Skill Test को लागि निर्देशन:-

- देवनागरी Typing Skill Test को लागि १५० शब्दहरूको एउटा Text दिइनेछ र देहाय अनुसार अंक प्रदान गरिनेछ:-

शुद्ध शब्द प्रति मिनेट (Correct Words/Minute)	पाउने अंक
५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	० अंक
५ वा सो भन्दा बढी र ७.५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	०.५० अंक
७.५ वा सो भन्दा बढी र १० भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	०.७५ अंक
१० वा सो भन्दा बढी र १२.५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.०० अंक
१२.५ वा सो भन्दा बढी र १५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.२५ अंक
१५ वा सो भन्दा बढी र १७.५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.५० अंक
१७.५ वा सो भन्दा बढी र २० भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.७५ अंक
२० वा सो भन्दा बढी र २२.५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	२.०० अंक
२२.५ वा सोभन्दा बढी र २५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	२.२५ अंक
२५ वा सो भन्दा बढी शुद्ध शब्द प्रति मिनेट बापत	२.५० अंक

- English Typing Skill Test को लागि २०० शब्दहरूको एउटा Text दिइनेछ र देहाय अनुसार अंक प्रदान गरिनेछ:-

शुद्ध शब्द प्रति मिनेट (Correct Words/Minute)	पाउने अंक
६ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	० अंक
६ वा सो भन्दा बढी र ९ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	०.५० अंक
९ वा सो भन्दा बढी र १२ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	०.७५ अंक
१२ वा सो भन्दा बढी र १५ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.०० अंक
१५ वा सो भन्दा बढी र १८ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.२५ अंक
१८ वा सो भन्दा बढी र २१ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.५० अंक
२१ वा सो भन्दा बढी र २४ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	१.७५ अंक
२४ वा सो भन्दा बढी र २७ भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	२.०० अंक
२७ वा सोभन्दा बढी र ३० भन्दा कम शुद्ध शब्द प्रति मिनेट बापत	२.२५ अंक
३० वा सो भन्दा बढी शुद्ध शब्द प्रति मिनेट बापत	२.५० अंक

- अंग्रेजी वा देवनागरी Typing मा दिइएको Text लाई आधार मानी टाइप गरेको Text सँग भिडाई चेक गरिनेछ । दिइएको अंग्रेजी वा देवनागरी Text मा उल्लेखित स्थान बमोजिम परीक्षार्थीहरूले आफ्नो Text मा Punctuation टाइप नगरेको पाइएमा त्यसको शब्दमा गणना गरिने छैन । तत्पश्चात निम्न Formula प्रयोग गरी शुद्ध शब्द प्रति मिनेट(Correct words/minute) निकालिनेछ ।

Formula:

$$\text{शुद्ध शब्द प्रति मिनेट (Correct words/minute)} = \frac{(\text{Total words typed} - \text{Wrong words})}{5}$$

सामूहिक परीक्षण (Group Test)

सामूहिक परीक्षण व्यक्तित्व परीक्षण (Personality Test) को एक अंश हो । निजामती सेवाको क्षेत्र विस्तार तथा कार्य पद्धति परिवर्तन समेत भैरहेको सन्दर्भमा नेपाल सरकारका नीति, योजना, कार्यक्रम आदि माथि विचार-विमर्श, छलफल गरी तिनको अभूँ बढी प्रभावकारी तथा कार्यान्वयन योग्य समाधान पहिल्याउने सम्बन्धमा उम्मेदवारहरुको क्षमता पहिचान गर्नु यस परीक्षणको मूल मर्म हो । यसको लागि छलफल, विचार-विमर्श गरी परिस्थिति बुझ्न सक्ने, निर्णय दिने, जनतालाई क्रियाशील बनाउने, चित्त बुझाउने, निर्धारित लक्ष्य अनुसार काम गर्ने/गराउने, जस्ता कामका लागि लेखन क्षमताका साथसाथै समस्यालाई यथार्थपरक ढंगले पहिचान गर्न सक्ने, वाकपटुता, शिष्टता, तर्कशक्तिको पनि आवश्यकता पर्दछ ।

त्यसैले यस परीक्षणमा उम्मेदवारहरुको बौद्धिक क्षमता, संचार सीप, समूह गतिशिलता, व्यवहार, व्यक्तित्व, मनोवृत्ति, क्रियाशीलता, निर्णयशक्ति, समस्या समाधान क्षमता, नेतृत्व क्षमता, समय व्यवस्थापन तथा व्यक्तित्वमा भएका अन्य गुणहरुको आंकलन अर्थात परीक्षण र मूल्याङ्कन गर्नको लागि उम्मेदवारहरुलाई कुनै समसामयिक विषय/सवाल/समस्यामा सामूहिक छलफल गरी प्रभावकारी र कार्यान्वयन योग्य समाधान निकाल्न दिइन्छ ।

सामूहिक छलफल (Group Discussion)

यस प्रयोजनको लागि गरिने परीक्षण १० पूर्णाङ्क र ३० मिनेट अवधिको हुनेछ जुन नेताविहिन सामूहिक छलफल (Leaderless Group Discussion) को रूपमा अवलम्बन गरिने छ । दिइएको प्रश्न वा Topic का विषयमा पालैपालोसँग निर्दिष्ट समयभित्र समूहबीच छलफल गर्दै प्रत्येक उम्मेदवारले व्यक्तिगत प्रस्तुति (Individual Presentation) गर्नु पर्नेछ । यस परीक्षणमा मूल्याङ्कनको लागि देहाय अनुसारको ३ जनाको समिति रहनेछ ।

आयोगका अध्यक्ष वा सदस्य	-	अध्यक्ष
मनोविज्ञ	-	सदस्य
दक्ष/विज्ञ (१ जना)	-	सदस्य

सामूहिक छलफलमा दिइने नमुना प्रश्न वा Topic

उदाहरणको लागि - उर्जा संकट, गरीबी निवारण, स्वास्थ्य बीमा, खाद्य सुरक्षा, प्रतिभा पलायन जस्ता Topics मध्ये कुनै एक Topic मात्र दिइनेछ ।