INFORMATION BOOKLET
ON
MBBS PROGRAM

Patan Academy of Health Sciences
School of Medicine
(PAHS-SOM)
Lalitpur, Nepal
2016
PAHS MISSION STATEMENT

PAHS is dedicated to sustained improvement of the Health of the people in Nepal, especially those who are poor and living in rural areas, through innovation, equity, excellence and love in education, service and research.
Dear students and parents,

I am extremely honored to welcome you all as new member of Patan Academy of Health Sciences family. It’s always gratifying to see new talent enter this profession. Thanks to the vigor of our students, we are constantly able to challenge existing norms on educational approaches in favor of a more innovative, inclusive and progressive plan of action.

PAHS is one amazing family brought together by a single cause- to serve the people, especially those who are underserved, to the best of our abilities. This is not a light obligation my friends, nor is it a temporary one. This is an inherent responsibility you are shouldering from the moment you have chosen to step into health profession and will continue as long as you are in this path.

There are going to be days when this responsibility feels too weighed. It may feel as though you will crush beneath its burden. But believe me it’s temporary, to those in future who may encounter the dilemma, I’d like to say, nothing worth having comes easy. This is a path you yourself have chosen and the benefit far outweighs the pain.

PAHS is an institution dedicated to achieve excellence in health profession education. We believe in experiential learning by exposing students early on to the societal reality. You will have an opportunity to work in rural areas, interact with disadvantaged groups and develop your own sense of professional responsibility and right ethics in the practice of medicine.

The reason I bring this up here is, not enough emphasis is given to the ethics and professional responsibility of medical and health practitioners.
The science of medicine is universal, it can be taught. Ethics and professional responsibility that encompasses social responsibility, on the other hand, reaches far beyond the words of any code of conduct.

And if we are to create socially responsible doctors, our students must first discover their own ethics.

PAHS provides you with the opportunity to respond to ethical problems and even raise new ones.

We do not want our students to lose their curious streak. Ask questions, challenge existing norms. Give your professors sleepless nights over queries you have. We don’t want you to become wall flowers. We want you to rise as a phoenix does.

The world is your platform, act as you please but always standing high on professional ethics.

To our dear parents, PAHS highly looks at you as an important partner, supporter and collaborator in this noble endeavor.

This has been a great start to what I believe will be an even greater year.

Prof. Dr. Kedar Prasad Baral
Rector
Sept 13, 2016
## List of Content

1. Introduction  
2. Overview of MBBS Curriculum  
3. Teaching-Learning Methods  
4. Student Assessment Scheme  
5. Internship  
6. Teaching Hospital and Training Sites  
7. Eligibility Criteria  
8. Types of Seat  
9. Selection Process  
10. Fee Structure  
11. Service Bond  
12. Examination centre  
13. How to Apply  
14. Health Check up  
15. Hostel  
16. Sample PQA Tests
1. Introduction

Patan Academy of Health Sciences (PAHS) is a public, autonomous, not-for-profit, Health Science University established in 2064 B.S. (2008 A.D.) with the charter granted by the Parliament of Nepal. PAHS aims to work in close partnership with the National Health System to improve the health care services in the remote/rural areas through, among others, producing technically competent and socially responsible health care personnel, facilitating their deployment in the underserved rural areas and providing the needed technical and professional support while they work there.

In order to achieve this goal, PAHS School of Medicine has adopted innovative strategies in medical education, especially in areas such as student selection, curriculum, teaching-learning methodology, student assessment, faculty recruitment and community engagement. PAHS MBBS curriculum focuses on holistic care of the individual and community.

For inspiring its graduates to serve in remote/rural areas of Nepal, PAHS has adopted a multi-pronged approach which includes preferential enrollment of students of rural origin, training them in a value based curriculum with emphasis on community health sciences and exposing them to rural health care institutions. By helping them acquire required competencies and instilling values of social responsibility in its graduates, PAHS intends to inspire/motivate and enable its graduates to become health care providers in the challenging settings of rural Nepal, as well as to become future leaders of Nepal’s health care system.

PAHS School of Medicine runs the basic sciences teaching in the newly constructed building within the complex of Patan Hospital, the tertiary care institution, upon which PAHS is founded and which provides a natural ambience for learning holistic and compassionate care. Its history of more than 25 years (more than 50 years if one takes into account its mother institution Shanta Bhawan) with an enormous trust that the general public places on it, provides the very basis for this.

PAHS has already built a rich network with prestigious academic institutions and medical education leaders in many universities around the world so as to learn and benefit from the national as well as international experiences and best practices for the proper development, effective implementation and the continuous improvement of the quality of its academic programs.

2. Overview of PAHS MBBS Curriculum

The total duration of PAHS MBBS curriculum is six years. Different components of the curriculum along the six years are as follow:

<table>
<thead>
<tr>
<th>Components</th>
<th>Introductory Course</th>
<th>Basic Sciences</th>
<th>Clinical Sciences</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>½ year</td>
<td>2 years</td>
<td>1½ years</td>
<td>1 year</td>
</tr>
</tbody>
</table>

The six-month long Introductory Course is the foundation block for integration of medically relevant natural sciences, basic principles of community health sciences as well as learning important skills of communication. The students also learn about the fundamental concepts of ethics, professionalism and the basics of history taking and physical examination skills, under the course called Introduction to Clinical Medicine (ICM) which also runs throughout the Basic Science Course.
During the two years long Basic Sciences Course, students are introduced to fundamental concepts about the structure and function of the human body in health and disease as well as the principles of using medicine to treat disease according to organ-systems of the body in an integrated manner rather than disciplinary approach. This will help them develop an insightful and meaningful understanding of the basic sciences concepts and principles as applied in analyzing and resolving real patient problems using the Problem Based Learning method.

During Clinical years students will rotate through different clinical specialties in the hospitals, learning how to evaluate, diagnose and take care of patient’s health problems in an evidence based scientific approach guided by compassion and empathy. During the final year the students will undergo six months of rural rotation where they will learn to manage patients in resource poor settings.

Community Health Sciences (CHS) forms a core part of the curriculum and occupies 25% of the curricular time. PAHS believes that in order to make a significant impact on the health of Nepali people, medical graduates need to have a firm grasp of concepts and principles of preventive health and social determinants of health as well as having skills in health management, biostatistics, epidemiology and research. The course will help the students learn about the health care system in Nepal, their roles in the system and will provide the opportunity to think about how one might improve that system.

Primary Care is internationally recognized to be a key area that must be implemented to make a nation’s health care system effective and efficient. PAHS is including a longitudinal primary care course during the Clinical Sciences years, and the six-month long district health system rotations (district hospital and district public health office) during the final year of MBBS program. District hospital placement will be supervised by a primary care physician like the MDGP. This rotation will allow students to integrate knowledge and skills acquired in tertiary level hospital and community postings and to apply them effectively and judiciously in the context.

Thus, in summary, the PAHS MBBS curriculum uses a variety of innovative strategies in order to help students become the kind of doctors who are able and willing to address the real health care needs of Nepal. Depending upon whether the students have received partial or full scholarship, the PAHS graduates will be required to serve in rural areas for at least two and four years respectively.

3. Teaching-Learning Methods

Teaching-learning methods applied at PAHS School of Medicine are as follows:

- Problem Based Learning (PBL)
- Community Based Learning and Education (Residential Community Posting)
- Lectures/Seminar
- Lab works/Practical Classes/Demonstrations
- Clinical Presentation
- Clinical Classes
- Small Group Sessions
- Practical Skills Teachings
- Self-Directed Learning

Among these methods, Problem Based Learning (PBL), Clinical Presentation Curriculum (CPC) with small group sessions, as well as Community Based Learning and Education (CBLE) are the principal teaching learning methods adopted for PAHS MBBS program.
Problem Based Learning (PBL) is an instructional method in which learners first encounter a problem followed by a systematic, learner-centered inquiry and reflection process. The problem given to the student will serve as a stimulus to self-directed learning independently or in a group. Students develop skills of independent enquiry as well as learning to identify their knowledge gaps, and thereby inculcate a habit of lifelong learning skills that is so important for all doctors, but particularly those working in a challenging environment such as in remote rural areas of Nepal.

Community Based Learning and Education (CBLE): It is a well recognized fact that the production of technically competent health care professionals or the advancement of medical technology alone is not enough to solve the health problems of population. Hence the health care professionals of the present generation must acquire the essential competencies for identifying and addressing population health related issues effectively. Because PAHS has a philosophical commitment for experiential learning, a significant part of the Community Health Sciences curriculum will be learnt in diverse rural community settings through regular periodic postings. It is envisaged that such experiential learning will help students develop clear insights about the nature and magnitude of community health problems and their causes as well as foster an attitude of compassion and desire to contribute towards their resolution.

The Clinical Presentation curriculum is based on the premise that the body responds to insults like infection, trauma etc in finite ways and the patient presents to the doctor with one of these responses we call symptom, sign or abnormal lab result. Clinical teaching, based on the presentation (or the body responses) rather than learning a list of disease entities will help the students approach a problem in a practical way.

4. Student Assessment Scheme

The principle of ‘Assessment Drives Learning’ has been the fundamental premise for developing the student assessment scheme. During the MBBS course, students will be assessed not only in the area of knowledge and skills but also in the areas of attitudes/behavior and professionalism using the PAHS attributes assessment tool. Students who fail to acquire and demonstrate appropriate professional attitudes and behavior will NOT graduate. Students will be subjected to and are required to do well in the Formative as well as Summative Assessments.

Formative/ Continuous Assessments: There will be formative assessments in each of the three phases of the MBBS curriculum to assess the mastery of both content (knowledge and skills) and the process (learning process and development of professional values and behaviors). It will be done on a regular basis so as to provide both the students and the faculty with appropriate and timely feedback regarding their academic performance. This will not only help them identify their deficiencies but also prompt them to take corrective measures in time.

Comprehensive Summative Examinations: There will be four comprehensive final summative examinations as following:

- Comprehensive Introductory Courses Examination (CICE - at the end of Introductory Courses)
- Comprehensive Basic Sciences Examination (CBSE - at the end of Basic Sciences)
- Comprehensive Clinical Sciences Examination I (CCSE I) - at the end of one and half years of Clinical Sciences. This is the final examination for all of the minor specialties.
5. Internship

Like all medical graduates in the country, PAHS medical students will have to undergo a one year long compulsory rotating internship as per the prescribed scheme and guidelines of the Nepal Medical Council (NMC). During this time students will work in the hospital as a student doctor and participate in taking care of the patients as a responsible member of the health care team. Following this the students will have to sit for the NMC administered National Medical Licensing Exam before becoming eligible for NMC registration.

6. Teaching facilities, Teaching Hospital and Training Sites

Besides the usual classrooms, a well-resourced library, e-Resource Center with computers and Hi-speed internet facilities, well equipped Basic Science Labs will be available to students. In addition, adequate rooms are available for the purpose of running the small group learning tutorial sessions.

Patan Hospital is the principal Teaching Hospital of PAHS. PAHS has also been building partnership with other hospitals, Ministry of Health, local bodies and communities in selecting appropriate training sites for periodic residential community field postings as well as district health system rotation.

7. Eligibility Criteria

- All Nepali citizens who have completed Seventeen (17) years of age and have not exceeded forty (40) years of age on the last day of submission of application.
- Must have passed 10 + 2 or equivalent qualifications recognized by Universities/ Board of Nepal with Physics, Chemistry, Biology (PCB) and having passed in each subject securing a minimum of 50% in PCB and also in aggregate

Must have completed Proficiency Certificate Level in Health Sciences (General Medicine, Medical Lab Technology, Dental Hygiene, Ophthalmic Science and Pharmacy) securing a minimum of 50% in PCB and also in aggregate and have registered with Nepal Health Professional Council with Level 2 ("Kha") registration and in the case of applicants who have done PCL in Pharmacy, registration should be with the Nepal Pharmacy Council.

(Those applicants who have completed the above and are studying or have completed Bachelors or Masters and / or higher levels study can also apply.)

8. Types of Seats

There will be five types of seats in the PAHS MBBS Program: Full Scholarship, Partial Scholarship, Collaborative Scholarship, Special Area Partial Scholarship and Full Fee Paying. There is a provision of Reservation as stipulated in the PAHS Act. One full and one partial scholarship seats have been reserved for a child of Permanent staff/Faculty of Patan Hospital/PAHS.
Reservation: Ten percent of seats have been reserved for those who have lived in ‘village’ and have studied in ‘public’ school of which one seat each has been reserved for applicants under the category of Female, Dalit, Adhivasi/Janajati, Madhesi, residing permanently in the backward region and in Karnali. The applicant will have to score minimum score designated by PAHS in the entrance exam, failing which the seat will be awarded to the best candidate in the other categories.

Applicants who belong to the above mentioned category and are also “economically marginalized” and wish to avail full scholarship should apply in the Full Scholarship category only, as provision has been made for reservation, under Full Scholarship category as well.

Mandatory service obligation: two years in government or PAHS designated Health institutions in rural areas of Nepal, for those who are in partial scholarship scheme

Full Scholarship Category: Full scholarship will be provided for 15% of the students of which one seat each will be reserved for Female, Dalit, Adhivasi/Janajati, Madhesi and those residing in the Backward Region. The applicant will have to score minimum score designated by PAHS in the entrance exam failing which the seat will be awarded to the best candidate in the other categories. Only those applicants who are “economically marginalized” and have done their schooling (grade 8, 9, 10) and SLC from ‘public’ school can apply for these seats.

For seats remaining after reservation as above, preference will be given to applicants who:

- are the residents of the remote region
- have done Certificate in Health Sciences and have worked in Government Health institutions of remote regions for at least 2 years

Mandatory service obligation: four years in government or PAHS designated Health institutions in rural areas of Nepal.

Partial Scholarship Category: Anyone who meets the eligibility criteria can apply in this category but preference in selection will be given to applicants who

- have done their schooling (grade 8, 9, 10) from ‘public’ school
- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- are the residents of the remote region
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

Mandatory service obligation: two years in government or PAHS designated Health institutions in rural areas of Nepal.

Special Area Partial Scholarship: Two Partial Scholarship seats (1 male, 1 female) are reserved for candidates from VDCs of Lalitpur district. Only those applicants who are permanent residents of any of the VDCs of Lalitpur district and have done their schooling (grade 8, 9, 10) and SLC from ‘public’ school of the Lalitpur district can apply for this seat.

Mandatory service obligation: two years in government or PAHS designated Health institutions in rural areas of Nepal, for those who are in partial scholarship scheme

Collaborative Scholarship Scheme: This scheme will be activated only when an agreement is reached with a Local Government Body, an organization or an individual to the effect that such Body, organization or individual will support student/s from a particular district, preferably remote.
This will be open to all students who are residing permanently in a particular district and have done their schooling (grade 8, 9, 10) and SLC from ‘public’ school of the same district.

Preference in selection will be given to applicants who

- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- are the residents of the remote region
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

The candidates will have to meet the minimal standard set by PAHS, failing which the seat will not be awarded to that particular district.

**Mandatory service obligation:** at least four years (may be more depending on condition led down by the Sponsor) in Sponsor/ PAHS/ Government designated Health institutions in rural areas of Nepal.

**Staff Scholarship Quota:** One full scholarship for the permanent staff of Patan Hospital/PAHS and one partial scholarship for permanent faculty of PAHS, have been reserved. Applicant must be son/daughter of currently working permanent Staff or Faculty of Patan Hospital/PAHS. The faculty/staff must be working in the permanent position for at least 3 years and should not leave the institute for another 3 years from the date of admission of his/her child. If one son/daughter of faculty/staff has already received this scholarship then other children of same family, irrespective of the fact that both parents work at Patan Hospital/PAHS, will not have this privilege again. This scholarship scheme does not apply to the PAHS Executives.

**Mandatory service obligation:** four years in government or PAHS designated Health institutions in rural areas of Nepal.

---

**Full Fee Paying Category:** Anyone who meets the eligibility criteria can apply in this category.

**Service obligation:** Students in this category are strongly encouraged and expected to serve in rural areas.

---

**9. Student Selection Process**

The selection process employs well validated selection tools such as psychometric testing combined with carefully structured Admission OSCEs for selecting the most appropriate candidates rather than directly testing one’s knowledge in Physics, Chemistry and Biology. Only those candidates who have scored well and rank high up in their respective category in the written test will be invited for Admission OSCE.

**Written Tests (PQA):** Personal Quality Assessment (PQA) is an instrument designed to assess a range of personal qualities considered to be important for the study and practice of medicine. It comprises questions, grouped into the following four sections to measure cognitive skills as well as particular personality/attitudinal traits relevant to the practice of Medicine.

- **MAT (Mental Agility Test):** It is designed to measure fluid intelligence. It is a high level reasoning ability skills test. It is designed to discriminate between those of higher than average ability in this dimension. The test asks a series of verbal, numerical and spatial problem-solving questions.

- **MOJAC (Moral Orientation in Justice and Caring):** It describes a number of situations where people have to decide what to do according to their opinions or values. There is no right or wrong answer to the questions, rather candidates are asked to choose the
answer that most closely reflects their value system and what they believe is appropriate in each situation.

**NACE (Narcissism, Aloofness, Confidence and Empathy)** - It presents statements about people and lists the way individuals might think and behave in certain situations. Here also, candidates are asked to indicate how true or false each statement is about them.

**PCI (Personal Characteristics Inventory)** - It asks respondents to rate themselves on statements designed to establish how honest they are about themselves and how truthful they are about their thoughts, feelings and attitudes.

Please refer to the link [http://www.pqa.net.au/files/description.htm](http://www.pqa.net.au/files/description.htm) for more information on PQA and the last section of this information booklet for Sample PQA Tests.

**Admission OSCE:** Admission OSCE is a series of short, structured performance tests used to assess personal traits/qualities of the candidates that require direct observation/interaction and are not possible to assess in the written tests (PQA). There will be several OSCE stations each lasting for 8 minutes, where each candidate performs the pre-structured tasks and/or responds to the structured queries put forth by the assessors. Candidates are given two minutes in between stations to read the instructions, relax and reflect before entering the next station.

Candidates do not require any specific preparation to undertake PQA or Admission OSCE. The questions do not test academic/scientific knowledge. **Furthermore, training and practice in the test items is neither necessary nor advantageous.**

**Final Selection Process:**

All applicants irrespective of the category should qualify in the written test and Admission OSCE.

1. **Reservation:** Of the applicants who have passed the Admission OSCE, the best candidate from each category will be selected. The candidates having dual or more eligibility will be able to compete in each of their groups if he/she is not able to succeed in the first category.

   If none of the applicants pass the Admission OSCE in any category or if there is no eligible applicant from any category, such seat will go to the best candidate among the remaining pool of reservation after selection in other categories.

   The remaining candidates who have passed both the tests will then compete in the respective category (Full Fee paying or Partial Scholarship Scheme) of their choice.

2. **Full Fee Paying Category:** The applicants who have scored the highest in both the written and Admission OSCE will be selected.

3. **Partial Scholarship Category:** For those who have qualified in the written test and Admission OSCE, preference will be given to applicants who

   - have done their schooling (grade 8, 9, 10) from ‘public’ school
   - fall under the category of Female, Dalit, Adhivasi/Jnajati, Madhesi
   - are residents of the remote region
   - have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years
4. **Special Area Partial Scholarship**: One best applicant will be selected from those fulfilling the criteria for the Special area partial scholarship and have passed both the written test and Admission OSCE.

5. **Full Scholarship Category**: For those who have qualified in the written test and Admission OSCE, the best candidate in each categories mentioned above will be selected. The applicants having eligibility in more than one category can compete in each of the categories provided they are not selected in the first category.

If none of the candidates in any category passes the Admission OSCE or if there is no eligible applicant from any category, then the seat will be given to the best applicant from the four other categories after selection from those categories.

For the remaining seats, preference will be given to applicants who

- are residents of the remote and low HDI area
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

5. **Collaborative Scholarship Scheme**: One applicant will be selected from that particular district among all applicants in the collaborative scheme from that district who have passed the OSCE with preference being given to:

- Female, Dalit, Adhivasi/Janajati, Madhesi
- residents of the remote region
- those who have done certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

6. **Staff Scholarship Quota**: Of the applicants who have passed both written and admission OSCE, one best applicant will be selected based on criteria set by PAHS.

**Tie**:

In the event that the there is a tie in the score obtained for the last seat/s among the applicants in a particular category, the average percentage score obtained in the School Leaving Certificate Exam and 10 +2 or equivalent will be used as the deciding factor. In case of second tie, the average percentage score obtained in Physics, Chemistry and Biology in 10+2 or equivalent will be used as deciding factor.

**Result**

The Admission Committee will produce a final list of selected students and a waiting list and post this in the National Daily, PAHS Notice Board and Website. The decision of the Admission Committee will be final.

**10. Fee Structure**

Candidates selected for admission into the MBBS program will be enrolled into the MBBS program only upon payment of the Tuition Fee as given below immediately after the announcement of the list of selected candidates and after they are declared fit to pursue the study of Medicine by the Medical Committee set by PAHS. Failing to do so will lead to cancellation of his/her admission and the candidate on the waiting list shall be admitted in his/her place in the respective categories.
Table 1: Tuition fee for MBBS course, School of Medicine, PAHS

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Scholarship</th>
<th>Partial Scholarship</th>
<th>Special Area Partial Scholarship</th>
<th>Collaborative Scholarship</th>
<th>Full Paying</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Waived</td>
<td>875,000</td>
<td>470,000</td>
<td>1,750,000</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>Waived</td>
<td>275,000</td>
<td>470,000</td>
<td>550,000</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>Waived</td>
<td>225,000</td>
<td>470,000</td>
<td>450,000</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>Waived</td>
<td>225,000</td>
<td>470,000</td>
<td>450,000</td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td>Waived</td>
<td>150,000</td>
<td>300,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Waived</td>
<td>1,750,000</td>
<td>2,350,000</td>
<td>3,500,000</td>
<td></td>
</tr>
</tbody>
</table>

The full scholarship students will not have to pay tuition fee. Other fees mentioned above will have to be paid by all students including full Scholarship students. All students will have to bear their living costs including food and hostel. All fees are subject to revision as and when necessary.

11. Mandatory Service obligation

All candidates who have been selected for admission under any category of Scholarship Scheme will have to sign a written agreement agreeing to fulfill the required mandatory service obligation before they could be admitted into the program. Parents/guardians of these candidates will also be required to be present for endorsing the bond. Under no circumstances will any candidate be exempted from this obligation. PAHS Act mandates the provision of withholding candidates’ MBBS certificate till the obligation has been fulfilled.

12. Examination Centre

Examination, both written and Admission OSCE will be held in Kathmandu. The Centers will be notified at the time of distribution of Admission Card.
13. How to Apply

Applicants should buy the Application Form from PAHS Admission Information Desk with a bank voucher for Rs. 500 from any branch of Laxmi Bank or Agricultural Development Bank. The bank account number for PAHS is 00181040000455 (Laxmi Bank) and 0211600180090014 (Agricultural Development Bank). The forms should be submitted at PAHS with a bank voucher of Rs. 3000 as Examination Fee from the bank mentioned above.

Early submission is advised so as to allow adequate time required for rectification of any shortcomings in the forms or timely submission of required documents.

Applicants will be informed of the dates of distribution of the Admission card required for sitting in the entrance exam during registration. Applicants will be informed of dates of subsequent tests during the time of distribution of Admission card for the particular test.

PAHS Admission Committee reserves the right to disqualify forms which are improperly or incompletely filled or if the required documents are missing. Hence, candidates are strongly advised to read the instructions for filling the application form carefully and do a thorough check to ensure that all fields on the application form are filled properly and all required documents have been submitted along with it.

14. Health Checkup

All students need to undergo a health examination upon their selection. Their personal health files will be created, and remedial measures will be taken if needed. All admitted students will have to comply with the rules made by the Medical Committee.

15. Hostel

Hostel will be made available, as far as possible, for those students who wish to stay in the hostel. Preference will be given to those students coming from outside the valley. Students who sign up for hostel will have to abide by the rules and regulation of the Hostel Management Committee.
16. Sample PQA Test

Example of MAT Test:

**Mental Agility Test (MAT) Example Items**

**Verbal**  
The following series of letters comes from the alphabet using a certain rule. What is the next letter in the series?

Series: C G L R ?
(A) Z  (B) V  (C) Y  (D) W

**Arithmetic**  
If each number is derived from the row above using a certain rule, which is the missing number?

3 2 ? 2 7 5 12  
(A) 1  (B) 6  (C) 5  (D) 9

**Spatial**  
The figure on the left has been distorted? What did it look like before it was distorted?

1) I am aware of how frustrated I can get
2) I think others would describe me as easy going
3) I know I am more capable than most people
4) Others will talk, but I will act
5) I often feel dominated by others

Example of MOJAC Test

**Situation:**

Peter and Jenny have known each other from childhood. Although from different families, they have always attended the same school and have lived next door to each other all their lives. They are as close as brother and sister. They are now in their final year of school.

In a Mathematics exam, Peter happens to glance at Jenny who is sitting some three desks away and sees her take a sheet of paper from her coat pocket. Peter continues to stare and cannot believe what he is seeing - Jenny is cheating.

Some time after the exam, a teacher approaches Peter and says, “Jenny is in a lot of trouble. She has been accused of cheating, but I am certain she would not do that. You were sitting near her in the exam. Would you come with me to see the School Principal now and say that you saw no evidence of her cheating?”

What is your opinion? How do you feel about each of the following statements?

**Question 1:** Close friends should always look after each other

A. Strongly Agree  
B. Agree  
C. Disagree  
D. Strongly Disagree
Question 2: Cheating is always wrong
A. Strongly Agree  B. Agree
B. Disagree  D. Strongly Disagree

Question 3: It is important to get the best marks you can, whatever it takes
A. Strongly Agree  B. Agree
B. Disagree  D. Strongly Disagree

Question 4: Some things are greater than friendships
A. Strongly Agree  B. Agree
B. Disagree  D. Strongly Disagree

Question 5: A good friend is always forgiving
A. Strongly Agree  B. Agree
B. Disagree  D. Strongly Disagree

Question 6: The truth must always be told regardless of who might get hurt
A. Strongly Agree  B. Agree
B. Disagree  D. Strongly Disagree

Example of PCI Test

Read each of them quickly and decide whether you think each statement is, for you:
A: definitely false  B: false on the whole
C: true on the whole  D: definitely true

1) I am always early for appointments
2) I am an emotional person
3) I like to explore new ideas
4) I often feel that people are talking about me
5) I have trouble sleeping after a busy day

References:

1. Backward region is defined as following districts Humla, Jumla, Mugu, Dolpa, Kalikot, Achham, Bajhang, Bajura, Jajarkot. (Sambhidhan Sabha Sadasya Nirwachan Ain 2064 and Sambhidhan Sabha Sadasya Nirwachan Niayamawali,2064 ,dapha 7,updapha (3) anasuchi-1)

2. Remote region will be as defined by Government Policy Document (Nepal Rajpatra, Bhag 4, Khanda 42, Sankhya 50, 2049/12/16 )

3. HDI will be as per the latest document published by National Planning Commission/UNDP.

Good Luck
Address:
Lagankhel, Lalitpur, Nepal
GPO Box No. 26500, Kathmandu
Tel.: +977-1-5545153, Fax: +977-1-5545114

Web page: www.pahs.edu.np