

Rajarshi Janak University
Faculty of Management

Office of the Dean



Guidelines for Seminar Paper on Contemporary Issues
Master of Business Administration (MBA)

Janakpurdham

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Introduction

The seminar paper is an integral component of the MBA curriculum at the Faculty of Management, Rajarshi Janak University. It is designed to provide students with an opportunity to engage critically with emerging issues in management through a systematic review of scholarly and professional literature. Unlike a conventional research thesis that relies heavily on primary data collection, the seminar paper emphasizes literature-based analysis, enabling students to synthesize existing knowledge, identify gaps, and generate meaningful insights that are relevant to both global and Nepalese contexts.

The broader aim of the seminar paper is not only to strengthen students' analytical, writing, and presentation skills but also to bridge theory with practice by connecting global management trends to Nepalese realities. Through guided supervision, critical discussions, and structured presentations, students will develop the capacity to think independently, communicate effectively, and contribute meaningfully to contemporary debates in management.

These guidelines have been developed to bring uniformity, clarity, and academic rigor to the process of preparing, submitting, and evaluating seminar papers. They serve as a practical reference for faculty members who supervise the course, as well as for students who are required to complete this academic exercise. The document outlines the nature and purpose of seminar papers, the stages of their development, the expected structure and contents, and the criteria for evaluation.

Purpose of the Guidelines

The primary purpose of these guidelines is to establish a clear, consistent, and standardized framework for the preparation, submission, and evaluation of seminar papers within the MBA program of the Faculty of Management, Rajarshi Janak University. The seminar course is a crucial component of the MBA curriculum, designed to cultivate higher-order academic and professional skills, including critical thinking, analytical writing, independent learning, and effective communication. Specifically, the guidelines aim to:

- **Ensure clarity of expectations:** Provide both faculty members and students with a shared understanding of the nature, objectives, and scope of the seminar paper, thereby minimizing ambiguity and ensuring alignment with the course outcomes.
- **Promote academic rigor:** Encourage a systematic approach to reviewing current and relevant literature, synthesizing scholarly insights, and framing arguments grounded in

established theories and empirical evidence. The guidelines underscore the importance of originality, critical evaluation, and scholarly integrity in academic writing.

- **Foster uniformity and consistency:** Standardize the structure, format, and style of seminar papers across all MBA batches. This uniformity ensures fairness in evaluation, facilitates comparability, and upholds institutional academic standards.
- **Integrate research with learning:** Position the seminar paper as a bridge between classroom-based learning and research-oriented inquiry. By engaging in seminar paper development, students are trained to connect theoretical frameworks with contemporary issues in management, particularly those relevant in both global and Nepalese contexts.
- **Strengthen pedagogical approach:** Support the blended teaching-learning methodology adopted for the seminar course, which combines interactive lectures, faculty guidance, and student-led presentations. The guidelines assist faculty in mentoring students through each stage—from topic selection and literature review to final paper submission and presentation.
- **Enhance professional presentation skills:** Highlight the importance of not only producing a well-structured academic paper but also effectively communicating ideas in a seminar setting. This dual emphasis prepares students for professional roles where both written and oral competencies are vital.
- **Facilitate balanced evaluation:** Provide a transparent basis for assessing both the written seminar paper (by faculty) and the oral presentation (by external experts). This ensures that students are evaluated comprehensively on their research quality, analytical abilities, and communication effectiveness.

Nature of Seminar Paper

A seminar paper, within the MBA program of the Faculty of Management, Rajarshi Janak University, is conceived as a review-based academic research assignment that allows students to engage critically with contemporary issues in management. Unlike a dissertation or thesis, which typically requires primary data collection and extensive empirical analysis, the seminar paper is thematic, literature-driven, and analytical in nature. Its primary objective is to develop the students' ability to analyze, synthesize, and interpret scholarly discourse and professional developments on emerging managerial challenges. The seminar paper is intended to be a critical academic exercise designed to expose MBA students to emerging debates, innovative practices,

and pressing challenges in management. By emphasizing literature review, thematic analysis, contextual application, and professional presentation, the seminar paper serves as an important bridge between coursework and applied research practice. The seminar paper embodies the following characteristics:

- **Review-based and analytical:** The core of the seminar paper is the systematic review of existing academic and professional literature. Students are expected to collect, examine, and critique peer-reviewed journal articles, books, working papers, industry reports, and other credible sources. Instead of summarizing sources individually, students must synthesize findings across studies, identify patterns, highlight debates, and critically evaluate the strengths and limitations of existing knowledge.
- **Focused thematic inquiry:** Each paper is centered on a clearly defined theme or emerging issue in management. Students are encouraged to narrow down their focus to specific dimensions of the chosen theme, ensuring depth of analysis rather than superficial coverage.
- **Global and Nepalese contextualization:** The seminar paper requires students to analyze each topic from both global and Nepalese perspectives. In the global context, students review international literature, best practices, and debates to understand how emerging issues shape management worldwide. In the Nepalese context, they assess the relevance of these insights locally, considering unique challenges such as resource limitations, policy constraints, and cultural or technological factors. Students are encouraged to include Nepalese case examples and practical evidence. Importantly, the two perspectives should be integrated into a comparative analysis, highlighting similarities, differences, and lessons Nepal can adapt from global experiences. This dual orientation ensures that seminar papers are both academically rigorous and contextually relevant, bridging international scholarship with local realities.
- **Application of theories and frameworks:** Students should not only describe issues but also apply relevant management theories, models, and conceptual frameworks to interpret and analyze them. This theoretical grounding ensures that the seminar paper transcends descriptive reporting and reflects a scholarly engagement with management thought.
- **Professional orientation:** Beyond academic rigor, the seminar paper emphasizes professional relevance. Findings and insights should be organized in a manner that would

be meaningful to managers, entrepreneurs, policymakers, and other practitioners. The paper should offer practical implications, recommendations, or strategic considerations arising from the reviewed literature and analysis.

- **Preparation for presentation:** Since the seminar paper is paired with a formal presentation, it should be structured in a way that facilitates effective communication of arguments, evidence, and conclusions. Key insights, comparative perspectives, and recommendations must be articulated clearly so they can be translated into impactful seminar-style presentations.

Expected Outcomes

The seminar paper and presentation are designed to achieve multiple learning outcomes that go beyond conventional classroom instruction. By engaging in this process, MBA students are expected to strengthen their research abilities, academic rigor, and professional competencies. The following are the anticipated outcomes:

- **Development of critical thinking and analytical writing skills:** Students will learn to question, compare, and evaluate scholarly and professional literature rather than simply summarizing it. They will practice organizing complex ideas logically, synthesizing diverse viewpoints, and constructing well-reasoned arguments. This fosters independent judgment, problem-solving abilities, and the capacity to approach management issues with a critical lens.
- **Familiarity with emerging issues in management:** Students will gain exposure to contemporary themes. This exposure ensures that graduates remain up to date with global debates and are better prepared to anticipate and respond to managerial challenges in both local and international contexts. By reviewing global and Nepalese perspectives, students will develop a comprehensive understanding of how emerging issues impact diverse organizations.
- **Enhancement of academic communication and presentation abilities:** The requirement to present findings in a seminar setting will strengthen students' oral communication skills, confidence, and ability to articulate ideas clearly among academic and professional audiences. Students will practice using visual tools such as PowerPoint slides effectively to support their arguments. The interactive nature of seminar

presentations will help them engage in constructive debates, respond to questions, and defend their perspectives persuasively.

- **Bridging theoretical knowledge with practical implications:** By applying management theories and frameworks to real-world issues, students will learn to connect academic knowledge with practical business situations. They will be able to propose actionable insights and recommendations that are relevant to practitioners, policymakers, and entrepreneurs.
- **Cultivation of research-oriented mindset:** Engaging in literature review, thematic analysis, and structured writing will develop research discipline among students, preparing them for future research projects, dissertations, or doctoral studies. The emphasis on academic integrity and proper citation practices will instill ethical research habits.
- **Teamwork and peer learning:** Although the paper is individually prepared, seminar presentations and classroom discussions will promote collaborative learning. Students will learn from peer feedback, diverse viewpoints, and collective debate, which enriches their overall learning experience.

Process of Paper Development

The development of a seminar paper is a structured process that requires active guidance from faculty and progressive effort by students. To ensure academic rigor, clarity, and timely completion, faculty members should mentor students through the following sequential stages:

- **Topic allocation:** Faculty members assign topics from the prescribed list of emerging issues in management or approve alternative topics proposed by students. Topics must be contemporary, relevant to the field of management, and feasible within the scope of a review-based paper. Allocation should be done in such a way that duplication of topics among students is minimized, ensuring diversity in classroom discussion and presentations.
- **Preliminary synopsis submission:** Each student is required to prepare a one-page synopsis that outlines title of the seminar paper, background and rationale for selecting the topic, objectives of the paper (what the paper seeks to analyze or achieve), Tentative structure/outline of the paper (major headings and subheadings) and Initial list of

references (at least 4–5 academic articles or credible sources). The synopsis helps ensure that students begin with a clear direction and manageable scope.

- **Review and feedback by faculty:** Faculty members evaluate the synopsis based on clarity, relevance, feasibility, and academic rigor. Constructive feedback is provided to refine objectives, adjust scope, and strengthen initial reference sources. Faculty approval of the synopsis is mandatory before proceeding to the drafting stage.
- **Draft paper submission:** Students submit a draft version of their seminar paper within a specified timeline. The draft should include all major sections (introduction, literature review, analysis, preliminary conclusions, and references) though it may be incomplete in refinement. This stage ensures that students receive early corrective feedback and avoid last-minute errors.
- **Faculty feedback on draft:** Faculty reviews the draft to check organization, logical flow, depth of literature review, application of theories, and adherence to formatting guidelines. Feedback may cover areas such as need for additional literature or case examples, improvement of arguments and synthesis and refinement of referencing and citation style. Students are expected to revise their work accordingly before final submission.
- **Final Paper Submission:** Students incorporate faculty feedback and submit the final version of the seminar paper by the deadline. The final submission should be 15–20 pages in length (excluding references and appendices), grammatically accurate, plagiarism-free (similarity index below 20%), and properly formatted. Faculty ensures that all papers meet the minimum academic quality standard before presentation.
- **Presentation Preparation:** After final paper submission, students prepare for their seminar presentations. Faculty members guide students on designing professional slides that reflect the seminar paper structure, highlighting key findings, analysis, and recommendations rather than reading directly from the paper. Mock presentations or rehearsal sessions are encouraged to boost confidence and refine delivery.

Structure of Seminar Paper

Each seminar paper must follow the prescribed structure. A seminar paper is made up of three main sections:

A. Prefatory section: This section is organized in the following order:

- **Cover page** of the Seminar paper (see appendix -I)

- **Student Declaration** (see appendix - II)
- **Faculty Certification** (see appendix - III)
- **Acknowledgments:** Acknowledge them who have really helped you to prepare the seminar paper.
- **Table of Contents** (see appendix - IV)
- **Abstract:** An abstract is a brief but comprehensive summary of the seminar paper. It is the first section to be read and should be the last to be written. It should enable the reader to make an informed decision about whether they want to read the whole paper. The abstract should state clearly the problem studied, the method used, the main results and the main conclusions. The length of the abstract of seminar paper should be about 200 words. Do not put information in the abstract which is not in the main text of your paper.
- **Keywords:** At the bottom of the abstract, provide key words (4 – 6 words/phrases) that truly reflect the research.

B. Main Body: The main body of the seminar paper represents the core academic work where students present their review, analysis, and insights on the selected topic. It should be well-structured, logically organized, and critically engaging, following the sections outlined below:

- **Background of the Study:** The purpose of this section is to create the context to the study. This section should describe about the core aspect of the topic and clearly establish the focus of study. It should explain concepts and issues related to your topic with sufficient citation. It should be written based on factual information on the topic.
- **Statement of the Problem:** A problem statement is a concise description of an issue to be addressed or a condition to be improved. The purpose of this section is to establish research issues. Write a few paragraphs explaining what issues you want to address in your paper with sufficient citation. Problem statement must be supported by evidence coming from the review of literature. Evidences from the literature justify why the research problem is worth investigating. Problem statement section normally ends by raising research questions.
- **Objectives of the Study:** Objectives of the study specifies what the researcher intends to do. Develop objectives of your paper based on the questions and issues you raised. In fact, objectives are conversion of research questions into a to-do list.

- **Rationale of the study:** In this section, the researcher should state why the issue is important to study at this point in time and its significance for businesses, managers, policymakers, or researchers. The study could add to existing knowledge, improve current practices or add to policy making. Be specific and honest. Unjustified claims reduce the value of the research.
- **Review of Literature:** The Review of Literature section forms the core of the seminar paper and serves as the foundation for analysis and discussion. In this part, students are expected to engage with academic and professional sources in a structured and critical manner rather than providing a simple summary of individual works. The review should be organized thematically, grouping studies and insights under broader subtopics or themes relevant to the chosen issue. A strong review draws primarily from peer-reviewed journal articles, ensuring academic rigor, while also incorporating insights from credible books and professional reports to reflect practical perspectives. Beyond summarizing, students must critically evaluate the literature by highlighting areas of consensus, points of contention, and methodological strengths or weaknesses in existing studies. This approach allows for a deeper understanding of how knowledge in the field has evolved and where limitations persist. Importantly, the review should identify research gaps and ongoing debates, thereby clarifying which dimensions of the issue remain underexplored or contested. By doing so, students demonstrate their ability to position their work within broader scholarly conversations and lay the groundwork for meaningful analysis and discussion.
- **Materials and methods:** This section outlines the approach adopted for developing the seminar paper and ensures transparency, rigor, and replicability in the process. Since the seminar paper is review-based, the methodology emphasizes systematic literature review techniques rather than primary data collection. Students are expected to demonstrate methodological clarity by explaining how they identified, selected, and analyzed relevant academic and professional sources.
- **Analysis and Description:** This section is where students synthesize insights from the reviewed literature and connect them to the objectives of their seminar paper. This part should go beyond description and focus on interpretation, integration, and critical reasoning. Students are expected to apply relevant management theories, models, or

conceptual frameworks to analyze the chosen issue in a structured manner. The discussion should integrate evidence from global scholarship with insights from the Nepalese context, making comparisons and drawing lessons that highlight both similarities and contrasts. This dual orientation ensures that the analysis remains academically rigorous while being practically relevant. Students should also evaluate the implications of their findings by identifying opportunities, challenges, and potential risks associated with the issue. The discussion must reflect a balanced perspective acknowledging positive contributions while also addressing limitations and controversies present in the literature. By critically engaging with diverse sources and applying conceptual frameworks, this section demonstrates the student's ability to transform reviewed materials into coherent arguments that provide both theoretical depth and practical insights.

- **Conclusion and Recommendations:** This section provides closure to the seminar paper by summarizing the key findings and highlighting their implications. It should begin with a concise recap of the main insights derived from the literature review and analysis, ensuring that the discussion remains tied to the stated objectives of the paper. Rather than simply repeating earlier points, the conclusion should integrate them into a coherent statement of what has been learned about the chosen issue from both global and Nepalese perspectives. Students should clearly articulate the practical implications of their findings, offering guidance for managers, policymakers, or organizational leaders on how to address the challenges or leverage the opportunities identified in the study. In addition, the section should point out limitations of the existing literature and propose directions for future research that could further enrich understanding of the issue. These future directions might include areas where empirical studies are scarce, where methodological debates remain unresolved, or where the Nepalese context has not been sufficiently explored. By blending summary, implications, and forward-looking perspectives, the conclusion ensures that the seminar paper achieves both academic rigor and practical relevance, leaving the reader with clear takeaways and actionable insights.

C. Supplementary section

References: The researcher extensively uses reference materials while writing seminar paper. These reference materials are required to be listed as part of the research work. The purpose of

reference list is to provide information necessary to identify and retrieve each source and give due credit to the works of others which are quoted in the present work. A list of reference materials so presented is termed as **References** or **Works Cited** and follows just after the main text of the report. Specifically, reference list contains only those sources that are cited in the research work. Faculty of Management follows the APA (American Psychological Association) style of citation and referencing.

Layout of Seminar Paper

Paper size: The seminar paper should be typed on ISO A4-size white bond paper.

Page number: Beginning with the first page of the main body of the text, pages are numbered consecutively and run to supplementary section of the seminar paper. They are numbered with Arabic numerals (1, 2, 3, 4, ...) and put at top right corner of the page. But all pages preceding the first page of the body are counted and numbered with lower case Roman numerals (ii, iii, iv,...) and put at the center at the bottom of the pages. Note that the cover page is counted but the number is not printed on the page.

Font, Font size and Margin: The seminar paper is typed in Times New Roman using 12-point characters with uniform margins of 1 inch at the top, bottom, left, and right of every page. The line space of the text is 1.5 and it has a justified alignment. Typing should be done only on recto side of the paper.

Length of the Seminar Paper: The length of the seminar paper will be 15–20 pages.

Evaluation of Seminar Paper and Presentation

MBA students are required to complete a review-based research assignment culminating in the development of a seminar paper. The evaluation process comprises two components: the **seminar paper**, assessed by the course faculty, and the **presentation**, evaluated by an external expert. This dual evaluation ensures a balanced assessment of students' analytical abilities, research quality, and communication effectiveness. The assessment criteria are designed to emphasize both academic rigor and presentation skills.

Course Faculty		External Expert	
Evaluation dimensions	Marks	Evaluation dimensions	Marks
Contents of the seminar paper	60	Organization of presentation	10
Organizing the paper	20	Presentation skills and contents	10
	80		20

Appendix-I: Cover page of the seminar paper

TITLE OF THE SEMINAR PAPER

A seminar paper



Submitted by

Full Name of the Student

Class Roll No.

Exam Roll No:

Registration No:

Campus/ College:

Master of Business Administration (MBA)

..... Semester

Subject:

Submitted to

Faculty of Management

Rajarshi Janak University, Janakpurdham

Month & Year

Appendix-II: Student Declaration

Student Declaration

I hereby declare that the seminar paper entitled “.....”
submitted to Campus/ College, **Rajarshi Janak University**, is my original
work carried out under the guidance of (Name of Supervisor/Faculty).

I affirm that this work has not been submitted, in part or in full, for the award of any degree,
diploma, or academic credit at this or any other institution. All sources of information and
references used in the preparation of this paper have been duly acknowledged.

I take full responsibility for the authenticity, accuracy, and originality of the contents of this
seminar paper.

Student's Name:

Roll No.:

Program: MBA

Semester/Year:

Appendix-III: Faculty Certification

Faculty Certification

This is to certify that the seminar paper entitled “.....” submitted by **Mr./Ms. (Student’s Name)**, Roll No., a student of **MBA Program, Semester/Year**, at the **Campus / College, Rajarshi Janak University**, has been carried out under my guidance and supervision.

To the best of my knowledge, the seminar paper is the original work of the student, prepared in accordance with academic standards. The sources used have been duly acknowledged, and the paper is recommended for submission and evaluation.

Name of Faculty/Supervisor:

Designation:

Signature:

Date:

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Appendix-V: Seminar Evaluation Sheet

Rajarshi Janak University
Faculty of Management
Campus,
Seminar Evaluation Sheet

Program: MBA

Course:

Course Code:

Year / Semester: ...

Full Marks: 100

Pass Marks: 50

S.N.	Roll No.	Reg. No.	Name of the Students	Faculty / Subject Teacher		External Expert		Total (100 Marks)
				Contents of the seminar paper (60 Marks)	Organizing the paper (Structure /citation /reference etc.) (20 Marks)	Organization of presentation (10 Marks)	Presentation skills and contents (10 Marks)	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Signature:

Name:

Faculty /Subject Teacher

Signature:

Name:

External Expert

Signature:

Name:

Coordinator / Campus Chief