# Europass Curriculum Vitae

## Personal information


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|---|---|
| First name(s) / Surname(s) | **Gunjana Sharma** |
| Address(es) | Lägerhyddsvägen 1<br>Box 534, SE-751 21<br>Uppsala<br>Sweden |
| Mobile | 0709525976 |
| E-mail(s) | gunjana.sharma@angstrom.uu.se |
| Nationality | Nepal |
| Date of birth | 18 August 1978 |
| Gender | Female |


## Desired employment / Occupational field

**Micro-system Technology**

## Work experience

| | |
|---|---|
| Dates | 09 September 2004 - 02 October 2007 |
| Occupation or position held | Research Student (Ph.D.) |
| Main activities and responsibilities | Experienced on Micro-systems technology, Micro-fluidic systems and Imprinting technology<br>Experienced with PECVD silicon nitride processing, Patterning of thin foils of Mylar using UV-lithography, Microcontact printing and Nanoimprinting<br>Experienced with various substrate materials such as Glass, Mylar, Silicon, Silicon nitride, PDMS etc. |
| Name and address of employer | The Angstrom Laboratory, Box 534, SE-751 21, Uppsala, Sweden |
| Type of business or sector | Department of Engineering Sciences |
| Dates | 01 February 2004 - 31 March 2004 |
| Occupation or position held | Market Research on Microsystems |
| Main activities and responsibilities | Market Research, Market analysis and Market Forecast for Radio Frequency (RF) microsystem technology and its products |
| Name and address of employer | Wicht Technologie Consul (WTC)<br>Ing. Buro f. Technologie<br>Frauenplatz 5<br>80331<br>Munich, Germany |
| Type of business or sector | Engineering |
| Dates | 06 August 2002 - 18 October 2002 |
| Occupation or position held | Internship |
| Main activities and responsibilities | Worked in the clean room doing fabrication process of "RF MEMS switches", designed by DaimlerChrysler, Research and Technology. Experienced with the equipment used during fabrication of MEMS switch |
| Name and address of employer | DaimlerChrysler AG<br>Forschung und Technologie<br>Postfach 2360<br>89013 Ulm<br>Germany |



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| | |
|---|---|
| Type of business or sector | Research |
| Dates | 01 April 2003 - 30 September 2003 |
| Occupation or position held | Student |
| Main activities and responsibilities | "Application of RF MEMS in Reconfigurable Receivers"<br>Master thesis |
| Name and address of employer | DaimlerChrysler AG<br>Forschung und Technologie<br>Postfach 2360<br>89013 Ulm<br>Germany |
| Type of business or sector | Research |

## Education and training

| | |
|---|---|
| Dates | 15 October 2001 - 22 October 2003 |
| Title of qualification awarded | Master's in Microwave Techology |
| Principal subjects / occupational skills covered | Radio Frequency Systems, Radio Navigation and Location, Solid State Physics, Commuincation, Economics, Antenna Design, High Frequency Design etc. |
| Name and type of organisation providing education and training | Munich University of Technology<br>Arcisstr. 21<br>80333 Munich<br>Germany |
| Dates | 15 August 1996 - 22 July 2000 |
| Title of qualification awarded | Bachelor in Electrical and Electronics Engineering |
| Principal subjects / occupational skills covered | Electronics, Material Science, Electrical Systems, Power Systems, Microsystems, Economics etc. |
| Name and type of organisation providing education and training | Kathmandu University<br>Dhulikhel, Kavre<br>Nepal |

## Personal skills and competences

Mother tongue(s)

Other language(s)

Self-assessment

*European level (*)*

| Understanding | | | | Speaking | | | | Writing | |
|---|---|---|---|---|---|---|---|---|---|
| Listening | | Reading | | Spoken interaction | | Spoken production | | | |
| C1 | Proficient user | C1 | Proficient user | C1 | Proficient user | C1 | Proficient user | C1 | Proficient user |
| C1 | Proficient user | C1 | Proficient user | C1 | Proficient user | C1 | Proficient user | C1 | Proficient user |

*(*) Common European Framework of Reference (CEF) level*

| | |
|---|---|
| Social skills and competences | Visited many countries, Acquaintance with many languages and many cultures European, Asian, African |
| Organisational skills and competences | Giving lab courses to the undergraduate students |
| Technical skills and competences | Worked in a clean room for nearly 3 years, developed a vapour sensor for undergraduate lab course |
| Computer skills and competences | Windows-2003, Power Point etc. |
| Artistic skills and competences | Can create nice pictures |



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|---|---|
| Other skills and competences | Can adjust with any kind of environment |
| Driving licence(s) | yes |


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# EUROPEAN LEVELS - SELF ASSESSMENT GRID

| | | A1 | A2 | B1 | B2 | C1 | C2 |
|---|---|---|---|---|---|---|---|
| UNDERSTANDING | Listening | I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent. |
| | Reading | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| SPEAKING | Spoken interaction | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| | Spoken production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| WRITING | Writing | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |

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