


PERCEPTION ON EXTRA-CURRICULAR ACTIVITIES IN NAWALPARASI DISTRICT

 **Ganesh Man Giri**
Associate Professor, MMC
M.Phil Scholar, Kathmandu University

Abstract

This research has explored the extracurricular activities in secondary school of Nawalparasi district. The following research questions guided the study: . What are the stakeholders (Head teacher, Teacher, Students and Parents) perception to the practice of extracurricular activities in school level? . The number of study population was 395 secondary level teachers and the sample population comprised 120 secondary level teachers of public secondary schools of Nawalparasi district. The sample was selected by simple random sampling with lottery method. The samples of the study were 90 teachers, 30 head teachers 30 students, 30 parents. Among them student and parents are concern in general manner as the respondents of the study This is a post positivist research and quantitative in nature where data were collected by survey method. A structured questionnaire was administered to teachers head teachers, students and parents to collect the data. After the data were collected, they were entered into SPSS 16.0 and analyzed by using frequencies, percentages, and descriptive statistics. The practices towards ECAs were as stated by NESP (1971) states, “extracurricular activities as integral part of the school program in which participation will be compulsory for teachers and students”. The perception and understanding of teachers, head teachers, students and parents are directly influences for the implementation of ECAs

Key Words: Curriculum, Extracurricular activities, Secondary school.

Introduction

According to (Curriculum Development Centre [CDC], 2003), extra-curricular activities are that kinds of activities which are conducted in school for physical, mental, social, and emotional development of students besides continuous studies in school. Extracurricular activities are those sponsored by and usually held at school but that are not part of the standard academic curriculum. They typically are scheduled outside the regular school day. They offered a student

an opportunity to practice social skills and to experiment in activities that may represents a career interest. Extracurricular activities are not graded and do not earn credits. These kinds of activities are conducted in local wise, district wise, and regional wise and national wise. We should consider some criteria while conducting extra-curricular activities. Criteria includes complete participation, student centered activities, gender equality, and ability identification.

It is an undeniable fact that the aim of education is all-round development of the children including physical, mental, social and emotional as well. For all development of children, formal curriculum is not sufficient to fulfill the desire, need and purpose of learner and society. Hence, to develop the faculty of physical, mental, social, and emotional part, we should focus on physical training, exercise, games, cultures and literary programmes, which play very important role for making the lives of students better. Therefore, schools are adopting extra-curricular activities along with curriculum. In this way, curriculum oriented study is not all in all for the wholesome development of children. In fact, all-round development is the core theme of education (CDC, 2003).

In my experience, it seems that the achievements of students are unsatisfactory now days. Generally, learning is given in four walls of school compound. Due to the lack of extracurricular activities, our students' performance seems to remain below than expected outcomes. They have only theoretical knowledge if we practicing extra-curricular activities with appropriate condition then it will develop their physical, mental, social, and emotional aspect.

In the 19th century, extracurricular activities started from the United States. In the initial phase, they were taken as an additional part to the normal academic schedule for the year. Extracurricular activities usually had some practical or vocational interest that was included into the activities. The first extracurricular activities which were recognized in schools were begun at Harvard and Yale University. They were considered as clubs of literacy that included

different debate clubs and Greek systems such as fraternities and sororities. Students in American schools were the first to initiate athletic clubs (Casinger, 2011). Extra-curricular activities include dancing, singing, participating spelling context, games, literary activities, and garden competition. These activities create positive benefits in educational outcomes such as better school attendance, low rates of discipline issues, higher academic achievement, and greater sense of school loyalty or spirit. Research also supports that students participating in extracurricular activities were more likely to be in college preparatory programs, achieve higher grades, and desire to enroll in and graduate from college (Videon, 2002).

The main goals of the extra- curricular activities are to develop the total personality of the children. Moreover, the qualities of the school depend upon not only in curriculum but also in extra-curricular activities. Psychologically these extra-curricular activities are considered an essential because they provide flow of energy to the students. It is said that extra-curricular activities play significant act in an education but due to the many reasons its spirit is not fulfilled yet.

In the very beginning of school education in Nepal, extra-curricular activities started from Montessori School of Ranipokhari but later on, Chetvawan has provided different programs including games, dancing, singing one-act play in the school level (CDC, 2003). These programs have conducted during anniversary of school, national festival and other festivals in school. Such extra-curricular activities are run in school on Friday after 1.00 pm.

Likewise, from 1971 to 1992 many extra-curricular programs have been conducted in school level for developing extra-curricular activities. The National Education System Planning [NESP] (1971) mentions that "extra-curricular activities will form an integral part of the School programs in which participation will be compulsory for both teachers and students. Prizes will be given at the districts; zonal and national levels depending on the nature of the program" (p. 53). The educational laws of 1971 and 2002 have made it compulsory and have given legal recognition to it. It is seen that these activities are vanished now a days (B. Ranjit, Personal communication, 25 August 2012).

Extra-curricular activities give liberty and opportunities for outletting their hidden talents outside the rigid policies of school programmed. Moreover, it is an essential for their emotional and social health. To sum up, these extra-curricular activities are invaluable to students for enhancing proper behavior, self expressions and shape them ideals among others. In our context of Nepal extra- curricular activities comprise activities like physical, literary, cultural, craft activities and like. NESP(2028-032) has declared ECAs as a compulsory task such as gardening competition, quiz, folk song and dance, debate and arts etc.

Having the many positive aspects of extracurricular activities on educating students there are presenting some constraint about the implementation and understanding it in Nepali education sectors. That's why I am interesting about, why extracurricular activities are not practicing now a day in school level education? Having the positive effects on behavior, better

grade, and successful school completion, to become successful adults in social aspect why students are not motivated to adopting extracurricular activities so that it is going to be vanished from the Nepali school education milieu. There are several questions for the study of these problems so that the existing problems and future prospects are to be identified for the betterment of Nepali education arena.

Extracurricular activities are a part of students' everyday life. They play crucial roles in student lives. They have positive effects on students' lives by improving behavior, school performance, school completion, positive aspects to make successful adult, and social aspects (Massoni, 2011). So, extracurricular activities have played crucial role to the all-round development of child. As teacher we need to be aware of the effects that extracurricular activities have on education. Extracurricular activities are voluntary so students that do not want to participate in them generally. Brown (2000) stated "participation in school activities, especially athletics leads to higher self esteem and enhanced status among peers, which some argue is deterrent to antisocial behaviors". So, extracurricular activities have crucial role for decreasing antisocial behavior or a behavioral problems.

We are not able to provide the appropriate conception about extracurricular activities, their positive effects on educational outcomes and all round development of Child for our teachers, students, parents and related stakeholder? How do teacher, student understand the concept of extracurricular activities in school level education? The main purpose of the study is to

examine the existing condition and problems regarding extra-curricular activities in secondary school of Nepal. Moreover, the study aims to explore policy and practice of the extracurricular activities aligned to the intent of Curriculum. Entire research work is planned and organized in accordance with research question and it gives the foresightedness to the solution of the research problem. So keeping this thing in mind, I constructed following research question to address my proposed research problem. What are the stakeholders' (Head teacher, teachers, parents and students) perception to the practice of extracurricular activities in school level?

To achieve the stated aims and objectives, this study follows quantitative descriptive methodological approaches following deductive processes. Simple survey research design is the method of this study. This method was considered to be appropriate as a single area was chosen for the study (Bryman, 2009). However, design process is kept flexible to an extent. This means that, in the questionnaire had been followed, which had been changed after piloting of the tool. So that, researcher has gone to use survey research as his method of data gathering with covering the numberless respondents and collect data via structured questionnaire.

Analysis and Interpretation

This chapter contains the presentation, analysis and interpretation of relevant data to answer the specific research questions of the study, which are focused on extra-curricular activities in

secondary school of Nawalparasi district of Nepal. Students, teachers and head teachers and parents perceive Extra-Curricular Activity (ECA) of the school differently.

ECA as Outside Regular School Day Activity

The response provided by teachers, head teachers, students and parents are presented in the following Tables.

Table 1.0

Perception of ECA as Outside Regular School Day Activity

| Response by Ratings | Teachers | | Head Teachers | | Students | | Parents | |
|---------------------|----------|-------|---------------|-------|----------|-------|---------|-------|
| | No | % | No | % | No | % | No | % |
| Strongly Disagree | 27 | 32.1 | 6 | 20.7 | 4 | 13.3 | 12 | 48.0 |
| Disagree | 37 | 44.0 | 16 | 55.2 | 19 | 63.3 | 11 | 44.0 |
| Neutral | 5 | 6.0 | 4 | 13.8 | 1 | 3.3 | 1 | 4.0 |
| Agree | 11 | 13.1 | 3 | 10.3 | 5 | 16.7 | 0 | 0 |
| Strongly Agree | 3 | 3.6 | 0 | 0 | 1 | 3.3 | 0 | 0 |
| Missing | 1 | 1.2 | 0 | 0 | 0 | 0 | 1 | 4.0 |
| Total | 84 | 100.0 | 29 | 100.0 | 30 | 100.0 | 25 | 100.0 |

Table 1.0 shows that most of the teachers (76.1%), head teachers (75.9%) and students (76.6%) and almost all parents (92%) do not agree that ECA as outside regular school day activity. This indicates that ECA is to be considered as inside regular school activity. In another words the understanding of ECA as internal activity is to be considered.

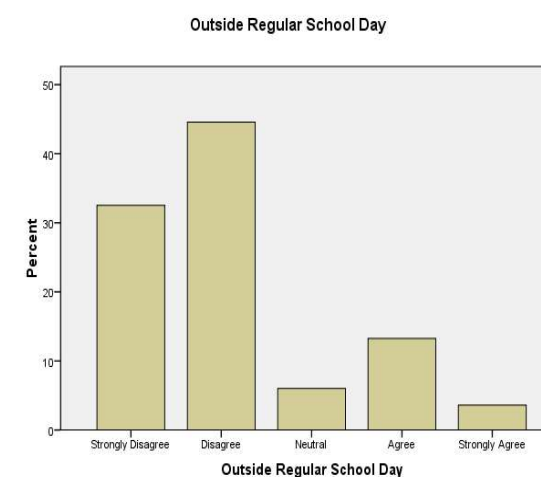
It is also presented in the frequency table 1.1 given below. This also have showed that almost respondents are disagree and strongly disagree with the statement that ECAs as outside regular school day. After analyzing these two table and the presentation of bar diagram indicates that ECAs is considered as inside the regular school days.

Table 1.1

Frequency table: Outside Regular School Day

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 27 | 32.1 | 32.5 | 32.5 |
| | Disagree | 37 | 44.0 | 44.6 | 77.1 |
| | Neutral | 5 | 6.0 | 6.0 | 83.1 |
| | Agree | 11 | 13.1 | 13.3 | 96.4 |
| | Strongly Agree | 3 | 3.6 | 3.6 | 100.0 |
| | Total | 83 | 98.8 | 100.0 | |
| Missing | System | 1 | 1.2 | | |
| Total | | 84 | 100.0 | | |

Bar Diagram: Outside Regular School Day



ECA as Social Activities Delivered Outside School

ECA as social activities delivered as outside school was another statement to response by research participants. Their responses are tabulated in the following Tables.

Table 2.0

Perception of ECA as Social Activities Delivered Outside School

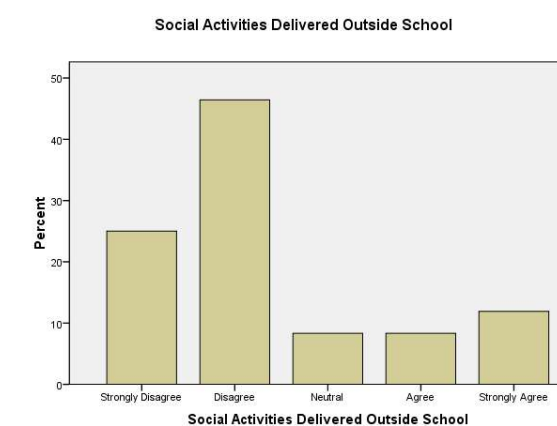
| Response by Ratings | Teachers | | Head Teachers | | Students | | Parents | |
|---------------------|----------|-------|---------------|-------|----------|-------|---------|-------|
| | No | % | No | % | No | % | No | % |
| Strongly Disagree | 21 | 25.0 | 9 | 31.0 | 11 | 36.7 | 5 | 20.0 |
| Disagree | 39 | 46.4 | 16 | 55.2 | 4 | 13.3 | 10 | 40.0 |
| Neutral | 7 | 8.3 | 1 | 3.4 | 3 | 10.0 | 7 | 28.0 |
| Agree | 7 | 8.3 | 3 | 10.3 | 10 | 33.3 | 1 | 4.0 |
| Strongly Agree | 10 | 11.9 | 0 | 0 | 2 | 6.7 | 1 | 4.0 |
| Missing | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4.0 |
| Total | 84 | 100.0 | 29 | 100.0 | 30 | 100.0 | 25 | 100.0 |

Table 2.1

Frequency table: Social Activities Delivered Outside School

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 21 | 25.0 | 25.0 | 25.0 |
| | Disagree | 39 | 46.4 | 46.4 | 71.4 |
| | Neutral | 7 | 8.3 | 8.3 | 79.8 |
| | Agree | 7 | 8.3 | 8.3 | 88.1 |
| | Strongly Agree | 10 | 11.9 | 11.9 | 100.0 |
| | Total | 84 | 100.0 | 100.0 | |

Bar Diagram of Table: Social Activities Delivered Outside School



ECA as Volunteer Work and not Sponsored

The perception of different stakeholders on ECA as volunteer work and not sponsored in terms of the ratings is presented in following Table.

Table 3.0

Perception of ECA as Volunteer Work but not Sponsored

| Response by Ratings | Teachers | | Head Teachers | | Students | | Parents | |
|---------------------|----------|-------|---------------|-------|----------|-------|---------|-------|
| | No | % | No | % | No | % | No | % |
| Strongly Disagree | 42 | 50.0 | 12 | 41.4 | 21 | 70.0 | 10 | 40.0 |
| Disagree | 30 | 35.7 | 13 | 44.8 | 4 | 13.3 | 4 | 16.0 |
| Neutral | 5 | 6.0 | 2 | 6.9 | 2 | 6.7 | 9 | 36.0 |
| Agree | 5 | 6.0 | 1 | 3.4 | 2 | 6.7 | 1 | 4.0 |
| Strongly Agree | 1 | 1.2 | 1 | 3.4 | 1 | 3.3 | 0 | 0 |
| Missing | 1 | 1.2 | 0 | 0 | 0 | 0 | 1 | 4.0 |
| Total | 84 | 100.0 | 29 | 100.0 | 30 | 100.0 | 25 | 100.0 |

Table 3.0 shows that majority of the stakeholders disagree that ECA as a volunteer activity. This indicates that they are in position to accept ECA as a regular school activity. They highlight the important of ECA as an integral part of the school activities and programs.

Also the following frequency table 3.1 shows that most of the respondents strongly disagree and disagree that ECAs are not the volunteer activities that are done outside the schools. So these above table and the following bar diagram presented below clearly informed us that ECAs are the regular activities which are done by students inside the schools.

Table 3.1

Frequency table: Volunteer Works and not Sponsored

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 42 | 50.0 | 50.6 | 50.6 |
| | Disagree | 30 | 35.7 | 36.1 | 86.7 |
| | Neutral | 5 | 6.0 | 6.0 | 92.8 |
| | Agree | 5 | 6.0 | 6.0 | 98.8 |
| | Strongly Agree | 1 | 1.2 | 1.2 | 100.0 |
| | Total | 83 | 98.8 | 100.0 | |
| Missing | System | 1 | 1.2 | | |
| Total | | 84 | 100.0 | | |

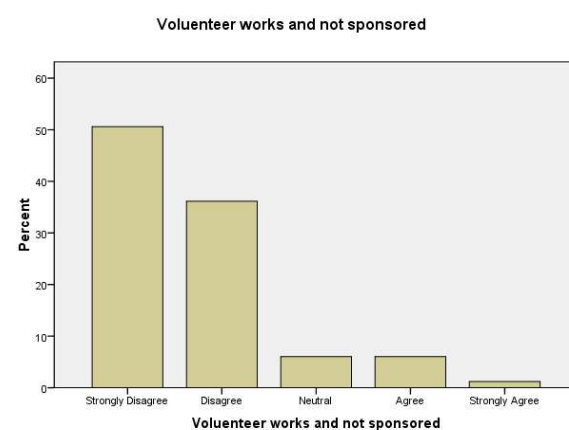


Table A

Descriptive Statistics: Perceptions of Stakeholders

| Descriptive Statistics | | | | | |
|--|-----|---------|---------|------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Outside Regular School Day | 166 | 1 | 5 | 2.07 | 1.018 |
| Social Activities Delivered Outside School | 167 | 1 | 5 | 2.32 | 1.223 |
| Volunteer works and not sponsored | 166 | 1 | 5 | 1.76 | .973 |
| Valid N (list wise) | 166 | | | | |

In the above table A of descriptive statistics of perceptions and understanding of stakeholders (teacher, head teacher, student and parent) presenting the mean and standard deviation of

the response responded by respondents. Here each of statement responded by respondent on the basis of Likert's five point rating scale rating from 1 to 5. Response was given 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. From which mean score is calculated that 3 is the average rating score.

Hence in above table A all the mean score are below than three so more respondents responded that they are disagree and strongly disagree on the above statement presented on table. Out of them the maximum mean score is in the statement that ECAs as the social activities delivered outside the school has 2.32 so from this we can conclude that more respondents understand that ECAs are more than a social work outside the school or in the society. It is known that ECAs are regular activities done inside the school environments. Similarly on analyzing the standard deviation of the above statement ECAs as volunteer work not sponsored has least value 0.973. This means that responses which are responded by respondents are scattered nearly the mean score or the no more variation of responses from the mean so we can also understand that most of respondents understand that ECAs as the regular activities in the school day.

Findings and discussion

This study was conducted to explore the perception of head teachers, teachers, parents and students of the secondary school in Nawalparasi district. The sample population comprised 122 of secondary level public schools and 395 secondary level teachers of Nawalparasi district. The sample population was

selected through simple random sampling by using lottery method without replacement. Sample size was 32 head teachers, 90 teachers, 30 parents and 30 students as well. Among them student and parents are concern in general manner as the respondents of the study. In this study post positivistic paradigm has guided the study where quantitative survey method was used for the purpose of the data collection. Survey was conducted by visiting the respondents in their schools. Hence, primary data were collected through structured questionnaires. Data were collected from the month of August to December 3013. The collected data were entered in the SPSS 16.0 version software and analyzed in the forms of frequencies, percentage, mean and standard deviation which have been presented in chapter four.

Based on the findings of the study, conclusions are made and then discussed. This section is about how the respondents understanding, perception and importance of ECAs. The majority i.e. 71.4% teachers, 86.2% head teachers, 50.0 % students and 60% parents are disagree that ECAs as social activities delivered outside the school. This indicates that ECAs are more than social activities. Likewise 76.1% teachers, 75.9% head teachers, 76.6% students and almost all parents disagree that, ECAs as outside regular school day. It means ECAs is considered as inside the regular school activity. Similarly, almost all the respondents are strongly disagreed that, ECAs as volunteer work and not sponsored. It clearly shows that ECAs are the regular activity in the school days.

Respondents are agreed on the importance of

ECAs are on exploring the student's interest, preparation for future and higher education, tools for the emotional and physical development of learner, tools for decreasing unsocial behaviors and increasing social skills. Similarly, ECA is the medium for the achievement of better grade result, need to facilitate friendship, build self esteem, learn socializations skills and improve physical fitness, facilitate to discover natural abilities and build their skills and means to avoid risky behavior of learners.

Conclusion

On the basis of the findings of this study conclusions were drawn with the help of research questions that guided the researcher

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during the study. To enhance the quality of education by making teaching learning process effective the implementation of ECAs in schools are necessary. The perception and understanding of teachers, head teachers, students and parents are directly influences for the implementation of ECAs. Based on the response rate on the scale, it can be concluded that the teachers, head teachers, students and parents have knowledge and good understanding on the importance of the ECA. Teachers are showed concerns on increasing students' participation and fell that the importance of the ECAs on the students for their better educational, physical and social improvement.

JOB SATISFACTION AMONG BANK EMPLOYEES: A COMPARATIVE STUDY OF COMMERCIAL AND DEVELOPMENT BANKS IN NAWALPARASI DISTRICT

✉ Bishnu Prasad Lamsal
Associate Professor
Madhyabindu Multiple Campus
Ph. D. Scholar,
Singhania University Pachheri Bari,
Jhunjhunu (Raj.), India

Abstract

The main purpose of this research was to monitor the condition of job satisfaction on employees in the commercial and development banks in Nawalparasi district. The survey was intended to get their responses on what they feel with satisfaction that could motivate them. The present research is designed with a clear view to find out the satisfaction level of employees of commercial and development Banks. The survey is conducted on employees of commercial and development Banks of Nawalparasi district. The target audience was managers, officers and clerks. The study covers nine commercial and eight development banks of Nawalparasi district. Twenty-seven employees from commercial banks and thirty-six employees from development bank are selected to monitor their views on job satisfaction and their work performance. The results determine that significant differences exist between employees of commercial bank and development banks regarding various aspects of job satisfaction, pay and fringe benefits, supervision, training and development. But they are significant in case of the aspects, relation with co-workers, employee's empowerment, supervision, performance appraisal and nature of job.

Keywords: Job satisfaction, Commercial bank, Development bank, Bank employees, Satisfaction level, Job satisfaction aspects, Pay and Benefits.

1. INTRODUCTION

Job satisfaction is the level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees. Job satisfaction falls into two levels: affective job

satisfaction and cognitive job satisfaction. Affective job satisfaction is a person's emotional feeling about the job as a whole. Cognitive job satisfaction is how satisfied employees feel concerning some aspect of their job, such as pay, hours, or benefits.

Job satisfaction has been defined as the extent to which a staff member has favorable or positive

feelings about work or the work environment (Nobile, 2003). It refers to the positive attitudes people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997). Job satisfaction is a person's evaluation of his or her job and environment of the job. Employee job satisfaction considers the both context as well as content factors job satisfaction (McShane, 2004). It is the feeling about the job or the facets of the job (Spector, 1997). Occupational stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Occupational stress is an individual experience, depending on the traits of individuals, in that not all people react to events the same way (Manthei & Gilmore, 1996).

Employees' participation refers to the direct involvement of individuals in decisions relating to their immediate work organization and to indirect involvement in decision making, through representatives in an organization (Agrawal, 2005). And, participative management is a management technique in which employees are given a voice in determining what they are to do, how they are to do it, and how they are to be appraised. It is a democratic philosophy that respects all members of an organization (Pant, 2009).

2. OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

- To determine the extent of Job Satisfaction among Employees of Commercial Banks and

Development Banks in Nawalparasi district.
 - To evaluate the level of job satisfaction between the employees of Commercial Banks and Development Banks in Nawalparasi district.

3. LITERATURE REVIEW

The term job satisfaction has been given different connotation by different authorities on the subject. (Hoppock, 1935) was the first industrial psychologist to provide a logical definition to the concept of "job satisfaction". He defined job satisfaction as "any combination of psychological, physiological and environment circumstances that cause a person truthfully to say, "I am satisfied with my job". According to Smith P.C. et al. job satisfaction refers to "feelings or affective responses to facets of the situation, associated with perceived differences between what is expected and what is experienced" (Smith, 1955). According to Locke (1976) "job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience." (Vroom, 1978) Viewed job satisfaction as "the positive orientation of an individual towards all aspects of the work situation." "The favorableness or unfavorable with which employees view their work. It results when there is a fit between job characteristics and wants of employees. It expresses the amount congruence between one's expectations of the job and rewards that the job provides" (Davis, 1977). According to Blum (1968) "job satisfaction is the result of many attitudes possessed by an employee. It is a general attitude which is result of many specific attitudes in three areas namely (i) job factors; (ii) individual characteristics; and (iii) group relations outside the job".

Simple, routine and unchallenging jobs often lead to high employees' dissatisfaction (Davis, 1957). Job enlargement leads to job satisfaction (Biganne, 1964). Afroze (2008) tried to examine the job satisfaction of employees particularly staff working on the store floor level at Nandan Mega Shop. She found that the better the organization is able to meet employee expectations, the better their experiences and thereby leading to a more satisfied employee. Wong & Heng (2009) identified the factors that measure job satisfaction of faculty members at two selected universities in Malaysia. They found that the major sources of job satisfaction are shown to be policy, administration and salary. Saner & Eyupoglu (2012) tried to provide empirical evidence to establish whether gender differences exist in relation to the job satisfaction of male and female university teachers in Turkish Universities. They found that female employees have a higher level of job satisfaction. The survey of the literature suggests that there are various studies attempted to measure the job satisfaction factors on different sectors in various point of view. In Bangladesh job satisfaction of female banker/ female employees working in bank has not yet been recognized. Job satisfaction measures can be proven vital in understanding the female employee's attitude towards their job.

4. RESEARCH METHODOLOGY

Research is a systematic method of finding solutions to problems. It is essentially an investigation, a recording and an analysis of evidence for the purpose of gaining knowledge. Research comprises of defining and redefining problem, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, reaching conclusions, testing conclusions

to determine whether they fit the formulated hypothesis.

4.1 Research Design

Research design is the conceptual structure within which research is conducted; it constitutes the blue print of the collection, measurement and analysis of the data. As search the design includes an outline of what the researcher will do from writing the hypothesis and its operational implication to the final analysis of data. The present study is exploratory in nature, as it seeks to discover ideas and insight to bring out new relationship. Research design is flexible enough to provide opportunity for considering different aspects of problem under study. It helps in bringing into focus some inherent weakness in enterprise regarding which in depth study can be conducted by management.

4.2 Sampling Design and Method:

For the purpose of the study, the researcher selected the branches of commercial and development banks on the basis of availability. The sampling units are accessible, easy to measure and cooperative. The researcher personally contacted 27 employees of Commercial Banks and 36 employees of Development Banks in Nawalparasi district on the basis of convenience. They were appraised about the purpose of the study and request was made to them to fill up the questionnaire with correct and unbiased information.

4.3 Sampling Size:

27 employees of Commercial Banks and 36 employees of Development Banks in Nawalparasi district, after considering time and cost.

4.4 Data Collection:

Generally, the data was collected from primary source. The primary data was conducted through structured questionnaire and some personal interview and the secondary data was collected from books, magazines, internet, and newspapers.

5. DATA ANALYSIS AND INTERPRETATION

The data so obtained was subjected to analysis and interpretation and the findings drawn are as follows:

a) Job satisfaction with pay and fringe benefits**Table 1: Pay and Fringe Benefits**

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 14 | 51.85 | 3 | 8.33 |
| Satisfied | 12 | 44.44 | 29 | 80.56 |
| Neutral | 1 | 3.70 | 2 | 5.56 |
| Unsatisfied | 0 | 0.00 | 1 | 2.78 |
| Strongly unsatisfied | 0 | 0.00 | 1 | 2.78 |
| Total | 27 | 100 | 36 | 100 |

Field Survey, 2017

Inference: Employees were asked whether they are satisfied with the salary and incentives that they are receiving from the bank. Among them 51.85% of commercial banks and only 8.33% respondents from development banks are strongly satisfied with their salaries, 44.44% and 80.56% are satisfied, 3.7% and 5.56% respectively are neutral about it, 2.78% of development banks are dissatisfied whereas the balance 2.78 % of the respondents from development banks are strongly unsatisfied with their pay packets. Although majority of the employees are satisfied with their salaries.

b) Job satisfaction with relation with co-workers**Table 2 : Relation with co-workers**

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 13 | 48.15 | 16 | 44.44 |
| Satisfied | 14 | 51.85 | 20 | 55.56 |
| Neutral | 0 | 0.00 | 0 | 0.00 |
| Unsatisfied | 0 | 0.00 | 0 | 0.00 |
| Strongly unsatisfied | 0 | 0.00 | 0 | 0.00 |
| Total | 27 | 100 | 36 | 100 |

Field Survey, 2017

Inference: Interpersonal relations among the officers and clerical staff play a major role in the job satisfaction of both the categories. Cordial relations build up a favorable organizational climate and increase the employee's preference to come to workplace. In response to the question 48.15% from commercial bank and 44.44% of the employees from development bank said that they had strongly satisfied. 51.85% from commercial bank and 55.56% of the employees from development bank are satisfied. So, we can say that employees appear to be satisfied with the interpersonal relationships.

c) Job satisfaction with work environment**Table 3: Work Environment**

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 11 | 40.74 | 13 | 36.11 |
| Satisfied | 14 | 51.85 | 22 | 61.11 |
| Neutral | 0 | 0.00 | 1 | 2.78 |
| Unsatisfied | 2 | 7.41 | 0 | 0.00 |
| Strongly unsatisfied | 0 | 0.00 | 0 | 0.00 |
| Total | 27 | 100 | 36 | 100 |

Field Survey, 2017

Inference: As the satisfaction level of employees for work environment is concerned, 40.74% of commercial banks and 36.11% of development banks employees are strongly satisfied with their work environment, 51.85% and 61.11% are satisfied respectively, 2.78% of development banks are neutral and 7.41% of employees from commercial banks are. Although majority of the employees are satisfied with their work environment, so it does not lead to job dissatisfaction.

d) Job satisfaction with supervision**Table 4 : Supervision**

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 8 | 29.63 | 13 | 36.11 |
| Satisfied | 16 | 59.26 | 20 | 55.56 |
| Neutral | 0 | 0.00 | 3 | 8.33 |
| Unsatisfied | 3 | 11.11 | 0 | 0.00 |
| Strongly unsatisfied | 0 | 0.00 | 0 | 0.00 |
| Total | 27 | 100 | 36 | 100 |

Field Survey, 2017

Inference: With help of the table 4, researcher found that the opinions of the employees on satisfaction with supervision, either they are satisfied with them or not. It shows that 29.63% from commercial bank and 36.11% of the employees from development bank are strongly satisfied with that, 59.26% from commercial bank and 55.56% of the employees from development bank are satisfied, 8.33% of the employees from development bank are neutral and 11.11% of the employees from commercial bank are unsatisfied.

e) Job satisfaction with performance appraisal**Table 5 : Performance appraisal**

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 4 | 14.81 | 13 | 36.11 |
| Satisfied | 19 | 70.37 | 22 | 61.11 |
| Neutral | 2 | 7.41 | 1 | 2.78 |
| Unsatisfied | 1 | 3.70 | 0 | 0.00 |
| Strongly unsatisfied | 1 | 3.70 | 0 | 0.00 |
| Total | 27 | 100 | 36 | 100 |

Field Survey, 2017

Inference: On the basis of the table 5 researchers found that the satisfaction level of the employees with performance appraisal techniques. It is inferred that 14.81% of the employees of commercial bank and 36.11% of the employees from development bank are strongly satisfied, 70.37% of commercial bank and 61.11% of the employees from development bank are satisfied with performance appraisal techniques, 7.41% from commercial bank and 2.78% from development bank are neutral, 3.7% from commercial bank are strongly unsatisfied. On the basis of this analysis it is found that performance appraisal technique does not contribute to job dissatisfaction.

f) Job satisfaction with nature of job**Table 6: Nature of Job**

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 9 | 33.33 | 11 | 30.56 |
| Satisfied | 17 | 62.96 | 21 | 58.33 |
| Neutral | 0 | 0.00 | 3 | 8.33 |
| Unsatisfied | 0 | 0.00 | 1 | 2.78 |
| Strongly unsatisfied | 1 | 3.71 | 0 | 0.00 |
| Total | 27 | 100 | 36 | 100 |

Field Survey, 2017

Inference: Table 6 inferred the satisfaction level with the nature of job find out by the researcher. It shows that 33.33% of the employees of commercial banks and 30.56% of the employees for development banks are strongly satisfied with the nature of their job, 62.96% of commercial banks and 58.33% of development banks are satisfied with their job, and 3.71% of employees from commercial banks are strongly unsatisfied with the nature of their job.

g) Job satisfaction with employees' participation
Table 7: Employees participation

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 11 | 40.74 | 10 | 27.78 |
| Satisfied | 12 | 44.44 | 21 | 58.33 |
| Neutral | 2 | 7.41 | 3 | 8.33 |
| Unsatisfied | 1 | 3.70 | 2 | 5.56 |
| Strongly unsatisfied | 1 | 3.70 | 0 | 0.00 |
| Total | 27 | 100 | 36 | 100 |

Field Survey, 2017

Inference: With help of the table 7, researcher found that the opinions of the job satisfaction with employee's participation, either they are satisfied with them or not. It shows that 40.74% from commercial bank and 27.78% of the employees from development bank are strongly satisfied with that, 44.44% from commercial bank and 58.33% of the employees from development bank are satisfied, 7.41% from commercial bank and 8.33% of the employees from development bank are neutral, 3.7% from commercial bank and 5.56% of the employees from commercial bank are unsatisfied and 3.7% of the employees from commercial bank are strongly unsatisfied.

h) Job satisfaction with training and career development

Table 8 : Training and career development

| Satisfaction Level | Commercial Bank | | Development Bank | |
|----------------------|------------------|-------|------------------|-------|
| | No. of Employees | % | No. of Employees | % |
| Strongly satisfied | 8 | 29.63 | 14 | 38.89 |
| Satisfied | 17 | 62.96 | 27 | 75.00 |
| Neutral | 1 | 3.70 | 4 | 11.11 |
| Unsatisfied | 0 | 0.00 | 1 | 2.78 |
| Strongly unsatisfied | 1 | 3.70 | 0 | 0.00 |
| Total | 27 | 100 | 36 | 128 |

Field Survey, 2017

Inference: Training and development plays a significant role in improving the efficacy of the work-force which makethem feel better equipped for the job at hand. It also helps in the career planning of the employees. Both these aspects provide a sense of job satisfaction to the work-force as well as to the leader. In response to this query an overwhelming 29.63 from commercial bank and 38.89% of the employees from development bank are strongly satisfied. 62.96% from commercial bank and 75% of the employees from development bank are satisfied. Lack of proper training and development efforts in an organization leads to a greater degree of dissatisfaction with the job. This is also a caution to the bank as well.

6. CONCLUSIONS

Research objectives were to find out the various factors affecting the job satisfaction level of the employees like pay and fringe benefits, relation of co-workers, employees empowerment, supervision, performance appraisal, nature of job, employees participation and training and career development. On the basis of the table 1 to 8, it is concluded that some of the factors causing dissatisfaction regarding job, some are neither causing dissatisfaction nor contributing much towards job satisfaction.

Factors like working environment of the employees, performance appraisal techniques, relationship with co-workers are contributing towards job satisfaction.

The employees of commercial bank are more satisfied as compared to the development bank regarding their pay and fringe benefit,

performance appraisal, and employees' participation allowed by the bank. The employees of the development bank are more satisfied regarding relation with co-workers, employees' empowerment, supervision, nature of job, and training and career development to the commercial bank.

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शूर्पणखा खण्डकाव्यको आलङ्कारिक दृश्यावलोकन

✍ धनपति कोइराला (विद्यावारिधि)

सहप्राध्यापक

मध्यविन्दु बहुमुखी क्याम्पस, नवलपरासी

(सार: शूर्पणखा खण्डकाव्यमा छेकानुप्रास, श्रुत्यनुप्रास, वृत्यनुप्रास, अन्त्यानुप्रास र यमक शब्दालङ्कार प्रयोग गरिएको छ । अर्थालङ्कारान्तर्गत यसमा उपमा, रूपक, उत्प्रेक्षा, सन्देश, सङ्कर, अतिशयोक्ति, स्वभावोक्ति, व्याजस्तुति, लोकोक्ति, भावसन्धि र उत्तर अलङ्कारको सुन्दर संयोजन गरिएको छ । आख्यान तत्त्वसँगै स्वतःस्फूर्त रूपमा प्रवाहित भएर बगेका यी अलङ्कारहरू कृत्रिम नभई सहज र सरल छन् । यस लेखमा तिनले कथानक, जीवन चेतना, रसानुभूति तथा भावबोधमा कतै पनि अवरोध पुऱ्याएका छैनन् बरु भावलाई परिपाक अवस्थामा पुऱ्याउनका निम्ति आफूलाई समर्पित गरिदिएका छन् भन्ने सिद्ध गरिएको छ ।)

विशेष शब्दहरू: शब्दालङ्कार, अर्थालङ्कार, छेकानुप्रास, श्रुत्यनुप्रास, वृत्यनुप्रास, अन्त्यानुप्रास, यमक, उपमा, रूपक, उत्प्रेक्षा, दृष्टान्त, स्वभावोक्ति, लुप्तोपमा, मनोक्रियात्मक, उपमानोपमेय, उपमेयोपमा, व्याजस्तुति ।

१. विषय प्रवेश

कवि गोविन्दराज विनोदीद्वारा लिखित शूर्पणखा (२०७१) नेपाली खण्डकाव्य यात्राको सुदीर्घ परम्परामा एउटा सशक्त कडी बनेर देखा परेको छ । संस्कृत भाषा साहित्यका आदिकवि महर्षि वाल्मीकिद्वारा रचित *रामायण* मा शूर्पणखालाई हेयचारित्रका रूपमा प्रस्तुत गरिएको छ (वाल्मीकि, २०२२: ३५४) । वेदव्यासद्वारा रचित *अध्यात्म रामायण*को अरण्य काण्डको चतुर्थ सर्गमा प्रस्तुत भएकी शूर्पणखा उपेक्षित पात्रकै रूपमा प्रस्तुत छे (व्यास, २०३९: २०४) । यी पौराणिक ग्रन्थहरूमा उसलाई सम्मानित दर्जा दिइएको छैन । यो देखेर कविको लेखनीले यसमा ईषदमौलिकता थप्दै सम्मानित हैसियत र सहानुभूतिशील चरित्रमा रूपान्तरित गर्ने प्रयत्न गरेको छ । काव्यमा ऊ लङ्का नरेश रावणकी भगिनीका रूपमा देखा परेकी छ । आफूले ज्यादै मन पराएका युवकलाई वरण गर्न नपाउँदा उसले देखाएको रिस र आवेगलाई राम र लक्ष्मणले सहजै पचाउन सकेनन् र उसको नाक काटिदिए । यसको बदला लिन उसले लङ्का नरेश रावणलाई उक्साई ।

फलतः रावणले सीतालाई हरण गर्‍यो । सीतालाई अपहरण मुक्त गर्न राम र रावणका बीच भयङ्कर युद्ध भयो । यो महाविनाशकारी युद्ध हुनुको मुख्य कारकका रूपमा वर्तमानसम्मै शूर्पणखालाई लिइदै आएको छ । यसमा कवि विनोदीले वाल्मीकिले भैं लक्ष्मणद्वारा शूर्पणखाको भौतिक नाक कटाएका छैनन् बरु युगानुरूप तुल्याउन वा हुन सभ्यताप्रति ममता प्रकट गर्न वा नकटी भनेर शूर्पणखामा लागेको कलङ्कलाई मुक्त गराउने चाहनाले पनि हुन सक्छ, उसमाथि 'होला बेइज्जत अफ्र ठुलो भागिहाल् नाक छोपी' भनी बेइज्जती मात्र गराएका छन् (विनोदी, २०७१:५०) । शूर्पणखाले पनि आफ्नो भौतिक नाककान काटिए सरह ठानी प्रतिशोधको अग्निमा जलन पुगेकी छ (ऐजन्, ५१-६०) । वर्तमान जीवन भोगाइ र नारीवादी दृष्टिले हेर्दा पुराणमा उसमाथि न्याय हुन नसकेको देखेरै कवि हृदय द्रवीभूत भई अधुनातन समाजमा उसलाई उचित स्थान दिने प्रयत्न स्वरूप रचिएको प्रस्तुत कृतिको आलङ्कारिक कोणबाट अध्ययन गर्नु उपयुक्त देखिएको छ ।

२. उद्देश्य

प्रस्तुत अध्ययनका उद्देश्य निम्न छन् :

-शूर्पणखा खण्डकाव्यमा प्रयोग भएका शब्दालङ्कारको उदाहरणसहित स्थिति केलाउनु,
-यसमा प्रयोग भएका अर्थालङ्कारहरूको उदाहरणसहित स्थिति निर्देशन गर्नु,
-अलङ्कार प्रयोगका दृष्टिले शूर्पणखा काव्यको स्थान निर्धारण गर्नु ।

३. अध्ययनविधि

प्रस्तुत अध्ययनमा पुस्तकीय अध्ययन विधिको उपयोग गरिएको छ । प्राथमिक स्रोतका रूपमा शूर्पणखा काव्यलाई लिइएको छ । सैद्धान्तिक अध्ययनका निम्ति संस्कृत तथा नेपाली विद्वान्हरूद्वारा लिखित पूर्वीय साहित्य सिद्धान्तसम्बन्धी ग्रन्थहरूका साथै शोध विधिका निम्ति *अनुसन्धान प्रबन्धको रूप र शैली* शीर्षकीय ग्रन्थको उपयोग गरिएको छ । सामग्री अध्ययनका निम्ति विश्लेषणात्मक तथा वर्णनात्मक विधि उपयोग गरिएको छ ।

४. अलङ्कारको परिचय

शब्दको आधारमा गरिने वक्रिम अभिव्यक्तिलाई अलङ्कार भनिन्छ (भामह, सन् २००२: ४९) । उनले अलङ्कारलाई काव्यको प्राणतत्त्वका रूपमा हेर्दै यसको अभावमा काव्यमा काव्यत्व नै जीवित नरहने बताएका छन् । आचार्य मम्मटका विचारमा अलङ्कार हारादिजस्तै काव्यका शोभाकारक तत्त्व हुन् (मम्मट, सन् २००८: ३२३) । आचार्य विश्वनाथ अलङ्कारलाई काव्यको सहायक तत्त्व मात्र मान्दछन् । उनका विचारमा गरगहना, औंठी, हार आदि आभूषणले मानिसको शरीरका शिर, कण्ठ आदि अङ्गलाई सौन्दर्यवर्द्धक तुल्याएभैं अलङ्कारले काव्यको सौन्दर्य बढाउने अस्थिर धर्मको कार्य गर्दछ -विश्वनाथ, सन् २००८ : २१) । प्रायः ध्वनिवादी, रसवादी तथा गुणवादी आचार्यहरू अलङ्कारलाई सहायक तत्त्वका रूपमा मात्र हेर्दछन् । अलङ्कारवादी आचार्यहरूका दृष्टिमा भने अलङ्कार नै काव्यको आन्तरिक तत्त्व हो भन्ने स्वर निकै उच्च रहेको

तथ्यलाई नकार्न सकिन्न । किन पनि भने षोडश शृङ्गारमा सजिएकी सुन्दरी युवतीमा जस्तो सौन्दर्य भल्कन्छ काव्यमा पनि तेस्तै सौन्दर्य र आभा अलङ्कारले प्रदान गर्दछ । पाश्चात्य साहित्यशास्त्रमा पनि यसलाई प्रतीक र विम्बका रूपमा हेरिएको छ (पोखरेल, २०५९: ५९-६१) । उल्लिखित आचार्यहरूका कथनलाई दृष्टिगत गर्दा अलङ्कार काव्यको एउटा शोभाकारक तत्त्व भएको र यसले काव्यमा उचाइ र मार्मिकता थप्ने तथ्य स्पष्ट छ ।

शब्दालङ्कार र अर्थालङ्कार यसका दुई प्रकार छन् । शब्द प्रयोगमा सौन्दर्य र चमत्कार भयो भने शब्दालङ्कार हुन्छ (थापा, २०४७ : २६२) । यसले कृतिमा चमत्कृति प्रदान गर्दछ र कृति मार्मिक एवम् आस्वाद्य पनि बन्दछ । गरगहना र लाली पाउडरले नारीमा अपूर्व सौन्दर्य पैदा गरेभैं शब्दालङ्कारले पनि कृतिमा अपूर्व सौन्दर्य पैदा गर्दछ । श्रुत्यनुप्रास, छेकानुप्रास, वृत्यनुप्रास, अन्त्यानुप्रास तथा यमक शब्दालङ्कारका प्रकारमध्ये पर्दछन् ।

एउटै स्थानबाट उच्चारण हुने वर्णको बारबार प्रयोग हुँदा श्रुत्यनुप्रास अलङ्कार हुन्छ (न्यौपाने, २०६३: ९६) । यसको सुन्दर संयोजनले काव्यमा श्रुतिमधुरता पैदा हुन्छ । एकथरी शब्दको जोडी एक ठाउँमा मिलेर अर्को त्यही शब्दको जोडी अर्को ठाउँमा मिलेमा छेकानुप्रास हुन्छ (पन्त, २०५६ : ९) । यस्तो अनुप्रासको उपयोग निकै थोरै काव्यमा मात्र हुने गर्दछ । एकथरी शब्दको जोडी एक ठाउँमा मिलेर अर्को त्यही शब्दको जोडी अर्को ठाउँमा मिलेमा छेकानुप्रास हुन्छ (पन्त, २०५६ : ९) । यस्तो अनुप्रासको उपयोग निकै थोरै काव्यमा मात्र फेला पर्दछ । उही क्रममा एक वा अनेक व्यञ्जनहरू पटक पटक पुनरावृत्ति भएर आउँदा वृत्यनुप्रास अलङ्कार हुन्छ (शर्मा र लुईटेल, २०६१: ६३) । यस अलङ्कारले कृतिलाई सुन्दर तुल्याउनुका साथै भाव सम्प्रेषण गर्नमा पनि उल्लेख्य भूमिका खेल्ने गर्दछ । प्रत्येक हरफको अन्त्यमा गरिने समान वर्णको पुनरावृत्तिबाट अन्त्यानुप्रास

हुन्छ (शर्मा र लुईटेल, २०६१: ६४) । धेरै अर्थ बुझाउने एउटै शब्द दोहोरिदा यमक अलङ्कार हुन्छ (थापा, २०५० : २६६) । यस अलङ्कारमा एउटै शब्द विभिन्न ठाउँमा विभिन्न अर्थमा आएका हुन्छन् ।

शब्दको अर्थमा मात्र सौन्दर्य र चमत्कार सिर्जना हुँदा अर्थालङ्कार हुन्छ (थापा, २०५० : २६३) । उपमा, रूपक, उत्प्रेक्षा, दृष्टान्त, स्वभावोक्ति, अतिशयोक्ति, सन्देह, व्याजनिन्दा, लोकोक्ति, भावसन्धि उत्तर आदि यसअन्तर्गत पर्दछन् । दुई व्यक्ति वा वस्तु (उपमान र उपमेय) को सादृश्य वा तुल्यतालाई उपमा भनिन्छ (शर्मा र लुईटेल, २०६१ : ६४) । उपमा अलङ्कारका चारबटा घटकहरूमध्ये कुनै एक, दुई अथवा तीन घटकहरूसम्म लोप हुँदा लुप्तोपमा अलङ्कार हुन्छ (श्रेष्ठ, २०५४: ११९) । उपमानसँग उपमेयको र उपमेयसँग उपमानको परस्परमा सादृश्य जनाउँदा उपमेयोपमा अलङ्कार हुन्छ । यस्तो अलङ्कारमा उपमान र उपमेयका बीच परस्परमा उपमानोपमेय भाव रहेको हुन्छ (श्रेष्ठ, २०५४: १२०) । उपमेयमा उपमानको अभेद आरोप गरी फलानु नै फलानु हो भन्दा रूपक अलङ्कार हुन्छ (शर्मा र लुईटेल, २०६१:६६) । यसले कवितामा व्यङ्ग्य सृष्टि गर्दछ । एक प्रकारको वस्तु (उपमेय) मा अर्को प्रकारको वस्तु (उपमान) को सम्भावना देखाउँदा उत्प्रेक्षा अलङ्कार हुने गर्छ (श्रेष्ठ, २०५४: १२२) । यसमा उपमेय नै उपमान पो हो कि भन्ने सम्भावना देखाइएको हुन्छ । स्वभाव भनेको कुनै पनि प्राणी वा वस्तुको गुण वा बानी बेहोरा हो भने उक्ति भनेको भनाइ हो । यसैले स्वभावोक्ति भनेको कुनै पनि प्राणी वा वस्तुको मिल्दो वा सुहाउँदो वर्णन भन्ने हुन्छ (थापा, २०५०: २७६) । समसामयिक जीवनजगत्लाई यथार्थपरक ढाँचामा अभिव्यक्त गर्दा स्वभावोक्ति अलङ्कारको सृष्टि हुन पुग्दछ । यस काव्यमा पनि नायिकाले स्वजीवन र सांसारिक जगत् र तज्जन्य तीतामीठा भोगाइ पस्कने सन्दर्भमा प्रस्तुत गरिएका पद्यहरू निकै स्वाभाविक र जीवन्त रहेका छन् । कुनै विषय (उपमेय)का बारेमा बढाइ चढाइ गरेर रमणीय पाराले

वर्णन गर्दा उत्पन्न हुने अर्थालङ्कारलाई अतिशयोक्ति अलङ्कार भनिन्छ (श्रेष्ठ, २०५४ : १२२) । एक उपमेयमा उपमानको शङ्का भएमा सन्देह अलङ्कार हुन्छ (थापा, २०५०: २७२) । यसमा सादृश्यपूर्ण र चमत्कारपूर्ण संशय हुनु अवश्यक हुन्छ । निन्दा र स्तुति वाच्य भएर स्तुति र निन्दा व्यङ्ग्य हुन आएमा दुई व्याजस्तुति र व्याज निन्दा अलङ्कार हुन्छ (पन्त, २०५६: ६८) । जनसाधारणमा प्रयोग हुने उखान टुक्काहरूको प्रयोग गर्दा उत्पन्न हुने अलङ्कारलाई लोकोक्ति अलङ्कार मानिन्छ । एकै ठाउँमा दुइटा दुइटा भावको अन्तर्द्वन्द्व हुँदा भावसन्धि हुन्छ (पन्त, २०५६: ११८) । प्रश्नको उत्तरद्वारा उन्नति वा अवनति बुझाउन खोजिँदा उत्तर अलङ्कार हुने गर्छ (पन्त, २०५६: १०२) । अर्थालङ्कारका धेरै प्रकारहरू भए पनि शूर्पणखा काव्यमा प्रयुक्त अलङ्कारहरूको मात्र साङ्केतिक चिनारी मात्र यहाँ प्रस्तुत गरिएको छ ।

५. शूर्पणखा काव्यमा अलङ्कार प्रयोग

शूर्पणखा काव्यमा शब्दालङ्कार र अर्थालङ्कार दुवैको सुन्दर संयोजन फेला पर्दछ । यहाँ केही प्रमुख शब्दालङ्कार र अर्थालङ्कारहरूको मात्र चर्चा गर्ने प्रयत्न गरिएको छ-

५.१ शब्दालङ्कार

शब्दालङ्कार प्रयोगका दृष्टिले प्रस्तुत कृति निकै सुन्दर देखा पर्दछ । यसमा प्रयोग भएका शब्दालङ्कारका प्रकारमध्ये छेकानुप्रास, श्रुत्यनुप्रास, वृत्यनुप्रास, अन्त्यानुप्रास तथा यमकको चर्चा गरिएको छ :

५.१.१ श्रुत्यनुप्रास

यस अलङ्कारको उपयोगले प्रस्तुत विवेच्य कृति निकै श्रुतिमधुर बन्न पुगेको छ । यस अलङ्कारको प्रयोग भएको एउटा पद्य यस्तो छ :
के सम्भूँ खै कतिकति कुरा गुप्त छन् देखिँदैनन्
के लेखूँ खै कतिकति कुरा तृप्त छन् लेखिँदैनन् ।

सम्भूँ जेजे अलिकति भनै बाल्यकालीन बात
भागछन् जस्तो सकल सपना आउँदामा प्रभात ।।

-शूर्पणखा, ३: १८

माथि उल्लिखित पद्यको पहिलो र दोस्रो पङ्क्तिमा एउटै कण्ठ स्थानका क, ख, ग वर्णहरू एवम् तेस्रो र चौथोमा तालु स्थानका छ, ज, झ तथा दन्त्य स्थानका त द न स वर्णहरू आवृत्त भई यिनले पद्यमा श्रुतिमधुरता पैदा गरेका छन् ।

५.१.२ छेकानुप्रास

यस अनुप्रासको उपयोग निकै थोरै काव्यमा मात्र पाउन सकिन्छ । यस काव्यमा भने छेकानुप्रास अलङ्कारको प्रयोग निकै स्थानमा फेला पर्दछ । यस अलङ्कारको प्रयोग गरिएका केही पद्य यस्ता छन् :

मेरो त्यस्तो महल सुनको, गर्बिलो ठाँट-बाँट
चाहेजस्तो विभव सुखको राजसी छाँट-काँट ।

-शूर्पणखा, ६ : ११

भर्ना, छाँगा, सर नदनदी भेल खोला र ताल
बारी टारी समथर उँचा शैलमाला विशाल ।

-शूर्पणखा, ६: १५

प्रस्तुत श्लोकमध्ये पहिलो पद्यांशमा आँट-आँट वर्णहरूको र दोस्रोमा आर्इ-आर्इ वर्णहरूको पुनरावृत्ति भई छेकानुप्रास अलङ्कारको अनुभूति प्रदान गरेका छन् ।

५.१.३ वृत्यनुप्रास

प्रस्तुत काव्यमा वृत्यनुप्रास प्रयोग भएको एउटा उदाहरण यस्तो छ :

हेथै राती जब रहर्दिँ सिन्धुमा इन्दुलाई
ठाउँथे हेरूँ अब म कसरी इन्दुमा सिन्धुलाई ।
सारा सृष्टिस्थिति विलयको रूप हो सिन्धु जस्तो
लाग्यो आफू म पनि त फगत् सिन्धुमा बिन्दुजस्तो ।।

-शूर्पणखा, २ : १४

प्रस्तुत पद्यमा सिन्धु, इन्दु र बिन्दु पदहरूको पटक पटक आवृत्ति भएको हुँदा वृत्यनुप्रास अलङ्कार रहेको छ ।

५.१.४ अन्त्यानुप्रास

उनका हरेक श्लोकमा अन्त्यानुप्रासको सुन्दर संयोजन रहेको अनुभूति हुन्छ । प्रायः ती अत्यन्त सरल र सुबोध छन् । कतिपय गजलका मतलाजस्तै आभास दिने प्रकृतिका पनि छन् । भावबोधमा पनि ती निकै सहायक बनेका पनि छन् । यसको एउटा उदाहरण हेरौँ :

हो वा मेरो कटु विगतले फेरि झल्का दिएको ?

हो वा अभ्यागत समयले दर्द मेरो सिएको ?

हो वा मेरो अकथित कथा स्वप्नमा पोखिएको ?

हो वा मेरो नियति युगका साथमा जोखिएको ?

-शूर्पणखा, ७ : ३२

माथि उल्लिखित पद्यमा अन्त्यानुप्रासको रूपमा दिएको-सिएको, पोखिएको-जोखिएको पदको प्रयोग गरिएको छ । यसले शब्द सौन्दर्यमा त चमत्कृति प्रदान गरेकै छ । साथमा भावाभिव्यक्तिमा पनि उत्तिकै मार्किकता पैदा गरेको छ ।

५.१.५ यमक

प्रस्तुत कृतिमा एउटै शब्द विभिन्न स्थानमा विभिन्न अर्थ प्रकट गर्न प्रस्तुत भएको छ । यसको सुन्दर संयोजन गरिएको एउटा उदाहरण हेरौँ :

हामी नारी पनि पुरुषभै सक्तछौँ गर्न काम

सक्तछौँ हामी पनि पुरुषभै लोकमा राख्न नाम ।

हामी आफैँ प्रगतिपथको सक्तछौँ रोज्न बाटो

साझा नै हुन् पवन वन वा नीर आकाश माटो ।।

-शूर्पणखा, २ : १२

उक्त श्लोकमा 'पवन-वन' मा यमक अलङ्कार रहेको छ ।

५.२ अर्थालङ्कार

अर्थमा चमत्कृति पैदा गरी काव्यमा माधुर्य सृजना गर्नमा

यसमा प्रस्तुत अर्थालङ्कार निकै सफल छन् । तीमध्ये उपमा, रूपक, उत्प्रेक्षा, दृष्टान्त, स्वभावोक्ति, निदर्शना, अतिशयोक्ति र तुल्ययोगिता मुख्य रहेका छन् । यहाँ तिनको चर्चा गरिएको छ :

५.२.१ उपमा

यस प्रकारको अलङ्कार प्रयोग गरी पाठकीय प्रभाव सृजना गर्नमा विनोदी निकै सफल देखा पर्दछन् । यसमा रहेका अधिकांश पद्यहरूमा उपमा प्रयोगको सुन्दर भाँकी देखा पर्दछ । तीमध्ये एउटा उदाहरण यस्तो छ :

छन् फन्केका वन कुसुमभै आज यी अङ्गअङ्ग
दौड्यो विद्युल्लहर कि सरि प्रीतिको यो तरङ्ग ।
लाग्यो आफैँ कुसुम शरले हानिएभै समस्त
आफूभित्रै सृजन जरुवा भेटिएभै प्रशस्त ।।

-शूर्पणखा, १ : १०

माथिको पद्यमा कुसुमभै अङ्ग फन्केको, विद्युत् लहरजस्तै प्रीति रूपी तरङ्ग दौडेको, कुसुमवाणले जस्तै कामवाणले हानेको र जरुवा पानी भेटिएभै आफूभित्रै सृजनाको मूल फुटिरहेको भाव शारीरिक क्रिया हुँदै मनोक्रियात्मक उत्कर्षसम्म शृङ्खलाबद्ध भई प्रस्तुत भएको छ । उपमा अलङ्कारका मुख्य पाँच भेद (श्रेष्ठ, २०५४:११९) मध्ये निम्न दुई भेदको पनि यहाँ चर्चा गर्नु सान्दर्भिक हुन सक्तछ :

क) लुप्तोपमा

यस्तो अलङ्कार रहेको एउटा उदाहरण पनि हेरौं:
लागें त्यस्का पछिपछि कुनै सूत्रले तानिएभै
हावा चल्दा तृणदल त्यसै साथ आफैँ उडेभै ।

-शूर्पणखा, ७:३१

माथि उल्लिखित कवितांशमध्ये पहिलो पङ्क्तिमा उपमान सूत्रले तानिएको उपमेय लागें भन्ने प्रथम पुरुषीय पदले शूर्पणखा नै हो कि भन्ने आभास दिन्छ । सादृश्यवाचकका

रूपमा भै शब्दको उपयोग गरिएको छ तर समान धर्म उल्लिखित छैन । यसैले उक्त उदाहरणमा लुप्तोपमा अलङ्कार रहेको छ ।

ख) उपमेयोपमा

यो अलङ्कार प्रयोग भएको एउटा उदाहरण यस्तो छ-
तेलै आवश्यक छ जसरी दीप यो बल्नलाई
नारी साथी छ अति जरुरी जिन्दगी चल्नलाई ।।

-शूर्पणखा, ९: १०

प्रस्तुत पद्यमा तेल र दीप तथा नारी र जिन्दगी दुवैका बीच उपमानोपमेय भाव रहेको हुँदा यसमा उपमेयोपमा अलङ्कार रहेको छ ।

यस्तै यस काव्यमा मुजुरा, छैन, हैन, कस्तुरी, कुसुम, विद्युल्लहर, हानिए, भेटिए, फन्के, ढुङ्कुर, चङ्गा, पाङ्गा, पाए, चाहे, स्वर्णाभा, ओर्लिए, फैलिए, पुरुष, सिन्धु, बिन्दु, प्रणय, छाल, हेर्दछन्, घेर्दछन्, सरिता, भँवरो, फूल, वर्ष, रोपिए, ढुङ्गा, सपना, भेटौं, यायावर, पुस्तिका, ढुङ्कुरी, भाव, तानिए, उडे, बिम्ब, बाँचेका, स्वप्न, रवि, हिमशिखर, सहज, सीता, हैन, सल्काइए, मिल्काइए, चल्छ, छहरा, जलधि, जहर, शैलज्ञाता, भ्यागुतो, हिउँ, शून्य आकाश, महाकाश, ग्रीष्मको प्यास जस्ता नामपदिक तथा क्रियापदिक उपमान प्रस्तुत छन् । उपमेयका रूपमा शूर्पणखा, उसको सौन्दर्य, मनका अस्थिर भाव, चिन्तन तथा परिवेश देखा परेका छन् । सादृश्यवाचक शब्दका रूपमा भै, जस्तै, सरी, तुल्य, समान आएका छन् । यस प्रकार प्रस्तुत काव्यमा उपमाको राम्रो संयोजन गरिएको स्पष्ट हुन्छ ।

५.२.२ रूपक

रूपक प्रयोगका दृष्टिले हेर्दा प्रस्तुत काव्य निकै सबल र सशक्त बनेको देखा पर्दछ । यसमा प्रस्तुत केही कविता हेरौं:

जा जा घस्की परपर उता वासनाकी भकारी
रैछेस् नारी सृजनबिनुकी विश्वविध्वंसकारी ।।

-शूर्पणखा, १०: १६

यसमा शूर्पणखा र वासनाको भकारी तथा नारीका रूपमा शूर्पणखा र विश्वविध्वंस गर्ने सृजनाहीन शक्ति (उपमा र उपमेय) का बीच अभेदारोप गरिएको हुँदा रूपक अलङ्कार रहेको स्पष्ट हुन्छ । यस्तै तल उल्लिखित श्लोकहरूमा पनि रूपकको सुन्दर प्रस्तुति रहेको छ-
नारी आफैँ सृजन सरिता मूलकी स्वच्छ पानी
नारी आफैँ प्रणय सुषमा सभ्यताकी बिहानी ।
नारी आफैँ मनुज गरिमा स्नेहकी शैलमाला
नारी आफैँ भुवनतलकी कष्ट सङ्घर्ष ज्वाला ।।

-शूर्पणखा, १३: १

उक्त श्लोकमा नारी र सृजन सरिता, नारी र प्रणय सुषमा, नारी र मनुज गरिमा तथा नारी र भुवन तलकी कष्टका बीच अभेदारोप गरिएको हुँदा रूपक अलङ्कार रहेको छ । अझ तेन्नी सर्ग रूपकको मुहान बनेर प्रस्तुत भएको छ । पुनः अर्को एउटा नमुना :
नारी आफैँ मनुज मनका कल्पना हुन् कला हुन्
नारी आफैँ धृति हिमचुली शृङ्खला मेखला हुन् ।

-शूर्पणखा, १३: ५

५.२.३ उत्प्रेक्षा

यस अलङ्कारको प्रयोगमा पनि कविको लेखनी निकै सबल बनेको छ । उत्प्रेक्षाको सुन्दर विनियोजन गरिएको एउटा पद्य यस्तो छ :
घुम्दै आएँ अनि म अहिले दण्डकारण्यमा छु
मानौँ प्रकृतिसितको स्नेह सौजन्यमा छु ।

-शूर्पणखा, ५: ३

उक्त पद्यमा उपमेय दण्डकारण्यमा प्रकृति रूपी सौजन्यताको सम्भावना देखाइएको हुँदा उत्प्रेक्षा अलङ्कार रहेको छ ।

५.२.४ स्वभावोक्ति

यस काव्यमा पनि नायिकाले स्वजीवन र सांसारिक जगत् र तज्जन्य तितामिठा भोगाइ पस्कने सन्दर्भमा प्रस्तुत गरिएका पद्यहरू निकै स्वाभाविक र जीवन्त रहेका छन् । यस्ता स्वाभाविक जीवन भोगाइको अभिव्यक्तिबाट यसमा स्वभावोक्ति अलङ्कार सृजित हुन पुगेको छ । यसको एउटा उदाहरण हेरौं:
नारीबाटै अमित सुखको हुन्छ वर्षा धरामा
हुन्छिन् पृथ्वी द्रवित उनका हातले छोड्दामा
नारीबाटै सकल शिशुमा मिल्छ वात्सल्य राग
नारी नै हुन् घरघर बली ज्योति हर्ने चिराग

-शूर्पणखा, १३:२

माथि उल्लिखित पद्यमा नारीकै कारण सुखको वर्षा हुने, उनका हातको स्पर्श पाउनासाथ धर्ती पनि द्रवीभूत हुने, शिशुमा वात्सल्य स्नेह प्राप्त हुने तथा नारीले नै घरघरमा उज्यालो गर्ने सत्यलाई स्वाभाविक रूपमा वर्णन गरिएकाले यसमा स्वभावोक्ति अलङ्कार रहेको छ ।

५.२.५ अतिशयोक्ति

उनका कतिपय पद्यमा अतिशयोक्ति अलङ्कारको प्राचुर्य रहेको छ । यसको एउटा उदाहरण यस्तो छ :
नारीलाई जति जति पढ्यो उति नै पढ्न बाँकी
नारीलाई जतिजति बुझ्यो उति नै बुझ्न बाँकी
छन् नारीका प्रति जति यहाँ काव्य आख्यान, शास्त्र
ती नारीका अमर महिमा सिन्धुका छाल मात्र ।।

-शूर्पणखा, १३: ३

यहाँ नारीलाई कदापि पढेर पढी नसकिने, बुझेर बुझी नसकिने र आजसम्म लेखिएका शास्त्र र काव्यहरू समुद्रको छाल मात्र रहेका भन्दै नारीलाई ईश्वरत्वभन्दा उच्च तथा रहस्यमय शक्तिका रूपमा चित्रण गरिएको हुँदा अतिशयोक्ति अलङ्कार रहेको छ ।

५.२.६ सङ्कर

शूर्पणखा काव्यका कतिपय पद्यहरूमा सङ्कर अलङ्कार पाउन सकिन्छ । यसको एउटा उदाहरण हेरौं :

हिँड्दो नौला रहर बटुली हेर्न संसार मेला
आँधी हो वा कि त जलधिको छाल हो बैस बेला ? ।

-शूर्पणखा, १:१५

प्रस्तुत पद्यमा रूपक र सन्देह अलङ्कार नछुट्टिने गरी आएका छन् । अनेक अलङ्कार एउटै पद्यमा संयोजित भएर आएको हुँदा यसमा सङ्कर अलङ्कार रहेको स्पष्ट हुन्छ ।

५.२.७ सन्देह

शूर्पणखामा रहेको यसको एउटा पद्य यस्तो छ :

साह्रै राम्रो सुतन विधिले हो कि आफैं कुँदैको
मान्छे हो वा मनुज रजमा फूल राम्रो फुलेको ?

-शूर्पणखा, ८:९

प्रस्तुत पद्यमा शूर्पणखाको दैहिक सौन्दर्य निर्माणमा ब्रह्माले आफैले कालिगडले भैं कुँदी कुँदी बनाएका हुन् कि भन्दा उत्प्रेक्षा अलङ्कार र मान्छे हो कि वा मानव रुधिरबाट बनेको कुनै फूल नै हो भनी सन्देह प्रकट गरिएको हुँदा यसमा सन्देह अलङ्कार परेको छ ।

५.२.८ व्याजस्तुति

व्याजनिन्दा अलङ्कार उपयोग भएको एउटा दृष्टान्त यस्तो छ:

सुन्थेँ मैले अतिशय दयावन्त छन् राम भन्ने
सुन्थेँ मैले अकलुष महासन्त छन् राम भन्ने
देखेँ मैले जब त अहिले वीर ती रामलाई
लाग्यो मिथ्या किन किन सबै किंवदन्ती मलाई ।।

-शूर्पणखा, ११:७

माथि उल्लिखित पद्यमा पहिले रामलाई अति दयालु, निष्कलङ्क सन्त र वीर भनेर प्रशंसा गरी अहिले ती सबै

कथन असत्य सावित भएको भन्दै उनको निन्दा गरिएको हुँदा व्याजस्तुति अलङ्कार रहेको छ ।

५.२.९ लोकोक्ति

शूर्पणखा काव्यमा यसको पनि बडो कुशलतापूर्वक निर्वाह गरिएको फेला पर्दछ । यसको एउटा नमूना :

माछो माछो अनि त सहजै भ्यागुतो भैं छुकाई
पोखी आशा पछि त भन् निराशा दिलाई
तौल्यो मेरो मन सुमन यो रामका दाजुभाइ
लाग्यो साह्रै कुटिल दिलको खेल तिम्रो मलाई ।।

-शूर्पणखा, ११ : १५

यसमा बाल्य कालमा खेलिने 'माछोमाछो भ्यागुतो' को वाग्धारालाई प्रयोग गरिएको हुँदा यहाँ लोकोक्ति अलङ्कार रहेको छ ।

५.२.१० भावसन्धि

प्रस्तुत काव्यका मुख्य पात्र शूर्पणखा, लक्ष्मणका मनमा यस्ता भावहरूका बीच द्वन्द्व रहेको छ । यसको पनि एउटा उदाहरण हेरौं :

सौमित्रको वचन मनमा तीरभैँ गड्गन थाल्यो
मेरो आफ्नै हृदय दुइटा भावमा लड्न थाल्यो
यौटा भन्थ्यो अब दमन गर् भित्रको चेतना तँ
अर्को भन्थ्यो, प्रकट अब गर् कामको वासना तँ ।।

-शूर्पणखा १०: १

यसमा वासना दमन गर्नु कि प्रकट गर्नु भन्ने दुई विरोधी भावहरूका बीच द्वन्द्व रहेकाले भावसन्धि अलङ्कार रहेको छ ।

५.२.११ उत्तर

यसमा यस्ता उत्तर अलङ्कारहरू प्रशस्तै फेला पर्दछन् । तीमध्ये काव्यको अन्तिम विश्रान्तिमा रहेको एउटा उदाहरण मात्र यहाँ प्रस्तुत गरिएको छ :

सोचौं नारीरहित जगको कल्पना हुन्छ कस्तो ?

बन्ध्या धर्ती, ग्रहगणविना शून्य आकाशजस्तो ।

-शूर्पणखा, १३: २६

माथिको पद्यांशमा पहिलो पङ्क्तिमा नारीरहित समाज कस्तो होला भनेर प्रश्न गरी उत्तरका रूपमा आएको दोस्रो पङ्क्तिमा बाँभो धर्ती र ग्रहहरूरहित आकाशजस्तै होला भनेर उत्तर दिइएकोले यहाँ उत्तर अलङ्कार रहेको छ ।

६. निष्कर्ष

यसप्रकार प्रस्तुत काव्यमा शब्दालङ्कारअन्तर्गत छेकानुप्रास, श्रुत्यनुप्रास, वृत्यनुप्रास र अन्त्यानुप्रास, यमक तथा अर्थालङ्कारअन्तर्गत उपमा, रूपक, उत्प्रेक्षा, सन्देह, सङ्कर, अतिशयोक्ति, स्वभावोक्ति, व्याजस्तुति, लोकोक्ति, भावसन्धि, उत्तर अलङ्कारको सुन्दर संयोजन गरी रचनालाई औधी सुन्दर ढङ्गमा सजाइएको छ । यसअतिरिक्त यसमा काव्यलिङ्ग, तुल्ययोगिता, निदर्शना, परिकर, प्रत्यनिक, दीपक, अनुमान आदि धेरै

अलङ्कारहरूको प्रशस्तै भाँकी पाउन सकिन्छ तापनि यी सम्पूर्ण अलङ्कारहरूको चर्चा यो छोटो आलेखमा त्यति सम्भव हुन सकेन । अलङ्कारको सफल प्रयोगका कारण नै खण्डकाव्यकारले भनेभैँ नारीका पीडा, अपमान र वेदनाहरू मार्मिक बन्न पुगेका छन् । आख्यान तत्त्वसँगै स्वतःस्फूर्त रूपमा प्रवाहित भएर बगेका यी अलङ्कारहरू कृत्रिम नभई सहज र सरल छन् । तिनले कथानक, जीवन चेतना, रसानुभूति तथा भावबोधमा कतै पनि अवरोध पुऱ्याएका छैनन् बरु भावलाई परिपाक अवस्थामा पुऱ्याउनका लागि आफूलाई समर्पित गरिदिएका छन् । फलतः रसानुभूति मर्मस्पर्शी बन्न पुगेको छ । यसर्थ प्रस्तुत कृति आलङ्कारिक प्रयोगका दृष्टिले नेपाली खण्डकाव्यको फाँटमा निकै उत्कृष्ट र सबल रहेको स्पष्ट हुन्छ ।

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ENGLISH LANGUAGE TEACHING MATERIALS AND TESTING METHODS: CONNECTION AT THE PRIMARY LEVEL EDUCATION IN NEPAL

 **Surendra M.C.**
HOD English, MMC

Abstract

This article aims at evaluating the effectiveness of the primary English Language Teaching materials designed by CDC and the testing systems approved by CDC, and the consequence of their consistency in the success of ELT at the primary level education in Nepal. The current study elicited data from a set of questionnaire and semi-structured interviews with English teachers of both urban and rural schools in Nepal. The study explores that the materials, though comprise four language skills, the evaluation system focuses only on the reading and writing skills. Consequently, the practice and assessment of listening and speaking skills are neglected in schools. This divergence between the materials and the assessment system along with inappropriate teaching methods, untrained teachers, and shortage of classroom resources greatly hinders the development of learners' communicative competence. So, the article recommends a corresponding association between the teaching materials and the testing methods to attain the goal of the curriculum.

Key Words: Curriculum, ELT Materials, Communicative, Competence, Language Skills, Teaching Techniques, Testing Methods, Teaching Methods

Introduction

In this highly communicative era, realizing the immense importance of English as a way of local and worldwide communication, Nepal government has emphasized English Language Learning (ELL) from the very initial stage (from Grade 1) to prevent the language being fossilized in the advanced stage. As acquiring a language is much more difficult and ultimately less successful after the 'critical period' i.e. between age 5 and puberty (Lenneberg 1967:62), the primary level is the best time to develop learners' competence in English language because the

imperfect learning at this fundamental level may impede the purpose of ELL. Besides, earlier beginning of language learning provides more practice and experience, leading ultimately to greater fluency and effectiveness (Curtain and Dahlberg 2004:163). Considering this fact, English language is taught as a compulsory subject from the primary level education in Nepal. Still most of the learners cannot attain the desired proficiency in English. So, this article investigates the reasons of the failure of learning English as to whether it is the deficiency in the processes of English language teaching (ELT) i.e.

poor materials design and faulty teaching methods to attain communicative competence, or the imperfect evaluation system. This article scrutinizes English language study in the Nepali medium primary schools. The study attempts to examine English materials of Grade IV and Grade V designed by Curriculum Development Center and the testing systems prescribed by CDC and proceeds analyzing the objectives of the primary English curriculum, teaching methods and classroom practices. Today, English as a global language has become a lingua franca in Nepal. So National Education Policy has emphasized the development of learners' communicative competence in English. In ELT, instructional materials have an influential role in facilitating the learning process as they are the primary sources of learning contents and activities, guidance for performing tasks, and techniques to evaluate learning outcomes (Richards:2006- 15). But the effective application of the materials in the classrooms should be ensured to get the benefit from them. Besides, the testing systems that aim to measure students' competence affect the teaching methods and classroom practices and thus the success of the curriculum as the education system in Nepal is conventionally based on examinations. So, it is worth investigating whether primary English textbooks, teaching techniques, learning environment and assessment methods are complementary to develop learners' competence in all language skills.

Literature Review

To achieve terminal competence in English, it is important to build up learners' communicative competence. Communicative competence refers to the knowledge of using 'language for a range

of different purposes and functions' (Richards & Rodgers:2001-156); and the relationship between linguistic competence and socio-linguistic competence (Canale and Swain-1980-6). Selection of appropriate teaching method is crucial in getting the maximum benefit from the materials. After 2028 BS, The Audio Lingual Method, The Communicative Approach, the Communicative Language Teaching (CLT) etc. have been introduced in Nepal as effective approaches to develop learners' communicative competence in English (NESP: 2028). This method enables the learners to interact meaningfully in real life situations. Here the meanings of language are exerted through involving classroom activities instead of direct translation. Learners' grammatical competence is built up in an inductive way. Richards & Rodgers suggest three types of CLT materials for communicative language use - text-based, task-based, and realia. Text-based materials consist of texts containing information, themes, and tasks promoting learners' thematic, comprehensive and communicative competence. Task-based materials contain games, role plays, simulations, task-based communication activities, etc, and realia includes authentic and real life materials. The classroom is a "real social context in its own right, where learners and the teacher enter into equally real social relationships with each other" (Littlewood:1981-44) and the teaching materials are 'the way of influencing the quality of classroom interaction and language use' (Richards & Rodgers:2001-168). The classroom teaching that provides an enjoyable learning environment and interesting activities such as songs, rhymes and games should be ensured to make the learners motivated in learning (Ara:2009-161-172). But in Nepal the

traditional and dominant way of teaching in most schools tends to focus on memorizing facts with little emphasis on developing analytical, practical or vocational skills (UNICEF:2013); teachers follow the grammar explanation, lecture based, and memorization-oriented ELT pedagogy' (McKay 2011); and classroom instructions focus on 'mere skill-drill with substantial memorization and repeated practice' instead of connecting bridge between 'the oral language experiences to the written or visual world of literacy' (Banu:2009- 2). Important ELT resources like communicative teaching materials; and financial, infrastructural and management facilities' are not equally available or favorable in all the educational institutions in Nepal.

Objectives

This study has been conducted to,

- study the effectiveness of primary English materials to develop learners' communicative competence.
- investigate learners' involvement in practicing English language skills in the classrooms o observe the challenges of the proper implementation of English materials in the classrooms and
- assess the validity of testing methods in executing the purpose of the primary curriculum.

Methodology

This empirical study has been conducted to have an in-depth observation of English textbooks of Grade IV and Grade V designed by CDC, the sample question pattern of primary completion examination approved by Education Committee, and testing tools adopted to evaluate learners' progress in ELL. The data of the study have been

obtained from surveys. This research has also got data from some secondary sources on primary education, materials design, language teaching and testing. This research has used a mixed method approach with an analysis of both quantitative and qualitative data where questionnaire (comprising close ended and open ended questions) for teachers, face to face semi-structured interviews with the teachers, and classroom observation were used as data collection tools. A descriptive and interpretative analysis of the data was carried out. The samples of the schools were selected by purposive sampling procedure. 15 government primary schools of Kawasoti were visited; 15 primary English teachers were selected as respondents for data collection. The teachers were given questionnaires and interviewed as well.

Limitations of the Study

Though the study aims to portray the incoherence between English Language Teaching materials and testing methods at the primary level and its influence on the entire primary education system in Nepal, only fifteen government primary schools were examined. Only teachers' perceptions were studied as the teachers were directly involved in the utilization of materials in classrooms. Only 15 classes were monitored to observe the actual classroom practices. If more classes had been observed, the study could have been more holistic.

Data Analysis and Findings

The data of the study have been analyzed into four categories such as: (1) English Language Teaching materials analysis, (2) testing system

evaluation, (3) teachers' attitudes and roles in ELT, and (4) actual classroom practices.

English Language Teaching Materials Analysis

The primary English materials, My English (Grade IV-Grade V) cover four basic skills of English - listening, speaking, reading, and writing providing opportunities for the learners to practice as per the purpose of teaching English i.e. 'to help students develop competence in all four language skills in English through meaningful and enjoyable activities'. To improve listening and speaking skills of the learners, basic English sound recognition, sound differences using minimal pairs, rhythm of speaking, stress, and intonations have been brought into practice in the materials. The learners are instructed to perform these in rhymes and songs with rhythm to make them feel interested in learning. To improve learners' comprehensive skill teachers have been instructed to read aloud and act out dialogues, sounds, and texts. To develop learners' speaking skill, the materials aim to teach some useful linguistic expressions needed for social interaction such as exchanging greetings and farewells, making introductions, giving commands and instructions, asking and answering questions, making requests, etc through some authentic and simple conversations. The subject matters of the conversations have been taken from real life situations. The activities like describing pictures, talking about easy events and things, working in pairs and in groups are included for speaking practice. The materials have included authentic reading texts selected from learners' familiar environment to associate learning in real life context. Reading the texts with proper understanding, sound, stress, intonation and

punctuation is accentuated to develop learners' reading competence. With a view to having a good command in writing skill, some fundamental syntactic structures such as formation of words, phrases, statements, questions, commands, requests, instructions and some simple grammatical items (e.g. contractions, capitalization & punctuation, tense aspects, nouns & pronouns, common prepositions, etc.) are introduced inductively in different contexts so that the learners can acquire the rules naturally. Important grammatical rules are especially pointed out in 'Language Focus' for more practice. The materials also intend to teach technical writing such as letters, paragraphs, short stories, short composition writings, dialogue writing, filling up forms, etc. Simple rhymes and poems, games, pictures and simplified stories are also included to make the learners motivated in learning. Useful and meaningful exercises are planned to assess the outcome of learning. In the textbooks different skill based tasks such as filling in the gaps, pair work, group work, chain drill, sound practice, matching, drawing and coloring, answering simple questions, identifying true or false, describing familiar objects, etc are intended to be done.

Evaluation of the Assessment Methods Evaluation

The sample question approved and provided by Examination Committee is considered to be the benchmark for measuring the expertise of the primary level learners. But it is unfortunate that in the public examinations, questions are set to assess only reading and writing skills. Different writing tasks such as attempting multiple choice questions, filling in the blanks,

matching columns and comprehension check of reading texts the ability to use punctuations and capital letters, and to form correct sentences are selected to evaluate learners' grammatical competence. But assessment of listening and speaking skills is absent from the question.

Classroom Observations

The study observed real classroom practices to examine the challenges of implementing the English textbooks. These observations provided information on the use of languages and teaching aids in the classroom, teaching strategies, classroom environment, and the frequency of learners' participation in classroom interactions.

Language Used in the Classroom

In the classrooms, teachers mainly used Nepali for interpersonal talks and English only while reading from the textbooks. Code switching between the two languages was frequently observed in the conversations between teachers and students.

Use of Teaching Aids in the Classroom

In most of the classrooms nothing but English textbooks, blackboard and chalk or white board and marker were used as teaching aids.

The Teaching Strategies Applied in the Classes

In the classes, teachers were translating English texts into Nepali and completing mainly the exam-oriented exercises from the textbooks. Grammatical items pointed out in the 'Language Focus' were taught deductively. In some classes,

students were involved in speaking by practicing dialogues which were rather the 'scripted dialogues' constructed for the purposes of language teaching than the 'authentic dialogues' i.e. naturally occurring discourses. Contents of the lessons rather than the language skills were focused.

Teaching Methods

| Teaching Method | Number of responses | percentage |
|-----------------|---------------------|------------|
| GTM | 13 | 87% |
| Other | 2 | 13% |

The survey investigated that almost 87% of the respondents followed the GTM whereas only 13% followed the CLT or other methods in teaching English.

The Teaching Aids Used in the Classrooms

| Teaching aids | Frequently | Occasionally | Never |
|--|------------|--------------|-------|
| Textbook | 100% | - | - |
| Board(black/white) | 100% | - | - |
| Visual aids(chart, picture, cards etc) | 30% | 60% | 10% |
| Audio aids | - | - | 100% |
| Audio- visual aids | - | - | 100% |
| Multi- Media | - | - | 100% |

The results disclosed the fact that 100% teachers frequently used textbooks, board and chalk or marker. 30% teachers frequently and 60% teachers occasionally used visual aids. Teachers never used audio, audio-visual aids and multimedia or OHP in the classrooms.

Effectiveness of English Materials

Most of the participating teachers mentioned that English materials covered four skills of the

language, but no audio CD was provided with the textbooks for English sound and speech practices. Some teachers observed that the proper implementation of English textbooks was not possible for the limitations of the teaching environment.

Testing Tools Selected in Schools

The study found that all the respondents selected testing tools following the sample public exam questions and no one found to take skill-based tests in schools. The study showed that the teachers never attempted listening tests and speaking tests; all of them always tested reading and writing skills.

Obstacles to Make the Classroom Communicative

Insufficient classroom, space unavailability of teaching aids, lack of training, and the pressure of the exam preparation were viewed as obstacles to make the communicative classes. All teachers viewed that the evaluation system did not include testing items on all language skills and thus failed to develop learners' communicative skills absolutely. The traditional English exam questions have little impact on attaining communicative competence as the questions are designed only to test the students' ability to read and write.

Most of the teachers did not have access to teachers' guide. They mentioned that the test items on translations prompted them to conduct classes in the GTM. The teachers stated that the teaching method selection and classroom practice were accomplished considering the public exam questions. Teachers also mentioned large classes, unavailability of teaching aids, unfavorable classroom environment, and inadequate time as some of the challenges to the proper implementation of English materials in classrooms.

Discussion

To ensure effective ELL at the primary level, CDC has designed English textbooks comprising four language skills to put into practice the communicative approach. Though English materials are designed with a good number of communicative activities on all language skills, the testing system does not let the learners explore their natural conversational talents as testing items on listening and speaking skills are absent there. This inconsistency ultimately affects the teaching techniques and classroom practice. The study showed that only reading and writing tasks were practiced in schools and assessed in intra-school examinations. On the contrary, the practices of listening and speaking skills were avoided as no marks were allotted for these skills in public exams. Traditionally, what is actually meant by ELL in Nepal is to read the texts (even sometimes without proper understanding) to do exercises, to know grammatical rules, and to practice exam related test items. The study observed that English textbooks at the primary level contained different communicative tasks such as pair works, group works, role plays, chain drill, etc, but the real classroom context seldom provided the learners opportunities to practice them properly. Rather, teachers often involved learners in controlled practice that highly affected their accuracy to make new structures and their fluency in English. Teaching through fun activities was seldom accomplished. Consequently, English speech and grammar did not emerge naturally in the learners. Thus, one of the objectives of English curriculum to enable the learners 'to speak English to talk about day to day life and fulfill communicative functions' remained yet to be achieved. Lecture based teaching system also deprived students of getting enough language production time. The classes which were the only arenas for the learners to have exposures to English language were not

always conducted in English. This short-term practice resulted in the learners' poor speaking abilities. As audio CDs were not provided with the textbooks, often teachers' faulty speeches were the only source of learning English sounds and pronunciation. It, however, sometimes caused students' imperfect phonological development since most of the teachers were untrained. Besides, most of the teachers did not follow teachers' guide which might help them to select the appropriate teaching methods. The government's unfortunate failure to provide teachers' guide to a large number of teachers and teachers' improper orientation with the CLT approach hindered the appropriate utilization of materials. Generally, teachers followed the GTM by translating English text into Nepali, using Nepali language in giving lectures, teaching grammatical rules deductively, and encouraging memorization. Furthermore, the pressure of exam preparation, and unavailability of the modern teaching aids got in the way of achieving the desired goal of the curriculum.

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Conclusion

To achieve enduring proficiency in English Nepal government has emphasized competency based ELL from the primary level education. Still most of the learners cannot reach the target competency level due to prevailing deficiencies and challenges in our education system. The findings of the study showed that though English textbooks were designed accentuating four language skills of English, the inauspicious and inadequate teaching environment obstructed the proper utilization of materials. Besides, the traditional faulty evaluation system was found to be an obstacle to the success of the primary English curriculum as it did not provide equal opportunities to practice all language skills and thus impeded the development of learners' competence in written and spoken communication. So, an effective and timely synchronization between the primary English materials and the testing systems should be ensured to build up learners' linguistic and socio-linguistic competences in English.

SOME EVIDENCES OF QUALITY IMPROVEMENTS: PARTICIPATION OF QUALITY ASSURANCE AND ACCREDITATION (QAA) PROCESS OF MMC

✉ C.N. Sapkota,
Lecturer, MMC

ABSTRACT

This article evokes the major procedures to be followed by Higher Education Institutions for the participation of Quality Assurance and Accreditation (QAA) process of Madhyabindu Multiple Campus (MMC). It also explains the ownership interest in QAA with special reference to MMC, which is one of the accredited campuses among 17 accredited campuses of Nepal. This paper covers a comprehensive analysis of MMC's some operational aspects. It demonstrates over all academic environments with the institutional system and effects along with institutional strengths in terms of policy and procedures, teaching learning and evaluation system, research, consultancy and extension, student support and guideline, public information as well as infrastructural facilities in quality assurance and accreditation process. It also provides MMC's current status of plans and progress; infrastructures and human resources inventory.

Keywords: Self study, assurance, accreditation, quality, academic excellence.

Introduction

ISO international Standards of quality assurance started in business sector since 1947. A standard is a document which provides guidelines, characteristics, specification, and requirements that can be used consistently to ensure the materials, products, processes, and services fit for their purposes. It ensures that the products and services are reliable, secure, and of high quality. In business, they are generalship equipments which minimize costs by reducing waste and errors and increasing productivity. They help the companies to access the new markets, level the playing field for developing countries and facility free and fair global trade. ISO certified means the companies and quality

of their productions as per the standard mentioned by International Standard Organization. Quality Assurance is a way of preventing mistakes or defects in manufactured products and avoiding problems when delivering solutions or services to customers; which ISO 9000 defines as "part of quality management focused on providing confidence that quality requirements will be fulfilled." Now a day adding the terms Quality widespread term as: quality assessment, quality evaluation, quality assurance etc are in practice. Despite the widespread use of the term [Quality], a more or less agreed upon definition has not yet materialized, rather, a multitude of meanings and conceptual confusion are the results (Van Damme, 2003).

The debates of Quality Assurance in higher education rumbled over many years regarding the concepts and measure of quality in academic institutions after successful implementation in business organization. For this purpose most of the nations has established Quality Assurance and Accreditation system in higher education institutions. Rapid growth of academic institutions, new emerging concepts of education, globalization in higher education is the major achievement in accreditation mechanism. At first American Recognition Organization promulgated fourteen recognized excellence of accreditation. In the year of 2005, European Association for Quality Assurance in Higher Education focuses to all members for forensic inspection of standards and guidelines for quality assurance in the European Higher Education

In Nepal, Universities and colleges are increased unbelievably after the restoration of democracy. Without the concept of quality standards such higher educational institutions are expanded dramatically. Mainly, Tribhuvan University, the oldest University of Nepal, played vital role to provide the access of higher education to general public. Such situation creates the need and demand for quality assurance system in Nepal. On the other hand, because of globalization education, vast number of students started to step abroad for further study. Realizing these facts, University Grants Commission (UGC) implemented QAA mechanism after the inspection of UGC act in 1990. UGC formulated Quality Assurance and Accreditation Division (QAAD) and Quality Assurance and Accreditation Committee (QAAC) to develop the overall mechanism of quality Assurance and Accreditation process of Higher Educational

institutions of Nepal. QAAC is responsible for quality assessment and accreditation whereas QAAD is responsible for continuous efforts of QAA. UGC guideline states:

The need and demand for accreditation has arisen because of rapid growth in the number and variety of HEIs and programs since the 1990s in Nepal. The overwhelming objectives of the accreditation process is to recognize and acknowledge the value added transforming a student admitted to a program/institution into a graduate with enhanced knowledge and an acceptable level of professional and personal competence (UGC, Guideline, 2013, p.2).

Madhyabindu Multiple Campus (MMC) is one of the leading community campuses of Nawalparasi District, established in 2007 AD (2063 BS) with the non profit motive. Geographically, it is located exactly at the center point of east-west highway of Nepal. MMC is established with the joint efforts of general public, politicians, social workers of this locality. MMC's senate with 300 members is the central governing body of the institutions. At present MMC owns more than 2200 students enrolled in various programs offered by the institution in undergraduate, post graduate and +2 levels. Within the short period of time, MMC has proved as the center of excellence. In this regard, within 10 years of time University Grants Commission of Nepal has certified as one of the accredited campuses of Nepal. The selection of MMC within the decennium at the national level by the University Grants Commission (UGC) and achieving Quality Assurance and

Accreditation (QAA) certification is the latest example of its excellence.

OBJECTIVES OF THE STUDY

The main objectives of this paper is to explain the main operation to be followed by Higher Education Institutions for participation of QAA process and obtaining accredited certificate with special reference of Madhyabindu Multiple Campus, of Kawasoti, Nawalparasi. It also focuses on the quality improvement in the QAA process and major challenges faced by Higher Educational Institutions to achieve and maintain its status. The limitation of study is only focused MMC.

MMC'S CANDIDACY FOR QAA IN HIGHER EDUCATION

Quality assurance process is systematic and planned process either the standards are being followed according to the guidelines released by the UGC Nepal or not. It is comprehensive analysis of acceptable standards of education and need of quality enhancement. Quality assurance process is designed in such a way either an academic higher institution has out step or meets its purposes or not. The guideline Of Quality Assurance and Accreditation released by UGC, Nepal mentioned:

QAA procedure consists of four-stage process which is combination of self study and peer review. The four stages are as follows:

- a) *Submission of Letter of Intent (LoI)*
- b) *Preparation and submission of Self Study Report (SSR)*
- c) *Peer Review*
- d) *Final decision of Accreditation (UGC, Guideline, 2013, p.6-7)*

MMC is the candidate for institutional accreditation in higher education since the acceptance of Letter of Intent (LoI) in 2012 AD to University Grants Commission (UGC), Quality Assurance and Accreditation Division (QAAD). Since then QAA technical committee reviewed, suggested, and approved the Self Study Report (SSR) on the basis of coherent, language, and format for institutional accreditation process.

PEER REVIEW VISIT

The UGC's Quality Assurance and Accreditation Committee (QAAC) formed a Peer Review Team (PRT) in the co-ordination of Prof. Dr. Jairaj Awasthi, Former vice chancellor of Far Western University for the institutional accreditation process of MMC. On the basis of SSR report submitted to University Grants Commission, QAA Division, a high level of Peer Review Team visited the campus from 20 July 2016 to 24 July 2016. The PRT offered the following priority recommendations to take as mandatory towards completion of accreditation process within 3 months.

1. Produce a phase wise timeframe plan for construction of library building.
2. Increase the number of books, journals and references.
3. Make provision of senior faculties in each department to improve quality education.
4. Total segregation of +2 school education from MMC.
5. Canteen facility should be strengthened.
6. Multiple outdoor and indoor sports facilities should be strengthened.

7. Revised SSR with updated information should be uploaded in website.

ACCREDITATION CERTIFICATION

MMC developed an action report on the basis of priority recommendation given by Peer Review Team (PRT) and submitted to QAA Division of UGC, Nepal. Since then pre visit was made by QAA Division's Director and Assistant, on 15-17 June 2016. After intense review of the report, finally UGC decided for accreditation to MMC. UGC organized a grand ceremony on 16 December 2016 and awarded Institutional Accreditation Award to MMC.

EVIDENCES OF INSTITUTIONAL IMPROVEMENTS AFTER QAA PROCESS

After participating in a meeting held by UGC, the QAA division plays a stimulus role in preparation of Self study Report. The University Grants Commission also financially supported to assure the quality enhancement of MMC. In the process of Quality Assurance and Accreditation, MMC has made various efforts to maintain the quality of education. The criterion wise benchmarks improvement after participating QAA process are as follows:

IMPACTS ON POLICY AND PROCEDURES

For the institutional accreditation an education institute must have well defined vision, mission, goals and objectives. There must be the maintenance of the campus's strategy for quality monitoring and checks. The responsibilities of each department and teaching as well as non teaching personnel should be well defined. The responsibilities with job descriptions have been implemented. With well defined vision, mission,

goals and objectives, MMC has its own written legislation. The campus has foresighted vision, programs and strategies to achieve the specific goals and objectives. The department heads, program coordinators, teaching personnel, non-teaching staff all equally participate and are responsible towards their respective duties and responsibilities. There are various duly formed organizational structures where the policies of the institution are formulated, reflected and updated under the provision of campus's legislation. The supreme body of the campus forms Campus Management Committee.

The campus has adopted different mechanisms for internal quality, monitoring and checks. The public information cell gathers all the feedbacks from the stakeholders that help to improve the quality of the campus. Beside the campus has also developed its own website to provide necessary information and get necessary feedback from the stakeholders. There is the provision of annual meeting of campus senate in which the campus gives information about the annual progress and receives necessary feedback from the participants.

To develop the internal quality of the campus, it has formed different sub-committees. The real strength of students lies in their potentiality to merge teaching and research activities. For this MMC has formulated 5-member research committee which carries out different research works and manages the research activities. The teachers and students are encouraged to carry out research activities. Teachers are provided with study leave and some financial support. The campus has felt the need of more workshops, seminar as well as more budgets for such activities.

The campus provides different merit base scholarship for outstanding students. The campus has special policy to provide scholarship for educationally disadvantaged groups. It provides both English and Nepali medium classes in Bachelor with equal fee.

The campus has healthy relationship with nearby banks and industries so that all the students could be benefited by internship as well as industrial observation visits. The teachers also encourage facilitate and inspire students to participate industrial competency in different fields. The campus regularly organizes seminars, workshops and interaction programs to promote the quality education. Teachers are frequently sent to participate in such seminar and workshop so that they could refresh their potentiality as well as participate in research activities. For the information of the campus programs, the campus organizes orientation programs in the beginning of each session.

Being a community based public campus, it has many challenges. The political instability, lack of responsibility of public people towards campus, frequently changing policy of TU, lack of sufficient fund is the challenging factors of the campus. Besides these, due to the lack of sufficient budget the campus is unable to provide facility of higher degree to its teaching and non-teaching staffs. The workshops, seminars and other professional development trainings are also not frequently conducted due to the lack of budget. Yet, the campus has opportunity to develop it as deemed university. Launching public awareness programs as well as various technical subjects may lead the campus to reach in its goal. Still, the campus has opportunities to launch various academic

programs as per the demand of general public by providing academic excellence.

IMPACT ON CURRICULAR ASPECTS

After involving the process of QAA, MMC has made consistency of programs of the campus with goal and objectives. It develops the mechanism of receiving feedbacks from academic peers, guardians, students, alumni, employers and other stakeholders. The curriculum practices are utilized to achieve academic excellence. To enhance the mentioned vision, mission and goals of the campus, the campus has been running its curricular activities according to the courses prescribed by Tribhuvan University. The programs, held in this campus, are flexible enough to offer students the horizontal mobility and elective options. To inform the elective options of this campus, the campus organizes the orientation programs in the beginning of each session. The students of one stream can change their stream according to their interest if their criteria meet.

To develop the overall activities of the campus besides the course, the campus encourages the students to participate in extracurricular activities. The campus encourages and inspires all the pupils to use multimedia, computer and equally participate in field work, academic cum industrial tour to be familiar with modern technology and develop their potentiality. To enhance the communicative skill and physical skill different extracurricular activities are launched.

The campus also conducts interaction programs with concerned people on teaching learning program. The campus has collected different feedbacks from public information cell and tries

to implement such feedbacks to make further academic policy of the campus. The campus believes the students as forerunner as well as agent of social change. So, to make responsible towards society the campus has launched different socio-cultural programs. The Youth Red Cross Circle voluntarily helps in different social-cultural and humanitarian programs.

The campus has been facing various challenges in curricular activities. Due to the lack of sufficient land, students are compelled to use public playground for outdoor extracurricular activities. Being a public campus, it has challenges to admit students with entrance exam. Because of the policy of TU, we are unable to launch technical subjects like BBA, BCA, BIM as per the demand of students. Despite the fact that the campus has got the feasibility to orient the students towards the vocational courses, M. Phil., Ph. D. degrees, it has not been fully able to introduce such programs according to the demand of the community of this region. For this purpose, it needs heavy financial support from international and national donor agencies in order to launch such programs. The campus has probability of launching Engineering, BHM as well as Forestry programs.

IMPACT ON TEACHING, LEARNING AND EVALUATION SYSTEM

The program of teaching and learning are focused to satisfy individual differences. The campus assesses new graduates through academic records and performances. Similarly, the admission ensures the students through prospectus, banners, FM radios and hording boards. Though, at present, the campus hasn't followed the written entrance examination test

for the students of bachelor level, we are intending to have written test. The campus informs the students about the programs running in the campus and the concerned departments highlight about the running programs. In orientation program they can consult about their respective fields and elective subjects that they prefer to study. From prospectus they can easily ensure the subject selection area as well as the provision of scholarship provided by the campus. The campus also provides scholarship to those who are from minority, remote area as well as martyr's children.

MMC runs classes to provide academic knowledge through teaching, learning process, creative research studies demanded by society and nation. It has competent and dedicated teachers, visionary scholars combined with professionals. The campus believes that teaching learning activities remains impossible without using different new methods and procedures. So, teachers are encouraged to prepare annual plan and provided necessary suggestions in order to meet the academic goals of the campus. The traditional type of lecture method is supplemented with class discussion, audio visual method, field visit, surfing in internet, field work educational tour, and industrial tour. The internal examination committee provides the mark slip of students in their respective department and evaluates it. The overall performance of the students is evaluated periodically on the basis of their performances. The campus conducts different internal tests in different phases. Extra classes are provided to all the students without any fee.

According to the provisions made by campus legislation, the campus appoints and pays temporary ad hoc teaching staff. Teachers' performance in teaching is evaluated on the basis of their class performances, students' response, and result of annual examination and so on. The best performer teachers are rewarded with the letter of appreciation as well as cash prize. For the better academic performance, the campus freely sends the teachers to participate in different seminars workshops and orientation programs. An open and participative evaluation mechanism is in practice to promote work satisfaction. For this purpose, self appraisal evaluation system is introduced with the motto of continuous monitoring. To make teaching learning activities easier, the campus collects student's evaluation on institutional experience. The campus has installed Wi-Fi and facility of internet to ensure essential materials from internet and online sources.

IMPACT ON RESEARCH, CONSULTANCY, AND EXTENSION

The faculty members as well as the students are encouraged, motivated and supported to engage in activities. The campus encourages the students to research activities in different sectors. The graduate and post graduate students are encouraged to do project as well as field work research. The teachers are encouraged to participate and conduct different workshops, seminars and conferences inside and outside the campus premises. Teachers are provided with study leave as well as some financial support for research work and higher degree. The campus has just stated to publish annual research journal. Some of the teachers of master level are also engaged in guiding the students' research work.

The campus frequently organizes different research refresher trainings in coordination with university professors, different nearby banks, industries and finance companies to develop their practical competency.

The campus has nominated the coordinator of extracurricular activities for the extension of additional activities. The campus publishes prospectus, academic calendar annually to inform the overall activities provided by the campus. The publication cell members also induce students to publish wall magazines and conduct various literary programs.

We realized that the social activities performed by the campus are few to enhance the public relation. Thus, with the coordination of different NGOs and GOs, the campus is planning to introduce more new extension activities and outreach programs.

However, the campus has opportunities to introduce modern information, technologies and teaching-learning activities. It has opportunities to collaborate with international universities for research, consultancy as well as extension services. The campus has formed 5- member Consultancy Service Unit for this purpose. It also has an opportunity to co-ordinate with national and international donor agencies, sharing emerging issues, ideas and information.

IMPACTS ON INFRASTRUCTURE AND LEARNING RESOURCES

The campus has been utilizing the physical facilities to conduct the education programs effectively. MMC has prepared 5-year strategic plan indicating the existing building and projected

expansion in the future. At present the campus has its own fascinating RCC buildings in which the classes are being run. The classes are well appointed. The campus has facilities of advanced computer lab, library, administrative, account and exam sections. The computer lab is well equipped with sufficient computers and internet facilities. In the library, bar coding reading system is installed. New software is installed in account, administration and exam section to run daily works effectively and smoothly. There is alternative source of power supply during load shedding. Some of the physical infrastructure for sports and physical education are also available in the campus. The campus ensures optimum utilization of its infrastructure facilities from dawn to dusk.

The library has sufficient text books, reference books, national and international magazines. Every data record of book is maintained in computer. After admission, students are provided a bar-coding reading system identity card and same card is used for library purpose. The campus is going to construct a separate library building replacing the existing one. The campus has a Library Management Committee according to the provision of campus legislation. It maintains the necessary rules and regulation as well as the facilities provided to the students.

The campus owns well facilitated separate office and rooms for campus chief and various departments. It has a separate room for teachers' union, Youth Red Cross Circle and for first aid Equipments. Within the same building there is a meeting hall with multi-media projector and a guest room as well. There is a separate campus cafeteria within the campus premises.

The campus hasn't been able to manage the hostel facility yet for the students who are out of this district. The campus has the plan to construct a hostel for the students from distance. Similarly, the campus has also taken some initiative to fulfill the strong demand of vehicle facility by the students coming from different areas.

IMPACT ON STUDENT SUPPORT AND GUIDANCE

The campus has been providing clear information to the new graduates about the admission policies, required testimonials, fee structure, scholar facilities, through prospectus and other publications. The EMIS section provides all the information to all interested about student progression as well as other required information. The campus has been supporting the students to carry out their academic performances. Some of the students of this campus have passed civil service examination, teachers' service examination and some of the students are employed in banking institutions as well. Some of the students have better performances in TOFEL, IELTS, and GRE examinations. The campus has formed 3-member employment cell. The cell supports to place many students in various governmental and non-governmental organizations. The campus also has an alumni association to support the academic environment. The teachers actively participate in academic and personal counseling. The campus has not been able to publish campus magazine regularly though it has been continuously publishing the annual calendar, and prospectus.

The campus annually publishes updated prospectus with detail information like programs

running in the campus, its facilities, scholarship facilities and objectives. The campus allocates 3% of student's total fees for scholarship for those who are financially backwards, dalits, disabled, and martyr's family and marginalized. With regard to the students of overseas the campus has no specific policy.

The campus has been providing clean drinking water to the students and teachers. The canteen provides hygienic food and the campus has neat and clean toilet for the teachers and students separately. The campus has Youth Red cross circle which has first aid unit likewise gmomanometer, stethoscopes, bathroom scale or adult weight machine forceps, scissors, thermometer and other essential first aid medicine. The campus has already set up a patient bed and first aid services

The computers are adequate for all the students. Students are provided scholarship on the basis of their academic performance as well as their need. The campus has the provision of student progression monitoring. After unit test, each teacher keeps records of student's progression and internal examination committee safely puts the record of student's progression in computer hard disk. The campus has opportunities to develop as a quality educational academic center. The campus is planning to take entrance exam for bachelor's level students. It has opportunity to make access people from different walks of life in the society and emerge as a pioneer campus of the nation.

IMPACT ON INFORMATION SYSTEM

Each individual's record after admission is safely put in computers. The internal examination

committee manages to conduct exam in three different phases. It also collects the performance of the students. The students are motivated to be participated in such examinations. The outstanding student's achievement is announced through media and notice board of the campus. The campus notifies it's all information through its own website. It is easy to collect the information from the stakeholder; it also helps to find out the draw backs of the campus. Before publishing the result, the department heads carry out meetings and evaluate subject wise result. The results are further analyzed in the meeting of quality monitoring and checks committee.

Further information about the campus is given to the public through nBulletin (mobile application), prospectus, souvenir, journal, general meeting and notice board service.

IMPACT ON PUBLIC INFORMATION

The campus has its own public information cell which provides the detail programs run by the campus. The campus has the provision of disseminating the overall academic performances through nBulletin, prospectus, website FM radio as well as website. The campus has also formed publication committee that publishes calendar, prospectus, souvenir and journal. Different academic and administrative information is published in brochure, prospectus and academic calendar. The budgetary details are included in financial reports. The public information cell collects responses through discussion, interaction with stakeholders. The campus senate includes the people from various walks of life and they impart useful academic financial and

administrative suggestions which are preceded for the implementation. Besides, the campus collects different recommendation through social network site, Face book, nBulletin and URL websites. The information practice has positive impacts for the entire development of the campus.

PROBLEMS AND FORTHCOMING ISSUES

During accreditation process MMC has faced many problems and after accreditation it has new emerging concepts regarding quality maintenance in higher education. The problems faced in the process of accreditation and the forthcoming issues after accreditation are mentioned below.

- 1) In preparation of SSR after submission of LoI, the conceptual difficulties arised.
- 2) The benchmark wise questions are easy to answer but difficult to provide the evidences as annexes. Though various activities has been conducted to meet the academic goals, but not properly documented.
- 3) More difficulty created to summit teachers' participation in further efficiency development programs.
- 4) After accreditation, MMC has to withstand the mentioned issues and challenges.

MMC made a provision of admitting the students through interview and soon the campus is intending to admit the new graduates through written test examinations.

since there is no any government college in the district; MMC is forced to admit the new graduates at minimal

fee because most of the students' of this locality are from disadvantages, marginalized and underprivileged minority groups.

After participating in QAA program, the duties and responsibilities of the faculty members, teaching and non teaching personnel, program coordinator is clearly defined.

Students and teachers are more engaged in research work. The work load of teacher is clearly defined and beside this, teacher manages more time in research activities.

Academic research journal has been regularly started to publish.

Because of the biased university policy, new globalised market oriented and semester based programs cannot be launched outside the valley. The enormous number of students of this locality is compelled to move other district for their higher study.

CONCLUSION

Getting the opportunities in quality assurance and accreditation process is milestone of the quality improvement of community, non-profit motive campuses. The regular assistance, monitoring, evaluation and essential feedbacks of UGC, QAA division are praiseworthy which plays the pivotal role for the overall development of the campus. Since, Tribhuvan University, the affiliation university, has not been evaluated the designation of the teachers, teachers at least feel secure in community colleges also. They have the opportunity for further professional as well as career development. The students particularly

from marginalized, Dalit, janjaties, Kumal, majhi, Bote Mushahar who are educationally disadvantaged are benefitted to achieve higher education in accredited campus at minimum fee. Dedicated management committee, cultured and disciplined students, harmonious relationship between the local people, stakeholder, parents and students, proper management of classroom and interactive teaching learning environment are positive impact after undergoing in the process of Quality Assurance and Accreditation. However, launching goal and market oriented professional programs is becoming the major challenge of community based campuses because of financial problem. The graduation and

post graduation pass out ratio is still very low at MMC which is the major challenge of this institution. Mapping out proper and adequate job opportunities of its graduate, research publication capacity building, allocation of budget for teachers' professional development, upkeep relevant and appropriate technologies are the major challenges of MMC. In order to launch professional and technical subjects of science and technologies, there should be the unity of accredited campuses to design curriculum, conduct examination as well as publish results.

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FACTS ABOUT DIABETES MELLITUS

 **Nar Nath Pandey**
Teaching Assistant, MMC

Abstract

At this 21st century, many problems arise due to non-communicable diseases than communicable disease. Nowadays, many people are having sedentary lifestyle. Developing the modern industries and technologies, people have the habit of using different technologies in their life than their own physical activities. So, such types of non-communicable diseases like diabetes mellitus occurs sporadically. To get rid of diabetes mellitus, we should provide knowledge and information among the people about it. If they suffered a lot, we have to take them to health centres for better treatment.

Diabetic patients' should know how to maintain their proper diet and how to do physical activities. If the people have the signs and symptoms of diabetes, they have to consult the physicians. Similarly, they have also the problems of hypoglycaemia. So, to get rid of this situation, we have to raise awareness among the people about its impacts and should try to find out different methods of research and articles too.

Key words: Types and causes of diabetes mellitus, clinical features, complications, dieting and preventive measures.

1. Introduction

Generally, we take diabetes mellitus, a most dreadful disease we had ever heard. Because we have seen such incident in reality also. We've thinking of negative impacts towards this disease. Those people who suffer from diabetes mellitus feel discomfort, their body organs can also be affected and think they can die soon. But the reality is explained here.

To raise the awareness of diabetes all over the world, "World Diabetes Day" is celebrated on 14th November every year. Sedentary life style seems to be mostly affected by this disease. Hence, diabetes is also called as "the disease of

old not of child, disease of rich not of the poor and disease of white people not of black" (Wagle, 2068:373).

What type of disease is diabetes mellitus?

Diabetes mellitus is a chronic type of disease in which cells of our body could not get required amount of glucose for the production of energy in conducting cellular activities. The food containing carbohydrate when we eat, goes to the intestine and gets digested, carbohydrate converts the glucose and absorbs through the villis and goes to the blood stream. But the glucose containing blood doesn't enter all parts

of our body or cells. Our body couldn't get required amount of glucose that results in diabetes. At this situation, brain and other parts of our body gets affected and tissues are also damaged. This problem gradually spreads over our body and different organs become functionless, that makes us weakness and powerless.

"Insulin" is a type of hormone which secrets through pancreas that plays a vital role in diabetes mellitus. Insulin allows glucose to enter the body's cells. (Glucose is essential because it is the main fuel of our body) When there is an extra glucose in the blood, insulin stores this extra glucose in the liver in the form of glycogen. When there is not enough insulin, the body cells do not get adequate glucose and the level of glucose in the blood becomes high. Normally it is kept in homeostasis between 80-120 gm/100 ml.

Another hormone called "Glucagon" also produced in the pancreas, causes glycogen to leave the liver and go to the blood when the blood level of glucose is too low.

Diabetes is a metabolic disorder. It is a condition in which insulin is not made enough because of a defect in the pancreas endocrine cells or the action of insulin on the cells is inadequate.

If there is more level of glucose in our body, then people suffer from hyperglycaemia and if people get more affected with this condition, then it is called diabetes (Pundit, 2057: 74).

In other words, improper functioning of insulin increases the level of sugar (Glucose) in blood and its effects are commonly referred as diabetes. In contemporary time, about 4 crores people of the world are suffering from diabetes. Mainly, it

affects the parts of our body such as eyes, kidneys, nervous system and liver etc (Pundit, 2057:74).

Diabetes is now seen as a heterogeneous group of diseases, characterized by the state of chronic hyperglycaemia, resulting from a diversity of etiologies, environmental and genetic factors acting jointly (K.C., 2007:128).

2. Objectives

- To provide information to the people about the facts of diabetes mellitus,
- To explore the knowledge about self care of diabetes mellitus in a proper way,
- To provide the informations among the diabetics about the proper way of diet management,
- To give the knowledge to find out the self complications of diabetics.

3. Methodology

The present research article follows to address the above issues and achieve the objectives. Sources of informations for writing this article were primary and secondary both. Some articles and books written elsewhere were reviewed as a secondary source. The study presents the situation of diabetes mellitus collected from the web site, journals and books. All required secondary data for this study have been taken from different sources such as "International diabetes federation report of 2011" and "Textbook of clinical medicine" Kumar, P., and Clark, M. (AD2002).

4. Causes of diabetes mellitus

Diabetes mellitus occurs due to the role of pancreas. At pancreas, different kinds of cells are found which is also called as "Islets of

Langerhans". They are Alpha, Beta and Delta cells. Beta cells produce insulin hormone, Alpha cells produce glucagon hormone. Insulin minimizes the glucose level in blood whereas glucagon increases the glucose level in blood. In case, if the amount of insulin is decreased or if there is lack of insulin in blood, and resulting more level of glucose in blood, this condition is called as diabetes mellitus (Bohora, 2072: 199).

Actually, the main cause of diabetes mellitus has not been found yet. Moreover, scientists and investigators supposed it to be caused by the environmental factors, nutrition, lifestyle and personal behaviours etc. The cause of diabetes mellitus is due to heredity also. Diabetes mellitus can be seen in all ages and gender.

5. Types and Causes of Diabetes Mellitus

There are two main different groups of diabetes mellitus.

5.1 First group/primary diabetes

Most of the diabetic patient falls under primary diabetes. It is also of two types.

5.1.1 IDDM (Insulin dependent diabetes mellitus)/Type 1 diabetes

That type of patients should be given insulin injection daily to control the sugar level in blood is called type 1 diabetes. It occurs in people below 30 years, children and physically weak. In this type of diabetes, about 90% of beta cells of pancreas have been destroyed. It may be caused due to supply of cow's milk to the child, drying food with smoke, coffee, meat etc. If we get more tension, then we become sicker (Ojha, 2060:88).

The onset can occur any time from infancy to middle adulthood as a result of pathogenic causes. It is also known as juvenile diabetes mellitus (Tuitui, 2015:362).

5.1.2 NIDDM (Non-insulin dependent diabetes mellitus)/Type 2 diabetes

Insulin injection is not necessary to be used but we should take different oral medicines related to diabetes which is called type 2 diabetes mellitus. This type of diabetes mellitus occurs specially at fatty people. The women who are fat after being pregnant are suffering from diabetes.

Type 2 diabetes mellitus is the major form of the disease, it accounts for approximately 90% of all cases of diabetes. Type 2 is usually diagnosed after 40 years and is frequently associated with obesity; 85% of all clients with type 2 diabetes are obese. It results from faulty pancreatic insulin secretion combined with cellular resistance to the insulin produced (Tuitui, 2015:361).

Type 2 diabetes mellitus is a disease partially linked to overweight and obesity as well as low physical activity. In the age group of 20-79 years, the current estimate of global prevalence of diabetes mellitus is 8.8% with an expected increase to 10.4% by 2040. (www.diabetes.org) International diabetes federation report of 2011, estimated 366 million people by 2030. This number is estimated around 522 million. Diabetes was first reported in Egyptian manuscript about 3000 years ago. In 1936, the distribution between type 1 and type 2 diabetes mellitus was made clearly. Type 2 diabetes mellitus was described in 1983. Incidence is lowest in China (0.1 per 105 per year) and highest in Finland (37 per 105 per year) 50% of people with diabetes mellitus increases with age, obesity and

lack of physical activities (International diabetes federation report of 2011).

The main cause of diabetes has not been found yet. However some of the main causes are as follows-

- Over diet and sedentary lifestyle,
- Fatty people having high blood pressure and high cholesterol level,
- Polluted environment,
- Heredity but only NIDDM may transfer, (Pundit, 2057:74).
- Improper functioning of pancreas,
- Taking hormonal medicines for long time, eg. Pills, Injection depo, Implant etc.,
- Daily alcohol use,
- Malnutrition or severe protein deficiency,
- Unhealthy eating habit eg. More oily, sweet, spicy, meat, fish, egg in food but do not include vegetables and fruits in diet,
- Not doing regular physical activities or exercise,
- Mental frustration, injuries, surgery etc,
- Pregnancy induced diabetes, fatty women and multi gravida.

5.2 Second group/Secondary diabetes

This type of diabetes occurs due to the impact of other diseases, such as:

5.2.1 Pancreatic diabetes: Cancer of pancreas, mumps, rubella and other viral infections that affects beta cells of pancreas.

5.2.2 Insulin antagonist diabetes: Thyroid hormone, adrenaline hormone, growth hormone and pregnancy induced diabetes.

5.2.3 Iatrogenic diabetes: Diabetes occurred due to the treatment of other diseases using hormonal medicines.

5.2.4 Various types of liver diseases.

Despite of the various causes of diabetes, glucose level is very high than the requirement in the blood serum. There are two major causes of it;

- Low or no use of glucose by the cells,
- Releasing of high amount of glucose in blood from the liver.

6. Clinical Features/Signs and Symptoms of Diabetes Mellitus

How can we find that diabetes mellitus occurs or not? There is a deep relation of blood with sugar level in our body. The symptoms depend upon the sugar level in blood of a person. Mostly genital parts are wounded and itching with fungal infection frequently.

The various ways to detect this disease can consult in health centres. Mainly, urine and sugar test can detect the occurrence of diabetes mellitus. It is better to detect diabetes mellitus in every 6 month so that we can take good care of it.

Some major signs and symptoms are given below-

- Polyuria/Excessive urination: Necessary to dilute the glucose which passes through the kidney's glomerulus into the urine when the blood level is too high.
- Polydipsia: Patient feels thirsty because of loss of body fluid by increased urine.
- Polyphagia: Patient become hungry when the body's cells are not getting enough glucose and send this message to the brain.
- Weight loss: Actually weight loss because the body is not using the calories which are eaten.
- Fatigue: Patient gets tired easily because body cells cannot function properly without adequate glucose (HLMC, 1994: 195).

Others minor signs and symptoms of diabetes mellitus as below,

- Different kinds of wounds occur in our body for long time but are not being cured properly.
- Drying and itching of skin.
- Increase sugar level in blood after blood test.
- Vision problems, paralysis, brain haemorrhage, kidney failure and problems in blood vessels.
- Problems in nerves, tingling sensation and numbness in extremities.
- Impotency in male.
- Deep wounds in feet and palm. etc.

6.1 Hypoglycaemia

Hypoglycaemia is a common feature of type I diabetes mellitus and can also be seen in clients with type II diabetes treated with insulin and/or oral agents. Hypoglycaemic reactions result from:

- An overdose of insulin.
- Omitting a meal or eating less food than usual.
- Oversecretion without additional carbohydrate compensation.
- Nutritional and fluid imbalances due to nausea and vomiting.
- Alcohol intake.

(Tuitui, 2015:362)

Sometimes the sugar level in blood suddenly decreases and various signs and symptoms are seen in diabetes patients. Low level of glucose in blood is called hypoglycaemia. Different kinds of signs and symptoms arise in hypoglycaemia. The patients who are getting insulin injection suffer from hypoglycaemia. If the patient has low level of glucose in their blood, then they get unconscious, which is called as ketoacidosis (Dhungel and Pathak, 2051:254). If the patient is not treated properly in that condition, then he/she may die also.

Signs and symptoms of hypoglycaemia

- Dryness of mouth,
- Sweating,
- Hungry or more appetite,
- Dizziness,
- Headache,
- Palpitation,
- Vision problem,
- Loss of consciousness,
- Shock etc.

If such type of signs and symptoms are observed, than primary treatment should be given immediately. Patient should be provided sweet chocolate, juice, glucose or any food and adequate rest. But during unconsciousness, patients should not be provided any food instead of taking to the hospital as soon as possible. If the patient is insulin dependent, insulin injection should be given just before the food or during eating. If we become careful in this situation, emergency situation will not occur.

7. Complications of Diabetes Mellitus

After the attacking of diabetes mellitus than will occur many types of complications. These conditions will affect the patient to uneasy, unpleasant and complicated life. These are the main complications in diabetes mellitus.

1. Excessive increase of glucose level in blood and then appear Diabetic coma,
2. Diabetic retinopathy and blindness,
3. Diabetic microangiopathy (Kidney damage and hypertension),
4. Tingling sensation in both foot and hands, numbness of extremities (Diabetic neuropathy),
5. Deep ulcers or Gangrene of the foot,
6. Recurrent Infection in body because of high glucose level in blood,
7. Cerebrovascular accident resulting damage of heart or brain and ultimately death.

8. Preventive measures and control against diabetes mellitus

Various measures can be applied to prevent body from diabetes mellitus. Some of them are described below. There are four major types and other minor methods for prevention and control measures of diabetes mellitus.

8.1 Dieting,

- Sweet, salty, spicy and oily food should be strictly prohibited.
- Alcoholic drinks also should be strictly prohibited.
- Food containing low calorie diet should be taken.

8.2 Proper oral medicines should be taken regularly as prescribed by the physicians,

8.3 If necessary, insulin injection should be taken as prescribed by the physicians,

8.4 Surgical treatment, transplantation of pancreas or implantation of automatic insulin pump should be done,

8.5 Others preventive measures should be applied-

- Avoid bearing child by the diabetic patients, but this is not a practical way,
- Avoid taking hormonal medicines for long time,
- Avoid sedentary lifestyle and regular physical exercises should be done properly,
- Regular medical health check up, blood and urine test should be done frequently and physicians should be consulted regularly,
- Providing knowledge and information to the people about diabetes mellitus.

9. Self Care of Diabetic Patient

Generally, the diabetic patient should take care of various activities. Physicians only prescribe medicines to the patients but the patients should have knowledge about how to take self care of

their health and also should know how to take medicine. Patients should be more careful about how to maintain their diet properly. Patients should follow the prescriptions given by the physicians, regarding education, food, lifestyle etc.

The diabetic patients should take proper care of food and nutrition, which helps to control from 60% of diabetes. The patients must be conscious about the weight of body should be multiplied by 25 and calculated calorie per day, which is necessary for the fulfilment of food. So, low calorie of diet should be taken frequently. Some of the major diet which should be taken or not by the patients are as follows-

- To take less amount of rice and potatoes or can be taken occasionally,
- Wheat bread and maize items are also should be taken a little bit,
- Sugary foods should be strictly prohibited,
- Salty and spicy food should not be taken much,
- Sugar free foods or medicine can be taken,
- Don't take more milk,
- Take excessive green vegetables,
- Pulses and grains should be taken,
- Oily and spicy meat item should not be taken but can eat 2/3 pieces meat or fish without skin,
- Avoid walking after eating,
- Fruits should be taken daily,
- Patient can eat butter in low amount,
- Patient can eat egg, leafy vegetables in food etc.

In summary,

- Foods that should not be eaten by diabetes patients: Sweet, more oily and salty foods,

- Foods that can be taken less amount : Boiled chicken meat without skin, fresh fish, maize, rice etc,
- Foods that are good for diabetic patients : Daal, curd without fat, fruits etc,
- Foods that can be taken excessively by diabetic patients : Green salad, cucumber, green vegetables, raddish, carrot, cauli flower, cereals, sugar free fruits like lemon, pear, orange, amalaetc,
- Some fruits that can be taken a little amount like apple, pineapple, guava, papaya etc,
- Fruits that should not be taken by diabetic patients: Grapes, banana and mangoes.

Except these, here are some facts about the foods for the diabetic patients,

- If the patients perform exercise then, food should be taken as per the performance of the work,
- Milk and curd should be taken in less amount,
- Foods that provide energy to the body such as; meat, egg, milk products etc should be taken in a less amount,
- Some fruits could be taken considering the calories provided,
- Patients should not take foods containing more carbohydrate and they should be more importance to wheat breads only,
- Green and leafy vegetables should be taken a little bit which contain low calorie such as; cauliflower, cabbage, cucumber, brinjal, lady'sfinger etc. They should take carrot, green pulses and onion,
- To get more energy, patients should take ghee, oil in an effective way,
- Insulin dependent patients should take insulin injection before eating.

10. Conclusion

If we take proper diet regarding diabetes mellitus, then we can be safe from this disease and can get well soon. The people suffering from diabetes mellitus should get treatment at first stage then, only they can get well properly. Use of medicines, proper care and treatment are the main effective ways to treat this disease in early stage. As diabetes is caused by the high level of sugar in blood, the defects of decreased sugar level impacts become more worstly. If the patient has been suffering from hypoglycaemia, then they must manage diabetic card and request other people that, "I'm a diabetic patient and if I fainted or become unconsciousness, please you provide me help to go to hospital immediately."

Therefore, we should take good care of our health. Moreover, prevention is better than cure. So, we should take necessary steps to prevent ourselves from diabetes mellitus.

Important tips: *Drugs for diabetes can be dangerous. Too much drug can cause the blood glucose to become so low, glucose can not reach to the brain and the patient becomes giddy, sweaty and falls into hypoglycaemic coma. Therefore, it is important for any patient on oral hypoglycaemic agent or insulin injection to take the medicine regularly, to eat a little amount of food regularly and to be taught that "when they feel giddy, they must take something sweet quickly."*

11. Constraints

- Lack of awareness about the existing interventions for preventing diabetes and the management of its complications.
- IDDM doesn't have access to adequate medicinal care and insulin not available or too expensive.

- Inadequacies in PHC system, designed to cope with the additional challenges as posed by the non-communicable diseases.

12. Recommendations

- Department of health services, diabetic patient's association and health professionals should be enforced of the existing potentials for preventing diabetes complications and urged to prevent from comprehensive strategies.
- Adequate financial and other resources should be allocated for developing preventive programs and plans. Studies should be initiated properly.

- Since diabetes is no longer a problem only of developed countries, governments should establish national diabetes programs incorporating primary, secondary and tertiary programs of prevention components.
- National targets and programs should be established for reducing the rates of kidney failure, heart attack, stroke and adverse outcomes of pregnancy in people with diabetes.
- Research should be conducted to develop strategies for the prevention of diabetes and its consequences that are appropriate to local conditions.

pndynn2031@gmail.com

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THE DAY THEY BURNED THE BOOKS: MULTICULTURAL SELF-IDENTITY

✍ **Mahadev Devkota**
Teaching Assistant

In Rhys' story, a little British boy, Eddie, is in a unique position in his Caribbean residence. His father Mr. Sawyer is an educated British man who detested the Caribbean islands. His mother Mildred, however, is an educated colored woman who grew up in the Caribbean and embodied her cultural ideals. These ideals contrasted greatly with Mr. Sawyer's Western ways of thinking which ultimately resulted in a tense and hateful relationship between them. Even so, simply from examining the creation of the character's unique situations, it is quite clear that Rhys' was drawing off of her own cultural experiences to contribute to the story because she also was born from 'mixed race' parents in the Dominican. Rhys must have seen first-hand the tensions between Western culture and Caribbean culture. These tensions between concepts are shown through her writing. For instance, while Mildred has a general distaste towards books, Mr. Sawyer gravitates and hoards them. Ultimately, the tension here is caused by a misunderstanding of what books stand for. To Mildred, books are a symbol or reminder of their Western oppressors. To Mr. Sawyer, books are a symbol of the 'Homeland' and the Western world. This distinction carries itself with significant weight throughout the short story.

Keyword: Cultural identity, Western oppressor, minority, roots

Introduction

The Dominican author Jean Rhys was fathered by a Welsh doctor and a Creole mother in the Caribbean during the early 20th century. At the age of sixteen, she lived in Great Britain, and later she married to a Dutch poet and lived in Paris and Vienna for approximately 10 years. Leenerts states that the writers' cultural background seeps into her stories and beckons forth depictions of her early childhood cultural values, methods of creating identity or autonomy,

and unique social constructs of otherness. In Rhys' short story Leenerts further opines that "The Day They Burned the Books" a cultural tension arises between western and Caribbean values, identity, and otherness that were personally relevant to Rhys' early life growing up as a 'colonial,' or half-white half-colored person. (Bozzini, Leenerts, p.145)

However, despite his cultural adoption to the Caribbean, following his father's death, Eddie began to gravitate towards books and identify

himself with his father. Thus, while Eddie viewed books as a symbol or reminder of his father, Mr. Sawyer's library also became an emblem for British nationality and Western culture within their Caribbean house; this was object of identification that was incompatible with Mildred's culture. Perhaps she felt this way because she felt as if the books, like Britain, would infiltrate into the household, into the families' consciousness, into their Caribbean ways of life, threatens the community of the colonials, and ultimately taint Eddie's identification with her cultural heritage in favor of their oppressors. It is evident from Eddie's active act of defiance in opposition of his mother burning his father's book; Eddie becomes symbolically all-white or all-western. Thus, while Eddie identifies himself with British culture, he also now is subjected to view himself as minority in the Caribbean. The idea is exemplified in a conversation between Eddie and the narrator, "Who's White?" Damned few (Bozzini, Leenertz, P.149)

Literature Review

Multiculturalism and the constitution of people's identities have been matters of strengthened political concern for a number of years, and the two subject areas have been seen as intimately connected with each other. The criticism of monoculture hegemony in our society, in other words, has frequently become linked with a "politics of identity." In what follows I will try to show that the idea of a multicultural society need not and should not be linked with the question of who we are, at least not in the way it is usually done. He will suggest that the very openness of a genuinely multicultural society precludes the establishment of such things as ethnic, racial, or

cultural "identities."

It is in connection with the latter kind of multiculturalism that a "politics of identity" has developed. For one of the assumed advantages of maintaining unassimilated subcultures within a larger society is the possibility of providing "identities" for the members of such groups. Individuals are said to "know who they are" if they are part of a cultural (and sometimes racial) subgroup that develops and maintains a distinct community life apart from the rest of society.

As far as dangers are concerned, it is evident that any emphasis on ethnic, racial, or cultural identity more often than not feeds the kind of chauvinism that has produced so much cruelty and bloodshed in the past. To this day large numbers of people are easily persuaded to kill, maim, or otherwise damage fellow-humans in the name of some subgroup identity or pride. Apologists of *difference* have pointed out, to be sure, that being different need not mean being hostile or contemptuous toward others. While that contention may in some ways be true, there is also room for significant doubt about genuinely pacific versions of ethnic or cultural apartheid. Whenever anyone asserts something like "I am proud to be an X," then there is at least a subliminal implication that being an X is in some way better than being a Y or a Z. What, after all does "pride" mean, unless it involves some sort of superiority? But however it ultimately may be with this sort of self-assertion, the historical record suggests that whenever some people begin to feel good about them in this peculiar way, neighbors and other people had better watch out. Like abused youngsters, formerly mistreated groups easily turn into aggressors

themselves. (The development of German nationalism from a seemingly innocent pride in separate roots to brutal phantasies of superiority may be an instructive case for the study of these dynamics.)

As a rule the cultivation of racial, ethnic or sub-cultural identities also encourages a dubious use of the past. Instead of learning from past history by analyzing its numerous errors, superstitions, lies, injustices, and abuses of power, promoters of "identity" routinely focus on those positive (or "positive") aspects of a group's history that are likely to instill pride. (Slave-driving Pharaohs are stylized into pillars of culture; Genghis Khan is a national hero in Mongolia once more. One wonders whether revisionists may try to reevaluate Hitler.) The study of history becomes a means for self-aggrandizement, and history lessons turn into officially sanctioned pep rallies. Critical self-examination generally is replaced by the grinding of axes. Group-centered triumphalism routinely makes the glorified past the purpose of the present. In Malamud's striking formulation: "The living must die so that the dead can live."

One of the most serious objections to making too much of ethnic and other subgroup "identities" has to do with the fact that it does little or less than nothing to solve the pressing problems that all human beings, of whatever background, are facing today. Obsession with traditional identities seems quaint or frivolous in the context of events as the following. Under the cover of a near news blackout NASA has sent an exploratory rocket to Saturn, a rocket that is powered by a potentially lethal amount of Plutonium. After a seven-year journey the rocket is expected to

return to earth to deliver its collected data. According to official government pronouncements, the chances of an accident are exceedingly slim. If an accident during reentry should happen, however, the used Plutonium fuel on board is sufficient to kill all life on earth.

This potential catastrophe is a possibility that all human beings face alike, regardless of race, creed, gender, or national origin, even though the rocket is the product of just one culture and one country. It is the sort of possibility that symbolizes all problems that are of a global nature, problems that testify to our by now unavoidable interdependency on this planet. The core of our survival and welfare is not rooted in the diversity of separate cultures anymore, but in our ability to manage our *common* fate as human beings. There are the ozone holes, the possible implications of global warming, the over fished oceans, the rapid and worldwide disappearance of crucial forest covers, radioactive garbage dumps, weapons of mass destruction, new kinds of epidemics, population explosions that test the carrying capacity of the planet, and a growing number of further problems none of which can be seen as regional matters anymore. Self-absorbed traditional cultures are no match for the powers and mega-trends that now dominate the earth; particularistic identities are at best a distraction from what we urgently have to become to be able to deal with the threats of the future.

Obviously, advocates who take the idea of ethnic etc. "identity" seriously cannot think about it in terms of folklorist features; something more substantial has to be considered. Instead of forms of clothing, cuisine, or ways of celebrating

holidays, it must be things like political organization, conceptions of religion, or relations between parents and offspring that define someone's cultural identity in a meaningful way. But how can such an identity actually be brought about--by a person's faithful adherence to whatever is the norm in some subgroup? If such given norms pertain to significant aspects of people's lives, however, it seems rather problematic to advocate passive acceptance of whatever tradition, authority, or prevailing opinions demand. If certain traditions sanction discrimination against women, for example, or vivisection, capital punishment for exercising free speech, and the wholesale destruction of certain natural resources, are such traditions to be honored just because they are traditions? Is Pope John-Paul to be obeyed in his attempt "to put the paste back into the tube" (to use the formulation of a Catholic nun)? If, however, traditions are to be honored in their breach, then there clearly is an identity that transcends any tradition, an identity that is personal in an emphatic sense.

Kant's well-known definition of 1784 says: "Enlightenment is the release of human beings from their self-incurred tutelage. Tutelage is the inability to use one's own reason without direction from someone else. This tutelage is self-incurred when its cause does not lie in the lack of reason, but in the lack of resolution and courage to use it without direction from someone else. *Sapere aude!* Have courage to use your own reason!--that is the motto of enlightenment." What sort of person, one might ask, would willingly accept the tutelage involved in passively following the dictates of a culture? A timid or a lazy person, Kant suggests in his essay. And a

person, one might add, who really does not have an identity of his or her own, and who therefore has to borrow some sort of character role or character mask from some established tradition. The "identity" invoked so often by identity politicians may not be a real identity at all, but rather the lack of a developed, self-directed personality.

The "politics of Identity" sometimes looks like the joint product of poorly understood social science and the bureaucratic mind. When bureaucrats can pin labels like "black, male, Catholic," and "from Haiti" on an individual, then they tend to assume rather rashly that they know something of importance about that person. But that is a serious mistake, unless bureaucratic classification is the objective. If the thoughts of Socrates, of Lao-tse, of Gautama Buddha, or any other sage that has helped people to become civilized, mean anything, then it should be clear that the attempt to capture a person's identity in sociological or bureaucratic terms is rather nugatory.

Methodology

This study has been carried out on the comprehensive study about multi-cultural self-identity from diverse research paper i.e. secondary sources to pinpoint and analysis the multiple identity of an individual such as westerner, Caribbean, half-white half- colored, mixed blood, colonizer, black, colonized etc.

Analysis

Jean Rhys' "The Day They Burned the Books" is highlighted on the conflict of cultural identity. The narrator and friend Eddie are both English

descending children growing up in the Caribbean. The narrator is a full blown white English girl while Eddie has an English father and colored mother. Eddie's father is preoccupied with his English heritage and expects Eddie to be too. In addition, he is portrayed as a rude and cruel man that despised the enchantment of the Caribbean, but yet he married a beautiful Creole woman whose beauty had faded. Both children are unsure of their true cultural identity.

When people who had never seen England before talked about it around Eddie, he remained silent. This gave the narrator doubts about 'home.' Eddie claims that he does not like strawberries or daffodils, which are English, even though his father constantly talks about them. The narrator states that her relations with the few 'real' English boys and girls she had met were obstinate. She says that if she called herself English, she was told that she is not English, but a horrid colonial. Both children were also ridiculed by the black children.

Eddie's father built a room onto their house to store his books from England. Eddie's mother hated this room. When Eddie's father died, Eddie claimed the room and books as his own. One day, Eddie's mother and their housekeeper Mildred went into the room and started pulling books off the shelves and piling them into two heaps. Eddie's mother planned to burn one of the piles of books. Eddie and the narrator tried to prevent the books from being burned by both of them grabbing and saving one.

Both children struggle with their cultural identity because they have English roots, but are growing up in the Caribbean. Eddie does not want to be English like his father, but when his father dies,

he is angry at his mother for burning his father's English books. Those books are Eddie's closest tie to being English and he cherishes them. His father tries to force an English identity upon him while his mother Mrs. Sawyer tries to take his English identity away Ksw Gallagher portraits that she is patient and goes along with whatever mockery her husband subjects her too, but despised him in private. She is degraded by the British, but has been seduced by the comforts and pleasures they can offer.

Jean Rhys had similar life experiences as the narrator and Eddie. She was raised in Dominica, but had a Welsh father and Creole mother. She felt out of place in Dominica, but alienated from her European roots. Since Rhys can relate to the characters in her story, this enabled her to become an influential women's writer of the twentieth century

However, on the other side of the story is something different if we analysis from the perspective of Mildred who truly represent the minority or oppressed culture. Those books collected by her husband reveals the colonial thoughts, their attitudes towards third world countries and their misrepresentation and preoccupied notions., I can understand how Mildred would burn Mr. Sawyer's books; an act of rebellion through civil disobedience and cultural intolerance is a power tool to avoid traditionalism. The Native American's fought off the oppressive ways of Western culture and dogged Americanism for a long time; there is still a bad taste in most Native's mouths over the many American exploitations of their culture. The books are the barrier between the Sawyers, just as exploitation and a mutual disrespect is was a

barrier between Britain and its colonies. This is because books were written from the perspective of oppressive colonizer or misrepresentation on non-western peoples, which were full of stereotypical image.

During my first reading I was naturally shocked at Mildred for burning Mr. Sawyer's books. I felt pity for Eddie because thought about how much books have changed our life and Eddie was going to miss out on that learning and growing experience. After a second reading, I began to understand Mildred's perspective. Even so, however, I still identified most with Eddie and his father. How about you, and why?

Conclusion

The major conclusion of this study is that the story has the psychological theme that the children born from mixed white parents feel alienated and fail to identify their roots. The significant point is

having multiple identity means having no identity at all. Both the characters struggle with their cultural identity because they have English root, but are growing up in the Caribbean. For instance Eddie neither like his father nor his mother like the narrator. So, they tend to distance themselves from community to which their parents belong to. Sawyers may find out compromising point on Eddie. The writer depicts him as a weak and sad, but he is optimistic about his future and is educated like his father, but he has sympathy for the plight of his mother. At the same time, the married life of mixed couple is filled with family strains and prone to divorce, breakups and unhealthy relationships. In the story, the writer tried to display the supremacy of Mr. Sawyer over his wife, lastly, breaks and relieves her psychologically from the anxiety of her white husband and decides to burn his books, the preconceive notion of western thoughts over non-western people.

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छन्दको सैद्धान्तिक परिचय

✍ ईश्वरी खनाल

शिक्षण सहायक, मध्यविन्दु बहुमुखी क्याम्पस

विद्यावारिधि शोधरत, नेपाल संस्कृत विश्वविद्यालय

लेखसार

संस्कृत काव्यशास्त्रमा छन्दको महत्त्वपूर्ण स्थान छ । यसलाई वैज्ञानिक रूप दिने काम पिङ्गलले गरे । संस्कृत साहित्यमा छन्दको प्रयोगलाई अनिवार्य मानिएको पाइन्छ । नेपाली साहित्यको प्राथमिक र माध्यमिक कालमा यसको प्रयोग अनिवार्य रूपमा भएपनि आधुनिक कालमा यसको प्रयोगमा कमी आएको छ । यस शोधकार्यमा छन्दलाई नयाँ सन्दर्भमा प्रयोग गर्न सैद्धान्तिक परिचय दिदै छन्दको महत्त्व तथा यसका प्रकारलाई स्पष्ट पार्ने काम गरिएको छ ।

विशेष शब्दावली :

साहित्य, छन्द, अनुष्टुप्, बृहती, पङ्क्ति, त्रिष्टुप्, जगती, गायत्री, उष्णिक, सम, विषम, अर्धसम, मात्रिक, लघु, गुरु, अक्षर, पाउ, गण ।

१. विषय प्रवेश

छन्द साहित्य शास्त्रमा प्रचलित शब्द हो । छन्दको इतिहास मानिसको लयात्मक प्रस्तुतिसँग जोडिएको छ । मानिसका भावका तरङ्गरूलाई नियमित गराउने काम छन्दले गर्दछ । मानवीय संवेगहरू व्यक्त गर्ने क्रममा साहित्यको इतिहासको शुभ विहानीमा नै छन्दको प्रयोग भएको हो । लिखित रूपमा छन्दको प्रयोग वैदिक कालमा भए पनि यसको विधिवत् चर्चा गर्ने कार्य इ.पू. २०० तिर आचार्य पिङ्गलले गरेका हुन् । 'छन्दसूत्र' उनले लेखेको पुस्तकको नाम हो ।

पूर्वीय शास्त्रमा छन्दको प्राचीनतालाई अस्वीकार गर्न सकिदैन । आहिले साहित्यमा छन्दलाई कम महत्त्व दिए पनि पूर्णरूपमा वेवास्ता गर्ने अवस्था छैन । वैदिक र लौकिक ग्रन्थको निर्माणसँगै छन्दको उदय भएको हो । वैदिक र लौकिक साहित्यमा छन्दको विशिष्ट स्थान रहेको छ । छन्दको प्रत्यक्ष

सम्बन्ध सङ्गीतसँग पनि रहेको छ । सङ्गीत सामवेदबाट उत्पत्ति भएको हो । छन्दले वर्ण, मात्रा, अक्षर र यति मिलेको विशिष्ट पद्य रचनालाई बुझाउँछ । वेदका ऋचाहरू छन्दमा आवद्ध छन् । वेदका ऋचाहरू छन्दको ज्ञानविना शुद्ध उच्चारण हुन सक्दैनन् । पूर्वीय भाषिक चिन्तनमा वैदिक संस्कृतदेखि लौकिक संस्कृतसम्म छन्दको व्यापक प्रयोग भएको छ ।

छन्दशास्त्रका आदि गुरु शिव हुन् । भगवान् शिवपछि सनत्कुमार, बृहस्पति, इन्द्र, शेषनाग (पतञ्जलि) आदिले यसको चर्चा गरेका छन् । पिङ्गलले न्यङ्कु-को, स्टुक-यास्क शाकटायन आदि महर्षिले रचना गरेको छन्दशास्त्र कठिन भएको सम्झी आफूले उक्त छन्द सूत्र रचना गरेको बताएका छन् । उपलब्ध भएका छन्दका ग्रन्थमध्ये सर्वप्राचीन छन्द ग्रन्थ नै 'छन्द सूत्र' हो ।

पिङ्गलले संस्कृत भाषामा छन्दको व्यापक चर्चा गरे । वाल्मीकि छन्दको प्रयोग गर्ने पहिलो रचनाकार कवि हुन् । वाल्मीकि र व्यासपूर्व पनि छन्दशास्त्र थियो तापनि पिङ्गलले वाल्मीकि र व्यासका रामायण एवम् महाभारत आदि ग्रन्थका आधारमा छन्द सूत्रको निर्माण गरे । पिङ्गलले नै छन्दलाई लौकिक र वैदिक गरी दुई भागमा वर्गीकरण गरेका हुन् ।

वेद, उपनिषद्, पुराण तथा महाकाव्यहरू छन्दमा नै निर्माण भएका छन् । संसारकै पुराना ग्रन्थ मानिने ऋग्वेद, यजुर्वेद, सामवेद आदि ग्रन्थहरू छन्दमा नै निर्माण भएका छन् । वेदमा प्रयोग भएका गायत्री, उष्णिक, अनुष्टुप्, बृहती, पङ्क्ति, त्रिष्टुप् र जगती गरी सातवटा छन्दहरू निर्दिष्ट गरिएका छन् । वाल्मीकि रामायणमा १३ छन्द, महाभारतमा १८ छन्द, श्रीमद्भागवतमा २५ छन्दको प्रयोग भएको छ । कालिदासका रघुवंश, कुमारसम्भव, मेघदूत आदि लौकिक काव्यहरू पनि छन्दमै लेखिएका छन् । श्रुतिबोध, वृत्तरत्नाकर, छन्दोमञ्जरी आदि संस्कृत शास्त्रीय छन्दका बहुचर्चित पुस्तकहरू हुन् । नेपाली भाषामा गोविन्दप्रसाद हुङ्गानाको छन्दोहार (२००१) डिल्लीराम तिमसिना तथा माधव भण्डारीका सहलेखनको छन्द र अलङ्कार (२०१८) प्रेमजनक पुस्तकालय पाँचथरबाट प्रकाशित ग्रन्थहरू नै छन्दका प्रारम्भिक ग्रन्थहरू हुन् । छन्दको परिचयको लागि संस्कृतमा दिइएका सूत्रात्मक सङ्केतहरू उपयोगी हुन्छन् । छन्दमा गण, यति र अक्षर सङ्ख्यासमेत निश्चित हुन्छ ।

२. अध्ययनको उद्देश्य

प्रस्तुत लेखमा छन्दको सैद्धान्तिक परिचय, महत्त्व र यसका प्रकारहरूको संक्षिप्त परिचय दिने उद्देश्य राखिएको छ ।

३. अध्ययन विधि

प्रस्तुत लेखमा विषयको प्रकृतिअनुसार विश्लेषणात्मक विधिको उपयोग गरिएको छ । यसमा पुस्तकालयीय अध्ययनबाट प्राप्त भएका सम्बन्धित विषयका सूचना र सामग्रीलाई महत्त्व दिइएको छ । यहाँ द्वितीय स्रोतका सामग्रीलाई नै उपयोग गरिएको छ ।

४. छन्दको परिचय

'छन्द' तत्सम शब्द हो । 'छद्' धातुमा असुन् प्रत्यय जोडिएर छन्द शब्दको निर्माण भएको हो । छन्दको शाब्दिक अर्थ प्रसन्न गर्ने, बाँध्ने वा रक्षा गर्ने भन्ने हुन्छ । छन्दले कविताका माध्यमबाट लयात्मक अनुभूति प्रदान गरी पाठकको मनलाई प्रसन्नता प्रदान गर्दछ । छन्दमा आकर्षण र मिठास त रहन्छ नै, यसको स्वर लहरीले सबै मुग्ध र तन्मय पनि हुन्छन् (पराजुली, २०५४/२५८) । छन्दले कवितालाई सङ्गीतमय बनाउने हुँदा यसले काव्यको आस्वादनमा माधुर्य वृद्धि गर्दछ । यसमा आनन्द दिने कला हुन्छ । छन्दको अर्थ छाँटपरेको, सुहाँउदो, मिलेको भन्ने पनि हुन्छ । लयपूर्ण अभिव्यक्ति नै कविताको प्राण भएकाले त्यसलाई नियमति र सङ्गठित गरी उच्च काव्य गरिमा निर्माण गर्न छन्दले महत्त्वपूर्ण भूमिका निर्वाह गर्दछ (भण्डारी आदि २०६८:९०) । साहित्यिक वा रागात्मक अभिव्यक्तिलाई लयात्मक सौन्दर्य प्रदान गरेर पठनीय, सर्वग्राह्य र सम्प्रेषणीय बनाउनु छन्दको मुख्य धर्म हो । छन्द भनेको वर्णहरूको अनुशासनबाट उत्पन्न हुने विशेष खालको मिठास हो । छन्दले कृतिमा रहेको भावलाई ग्राह्य बनाउँछ । यसले कवितामा लयात्मक र सङ्गीतात्मक स्थिति सिर्जना गर्दछ । छन्दको गति र लयले कविताको आन्तरिक सौन्दर्य सम्वर्धन गर्दछ । छन्दको काम

कवितामा सुमधुरता सिर्जना गर्नु हो। रस सिद्धान्तका दृष्टिले छन्द प्रयोगबाट कविताको रसास्वादानामा महत्त्वपूर्ण भूमिका निर्वाह गर्दछ। (थापा, २०४७:२७७) छाटकाँट मिलेकोलाई छन्द भनिन्छ। छन्द रस, अलङ्कार, भाका, लय आदिको मिलान हो। कवितामा हुने लयात्मक भाव सञ्चारलाई छन्द भन्नु उपयुक्त हुन्छ। छन्दको प्रमुख विशेषता लययुक्त हुनु हो। छन्दको प्रयोगले भावलाई रसिलो कसिलो बनाई अभिव्यक्ति दिन सहज बनाउँछ। छन्दले हरेकको मनलाई आकर्षण गर्ने र लयले सबैलाई लड्न बनाइदिने हुनाले छन्द कविताको प्रभावशाली अभिव्यक्तिको माध्यम हो। छन्दले पाठक वा श्रोतालाई आकर्षण गर्दछ। छन्दविनाको लयमा आकर्षण हुँदैन। भाषा र भावको राम्रो समायोजन भएको कवितामा छन्दले सुनमा सुगन्ध थप्ने काम गर्दछ। छन्दले कवितामा साङ्गीतिक चेतना जगाउने काम पनि गर्दछ। पाठक वा श्रोतालाई काव्यानन्दले तृप्ति दिन्छ। काव्यलाई रसात्मक र रागात्मक बनाउँछ। कविताको भावलाई मार्मिक र सम्प्रेषणीय बनाउन छन्दको प्रयोग गरिन्छ। छन्द र लयविना कवि र गायक हुँदैन तर भावुकको सच्चा उद्गार त्यसै छन्ददार र लयदार हुन आउँछ। छन्द भाव र विचारसँग मिसिएर आउँछ। छन्द गेयता र सूत्रात्मकताले आकर्षण बढी भएको हो। साहित्यइतर इतिहास भूगोल ज्योतिष, गणित आदिका ग्रन्थहरू पनि छन्दमा लेखिएका देखिन्छन्। छन्दोबद्ध हुँदा कविता बन्छ भन्न मिल्दैन। छन्द त नियमित मात्रा वा वर्णका आधारमा विश्राम हुने लय हो, यसमा सङ्गीतमा जस्तै सुर हुन्छ (पराजुली, २०५४:१५८)। छन्द प्रयोग भएको कवितामा सजीवता हुन्छ। छन्द प्रभावकारी र चमत्कारपूर्ण अभिव्यक्तिका लागि आवश्यक हुन्छ।

५. छन्दको महत्त्व

छन्द कविताको शक्ति हो। छन्दकै कारणले कविता श्रव्य विधामा पर्दछ। छन्दले कवितामा संयम र सन्तुलन कायम गर्दछ। छन्दमा वर्ण र मात्राको गणना तथा गति र यतिको कलात्मक तथा नियमित संयोजन हुन्छ। कवि भावलाई स्वर र व्यञ्जन वर्णका ह्रस्व र दीर्घको स्वरूपलाई गणना मिलाएर राख्ने एक प्रकारको लयात्मक व्यवस्थित योजना छन्द हो। छन्दबाट आनन्दको प्राप्ति हुन्छ र यो ब्रह्मानन्द सहोदरको रूपमा प्रस्तुत हुन्छ भन्ने रसवादीहरूको भनाइ छ (थापा, २०४४:२७७)। संस्कृत साहित्यमा छन्दलाई निकै विशिष्ट र महत्त्वपूर्ण स्थान दिइएको छ। नेपाली साहित्यको प्राथमिक काल र माध्यमिक कालमा काव्यका अनिवार्य अङ्गका रूपमा लिइएको छ। आधुनिक कवितामा शास्त्रीय छन्दलाई कम महत्त्व दिई नयाँ शैलीशिल्पको प्रयोगमा जोड दिइएको छ। शास्त्रीय छन्द नियमबाट मुक्त हुनुलाई छन्दमुक्ति मान्नु एउटा कुरो हो तर प्रयोगवादी जटिल कविताहरू पनि लयात्मक शृङ्खला जुटाउन र जोड्न कुनै न कुनै गति, यति र आवृत्तिमा बाँधिने हुने हुनाले काव्य - जगत्बाट छन्द हटिसकेको मान्न सकिँदैन। विश्व साहित्यको स्वर्णिम विहानी नै छन्दबाट आरम्भ भएको हुनाले यसको महत्त्वमाथि शङ्का गर्नु उपयुक्त हुँदैन। छन्दमा बाँधिएका अभिव्यक्तिले साहित्यलाई सरलता, लालित्य, रोचकता एवम् मधुरता प्रदान गर्दछ। त्यसैले साहित्यमा छन्दको महत्त्वपूर्ण स्थान रहेको छ भन्ने कुरा प्रमाणित हुन्छ। छन्दले भावलाई बढीभन्दा बढी मार्मिक र सम्प्रेषणीय बनाई भाव बोधमा सहयोग पुऱ्याउँछ। छन्दले अभिव्यक्तिलाई लयात्मक सौन्दर्य प्रदान गर्दछ। भाषा र भावबीच श्रुतिमधुर सम्बन्ध कायम गरी अभिव्यक्तिलाई घटलाग्दो बनाउन छन्दको

उल्लेखनीय भूमिका रहन्छ। छन्दमा वाणीलाई सिंगार्ने, श्रोतालाई आकर्षित गर्ने र हृदयलाई सङ्गीतमय आनन्दमा डुबाउने शक्ति हुन्छ। छन्दले कवितालाई सुनिरहूँ लाग्ने बनाइ श्रोतालाई आफूतिर आकर्षित बनाउँछ। छन्दले काव्यमा एक प्रकारको आनन्दात्मक र कलात्मक सुषमा प्रदान गर्छ, जुन कविताको सर्वस्व बन्न पुग्छ। छन्दको प्रयोगले सामान्य विषयवस्तु पनि उत्कृष्ट र सुन्दर बन्न पुग्दछ। लेखनाथ पौड्याल, लक्ष्मीप्रसाद देवकोटा, माधव घिमिरे आदि नेपाली कविहरूले छन्दकै प्रयोग गरी कविताकाव्य रचना गरेका हुनाले यो उचाइ प्राप्त गरेका हुन्। संस्कृत साहित्यका वाल्मीकि, व्यास कालिदास आदि प्रतिभाहरू छन्दको प्रयोग गरी काव्यकृति निर्माण गरेका हुनाले विश्वसाहित्यमा अमर बनेका छन्। पाश्चात्य जगत्मा होमर, मिल्टन, आदिका कविताहरू संसारप्रसिद्ध छन्। छन्दको प्रयोगले साहित्यमा एक किसिमको लयात्मक मिठास आउने हुनाले यसको महत्त्व विशिष्ट रहेको छ। छन्दको महत्त्वलाई निम्नानुसार प्रस्तुत गर्न सकिन्छ:

१. पाठक र श्रोतालाई अभिरुचि जगाउँछ।
२. कविताको भाव ग्रहण गर्न सहयोग गर्दछ।
३. भाषा र भावको समायोजन गरी घटलाग्दो अभिव्यक्ति प्रदान गर्न सहयोग गर्छ।
४. काव्य आनन्द प्राप्त हुन्छ।
५. भावलाई प्रभावकारी र सङ्क्षिप्त तुल्याउँछ।
६. छन्दले कवितालाई अन्यविधाभन्दा अलगै पहिचान दिलाउँछ।
७. साङ्गीतिक चेतनाले भरिपूर्ण हुने हुँदा काव्यानन्दको अपूर्व तृप्ति प्रदान गर्न मद्दत गर्छ।
८. भावलाई मार्मिक र सम्प्रेषणीय बनाउँछ।
९. कवितालाई बढी स्तरीय र चिरस्थायी बनाउँछ।
१०. स्मरण शक्तिलाई तीव्र बनाउँछ।

११. कवितामा आलङ्कारिता र ध्वन्यात्मकतामा सिर्जना गर्छ।
१२. भावअनुसारको छन्द प्रयोग हुने हुँदा काव्यलाई रसात्मक बनाउँछ।

६. छन्दका प्रकार

‘छन्द’ भन्ने वित्तिकै शास्त्रीय छन्द भन्ने बुझिन्छ। वार्षिक र मासिक छन्दलाई मात्र छन्द मान्नु त्यति उपयुक्त हुँदैन। लोकजीवनका सुसेलीहरू, लोकगीतहरू पनि लयबद्ध हुन्छन्। लोक जीवनका संवेगात्मक गीति सुस्केरा भावात्मक एवम् अर्थपूर्ण लयात्मक अभिव्यक्ति, मनोरम अवस्था आकर्षक तरल वाणी तथा विचारोत्तेजक प्रेरक कथन पद्धति आदिबाटै छन्दको निर्माण हुन्छ। छन्दलाई शास्त्रीय छन्दमा मात्रै सिमित राख्दा सान्दर्भिक हुँदैन।

छन्दको इतिहास वैदिक कालदेखि नै सुरु भएको छ। सर्वप्रथम पिङ्गलले छन्दलाई वैदिक र लौकिक गरी दुई भागमा वर्गीकरण गरेका छन्। अहिले प्रयोग हुने छन्दहरू लौकिक छन्दहरू नै हुन्। पिङ्गलले छन्दको लागि गणहरूको निर्धारण गरी छन्दलाई उदाहरणसहित चिनाउने काम गरे। वर्णका आधारमा गणको निर्धारण गरिने छन्दहरू वार्षिक हुन् भने मात्राको गणना गरिने सबै छन्दहरू मासिक हुन्।

पद्यं चतुष्पदी तच्च वृत्त जातिरिति द्विधा
वृत्तमक्षर सङ्ख्यातं जातिर्मात्राकृता भवेत् ॥४॥
अर्थात् एक श्लोकमा चार पाउ हुन्छन् वा चार चरण हुन्छन्। यी चारपाउले युक्त भएकालाई पद्य वा वृत्त भन्छन्। यस पद्यको पुनः दुई भेद हुन्छन् : वृत्त र जाति। वृत्तमा अक्षरको गणना हुन्छ र जातिमा मात्राको गणना हुन्छ। (छन्दोमञ्जरी,

२०१३ : ३) वार्षिक छन्दमा प्रत्येक पाउमा लघु र गुरुवर्ण वा अक्षरको क्रम र त्यसको सङ्ख्या सुरुदेखि अन्त्यसम्म समान हुन्छ (थापा, २०४७:२७७) मात्रिक छन्दमा मात्राको समान सङ्ख्या हुन्छ । लौकिक संस्कृत अनुसार नेपाली भाषामा प्रचलित छन्दका मात्रिक र वार्षिक गरी दुई भेद छन् ।

६.१. मात्रिक छन्द

मात्रिक छन्दमा मात्राको गणना हुन्छ । यसमा मात्राको समान सङ्ख्या हुन्छ । यसमा लघुको एक मात्रा र गुरुको दुई मात्रा गणना गरिन्छ । लघुगुरु वर्णको मात्र आधार नलिई मात्रा गणनाका आधारमा निर्माण वा रचना गरिने त्यसैमा चल्ने र त्यसैद्वारा छुट्याइने छन्द मात्रिक छन्द हुन्छ । यसमा वार्षिक छन्दमा जस्तो उही क्रममा गण, लघुगुरु आउनु पर्दैन । सम, अर्थसम र विषम गरी मात्रिक छन्द तीन प्रकारको हुन्छ । चारै पाउमा समान मात्रा भएको सममात्रा गणनामा आधारित छन्दलाई मात्रिक छन्द भनिन्छ । (कोइराला, २०७०:१४०) पहिलो र तेस्रो एवम् दोस्रो र चौथो पाउमा समानमात्रा भएको अर्धसम र चारैचरणमा फरकफरक मात्रा भएका विषम छन्द हुन्छन् ।

६.२. वार्षिक छन्द

वार्षिक छन्दमा सुरुदेखि अन्त्यसम्म वर्णहरूको निश्चित क्रम रहन्छ । वर्णका आधारमा गणको निर्धारण गरिने छन्दहरूलाई वार्षिक छन्द मानिन्छ । कविता काव्यादि पाउमा वर्ण वा अक्षरहरूको मात्र क्रम तथा गति र यति नियमको सुनिश्चित विधानलाई वार्षिक छन्द भनिन्छ । (कोइराला, २०७०:१३३) वार्षिक छन्दमा चार पाउ हुन्छन् । चारै पाउमा समान वर्ण र मात्राको क्रम पनि समान नै रहेको हुन्छ ।

यसमा तीनवटा वर्णको एउटा गण हुन्छ । पिङ्गलले गणसूत्रका आधारमा गणहरू निम्नलिखित बताएका छन्:

| | |
|----------|-----------------|
| गणसूत्र: | यमाताराजभानसलगा |
| सूत्र | गण सङ्केत |
| यमाता | य - ISS |
| मातारा | म - SSS |
| ताराज | त - SSI |
| राजभा | र - SIS |
| जभान | ज - ISI |
| भानस | भ - SII |
| नसल | न - III |
| सलगा | स - IIS |

ल (I) लघु, गा (S) गुरु

वार्षिक छन्दमा लघु र गुरु सम्बन्धी निश्चित नियमहरू रहेका छन् :

लघु वर्णहरू -उच्चारण गर्दा थोरै समय लाग्ने वर्ण वा अक्षरहरू लघु हुन्छन् ।

१. अ, इ, उ, ऋ स्वरवर्णहरू
२. अ, इ, उ, ऋ वर्णसँग जोडिएका व्यञ्जनवर्णहरू जस्तै क, कि, कु आदि

गुरु वर्णहरू

१. आ, ई, ऊ, ऋ, ए, ऐ ओ र औ स्वरवर्ण
२. आ, ई, ऊ, ऋ, ए, ऐ, ओ र औ सँग जोडिएका व्यञ्जनवर्ण जस्तै का, की, कू, कृ, के, कै, को, कौ
३. अनुस्वार लागेका अक्षरहरू गुरु हुन्छन् :
संवाद, वंश
४. संयुक्त अक्षरको अघिल्लो अक्षर गुरु हुन्छ :
खण्ड, कर्म, नष्ट
५. हलन्त अक्षरको अघिल्लो अक्षर गुरु हुन्छ :
छन्, होस् नगर् आदि

६. विसर्ग (:) लागेको वर्ण/अक्षर गुरु हुन्छ :
दुःख, पुनः

संयुक्त अक्षर भए तापनि कोमल संयोगको अघिल्लो अक्षर लघु हुन्छ, जस्तै सुन्यो, भुट्यो । न्यो र ट्यो कोमल संयोग हुनाले सु र भु लघु नै पाउको अन्तिम अक्षर लघु (ह व) भए पनि गुरु (दीर्घ) हुन्छन् ।

६.३. लोक छन्द/जातीय छन्द:

नेपाली भाषाका कवितामा शास्त्रीय छन्दको प्रयोग धेरै पहिलेदेखि भएको हो । नेपाली साहित्यको लोक परम्परादेखि यहाँसम्म आइपुग्दा लोक छन्दको पनि व्यापक रूपमा नै प्रयोग भएको देखा पर्दछ । शास्त्रीय छन्द बढी नियम तथा अनुशासनमा बाँधिएको हुन्छ । नेपाली लोकसंस्कृति, प्रकृति, जातीय परम्परा र स्थानीयताका आधारमा स्वतस्फूर्त रूपमा पैदा भएका मौलिक छन्दलाई लोक वा जातीय छन्द भनिन्छ । (कोइराला, २०७०:१४२) लोक छन्दमा नेपाली जनजीवनमा र संस्कृतिमा विषय तथा सन्दर्भहरू व्यक्त भएका हुन्छन् । नेपाली जनजीवनमा प्रचलित अनेकौँ लोक गीतका लयलाई लोक छन्द भनिन्छ । लोकलयमा गीतका अतिरिक्त कविताहरू पनि प्रशस्तै लेखिएका छन् ।

लोक गीतमा पाइने लय, लोकगीतको प्रसिद्ध लय, सर्वसाधारण जनतामा प्रचलित लय वा लोकको भाकामा लेखिएका कविता लोक छन्दका कविताहरू हुन् । लोकलय वा छन्दमा वर्ण र मात्राको समानता रहेको छ । लोकजीवनमा प्रचलित लय नै लोक छन्द हो । यो नेपाली जनजीवनमा गहिरोसँग भिजेकोले निकै प्रिय छ । लोकजीवनका सरल लय आयोजनामा रचिने छन्दलाई लोकछन्द भनिन्छ । लोक छन्द अन्तर्गत लोक लयमा आधारित छन्द

पर्दछन् । नेपालको जातीय, भौगोलिक, सामाजिक, साँस्कृतिक आदि विविधता अनुरूप लोकलयमा पनि विविधता रहन गएको देखा पर्दछ । लोक छन्दहरू यति नै छन् भनेर निर्णय गर्न गाह्रो छ । समाजमा बढी चलनचल्ती र लोकप्रियता रहेको आधारमा तामाङ् सेलो, देउडा, सवाइ तथा विभिन्न प्रकारका भ्याउरे, भजन, लोकदोहोरी, लोकगाथा आदिलाई यसअन्तर्गत राख्न सकिन्छ । त्यसैगरी कर्खा, मारुनी, बालन, सगिनी, घाँसे, भैली, देउसी, भदौरे, असारे, तीजे आदि स्वतस्फूर्त रूपमा उब्जिएका लोकलय हुन् । यी लयमा नेपाली समाजको सुख-दुःख, भाव अभाव जात्रा, मेला, पर्व आदि विषय र सन्दर्भका अभिव्यक्ति फेला पर्दछन् ।

७. निष्कर्ष

छन्द मानव मनका भावना र कल्पनालाई व्यक्त गर्ने क्रममा विचारलाई जीवन्त बनाउन तथा कविता काव्यलाई गहन बनाउन पूर्वीय र पाश्चात्य साहित्यमा साहित्यको उषाकालदेखि नै प्रयोग भएको देखा पर्दछ । पूर्वमा वैदिक ग्रन्थहरू छन्दोबद्ध छन् । पश्चिममा होमरका काव्यहरू पद्यमा लेखिएका छन् । मानवका जीवन भोगाइका सुख-दुःखका लयलाई व्यवस्थित र नियमित गराउने प्रयत्नको परिणामा स्वरूप छन्दको जन्म भएको हो । संस्कृत साहित्यमा छन्दलाई व्यापक रूपमा प्रयोग गरिएको छ ।

छन्द काव्य विधाको निकै महत्त्वपूर्ण तत्त्व हो । यसलाई पूर्वीय वाङ्मयको विविध विधामा प्रयोग गरे पनि काव्य साहित्यमा यसको स्थान विशिष्ट प्रकृतिको छ । वेदमा गायत्री, उष्णिक्, अनुष्टुप्, बृहती, पङ्क्ति, त्रिष्टुप् र जगती छन्दको प्रयोग गरिएको छ । छन्दका आदि आचार्य भगवन शिवलाई

मानिएको छ। छन्दको चर्चा गर्ने शिव, सनत्कुमार बृहस्पती, इन्द्र, शेषनाग आदि आचार्यहरूको नाम उल्लेख भए पनि छन्दशास्त्र सर्वप्राचीन शास्त्र हो। लौकिक साहित्यमा छन्दको प्रयोग सर्वप्रथम वाल्मीकिले गरेका हुन्। वाल्मीकिको रामायण र व्यासका महाभारत आदि ग्रन्थलाई आधार मानेर पिङ्गलले छन्द सूत्रको निर्माण गरेका छन्। संस्कृतमा वेद, पुराण, रामायण, महाभारत आदिमा छन्दको व्यापक प्रयोग छ। कालिदासका काव्यहरू पनि छन्दमै लेखिएका छन्। नेपाली साहित्यमा पनि भानुभक्त, लेखनाथ पौड्याल, लक्ष्मीप्रसाद देवकोटा आदिले छन्दको व्यापक प्रयोग गरेका छन्। मानव हृदयका लयात्मक विचार र भावहरूलाई निश्चित नियममा बाँधेर पूर्वयोजनाका आधारमा नियमित लयको सिर्जना गरी व्यवस्थित गरिएको अभिव्यक्तिलाई छन्द भनिन्छ। पछिल्लो समयमा शास्त्रीय छन्दको प्रयोगमा कमी आए पनि अन्तर्लयको सिर्जना गरी गद्य कविता लेख्ने प्रचलन बढेको छ। छन्द शास्त्रको प्रर्याप्त ज्ञानको अभाव, छन्दमा कविता लेख्न गाह्रो हुन्छ भन्ने कमजोर मानसिकता, सरलताको खोजी आदि विविध कारणले छन्दको प्रयोगमा कमी आएको हो।

छन्द एक शास्त्र हो। छन्द यति नै हुन्छन् भनेर यकिन गर्न मुस्किल पर्छ। भरतले १३ करोडभन्दा बढी छन्दका प्रकार हुने कुराको सङ्केत गरेका छन्। छन्दका वैदिक र लौकिक गरी दुई प्रकार हुन्छन्। लौकिक छन्द मात्रिक र वार्णिक गरी दुई प्रकारको हुन्छ। मात्रिक छन्द पनि तीन प्रकारको हुन्छ : सम, अर्धसम र विषम। त्यसैगरी चारओटै

पाउमा मात्राको समान सङ्ख्या हुने सम मात्रिक छन्द हुन्छ। पहिलो र तेस्रो पाउमा समान सङ्ख्या हुने तथा दोस्रो र चौथो पाउमा समान मात्राको सङ्ख्या हुने अर्धसम मात्रिक छन्द हुन्छ। प्रत्येक पाउमा अलग अलग मात्रा हुदा विषम मात्रिक छन्द हुन्छ। निश्चित गण र सूत्रको आधारमा निर्धारण गरिएका छन्दहरू वार्णिक छन्द हुन्। वार्णिक छन्दहरू निकै धेरै हुन्छन्। नेपाली संस्कृति, धर्म, परम्परा, चाडपर्व, रीतिस्थिति आदिसँग सम्बन्धित विभिन्न गीति लयहरू छन्। ती लयलाई पक्रिएर लेखिएका कविता लोक छन्दका कविता हुन्। हाइकु, गजल आदिमा पनि आफ्नै किसिमको छन्द प्रयोग भएको हुन्छ।

कविता काव्यमा वैदिक कालदेखि नै व्यापक रूपमा प्रयोग हुँदै आएको छन्दले संस्कृत साहित्यमा निकै गरिमामय स्थान प्राप्त गर्न सफल भएको छ। पाश्चात्य जगत्मा छन्दको आवश्यकता हुने नहुने सम्बन्धमा मतभेद रहे पनि छन्दको महत्त्व कम छ भन्न सकिदैन। साहित्य सिर्जनाको आदि कालदेखि नै छन्दको प्रयोग मानवीय संवेग तथा सुख-दुःखका उतारचढावका हरेक लयलाई आत्मसात गरी क्रमशः व्यवस्थित परिष्कृत हुँदै एक शास्त्रका रूपमा स्थापित भएकाले सीमित ज्ञान र व्यक्तिगत विचारका आधारमा यसको महत्त्व कम छ भन्न मिल्दैन। समयको परिवर्तनसँगै छन्दको प्रयोगमा समेत विविधता हुन गएको अहिलेको सन्दर्भमा पनि छन्दको अस्तित्व अझ वृद्धि हुने निश्चित छ।

गङ्गादास (२०१६) *छन्दोमञ्जरी* टिका हरिदत्त... वाराणसी : चौखम्बा सीरीज अफिस।

घिमिरे, डुकुलराज (२०६९) *शास्त्रीय छन्द र देवकोटाका महाकाव्य*, पाल्पा : कला विमर्श केन्द्र।

दुङ्गाना, गोविन्दप्रसाद (२००९) *छन्दोहार* काठमाण्डौं ने. भा. प्र. स.।

थापा, हिमांशु (२०४७) *साहित्य परिचय*, (ते.सं.) काठमाडौं : साभा प्रकाशन।

पराजुली, कृष्णप्रसाद (२०६६) *राम्रो रचना मीठो नेपाली व्याकरण अभिव्यक्ति र अभ्यास* (ते.सं.) काठमाडौं : तलेजु प्रकाशन।

पिङ्गल (इ. २०१३) *छन्दोमञ्जरी* (व्या.) ब्रह्मानन्द त्रिपाठी संस्करण (?) वाराणसी : चौखम्बा सुरभारती प्रकाशन।

भट्टकेदार (इ. १९७५) *वृत्तरत्नाकर* वाराणसी : मोतीलाल बनारसीदास।

भण्डारी, पारसमणि, पौडेल, माधवप्रसाद (२०६७) *साहित्य शास्त्र र नेपाली समालोचना* (ते.सं.) काठमाडौं : विद्यार्थी पुस्तक भण्डार।



सन्दर्भ सामग्री

कोइराला, धनपति (२०७०) *साहित्य शास्त्र नेपाली समालोचना र शोध विधि* काठमाडौं : वर्ल्डवाइज पब्लिकेसन प्रा. लि.।

CREATIVITY FROM A SOCIO- CULTURAL PERSPECTIVE WITH REFERENCE TO FOLK DANCE IN A SECONDARY SCHOOL OF NEPAL

✍ **Man Bahadur Sunar**
Teaching Assistant
Madhyabindu Multiple Campus
M.Ed.L, Paper Presentation
UNSW, Sydney, Australia

Abstract

In post- modernism, creativity, by and large, has become a growing concern and common agenda for everyone attached to the discourse of learning about pupils and their development process. The study succinctly reveals a significant role of society and its culture in the making of creativity in relation to folk dance as the most important part of co-curricular activities in New Don Bosco Academy, Kathmandu. The major discussion in this paper is based on R. Keith Sawyer's systems model of creativity that consists of three interconnected elements: the person, the field and the domain. Furthermore, the study is also an attempt to unravel and resolve various debatable issues concerning socio- cultural influences in dance class. So, in its most subtle application, what is generally perceived of creativity as an individually strived outcome is challenged by inevitable socio- cultural forces that provide sufficient insight into reconceptualizing and rethinking of the very term 'creativity'.

Background of Dance in the School

There were many extracurricular activities such as dance, art, music, drama and so forth for students at New Don Bosco Academy, Kathmandu. These activities were conducted by the respective activity teachers on Friday. Among these activities dance group constituted the largest group which also meant that students were mostly interested in dance. So students' enthusiasm and excitement saw no bounds when Friday came, the day of a good dance class. Furthermore, the proliferation of students in dance had led the school management to think of every possible way to keep up the spirit of students. They posed a great concern for students, and ensured that no student was

debarred from the opportunity of taking part in dance classes or dance competitions.

There was an active dance teacher who really devoted herself to ensure that she gave the best to her students so that they could exhibit best performance in the competitions within and outside the school. She taught different dance forms because Nepal is a country with different ethnic groups, tribes and social groups, and their dance forms vary accordingly. Some of the important folk dances taught in the school were Maruni, Lakhe, Jhaure, Karuwa, Dohori, TamangSello and Kumari dance. These dances speak of rich culture and traditions of the country. Interestingly, no festival is complete without folk dance. The dancers wear colourful, ornate

costumes, many of them accessories with rich gold jewellery and elaborate hair decorations.

According to Youngerman (2000) folkdances are integral part of community life, and are linked to specific occasions and associated with specific groups of people. This also means that folk dance is intrinsically conjoined with tradition and culture of a community. Kay Tang (1990) defines folk dance as a type of dance that evolved originally from the culture and tradition of a region or community, and is intended to celebrate significant social occasions, sacred rituals and rites. These dances play an important role in consolidating beliefs that build values which identify behaviour and activities of a particular group of people in a particular society. Actually along with the culture of folk dance the consolidated values are passed from one generation to another, and this is a clear indication of their importance towards preserving the essence of culture of any society.

In children, dance as a source of entertainment helps them to grow happily with time and increases their creative potential in understanding the aesthetics and significance of body movements and symbols. The opportunity to use their skills of movement gives them much insight into their understanding of the 'self' and this can be considered as a first step towards developing their creative potential as they will know much about their weaknesses and their creative strengths. They can learn to excel their best movements and work more on the skills that they need to improve. From the perspective of learning, children's sensitivity tends to identify much with rhythmic movements which folk dance as a form of art offers a good platform for them to learn and enhance their skills in the way they feel easier and comfortable.

One of the attributes of folk dance can be associated with children's development in adapting a culture of team work as these dances are generally performed in groups. Besides, they tend to nurture children's holistic development making them more social and well- equipped for future endeavours. From this vantage point, folk dance is a type of play (Nielson, 2011) which is not only concerned with muscular activity but also is related to enhancing the child's mind, heart and imagination. This development is a marker of a natural and important expression of child's personality.

Assessment of Dance in the School

The Nepalese curriculum does not have a definite standardized test to foster creativity in dance, fine arts, music or drama. So the dance teachers had to rely on non- formal test which was generally based on grading (A, B, C and D) in all three terminal examinations of the school. Sometimes there were Inter- House dance competitions in which the students who won fetch marks for their House. The competitions included group participants of respective Houses. The children were divided into four Houses: Annapurna, Dhaulagiri, Lhotse and Gaurishankar (names derived from the mountain ranges in Nepal). Teachers were allocated for each House and were designated as House teachers with much responsibilities of supporting students of their respective Houses in various co-curricular activities of the school. The judges who were hired to evaluate the performance of students in dance competitions were generally the outstanding folk dancers of Nepal, and they were accompanied by the dance teachers. Students, teachers and parents looked this dance competition as the most awaited event of the year where creativity of students would be judged and acknowledged based on their

performance. It was more than just a competition because everybody enjoyed the joyous moment enriched in its powerful fascination derived from the dancers' costumes and ornaments, and the beautiful folk songs. It was interesting to note how the little masters expressed themselves through movement, and at some point the great performers were able to transform their little steps of the moment into great poetry of movement. At the end the participants of the winning House were awarded with medals and the winner House was able to fetch 100 points for exhibiting their creative potential. These points added to the overall points of the House received in various extracurricular activities over the whole academic session.

In subjects with clear cut curriculum goals such as Maths, Social Studies and so forth, judgement may not be as difficult as in dance which is deprived of definite curriculum goals and standardized assessment criteria. So dance teachers had to be more tactful concerning evaluation and exploring creative potential of the students. However, their criteria of judgement included precision of dance steps, adherence to time limits, harmony of the group, historical accuracy of costumes (Bennett, 2014), expression of mood, props used, balance and control and stage coverage. Sometimes criteria for creativity draw a debatable issue whether creativity can have criteria or it can be educated (Best, 1985). For Brown (1998) the validity of an opinion is determined by context and evaluation of goodness and badness. His definition of creativity is equivalent to performance in relation to politics where criteria do not fit. However, keeping in view that creativity is more of "public practice" (Best 1995) and socio- cultural construct, creativity has certain criteria which the teacher has to follow

in exploring creative potential in students though in limit as per his/her discretion and necessity.

Sawyer's Systems Model of Creativity

The central point of discussion in this study is offered by the key concepts of the person, domain and field in systems model of creativity as presented by Dr R. Keith Sawyer. Sawyer emphasizes on individual action thoroughly guided by the institutions of the field and the domain with an intrinsic link among one another for making a product creative. The person uses spectrum of human characteristics and behaviour such as inquisitiveness, sensitivity, optimism, interaction and so forth as a source of innovation in the process of developing a created product but the product created may not be worth in terms of novelty and appropriateness. The judgement of the product is made by the field which decides whether the product qualifies to enter the domain. Once the product enters the domain after approved by the field it is preserved and disseminated to the other members of the field. The product not accepted by the field is kept in oblivion and finally destroyed. The field also deals with values that exist in binary oppositions such as consensus and conflict which the person has to undergo to have domain knowledge in his/her creative endeavours. (Sawyer, 2012 a)

Sawyer's (2012 a) assertions on the function of the domain lie in its nature of incorporating all of the created products which have been accepted by the field in the past and also all the conventions such as the languages, symbols and notations shared by the members of the field. It is essential for an individual as a member of the field to have good knowledge of the domain. Success in creation does not occur or come instantly. It takes years of training and preparation for the individual to be established in a successful creative career.

The description of the field as a profound and complex network of institutions and personalities (Sawyer, 2012 a) can be extended to a point that forms a fundamental requirement for the dance students in a way that makes them sense things in variance when they strive towards creativity. Field becomes the part of the repertoire of domain bringing in the idea of audience (Sawyer, 2012 a) that can be associated with institutions, various personalities, communities, teachers, parents, and peer group in folk dance in the school. So the audience's voice plays a significant role in shaping and determining the students' creative potential in dance. Similarly, the most important aspect of the audience constitutes "intermediaries" who are the "gatekeepers" (Sawyer, 2012 a) such as the school principal, vice- principal and various members of the management team who provide moral and financial support to dance students. They ensure that the students are provided with essential requisites for examples costumes, decoration materials, music players as well as moral support necessary for dance.

Sometimes students were given opportunities to participate in inter- school dance competitions and various other dance programmes within and outside the school. The winners were awarded with medals and prizes, and also their outstanding works recognized through publications such as school magazines and popular national dailies. Furthermore, "connoisseurs" (Sawyer, 2012 a) who are more experienced in the domain can be associated with dance teacher, judges of dance competitions and people with vast knowledge in folk dance. With the bestowed power and responsibilities by the intermediaries like the school principal and the management team, these experts used appropriate directives and techniques to motivate students and excavate their creative potential. So, in the complexities and vastness of the field, the interplay of the roles

of the dance teacher, teachers, the school management and parents were responsible for the cultural upbringing and creativity of the dance students as evident in the following assertions.

Changing Small Steps into Larger Creativity

For the dance teacher to teach dance meant going beyond the verbal explanation and persuasion, and transformed her strategies into the eloquence of body language through demonstration in bits and parts. It was important for her to teach every small step first without music and later with musical beats. She also explained her students about the importance of synchronizing their steps, mood, expression and the body movement with the music of the dance. Finally she formed larger steps immersing which into the musical notes and beats in the movement of the body parts and expressions, justified both the epistemological and ontological totality of the genre.

One thing is clear that the greater the mastery of the discipline, the greater is the possibility of creativity (Best, 1985). To get mastery in a particular domain means in depth knowledge, and in depth knowledge means rigorous devotion which is possible through training and preparation. This idea of rigorous training and practice supports Best's (1985) assertion that learned technique is not sufficient in creativity (p. 84). What counts in creativity is the mix of learned skills and rigorous practice that helps a student to be spontaneous in dance. This point can also be substantiated by inferring that creativity in dance can be educated, the idea which answers the enquiry made by Best in terms of criteria in creativity as discussed earlier in this paper.

As a matter of fact everyone including the dance teacher and the students knew well that the nature of creativity differs from one discipline to

another. For instance, in literature creativity is reflected instantly when a student composes a sublime piece of writing through the interplay of words in their unique rhetoric. In contrast, in dance creativity is projected during performance which is constrained by time and space. So, students have to wait for an opportunity to perform in a programme where they can exhibit their creative talent. However, despite challenges, the dance teacher meticulously observed the small creative changes in her students and tried to invest herself completely in expanding their creative potential to a broader extent.

Cultural Upbringing and Creativity

The field provided a wide socio- cultural context as an influential determinant of creativity in dance class. The dance teacher and House teachers as gatekeepers and parents as general audience not only motivated and inspired students but also established a cultural mind set in them affecting their attitudes and perceptions towards creative activities. It was more like equipping soldiers with guns and weapons before they went for war.

The teachers made the students in tune with cultural values and their significance through anecdotes and knowledge about the cultures of various ethnic communities and social groups whose dance forms differed from one another. For instance, Tamangselo is a kind of dance performed by the Tamang community, the largest Tibet Burma ethnic group who covers around half of the Himalayas zones in Nepal. Both men and women take part in the dance wearing delightful traditional costume and ornaments. "Damphu" (a small drum type of musical instrument), their traditional instrument, is the heart of the dance. The interesting aspect of the dance is that the young dancers take this opportunity to choose their life partners (Rodhighar Nepal, Folk & Musical Group, n.d).

Another important dance totally different from Tamangselo is Kumari dance which is one of the ancient dances dedicated to the well- known living Goddess "kumari" of Kathmandu. This dance form belongs to the Newari community of Kathmandu and is performed during "Indrajatra" festival where the Goddess Kumari adorned with splendid ornaments is taken around the old Kathmandu in traditional chariot and thousands of Nepalese people pay homage to the living Goddess (Rodhighar Nepal, Folk & Musical Group, n.d).

The teachers also told students stories of struggle of great dancers, and inspiration drawn from such ideal in the form of role models could bolster their creative potential. Similarly parents played a significant role in cultural mentoring of children which taught them to learn to respect their culture and tradition. Children were mostly influenced by various festivals and rituals celebrated and performed respectively in the family. Their attitude, behaviour and conscience of various things that happened every day were affected by the cultural practices and conventions of the society. This was also, on the one hand, suggestive of the rich cultural tradition of the country which influences performance of children. On the other hand that elicited an idea that creativity is an emerging property of the group, field, society rather than a property of individuals (Sawyer, 2003 b). Does this mean that creativity is of the society, by the society and for the society? Not in the sense of property or possession but in the sense of construct and control, individual creativity is rather collective where the systems model is multidirectional affecting and being affected by various institutions, communities and personalities.

Furthermore, to disentangle the threads of complexities the best example can be of any famous dancer whose creativity is praised not

because of his/her individual creation but because of the form so created which is compatible to the conventions, ideologies and protocols of the society in the approval of the created product. So when one refers to the creativity of that person the first thing that comes in one's mind is his/her dance and not the individual. Here the product recognizes the creativity and not the subject or the creative process (Ryle, 1963). The product becomes a result of socio- cultural construct and recognition of the product is extended by evaluative parameters set by the field

Conclusion

Sawyer's systems model of creativity provides new insight into the significant role of a complex tapestry of the person, domain and field in dance classrooms. The theory opens door for wider understandings and perceptions of social- cultural

construct in the making of creativity in dance. What was earlier thought of dance as a solely individual effort in its definition and concept of creativity is now refined by the study that it is more than individual construct in the creative world. It is found that the individual's creative potential is explored and enhanced by the emerging needs and conventions of the society. Here the dance teacher, teachers, school management and parents as gatekeepers of the huge kingdom of the field make a significant development impact on students' creativity in dance. So, creativity in folk dance emerges from wider spectrum of socio- cultural values and moves beyond the bounds of individualism making it (folk dance) a cultural activity in itself and performing a dual role of a preserver of culture and culture acted upon to preserve its forms and essence.

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J.M.COETZEE'S *DISGRACE* : SOUTH AFRICAN HISTORY OF FORGIVENESS AND RECONCILIATION.

✍ Gunakhar Neupane
Trichandra Multiple Campus
Kathmandu

Abstract

This article deals with the power distance and the construction of South African 'Other' in the dominant rhetoric of the Empire from the perspective of New Historicism. It justifies Coetzee's critique of the dominant historiography and his concerns for the marginalized and ignored aspects of South African culture and history and the minorities such as women. In this connection this writing analyses the novel Disgrace which is Coetzee's rewriting on colonial history of South Africa. The novel projects racial reconciliation and forgiveness as essential conditions not only for the prosperity of post apartheid South Africa, but also as remedies for the suspicion, doubts and mistrust brought about among the South Africans.

New Historicism: A Critical Introduction

New Historicism embodies plural aspects of literary texts disclosing the social, cultural, political, historical and economic aspects of history. New historicists show how literary texts are occupied in power relations but as active participants in continual remarking of meaningful world from literary and nonliterary dimensions. Louis Montrose writes, "Instead...New Historicism has been constituted as a terminological site of intense debate, of multiple appropriations and contestations, not only within renaissance studies but in other areas of literary criticism in history and anthropology and within the cross-disciplinary space of cultural studies" (407). He contextualizes emerging patterns and practices of new historicist interpretation of literary texts which produce the meanings through non-literary texts.

New historicism refers to the processes of understanding the literary text from the historical

nature of the text and textual nature of the history. Montrose analyzes, "a reciprocal concern with the historicity of texts and textuality of history" (410). He further mentions, "New Historicism has the master-myth of history not outdated the fiction of the symbiosis of earth and heaven? We no longer live by tilting the earth but by devouring her and her waste products"(26).

He sees such critical practices in relation to literary history yet shows the relations with nonliterary texts which represent the literary features and strategies. Laden explains, "The critical practice of new historicism is a mode of "literary history whose "literariness" lies in bringing imaginative operations closer to the surface of nonliterary texts and briefly describes some of the practices leading literary features and strategies"(1). All texts are embedded in specific social and cultural contexts, and all human knowledge and understanding of the past that could only exist through surviving textual traces of society.

Instead of reading history as events, actions of past in terms of linearity and canonicity, cultural productions and any other ideologies, new historicist practices see how power circulates in all directions and discourses. Spiegel explains,

New historicists point to the culturally specific nature of texts as products of particular periods and discursive formations, while viewing reality-history as itself mediated by linguistic codes which is impossible for the critic/historian to bypass in the recuperation of past cultures, (190).

He takes history as culturally constructed facts of texts; products of particular periods and discursive formations which are expressed with the critics and historians engage to salvage the past cultures. New historicists shape literary or non-literary texts as situate within various institutions, social practices and discourses as underlying norms to constitute overall cultures particular time and place. M.H. Abrams shares similar meanings of new historicist critical practices as:

New historicists conceive of literary texts as situated within the institutions, social practices and discourses that constitute the overall culture of particular time and place with which the literary text interacts as both a product and a producer of cultural energies and Codes, reciprocal concern with the historicity of texts and textuality of history (183).

Abrams appreciates Montrose's ideas while explaining the new historicism as inseparable relation to the textuality of history and historicity of text. These features show the interconnectedness of the text and history. New historicism departs from conventional perspectives to history and discloses true meanings of lower positions of society because

these histories are in nature linear, carry relationships with literary texts, addresses issues of upper class and their ideologies of particular society in dissimilar ways.

The new historicism, thus, points out social institutions and non-discursive practices along with revealing social and cultural production and reproduction. Hans Bretons explains the realities of new historicist practices in the following ideas:

The literary text then is always past and parcel of a much wider cultural, political, social and economic dispensation. ...Instead of transcending its own time and place, as traditional Anglo American criticism had argued, a literary text is a time and place bound verbal construction that is always in one way or another political. Because it is inevitably a discourse or an ideology, it cannot help being a vehicle power. (176-177)

Bretons reveals the realities of new historicism in relation to the social, cultural, political and economic aspects of any society. The most of the texts stay behind certain sense of political discourses with history. It serves as a vehicle for power to the discourses and ideologies that control over literary or history of texts on behalf of the marginalized and ignored characters along with their cultural entities.

Abrams illustrates the historical and cultural conditions of its productions, meanings of critical analysis and interpretations of the texts:

New Historicism, since the early 1980s, has been the accepted name for a mode of

literary study that its proponents oppose to the formalism. They attribute both to the criticism and to the critical deconstruction that followed it. ...new historicists attend primarily to the historical and cultural conditions of its productions, its meanings, its effects, and of its later critical interpretations and evaluations (182).

New historicist analyze history and its other related disciplinary and non-discursive genres that are vastly influenced by the historical contexts. It addresses the issues of the social, historical, political, cultural and economic conditions and realities of many societies.

The new historicist understandings focus on historical narratives of marginalized voices as another dominant aspect of rewriting South African history. In this sense, such understandings consist of true version of history would no longer control our historical understanding between history and the text. Rather new historicists endorse the changes, progresses and achievements of the histories in term of marginalized voices. The new historicists address other voices of voiceless and their social, cultural, economic, political issues in term of historical nature of text and textual nature of history because it discloses the meanings of inside and outside texts. Catherine Gallagher explains "new historicisms as reading literary and non-literary texts as constituents of historical discourses that are both inside and outside the texts" (37).

Therefore, the new historicists mesmerize history in recuperating lost histories and exploring mechanisms of repression and subjugation,

production and reproduction become part of cultural materialist critical practices. The major difference is that new historicists concentrate on those at top of social hierarchy while cultural materialists ponder on those at bottom of social hierarchy are the distinctive features that these terminologies share. The main characteristics of these ideological discourses exist in terms of marginalized, ignored, dominated and subaltern characters whose difficulties, challenges and painful experiences in South African history has been dominated by both top and bottom social hierarchy that can be viewed through light of new historicist and cultural materialist practices.

New historicism constitutes the foundations of academic and intellectual ideologies, ideas and practices not only of dealing with the literary nature of the texts but also historical nature of the texts with various facets and plural in analysis, interpretation and exercises of the texts and non-textual materials.

History, Labor and Women in *Disgrace* Coetzee in his novel *Disgrace* deals with the history, labor, women and their marginal positions. He subverts the hierarchies and productions of cultural practices through marginalized, subjugated and ignored labor class, black people like Petrus and female characters like female Lucy, Melanie and Dev Shaw. These black/ white, male/ female characters have their own way of understanding each other giving positive lessons that they struggle for existence. The study deals with problems of these marginalized, subjugated and ignored characters in term of history, labor and women.

The impact and effect of colonization remains within the black and the white female. Coetzee rewrites South African history through insight of

these characters. Then, this process of rewriting South African history becomes purposeful, directional and informative. Coetzee creates discourses of sexual harassment and exploitation or violence that happens between the Prof. Lurie and the girl student Melanie. "The notification-which arrives in an envelope marked confidential-is accompanied by a copy of the code...deals with victimization or harassment on grounds of race, ethnic group, religion, gender, sexual preference, or physical disability...harassment, Cousin Pauline would have interjected, while Melanie stood by abashed-against a professor" (39). This sexual oriented action spreads around college and outside college premises and gets serious conditions when the case was filed by the victims, "in campus it is Rape Awareness week. Women against Rape, WAR, announce a twenty-four-hour vigil in solidarity with 'recent victims'. A pamphlet is slipped under his doors: 'WOMEN SPEAK OUT.' Scrawled in pencil at the bottom is a message: YOUR DAYS ARE OVER, CASANOVA" (43). Through these lines, Coetzee has seriously raised the problems of women who are no safe even in the college area and she is abused sexually from the professor who is double in her age. He seriously raises issue of rape which also happens in Lucy's life. But she receives lessons to teach both white and black to harmonize future of life secured in South Africa.

The new historicist's analysis considers black people and their struggle, freedom and consciousness in relation to the political, social and economic ground realities. The new historicist's tendencies remain seriously in touch with these black scholars. Among them, Andrew Bennett and Nicholas Royle view history within the new historicist claims. These scholars emphasize upon the history that raise social issues

of transformation and rewriting. These issues might suggest their presence in social, political and economic arena of society. "History is the 'history of the present that history is inh the making that, rather than being monumental and closed, history is radically open to transformation and rewriting" (112). Through, they come across their literary and theoretical history to focus upon the self, community and society with new historical understanding can no longer go beyond the social, political and economical realities.

In the history of sexuality, Foucault explains, "Where there is power, there is resistance; and yet, or rather consequently, this resistance is never in a position of exteriority in relation to power" (95). Foucault writes on the history of sexuality which is distinct from other forms of power. There is no resistance in position of exteriority in relation to power.

Professor Lurie's sex disgrace with his student Melanie interrogates on official white's imperial history. The inquiry committee also concludes that there is long historical impact in Melanie's rape. It continues from imperial history that is the part of long history of exploitation. The English abuse, exploit and violently rape South Africa and its people. Consequently, its results remain in both South Africans and white female. These marginalized, subjugated and problematic characters struggle for their individual to social positions. He adds, "Yes, he says, he is guilty; but when we try to get specificity, all of a sudden it is not abuse of a young women he is confessing to, just an impulse he could not resist, with mention of the pain he has caused, no mention of the long history of explanation of which this is part" (53). Coetzee points out historical reality of rape that they happen because of imperial history. The professor is only the part of that

historical continuity of rape out of which he could not resist against such facts that the continuity in these negative human drives are the part of their generations.

Further, Coetzee builds the discourses to defend against the prejudices that Lurie made considering the women and their relations such as Lucy and Shaw when Lucy is raped by three gangsters. "No wonder they are so vehement against rape, she and Helen. Raping a lesbian is worse than raping a virgin: more of a blow" (105). These sorts of expression really generate the meanings of poetics of culture in which the issues of women represent in needs and deeds.

Coetzee represents the cultural practices of minorities such as labor Petrus and marginalized women Lucy to mean the real meanings of South African history. After the rape case happen in Lucy life, Lurie always becomes doubtful and searches an alternative way to his daughter. He also knows about three gangsters. He clearly notices them in the party gathering that takes place in Petrus house. Meanwhile he wants to punish them. So he is trying to call police. Lucy bars him calling it as a personal matter and assures him that there is no Petrus's involvement in such actions:

Don't shout at me, David. This is my life. I am the one who has to live here. What happened to me is my business, mine alone, not yours, and if there is one right I have it is the right not to put a trail like this, not to have justify myself- not to you, not to anyone else. As for Petrus, he is not some hired laborer whom I can sack because in my opinion, he is mixed up with wrong people.

There is continuous struggle between father Lurie and daughter Lucy who understand history in their own way. These sorts of struggle for locating true history among the characters frequently remains in difficulties and problematic.

Coetzee represents South African history through defying conventional understanding history through female characters Lucy who accepts pregnancy of three gang's violent rape. She is determined to continue her future life in South Africa with bringing up unborn child. But Lurie tries to escape from her father's constant suggestions to do abortion. She positively takes violent rape priceless gift to be mother. The acceptance of rape by Lucy is the forgiveness and reconciliation of two cultures.

This article has, then, explained the history, labor and women that become more manifest through the nature of the characters and their understanding of South Africa. Lucy and Petrus find these marginalized, ignored and subjugated historical and cultural possessions become survival rights of all black, left white female, even unborn child are the part of South African history. Conclusion

This article represents South African history from the perspective of new historicism that has explained in relation to the history, power, narrative, labor and women. The main purpose is to analyze South Africa through asserting historical truth of those marginal aspects of South African history. In this stance, the marginalized, ignored, misrepresented and subjugated characters in relations to indigenous people and their cultures of South African history have carried the plural meanings in Coetzee's *Disgrace*.

New historicism is the study of literary and non-literary texts from historical nature of text and

textual nature of history. It sees literary texts from social, cultural, political, economic and historical aspects of particular time and space. It mostly centers on issues of marginalized people and their cultures as ignored, dominated, misrepresented and underestimated ones. Cultural materialism refers to critical practices of literary texts from neo Marxist grounds that also share some of common themes of new historicism. These scholars view the cultural productions in term of material values. It regards unequal power relations of the high level of authority. It relates cultural productions in regards to economic situations of particular time and space.

Coetzee, in *Disgrace*, creates the situation of Melanie's sexual exploitation with historical continuity that the white had once practiced in their imperial history Lurie misuses his position of professor and becomes the part of this imperial history. These phenomena of sexual harassment, exploitation, rape and violence are the results of imperial history that they had once committed and its negative impact remain after the

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भर्चुअल रियालिटी : परोक्ष यथार्थता नाटकमा उक्ति अतिक्रमण

✍ महेश प्रसाद भट्ट
शिक्षण सहायक
विद्यावारिधि शोधरत, त्रिभुवन विश्वविद्यालय

आलेखसार : भाषिक संरचनामा एकाधिक अर्थ वा आर्थी विकल्प हुन सक्छन् । यस्ता आर्थी विकल्पहरू खास परिवेशमा प्रयुक्त उच्चारले एकैचोटि अभिव्यक्त गरेको हुँदैन । भाषा प्रयोक्ताले निश्चित आशयगत विकल्प प्रयोग गरेको हुन्छ । सहभागीहरू यस्ता विकल्पको चयनमा स्वतन्त्र नहुन सक्छ अथवा जुन आशयमा संरचना अभिव्यक्त हुन्छ त्यही आशय ग्रहणकर्ताले पनि ग्रहण गर्नुपर्छ । यसको निर्धारण सामाजिक परिवेशले गर्छ । निश्चित परिवेशमा उच्चारले दिने अर्थ अर्को परिवेशमा त्यही उच्चारले दिने अर्थभन्दा फरक हुन सक्छ, हुन्छ । यस्ता उच्चारहरूको अध्ययनमा मूलतः सङ्कथन विश्लेषण (कथ्य भाषिक संरचनाको अध्ययन) र पाठ विश्लेषण (लेख्य भाषिक संरचनाको अध्ययन) गरी दुई वटा पद्धति अपनाइन्छन् । एडमन्सन (१९८१) का अनुसार सञ्चारमा भाषिक एकाइहरूले गर्ने कार्यको अध्ययनलाई यी दुवैले समेटेका हुन्छन् (रहमानी, २००८ : १२) । ग्राइसियन सहयोगात्मक सिद्धान्तले यिनै सङ्कथन र पाठको विश्लेषण गर्ने नूतन पद्धति स्थापित गरेको छ । भाषा प्रयोक्ताले ग्राइसियन उक्ति प्रयोगमा प्रभावकारिता ल्याउँदा सहभागीहरूबिच अन्तर्क्रिया सफल हुन्छ तर शाब्दिक होस् वा अशाब्दिक, सबै प्रकारका सञ्चारमा यी उक्तिहरू प्रयोग भएका हुन्छन् र हुनेपछि भन्ने छैन । यस्ता उक्ति प्रयोगको न्यूनता र अधिकताले उक्ति अतिक्रमण हुन्छ । संवादात्मक उक्तिअन्तर्गत निहित उपउक्तिहरूका मान्यता विपरीत भाषिक प्रयोग हुँदा उक्ति अतिक्रमणको स्थिति देखिन्छ । परिस्थितिजनित रूपमा देखापर्ने उक्ति अतिक्रमण अन्तरोक्ति निर्माण र अध्ययनको आधार हो । "भर्चुअल रियालिटी : परोक्ष यथार्थता" नाटकमा सहयोगात्मक सिद्धान्तको प्रयोग अन्तर्गत उक्ति उल्लङ्घन र अन्तरोक्तिको विश्लेषण गर्नु यस लेखको उद्देश्य रहेको छ ।

विशेष शब्दावली : प्रकरणार्थ विज्ञान, सङ्कथन विश्लेषण, सन्दर्भ, पाठ, सहयोगात्मक सिद्धान्त, उच्चार, उक्ति अतिक्रमण, अन्तरोक्ति ।

पृष्ठभूमि

सन्दर्भमा प्रयुक्त भाषाको एकाइका रूपमा सङ्कथनलाई लिइन्छ । यस्ता सान्दर्भिक अर्थपूर्ण एकाइको विश्लेषण नै सङ्कथन विश्लेषण हो । यसका लागि विविध मोडलहरू प्रयोगमा आएका छन् । सहयोगात्मक सिद्धान्त भाषाविज्ञानका क्षेत्रमा प्रयोगमा आएको सङ्कथन विश्लेषणको यस्तै मोडल हो । ग्राइस यसका प्रतिपादक हुन् । यसको विकास र विस्तारमा केसर (१९७६), मर्टिनिच (१९८०), लेभिन्सन (१९८३), लिच (१९८३), हिर्नटका (१९८६) र डेभिस (१९९८) का योगदानहरू

महत्वपूर्ण छन् । यस आलेखमा भर्चुअल रियालिटी : परोक्ष यथार्थता नाटकमा उक्ति अतिक्रमणको स्थितिको विश्लेषण गरिएको छ ।

विधि र सामग्री

यो आलेख वर्णनात्मक र विश्लेषणात्मक अध्ययन विधिसँग सम्बन्धित रहेको छ । यस क्रममा पुस्तकालयीय विधिबाट सामग्री सङ्कलन गरिएको छ । हर्वट पाउल ग्राइसका लेखहरू र "भर्चुअल रियालिटी : परोक्ष यथार्थता"

नाटकलाई प्राथमिक स्रोत तथा सम्बन्धित विषयका प्रकाशित पुस्तकहरू, अनुसन्धान सारहरू, पत्रपत्रिकाहरू, जर्नलहरू र इन्टरनेटलाई द्वितीयक स्रोतको रूपमा प्रयोग गरिएको छ ।

परिचय

सहयोगात्मक सिद्धान्तले स्रोत वा पाठकले वक्ता वा लेखकबाट अभिव्यक्त आशय कसरी प्राप्त गर्छन् र यस्ता आशयहरूबाट उनीहरू कसरी टाढिन सक्छन् एवम् ती आशयका आर्थी विकल्पहरू के के हुन सक्छन् भन्ने कुराको अध्ययन गर्छ । संवाद वा सञ्चारमा सहभागीहरूको भूमिकाले के महत्व राख्छ । संवादका मूलभूत उद्देश्य पूर्तिका लागि कुन कुन गुण आवश्यक हुन्छन् भन्ने कुराको अध्ययन गर्न ग्राइसले प्रकरणार्थ विज्ञानको अनुशासनअन्तर्गत सहयोगात्मक सिद्धान्त र संवादात्मक उक्तिबारे चर्चा परिचर्चा गर्दै निश्चित सैद्धान्तिक मान्यता स्थापित गरेका छन् । उनले यसअन्तर्गत चारवटा उक्तिहरू र यिनै उक्तिका केन्द्रीयतामा विभिन्न अवधारणाहरू प्रतिपादन गरेर यस सिद्धान्तलाई पूर्णता दिएका छन् । सामाजिक परिवेशमा प्रयुक्त संवादमा आपसी आर्थी सञ्चारलाई कसरी प्रभावकारी बनाउन सकिन्छ, यस्तो सञ्चारमा सामाजिक सहभागीहरूले यी उक्तिहरूको कसरी अतिक्रमण गर्छन् र त्यस्ता अतिक्रमण किन हुन्छन् भन्ने कुराको अध्ययन विश्लेषण सहयोगात्मक सिद्धान्तअन्तर्गत गर्ने गरिन्छ ।

उक्ति अतिक्रमण

संवादमा सहभागीहरू आफ्नो पालोमा पूर्ण प्रतिबद्ध र सहयोगी हुनुपर्छ भन्ने मान्यता पाइन्छ तर सबै अवस्थामा यस्तो प्रतिबद्धता र सहयोगीपन नदेखिन सक्छ । सहभागीहरूबिचको उपेक्षाभाव, उत्तर दिन नचाहने मनसायले उक्ति प्रयोग वा पालनामा बाधा पर्छ । त्यसो त सबै परिस्थितिमा संवादात्मक उक्ति र तिनका उपउक्तिहरू पालन भएको हुन्छ र हुने पछि भन्ने पनि छैन । यस्तो हुनुमा सहभागीहरूले आफ्नो आशयलाई

अभिव्यक्त गर्दा उक्ति प्रयोगतर्फ वा नियमवद्धतातर्फ बढी ध्यान दिए भने त्यसबाट आशयको गहन नभई सतही स्वरूप मात्र बाहिर आउन सक्ने र त्यही सतही स्वरूपको मात्र सञ्चार हुन सक्ने स्थितिको सिर्जना हुनु नै हो । ग्राइसका अनुसार यस्तो परिस्थितिबाट बच्न अन्तर्क्रियामा सहभागीहरू उक्तिको निरन्तर अतिक्रमण गर्ने गर्दछन् फलस्वरूप संवादात्मक उक्ति निरन्तर खण्डित भईरहन्छन् (आचार्य, २६९ : ५५९) । कतिपय भाषिक सङ्कथनमा उक्ति अतिक्रमणले सहभागीबिचको संवादलाई खण्डित नगरी सङ्कथनको सम्बद्धनलाई अभिवृद्धि क्रियाशील (शक्तिशाली) बनाउँछन् । अन्तर्क्रियामा उक्ति अतिक्रमण हुनु भनेको यसको असफलता होइन (लेभिन्सन, २०१० : १०९) । त्यसैले उक्ति अतिक्रमणलाई अन्तरोक्तिको कारक मानिन्छ । ग्राइसले सहयोगात्मक सिद्धान्तअन्तर्गत संवादात्मक उक्ति अतिक्रमणलाई अन्तरोक्ति विश्लेषणका निमित्त प्रमुख सिद्धान्त मानेका छन् । उनका अनुसार संवादात्मक उक्तिहरू सामान्य र विशिष्ट गरी दुई अवस्थामा अतिक्रमण हुन्छन् । जब यस्ता उक्तिहरू विशिष्ट अवस्थामा अतिक्रमण हुन्छन् तब संवादात्मक अन्तरोक्तिको निर्माण हुने गर्दछ (लेभिन्सन, २०१० : १०९) । यी उक्तिहरू मुख्यतः सहभागीहरूका सूचनाहरूको मात्रा अनावश्यक, असत्य, असम्बन्धित र अपष्ट हुँदा अतिक्रमण हुने गर्दछन् । यस्ता अतिक्रमणलाई तल दिएका उदाहरणले दर्शाउँछन् :

(क) आज हामीहरूका बिच अन्तिम हस्ताक्षर नभएसम्म केही कुरा बाहिर नल्याउँने सहमति भएको छ । तसर्थ म केही भन्न चाहन्न । (गु. अ.)

(ख) निर्वाचन आयोग चुनाव गर्न लागि परेको छ तर मलाई लाग्दैन कि चुनाव होला । (प.अ.)

(ग) ऊ कहाँ बस्छ ?

दार्चुलाको कुनै गाउँमा । (गु.अ. र प.अ.)

(घ) उनी पास भईन् या भईन मलाई जानकारी छैन तर जागिर पाइन् । (स. अ.)

(ङ) मलाई थाहा छैन कि ऊ के चाहन्छ तर

उसको व्यवहारले गर्नुसम्म गन्थो । (व्या.अ.)
माथिका उदाहरणमा उक्ति अतिक्रमणको स्थितिलाई देखाइएको छ । सहयोगात्मक सिद्धान्तअनुसार यस्ता उक्तिहरूको अतिक्रमण वक्ताले कुन आशय जनाउन प्रयोग गरेको हो भन्ने कुराको निर्धारण उच्चार प्रयोगको वातावरणको अध्ययन, उच्चारको पृष्ठभूमि र अपेक्षित उद्देश्यको अध्ययन गर्नुपर्छ । मूलतः संवादात्मक उक्ति र तदन्तर्गतका उपउक्तिहरूको परिपालन नहुँदा नै उक्ति अतिक्रमण हुने गर्दछन् । उच्चारमा उक्ति अतिक्रमणको निर्धारण तलका परिस्थितिका आधारमा हेर्नु पर्दछ (रहमानी २००८ : ३१) :

- अन्तर्क्रियाको स्वीकृत उद्देश्यानुरूप सहभागीको योगदान उपयुक्त सूचनात्मक छ या छैन ?
- भाषिक उच्चार सत्य र प्रयाप्त प्रमाणसहितको छ या छैन ?
- सहभागीका उच्चारहरू अन्तरसम्बन्धित छन् या छैनन् ?
- प्रयुक्त उच्चार स्पष्ट, असन्दिग्ध एवम् सङ्क्षिप्त छ या छैन ?

गुणोक्ति अतिक्रमण

गुणोक्तिले संवादका क्रममा प्रयोग गरिएका उच्चारहरूको सत्यतालाई सङ्केत गर्दछ भने गुणोक्ति अतिक्रमणले त्यस्ता भाषिक उच्चारमा सूचनाको सत्यता नहुँदाको स्थितिलाई सङ्केत गर्दछ । सहयोगात्मक सिद्धान्तअनुसार सहभागीहरूले आफ्नो भूमिकालाई गुणोक्तिका उपउक्तिले निर्देश गरेका मान्यता विपरीत बनाउँदा गुणोक्ति अतिक्रमणको स्थिति देखिन्छ । संवादका क्रममा ठट्टा, कल्पित अभिव्यक्ति, अलङ्कारोक्ति र व्यङ्ग्योक्ति जस्ता विशेषताले युक्त उच्चारहरू प्रयोग गरिँदा प्रायः गुणोक्ति अतिक्रमण हुने गर्दछ (लेभिन्सन, २०१० : १०९) । सामान्य आशययुक्त शब्दले आफ्नो भाषिक उच्चारलाई प्रभावकारी बनाउन सक्छ भन्ने मान्यता विश्वास नगरी जब सहभागीहरू असङ्गतियुक्त भाषिक उच्चारहरू प्रयोग गर्न थाल्छन् तब गुणोक्ति अतिक्रमणको स्थिति आउँछ र अन्तरोक्ति प्रबल भएर देखापर्छ ।

(क) मन्द वायुले रुखका पातहरू नाच्ने गर्छन् ।

माथिको उदाहरणमा प्रयुक्त नाच्नु क्रियापद सामान्य प्रयोगमा मानवीय पात्रसँग मात्र प्रयोग हुने गर्दछ तर यहाँ उक्त क्रियापदको प्रयोग अस्वाभाविक लाग्न सक्छ किनकि पात हल्लिन्छन् मात्रै; कहिल्यै नाच्दैनन् । तसर्थ यहाँ सत्य सूचना सम्प्रेषित नभएका कारणले गुणोक्ति अतिक्रमण भएको छ । भाषिक उच्चारमा गुणोक्ति अतिक्रमण निम्न कारणले हुने देखिन्छ :

उच्चार सामान्यभन्दा सङ्क्षिप्त हुनु : भाषिक उच्चार सामान्य प्रयोगभन्दा सङ्क्षिप्त भएमा गुणोक्ति अतिक्रमण हुने गर्दछ । यस्तो स्थिति मूलतः परिमाणोक्ति अतिक्रमणमा देखिन्छ तर परिमाणोक्तिअन्तर्गत चाहेभन्दा कम सूचना दिएको उच्चारले सत्य उच्चार प्रयोग नभएको स्थिति पनि सङ्केतित हुन्छ । यस्तो स्थितिमा एउटै भाषिक उच्चारमा पनि एकाधिक उक्ति (गुणोक्ति र परिमाणोक्ति) अतिक्रमण हुने गर्दछ । जस्तै :

क : तिम्रो परिचय पाऊ न ?

ख : मेरो नाम राजेश हो । म ।

यस उदाहरणमा कको उच्चारले नाम मात्रै अपेक्षा गरेको छैन तर खले नामभन्दा बाहेक आफ्नो बारेमा अन्य सूचना नदिई योगदानलाई सामान्यभन्दा सङ्क्षिप्त बनाएको छ ।

कम प्रासाङ्गिक हुनु : संवादमा सहभागीका भाषिक उच्चारहरू प्रत्येक तहमा प्रासाङ्गिक हुनुपर्छ । एउटा प्रसङ्गमा प्रयोग गरिने भाषिक उच्चार अर्कै प्रसङ्गमा प्रयोग भई भने त्यस्तो स्थितिमा मूलतः सम्बन्धोक्ति अतिक्रमण हुन्छ फलस्वरूप गुणोक्ति सीमितीकरण हुँदै जान्छ । जस्तै :

क : बाहिर निकै शीतल छ कि ?

ख : छाता बोक्नु पर्ला जस्तो छ ।

यसमा कले बाहिर शीतल छ या छैन भन्ने सामान्य जवाफ खोजेको छ तर खले यसको विपरीत फरक प्रसङ्गमा प्रयोग हुने उच्चार प्रयोग गरेर भूमिकालाई अन्तरसम्बद्धता विहीन बनाएको छ जसको फलस्वरूप यसमा गुणोक्ति अतिक्रमण भएको छ ।

कम प्रत्यक्ष हुनु : भाषिक उच्चारमा सहभागीहरूले जे भन्न खोजेका हुन् त्यो प्रत्यक्ष नभन्दा गुणोक्ति पालनमा सीमितता देखिन्छ । कतिपय सहभागीहरूमा असहयोगीपनका कारणले भन्नुपर्ने सूचना लुकाउने प्रवृत्ति देखिन सक्छ जसको फलस्वरूप गुणोक्ति अतिक्रमण हुने गर्दछ । जस्तै :

क : तिमी आजभोलि कोसँग हिड्छौ ?

ख : को हुनु उनै त हुन् नि ।

क र खबिचको माथिको संवादमा प्रत्यक्ष उच्चारमा हुन सक्ने सूचनाको लोप भएको छ । खको उच्चारमा प्रयोग भएको उनै शब्दले भूमिका अप्रत्यक्ष हुनगइ सम्बन्धोक्ति अतिक्रमण भएको छ ।

सङ्क्षिप्त अप्रासाङ्गिक, अप्रत्यक्ष र अस्पष्ट भाषिक उच्चारले गुणोक्ति अतिक्रमणमा प्रमुख भूमिका खेल्ने गर्दछन् । यसैगरी उच्चार सत्य नहुनु, भुटो ठानेका उच्चार प्रयोग गरिनु र प्रयाप्त प्रमाणबिना भाषिक उच्चार प्रयोग गरिनु जस्ता पक्षलाई पनि गुणोक्ति अतिक्रमणका मुख्य कारक मान्न सकिन्छ ।

परिमाणोक्ति अतिक्रमण

परिमाणोक्तिले संवादका क्रममा प्रयोग गरिएका उच्चारहरूको मात्रात्मक उपयुक्ततालाई सङ्केत गर्दछ भने परिमाणोक्ति अतिक्रमणले त्यस्ता भाषिक उच्चारमा उपयुक्त मात्रामा सूचना नभएको स्थितिलाई सङ्केत गर्दछ । परिमाणोक्ति अतिक्रमण मुख्यतः यसले निर्देश गरेका उपउक्तिहरूको पूर्ण पालना नहुँदा हुने गर्छ । पुनरुक्ति, अत्युक्ति, न्यूनोक्ति जस्ता कारणले पनि परिमाणोक्ति अतिक्रमणको स्थिति देखिन्छ । भाषिक प्रयोक्ताहरूले कुराकानीको उद्देश्य विपरीत चाहेभन्दा बढी वा चाहेभन्दा घटी सूचना दिदा यस्तो स्थिति आउँछ । जस्तै:

क : तिमी आरामै छौ ?

ख : मेरो ग्याँस सिद्धिन लागेको छ । मसँग प्रयाप्त पैसा पनि छैन । ग्याँस कता पाइएला त्यो पनि थाहा छैन । त्यसैले म त्यति सञ्चो अनुभव गरिरहेको छैन ।

माथिको उदाहरणमा कको प्रश्नको जवाफमा खले

आशयकताभन्दा बढी सूचना दिएको छ तसर्थ सूचनाको अधिक्यले यहाँ परिमाणोक्ति अतिक्रमण भएको छ । भाषिक उच्चारमा परिमाणोक्ति अतिक्रमण निम्न दुई कारणले हुने गर्छ :

सामान्यभन्दा लामो हुनु : संवादका क्रममा जब सूचना सामान्य वा मात्रात्मक उपयुक्तताभन्दा बढी हुन्छ तब परिमाणोक्ति अतिक्रमण हुने गर्दछ । पुनरोक्ति र अत्युक्तिका कारणले भाषिक उच्चारमा सूचनाको मात्रा थपिने गर्छ जसको फलस्वरूप सूचनाले आवश्यकताको सीमा नाघ्ने गर्छ र परिमाणोक्ति सीमित हुने गर्दछ । जस्तै :

क : यहाँ पेट्रोल पम्प कता छ ?

ख : यसो दायाँ मोडिएर बायाँ घुम । लगत्तै पहिलो रडको घर आउँछ । त्यहाँ कोही भेटिए भने तिनलाई पनि सोध । मेरो विचारमा अबको केही मिनेट पछि पेट्रोल पम्प आउँछ ।

यहाँ कले दिशाको सूचना मात्रै खोजेको छ तर खले कको अपेक्षाभन्दा निकै बढी हुने गरी आफ्नो भूमिकालाई सक्रिय गराएको छ । यसमा सूचनात्मक अधिक्यका कारणले खको उच्चार लामो बनेको छ जसको कारणले परिमाणोक्तिको पलनामा सीमितता देखिएको छ ।

सामान्यभन्दा सङ्क्षिप्त हुनु : संवादका क्रममा जब सूचना सामान्य वा मात्रात्मक उपयुक्तताभन्दा कम हुन्छ त्यस अवस्थामा पनि परिमाणोक्ति अतिक्रमण हुने गर्दछ । न्यूनोक्तिका कारणले भाषिक उच्चारमा सूचनाको मात्रा कम देखिन्छ । सूचना आवश्यकताको सीमाभन्दा सङ्क्षिप्त हुँदा त्यसमा मात्रात्मक न्यूनताका साथै सत्यताको गुण पनि लोप हुने गर्दछ जसको कारणले गुणोक्ति पनि सीमित हुन पुग्छ । यहाँ सङ्क्षिप्तताले सूचनाको सारीकरण नभई न्यूनीकरणलाई सङ्केत गरिएको हो । जस्तै :

क : मैले आशा गरेको छुँ तिमिले किताब र कापी किन्यौं ।

ख : हो मैले किताब किने ।

माथिको उदाहरणमा खले आफ्नो उत्तरमा आधा सूचना मात्रै अभिव्यक्त गरेको छ । यहाँ कको अपेक्षा किताब र कापी दुवै किनेको वा नकिनेको भन्ने उत्तरसँग जोडिएको छ तर खले भने किताब मात्रै किनेको उत्तर दिएको छ । सामान्यभन्दा सङ्क्षिप्तता कै कारणले यसमा परिमाणोक्ति अतिक्रमण भएको छ ।

सम्बन्धोक्ति अतिक्रमण

सम्बन्धोक्तिले एकाधिक उच्चारबिचको अन्तरसम्बद्धता र प्रसङ्गजनित भाषिक उच्चारलाई सङ्केत गर्छ भने सम्बन्धोक्ति अतिक्रमणले खास भाषिक उच्चारमा भएका अन्तरसम्बद्धता विहीन र अप्रासङ्गिक भाषिक उच्चारमा रहेको विशेषतालाई सङ्केत गर्दछ । प्रायः भाषिक उच्चारहरूमा प्रासङ्गिक आर्थी विशेषता रहने र तिनीहरूमा सङ्कथनिक सम्बद्धनको गुण रहने भएकाले यसको अतिक्रमण न्यून हुने गर्दछ (ग्राइस, १९७६ : ४९) । कुन भाषिक उच्चार सम्बन्धोक्ति विहीन हुन्छ वा सम्बन्धोक्ति विहीन भाषिक उच्चार के लाई मान्ने भन्ने कुरा निकै कठिन छ । प्रासङ्गिक आर्थी अभिलक्षण रहेका उच्चारहरूमा पनि सोभो अन्तरसम्बद्धता छैन भने त्यसमा भएको गुणलाई अतिक्रमण नै भन्नु पर्छ । जस्तै :

क : तिमी बिहान कति बजे उठ्छौ ?

ख : भाले बास्ने समयमा उठ्ने गर्छु ।

क र खबिचको माथिको संवादात्मक उच्चारमा बाह्य तहमा सम्बद्धता देखिदैन । कको उच्चारमा खास समय संकेतित जवाफ अपेक्षा गरिएको छ भने खको उच्चारले खास समय संकेतित जवाफ दिएको छैन । आन्तरिक आर्थीतहमा माथिका उच्चारमा सम्बद्धता भेटिए पनि बाह्य तहमा यसमा सम्बन्धोक्ति अतिक्रमणको स्थिति देखिएको छ । सम्बन्धोक्ति अतिक्रमण निम्न कारणले हुने गर्छ :

कम प्रत्यक्ष हुनु : संवादका क्रममा सहभागीहरू सूचनालाई अप्रत्यक्ष ढङ्गले अभिव्यक्त गर्न चाहने स्थिति आउन सक्छ । यस स्थितिमा वास्तविक भाषिक उच्चार

लोप हुन थाल्छ भने त्यसको स्थान अवास्तविक भाषिक उच्चारले लिन थाल्छ । यस्तो हुँदा उक्त भाषिक उच्चारमा सम्बन्धोक्ति सीमित भई यसको अतिक्रमण हुने गर्दछ । जस्तै :

क : दुध कता छ ?

ख : त्यो भित्र पसेको थियो ।

माथि उल्लेखित उदाहरणमा खले प्रत्यक्ष ढङ्गले जवाफ दिएको छैन । यहाँ त्यो शब्दको अर्थ प्रत्यक्ष रूपमा प्रकटित छैन । तसर्थ अप्रत्यक्षताका कारणले यसमा सम्बन्धोक्ति अतिक्रमण भएको छ ।

उच्चार सन्दर्भ विहीन हुनु : भाषाको प्रयोग खास सन्दर्भमा हुने गर्दछ । यसको आर्थी अभिलक्षण पनि यही सन्दर्भबाट निर्धारित हुन्छ । खास भाषिक संरचनाको अर्थबोध गर्न उक्त भाषिक संरचना प्रयोगको सन्दर्भलाई हेर्नुपर्छ । सहभागीहरूमध्ये एक अर्काको भूमिकालाई महत्व नदिने स्थितिको सिर्जना हुँदा उच्चार सन्दर्भ विहीन हुँदै जान्छ । यही कारणले सम्बन्धोक्ति अतिक्रमण हुन थाल्छ । जस्तै :

क : दुध कता छ ?

ख : म चोभार गएको थिएँ ।

यसमा कको प्रश्नले खास स्थानिक परिवेशसम्बन्धी उत्तरको अपेक्षा गरेको छ तर यहाँ खले आफू रहेको पूर्ववर्ती स्थानलाई प्रतिक्रियाका रूपमा अभिव्यक्त गरेको छ जुन पूर्ण रूपमा असान्दर्भिक छ । यसमा यही सन्दर्भविहीनताकै कारणले सम्बन्धोक्ति अतिक्रमण भएको छ ।

व्यावहारोक्ति अतिक्रमण

व्यावहारोक्तिले स्पष्ट असन्दिग्ध, सङ्क्षिप्त र अनुक्रमिक गुणले युक्त भाषिक उच्चारलाई सङ्केत गर्दछ भने व्यावहारोक्ति अतिक्रमणले यी सबैमध्ये एक वा एकाधिक गुणविहीनताको स्थिति सिर्जना भएको भाषिक उच्चारलाई जनाउँछ । संवादका क्रममा सहभागीहरूले आफ्नो भूमिकालाई अस्पष्ट बनाए, सन्दिग्ध उच्चार प्रयोग गरे, सूचना न्यूनीकरण हुन पुग्यो वा क्रमबद्धता विहीन उच्चार प्रयोग हुन थाल्यो भने त्यस अवस्थामा

व्यावहारोक्ति अतिक्रमण तीव्र हुने गर्दछ । लेभिन्सन (२०१० : १०८) का अनुसार व्यावहारोक्तिको मुख्य उपउक्ति क्रमसँग भन भन्ने हो । यदि भाषिक उच्चारमा अनुक्रम छैन भने यसका अन्य उपउक्ति प्रयोगमा पनि सीमितीकरण हुन थल्छ । व्यावहारोक्ति अतिक्रमण निम्न चार कारणले हुने देखिन्छ :

अस्पष्ट हुनु: अन्तर्क्रियाका क्रममा सहभागीले आफ्नो भूमिकालाई स्पष्ट नबनाउँदा अस्पष्टताको अवगुण थपिदै जान्छ । गुणोक्तिको पालन नहुँदा र अनावश्यक सूचना थुपार्न खोज्दा भूमिका अस्पष्ट बन्छ । जस्तै :

क : तपाईं कता जाँदै हुनुहुन्छ ?

ख : म यताबाट सिधै उता गएर अल्लिमाथि चढी तल भर्न जाँदैछु ।

माथिको संवादमा खको भूमिका अस्पष्ट छ । यहाँ कुनै पनि स्थानिक सङ्केत स्पष्ट छैनन् । सबै सर्वनामहरूको यसमा स्पष्ट स्थान संकेतित अर्थ लोप भएको छ वा सक्रिय छैन ।

सन्दिग्ध हुनु: एउटै उच्चारभित्र एकाधिक अर्थ रहने स्थितिमा त्यस्ता उच्चारको प्रयोग प्रासङ्गिकढङ्गले नहुँदा भूमिका सन्दिग्ध बन्छ । यस्तो अवस्थामा संरचनाको अर्थ अनिश्चित भई उच्चार व्यावहारोक्ति विहीन बन्दछ । जस्तै :

क : थेसिस लेख्न कति सरल छ ?

ख : ह्या माहासागरै हो नि ।

माथि उल्लेखित उच्चारमध्ये खले प्रयोग गरेको संरचनामा प्रयोग भएको महासागर शब्दको अर्थी विशेषता सन्दिग्ध छ । यसमा प्रयोग भएको उक्त शब्दले सरल, जटिल, पार गर्न कठिन आदि के अर्थ दिन खोजेको हो स्पष्ट छैन । तसर्थ सन्दिग्धार्थकताकै कारणले यसमा व्यावहारोक्ति अतिक्रमण भएको छ ।

सङ्क्षिप्त नहुनु: सूचना अनावश्यक मात्रामा थुपार्न खोज्दा सहभागीको भूमिका सङ्क्षिप्त हुँदैन । त्यसो त सूचनाको न्यून प्रयोगले पनि यस्तो स्थिति आउने गर्दछ । फलतः

व्यावहारोक्ति अतिक्रमण हुन्छ । जस्तै :

क : नेपालको राजधानी कहाँ हो ?

ख : सगरमाथाको देश भनेर चिनिने नेपालको राजधानी धादिङको नौबिसेवाट बिस किलोमिटर जति उकालो जडिसकेपछि खाल्डो जस्तो देखिने काठमाडौं नामको जुन भूभाग आउँछ त्यही हो । माथिको संवादमा प्रयुक्त खको उच्चार सङ्क्षिप्त छैन । यसमा खले आफ्नो भूमिकाको लागि आवश्यकभन्दा अधिक सूचना प्रयोग गरेको छ जसले गर्दा व्यावहारोक्ति अतिक्रमण भएको छ ।

अनुक्रमिक नहुनु

उच्चारमा प्रयोग हुने सूचनाको निश्चित क्रम हुन्छ । अन्तर्क्रियामा सहभागीहरूले आफ्नो भूमिकालाई अनुक्रमिक बनाउन सक्ने पनि र बनाउन नसक्ने पनि बराबर स्थिति रहन्छ । यदि उनीहरूले भूमिका अनुक्रमिक बनाएनन् भने स्वभावतः व्यावहारोक्ति अतिक्रमण हुन्छ । जस्तै :

क : तपाईंको परिचय पाउँ न ?

ख : म तिन वर्षदेखि त्रि.वि. मा पढ्दै छु । मेरो नाम महेश हो । मैले सानोठिमीबाट स्नातक पास गरेको हुँ । मेरो जन्म २०४५ सालमा भएको हो ।

यसमा खको उच्चार अनुक्रमिक छैन । सूचनाको क्रमभन्जनजन्य प्रयोगका कारणले यसमा व्यावहारोक्ति अतिक्रमण भएको छ ।

उक्ति अतिक्रमण संवादको कमजोरी होइन न त संवाद कर्ताको त्रुटि नै । अन्तरोक्ति निर्माण र अध्ययनका चार वटा कारण मध्ये उक्ति अतिक्रमण पनि एक हो । सहभागीहरू भूमिकालाई बढी सूचनात्मक, परिस्थितिजनित एवम् गहन बनाउन उक्ति अतिक्रमण गर्ने गर्छन् । कतिपय विद्वानहरूले उक्ति अतिक्रमणभन्दा उक्ति उल्लङ्घनलाई अन्तरोक्ति निर्माणको अझ बढी शक्तिशाली कारण मानेका छन् ।

भर्चुअल रियालिटी : परोक्ष यथार्थता नाटकमा उक्ति अतिक्रमण

पाठ एक

वकिल : च्याटिङको संसारमा भुट एउटा रोमाञ्च हो भने त्यसोभए युधिजी तपाईंको समस्याको कारण यही त होइन ?

युधि : एउटा कारण ! कारण नै यही हो । **ल्यापटपमा धेरै मेमोरी राख्न सकिदैन नि !**

वकिल : म केही फाइल मात्र यसमा राख्छु काम चलिहाल्छ । (पृ. ५८४)

युधि : राम्रै हो ! त्यसो भए तपाईं च्याट गर्नुहुन् । ठिक हो तपाईंले भनेको ... हो हामी रोमाञ्चको खोजीमा हुन्थ्यौं । हामी याहु म्यासेन्जरमा कुनै रोमाञ्चमारी च्याटरुममा छिरेर सेक्सी मामासँग च्याट गर्थ्यौं ।

सन्दर्भ : युधि श्रीमतीसँग सम्बन्ध विच्छेद गर्ने मनस्थितिमा पुगेको छ । ऊ आफ्नो समस्या वकिललाई सुनाउँदै छ । युधिको पृष्ठभूमिवारे उसको वकिललाई केही थाहा छैन । वकिलको कोठा यस संवादको स्थानिक सन्दर्भ रहेको छ ।

माथि उल्लिखित वकिल र युधिविचका संवादहरूमध्ये गाढा अङ्कित अंशमा उक्ति प्रयोगको निरन्तरता छैन । परोक्ष संसारको रोमाञ्चलाई यथार्थ व्यवहारमा प्रयोग गर्दा आफूहरूमाथि आइपरेको समस्या वकिललाई जनकारी गराउँदासम्मको स्थितिमा संवादको दिशा खण्डित छैन तर **ल्यापटपमा धेरै मेमोरी राख्न सकिदैन नि !** उच्चारण मूल संवादको सन्दर्भ विपरीत प्रयोग भएको छ जसले गर्दा संवादका अन्य केही अंश पनि सन्दर्भेतर बनेका छन् । ल्यापटपप्रतिको युधिको जिज्ञासा यसको मुख्य कारक बनेको छ । यस जिज्ञासाले वकिलको प्रश्न र त्यसको स्वाभाविक जवाफ एवम् युधिको पश्चस्मरणका लागि प्रयोग गरिएका उच्चारहरूविच सन्दर्भविहीनताको स्थिति सिर्जना गरेकाले यस उच्चारले सम्बन्धोक्ति अतिक्रमण गरेको छ ।

अन्तरोक्ति : सम्बन्धोक्ति अतिक्रमणको कारणले माथिको उच्चारमा युधिको कम्प्युटरप्रति अत्यधिक भुकाव रहेको छ अथवा उसलाई कम्प्युटर प्रविधिप्रति वकिलको इच्छा

जान्न चाहने मन लागेको छ अथवा उनलाई सीमित सुविधायुक्त प्रविधिबाट आफूमाथि आइपरेको समस्याको स्मरण भईरहेको छ जस्ता अन्तरोक्ति अभिव्यक्त भएका छन् ।

पाठ दुई

एस डब्लु डब्लु भन्छ ...

तिमी कुमारी नै छौं ???

सेक्सी मामा भन्छे ...

तिमी नि त !!

एस डब्लु डब्लु भन्छ ...

होइन !

सेक्सी मामा भन्छे ...

त्यसोभए मेरो club मा स्वागत छ ।

एस डब्लु डब्लु भन्छ ...

ए हो र ! (पृ. ५८५-५८६)

सन्दर्भ : माथि उल्लेखित संवाद सेक्सी मामा र एस डब्लु डब्लुविच प्रारम्भिक कुराकानी कै सन्दर्भमा प्रयोग गरिएका हुन् । परोक्ष संसारमा अपरिचित यी दुवै पात्र वास्तविक जीवनका श्रीमान् श्रीमती हुन् ।

सेक्सी मामाले प्रयोग गरेको **त्यसोभए मेरो club मा स्वागत छ** उच्चारमा स्पष्टताको गुण प्रयाप्त छैन । यहाँ **club**शब्दले असन्दिग्धतालाई सीमित गरे पनि मुख्यतः अस्पष्ट उच्चारकै कारणले यसमा व्यावहारोक्ति अतिक्रमण भएको छ । यस बाहेक एस डब्लु डब्लुले सोधेको प्रश्न पछाडि प्रयुक्त अधिक प्रश्न सूचक चिह्न र यसको जवाफको पछाडि प्रयुक्त थप विश्मयसूचक चिह्न परिमाणोक्ति अतिक्रमणका कारण बनेका छन् । यद्यपि यिनीहरूमा अन्तरोक्ति निर्माणको शक्ति भने देखिदैन तसर्थ माथिको संवादमा मूलतः व्यावहारोक्ति नै अतिक्रमण भएको छ ।

अन्तरोक्ति : माथिको संवादमा भएको व्यावहारोक्ति अतिक्रमणले सेक्सी मामा आफ्नो परिचय प्रत्यक्ष रूपमा दिन चाहान्नु वा उनी स्वाभाविकभन्दा बढी बौद्धिक र तार्किक बन्न चाहन्छे वा उनी आफ्नो पूर्व परिचय दिन सान्दर्भिक ठान्दिन वा ऊ विवाहित छिन् जस्ता आशयगत अर्थ सक्रिय गराएको छ ।

पाठ तिन

प्रकाश : वाह ! क्या गजबको च्याट । जसले कम्प्युटर बनाएको भए पनि मेरो साधुवाद छ । त्यो बजिनी त मापाकै रैछ । अरू केही वेर हामीले च्याटिङ गरेको भए, मेरो त प्यन्टमै फुस्कन्थ्यो होला ।

धीरज : बाजी मार्ने !!

युधि : **तिमी भ्रष्टमतिहरू !** (पृ. ५८७)

सन्दर्भ : युधिलगायत उसका साथीहरू प्रकाश र धिरज साइबर क्याफेबाट घर फर्किदा उनीहरूले गरेको पूर्ववर्ती अनलाईन कुराकानीलाई लिएर माथिको संवादको सिर्जना भएको छ । पूर्वअनुभवको स्मरण नै प्रस्तुत संवादको मूल सन्दर्भ हो ।

माथि प्रस्तुत संवादमा प्रकाशको विचारपछि आएको धिरजको प्रतिक्रियासम्ममा उक्ति खण्डित भएको छैन तर लगत्तै आएको धिरजको प्रतिक्रियाले संवादको दिशालाई खण्डित गर्न खोजेको छ । धिरजको **बाजी मार्ने !!** भन्ने उच्चारले हुन्छ या हुँदैन भन्ने साधारण प्रतिक्रियाको अपेक्षा गरेको छ तर यस विपरीत युधिको **तिमी भ्रष्टमतिहरू !** उच्चार कम प्रत्यक्ष बन्न खोजेको छ । बढी नैतिक र संयमित हुन खोजेको युधिको व्यवहारलाई देखाउन केन्द्रित प्रस्तुत उच्चार अप्रत्यक्षताका कारणले सम्बन्धोक्ति बिहीन बनेको छ । अतः यसमा सम्बन्धोक्ति अतिक्रमण भएको छ ।

अन्तरोक्ति : युधि आफूलाई नैतिकवान देखाउन चाहन्छ अथवा ऊ सेक्सी मामासितको च्याटिङप्रति अभिगम्भीर छ अथवा ऊ कुराकानीलाई यतिमा नै सीमित गरी पूर्ववर्ती कुराकानीको स्मरण मै रमाउन चाहन्छ जस्ता अन्तरोक्तिहरू यसमा भएको सम्बन्धोक्ति अतिक्रमणका कारणले अभिव्यक्त भएका छन् ।

पाठ चार

बाबु : अजकालका मान्छेहरू । म तँलाई सोध्दैछु - एउटा मानिसलाई जीवन बिताउन कतिको भौतिक आवश्यकताले पुग्छ ।

युधि : तपाईंको वाक्यलाई मेरो शब्दमा भनौं है त -

एकइसौं शताब्दीमा एउटा मर्यादित तवरले बाँच्न कति चाहिन्छ ? अनि यसको उत्तर म आफै दिन्छु । कम्तिमा पनि एउटा निजी कम्प्युटर भए एउटा व्यक्ति सभ्रै जस्तो देखिन सक्छ । गुड नाइट । (पृ. ५८८) सन्दर्भ : युधिको बाबुले युधि साइबर क्याफेमा धेरै समय बिताउने गरेको अवस्था मन नपराएको र प्रविधिप्रति अपरिचित जस्तै देखिएको युधिभन्दा अधिल्लो पुस्ताको अवस्थिति जनाउने सन्दर्भमा प्रस्तुत संवाद प्रयोग गरिएको छ ।

बाबुको प्रश्नको प्रतिक्रिया जनाउन युधिले प्रयोग गरेको विवेच्य उच्चारमा सूचनात्मक अधिकता रहेको छ । यहाँ प्रयुक्त **एकइसौं शताब्दीमा एउटा मर्यादित तवरले बाँच्न कति चाहिन्छ ? अनि यसको उत्तर म आफै दिन्छु** उच्चारले वास्तविक सतहमा अनावश्यक सूचनाको थपोट गरी युधिको भूमिकालाई संवादको स्वीकृत उद्देश्य र दिशाभन्दा पर पुगाएको छ । तसर्थ युधिको सूचनात्मक आधिक्यको भूमिकाले यसमा परिमाणोक्ति अतिक्रमणको स्थिति सिर्जना गरी उच्चारको आन्तरिक सतह सक्रिय बनाएको छ ।

अन्तरोक्ति : संवादको स्वीकृत उद्देश्य र दिशाअनुरूप आफ्नो पालो आउँदा आवश्यक परेभन्दा बढी सूचना नदेऊ भन्ने परिमाणोक्तिको उपउक्ति पालन नगरिएको माथि उल्लेखित संवादमा प्रविधिको प्रयोगसँग प्रतिष्ठा जोडिएको कुरा युधि अनभिज्ञ संसारलाई बताउन चाहन्छ अथवा युधि बाबुको विचारसित सहमत छैन अथवा युधि आफ्नो बाबुलाई प्रविधिले गरेको विकास बारे सु-सूचित गराउन चाहन्छ जस्ता अन्तरोक्ति रहेका छन् ।

पाठ पाँच

चे भन्छ ---

म तिमीसँग भेट गर्न चाहन्छु ।

नेटिभ स्ट्रेन्जर भन्छ ---

-----##@(@@)@***!!!!

चे भन्छ ---

तिमी त्यही छौ र ?

नेटिभ स्ट्रेन्जर भन्छ ---

कहाँ भेट्ने ? (पृ. ५९९)

सन्दर्भ : यहाँ चे र नेटिभ स्ट्रेन्जर परोक्ष संसार वा अनलाइनका बनावटी नाम भएका पात्र हुन्। वास्तविक संसारमा यी दुईको परिचय युधि र रचना नै हो। कुराकानीका सन्दर्भमा आफ्नो अप्रत्यक्ष भेट, परिचय र मित्रतालाई प्रत्यक्ष भेट परिचय र मित्रतामा बदल्ने आशय स्वरूप माथिको संवादात्मक उच्चार सिर्जना भएको छ। यस उच्चारको मूल सन्दर्भ अनलाईन कुराकानी हो।

चेको उच्चारको प्रतिक्रिया स्वरूप नेटिभ स्ट्रेन्जरले जनाएको -----##@@@@*!! सङ्केतयुक्त प्रयोगको आशय निकै जटिल र अप्रत्यक्ष छ। मुख्यतः यसमा सूचनाको सत्यता छैन यद्यपि असत्य सूचना पनि देखिदैन। एकाधिक परिमाणयुक्त सङ्केत भए पनि परिमाणोक्ति अतिक्रमणको स्थिति सिर्जित छैन। सूचनाको प्रत्यक्ष सङ्केत नहुनु भनेकै सूचनामा गुणात्मक अभिलक्षण नहुनु हो तसर्थ नेटिभ स्ट्रेन्जरको भूमिका मुख्यतः सामान्य प्रयोगभन्दा अस्पष्ट भएकाले संवादको सतही संरचना खण्डित भई गुणोक्ति अतिक्रमण भएको छ। त्यसैगरी चे ले प्रयोग गरेको **तिमी त्यही छौ र ?** उच्चार बाह्य सतहमा नेटिभ स्ट्रेन्जरको स्थानिक उपस्थितिको पूर्णता वा शून्यताको जिज्ञासाको लागि प्रयुक्त छ तर अशाब्दिक सतहमा लामो समयसम्म प्रतिक्रिया नजनाएको सन्दर्भमा पनि अभिव्यक्त भई भूमिकाको अधिक्यताको कारण परिमाणोक्ति अतिक्रमणको स्थिति सिर्जित छ। यी दुई अतिक्रमण भएका उच्चारलाई अन्तिम **कहाँ भेट्ने** उच्चारले जोडी पाठ आन्तरिक तहमा निकै गहन सूचनामूलक बनेको छ।

अन्तरोक्ति : माथि उल्लेखित संवादमा भएको गुणोक्ति र परिमाणोक्ति अतिक्रमणको कारणले नेटिभ स्ट्रेन्जर चेको कुराकानीमा गम्भीर छैन अथवा चेसँग भेटघाट गर्न ऊ अझ बढी उत्सुक र खुशी छ अथवा ऊ

डराएको छ र आश्चर्य व्यक्त गर्दैछ जस्ता अन्तरोक्ति शक्तिशाली भएका छन्।

पाठ छ

रचना : के भई कसरी भई डि ? मेरो मतलब कसरी यो सम्भव भई ? उसले आफैँ उसको कम्प्युटर आईडि बताउँछ कि साइबर पुलिसले त्यसलाई भेटेछन्। डि : उसले आफ्नो स्थान र कम्प्युटर आईडि निकै समयसम्म परिवर्तन गरेनछ र अन्तिम पटक हामीले नगद कारोबार गर्दा यो निकै ठूलो धनरासी थियो। वैङ्कका मानिस हतासमा थिए। **तिनीहरू ले f समूहसँग सहायता मागेछन्।** (पृ. ५९३-५९४)

सन्दर्भ : फोन कर्ता (डि) ले रचनालगायत आफूहरूको कामलाई साइबर अपराध अनुसन्धानकर्ताले निगरानीमा राखेको थाहा पाउँछ। पुलिस पनि त्यसबारे पूर्ण जानकारी रहेको कुरा थाहा पाएपछि उक्त जानकारीको कारण रचनालाई बताउने सन्दर्भमा प्रस्तुत उच्चार प्रयुक्त छ। माथि प्रयुक्त भाषिक उच्चारमा रचनाको जिज्ञासा र डि. को जवाफको अन्तिम वाक्यभन्दा अगाडिसम्म कुनै अतिक्रमणको स्थिति देखिदैन। यहाँ सूचनाको गुण, मात्रा र सम्बन्ध सही छ तर अन्तिम वाक्यमा प्रयुक्त **f समूह**ले उच्चारलाई सन्दिग्ध बनाएको छ। यहाँ यस शब्दले अनिश्चित हुँदाको अर्थदोशलाई सङ्केत गरेको छ। विवेच्य उच्चारमा यस वाक्यांशले नाटकको अन्य कुनै स्थानमा आफ्नो उपस्थिति जनाएको छैन न त **f समूह** बाह्य सतहमा त्यति परिचित नै छ। यसरी आर्थी अनिश्चितताका कारणले व्यावहारोक्ति अतिक्रमण भई अर्थको आन्तरिक तह सक्रिय बनेको छ।

अन्तरोक्ति : f समूह रचना र उनका साथीहरूको निकट तर विरोधि समूह हो वा f समूह रचना र उनका साथीहरूको निकट तर साइबर अपराध अनुसन्धानकर्ताको सहयोगी समूह हो वा f समूहबाट उनीहरूका गोप्य सूचनाहरू चुहिने सम्भावना विद्वान थियो जस्ता अन्तरोक्ति यस उच्चारमा भएको उक्ति अतिक्रमणले सिर्जना भएका छन्।

पाठ सात

रचना : त्यसोभए म के गरूँ त ?

डि : यता सुन तिम्रो कम्प्युटर आईडी परिवर्तन गर र त्यस परियोजनामा काम गर्न छाडिदेऊ। ध्यान विकर्षण गर्ने **www.cocacola.com** काम गर्न थाल। (पृ. ५९४)

सन्दर्भ : जसले रचना र उसका साथीहरूको कामबारे थाहा नपाउनु पर्ने हो तिनैले थाहा पाएपछि सुरक्षा स्वरूप अपनाइने सतर्कताबारे अन्तर्क्रिया हुने क्रममा माथिको उच्चार प्रयोग भएको छ। सुरक्षा सचेतता र सतर्कता माथिको उच्चारको मूल सन्दर्भ हो। रचनाको आग्रहसूचक प्रश्नको जवाफ फोन मार्फत डिले दिदा प्रयोग गरेको उच्चारमा एकाधिक वाक्यहरू छन्। जसमा सूचनाहरूको मात्रात्मक आधिक्यता देखिन्छ। रचनाको प्रश्नको लागि पहिलो स्वतन्त्र उपवाक्य नै प्रयाप्त छ तसर्थ उक्त वाक्यभन्दा पछाडिका सुभवमूलक उच्चारहरू संरचनात्मक तहमा सूचनाको थपोटका रूपमा रहेका छन् र त्यस परियोजनामा काम गर्न छाडिदेऊ। ध्यान विकर्षण गर्ने **www.cocacola.com**मा काम गर्न थाल संरचनाले सूचनाको आधिक्यताको स्थिति निर्माण गरी समस्या निकै गम्भीर आइसकेको कुरा देखाउन खोजेको छ। फलतः यसले परिमाणोक्ति अतिक्रमणको स्थिति सिर्जना गरी आन्तरिक आर्थी आशयमा जोड दिएको छ।

अन्तरोक्ति : साइबर अपराध अनुसन्धान कर्ताबाट निकै ठूलो समस्या आउन सक्ने स्थिति सिर्जना भएको छ अथवा डि. रचनालाई विकल्प दिई व्यस्त जस्तो देखिने हुन आग्रह गर्दैछ र त्यसो गर्दा बच्न सक्ने स्थिति आउन सक्छ अथवा रचना आत्तिएकाले डि उसलाई उपयुक्त विकल्प दिई साइबर अपराधबाट बच्ने उपाय बताउन चाहन्छ जस्ता अन्तरोक्ति यसमा देखिन्छन्।

पाठ आठ

युधि : खै म हेरू त मभन्दा पनि कुन चाहिँ programme मा व्यस्त छिन मेरी श्रीमतीजी।

रचना : हो --- होइन केही पनि। म यी फाइल मेट्दै छु। यो खासमा केही होइन।

युधि : केही होइन अरे ठूलो फाइल छ त। केही होइन भने किन मेटनु परेको त तिमीलाई।

रचना : **तिमी भोकाएका छौ होइन !** एकछिन मलाई छाडिदिन सक्दैनौ प्लिज ? (पृ. ५९५)

सन्दर्भ : आफू के काम गर्छु भनेर रचनाले श्रीमान् युधिलाई बताउन नचाहेको स्थिति नै माथि उल्लिखित संवादको सन्दर्भ हो।

माथि गाढा गरिएका उच्चारहरूमा दुई भिन्न भिन्न उक्ति अतिक्रमण भएका देखिन्छन्। रचनाद्वारा प्रयुक्त पहिलो उच्चारमा श्रीमान्लाई सत्य कुरा खोल्न नचाहने रचनाको मनस्थितिलाई देखाई आफूलाई गाल्ती लाग्दा लाग्दै पनि प्रयोग गरिएको उच्चार प्रयुक्त छ जसले गर्दा गुणोक्ति अतिक्रमण भई उच्चारको संरचनागत अर्थ सीमित भएको छ भने रचनाले नै प्रयोग गरेको **तिमी भोकाएका छौ होइन** सन्दर्भ विहीन ढङ्गमा संवादमा प्रयोग भएकाले अन्तर्क्रिया खण्डित भई आर्थी अन्तरण भएको देखिन्छ। सान्दर्भिकताको अभावको कारणले उक्त उच्चारमा सम्बन्धोक्ति अतिक्रमण भएको छ।

अन्तरोक्ति : रचना श्रीमान्लाई सत्य कुरा खोल्न चाहदिन वा उनी श्रीमान्का व्यवहारप्रति निकै रुष्ट छिन् र दिक्क पनि वा उनी आफ्नो वास्तविकता बताउन श्रीमान्लाई हुन सक्ने पीडाप्रति सचेत छिन् जस्ता अन्तरोक्ति यसमा सक्रिय भएका देखिन्छन्।

पाठ नौ

युधि : यो **www.cocacola.com** मा केही ... ? रचना : **www.cocacola.com !** के ... कसरी ... मेरो मतलब के थाहा छ।

युधि : हेर अन्यथा नठान मैले तिम्रा फाइलहरू देखे। सारा **multinationl** कम्पनीहरू यहाँ दर्ता भएका थिए र तिमी त्यहाँ काम गर्दैथियौ। मैले सोचे कि त्यो ...। (पृ. ६०१)

सन्दर्भ : युधिले रचनाको कामप्रति चासो दिन थालेको छ । रचना आफ्नो कामबारे युधिलाई जानकारी नहोस् भन्ने चाहन्छे । कोठाभित्रको स्थानिक परिवेशमा सिर्जित यो संवादको उठानको मुख्य सन्दर्भ युधिको अन्तर्द्वन्द्व हो । युधि रचनाको कामप्रति स्पष्ट छैन । ऊ आफूसँग प्रयाप्त प्रमाणविना युधिलाई आरोपित गर्न चाहिरहेको छ । यहाँ स्वतन्त्रतालाई युधिले कोठाभित्रै बन्देज गर्न खाजेको देखिएको छ । साथै कोकाकोला डट कम रचनाको सुरक्षाको निमित्त डिले अढाएको सुरक्षित ई.साइट पनि हो तर वास्तविकताविनै ऊ आरोप लगाउन खोज्दै छ, यसरी परिमाणात्मक अधिक्यता जस्तो देखिए पनि वास्तव एवम् संरचनाको तहमा यसको अतिक्रमण भनेको गुणोक्ति अतिक्रमण नै हो ।

अन्तरोक्ति : यहाँ युधिको सूचनामा तथ्यगत प्रमाण नभएकाले गुणोक्ति अतिक्रमण भई संरचनात्मक अर्थ सीमित भएर आशयगत अर्थ शक्तिशाली भएको छ । युधिको उच्चारले मुख्यतः ऊ रचनाबाट टाढीने बाटो खोज्दै छ वा रचनालाई cocacola.comबाट टाढा राख्न चाहन्छ वा युधि रचना त्यस्ता ई साइटमा नबसीदिउन् भन्ने चाहन्छ जस्ता अन्तरोक्ति सक्रिय गराएको छ ।

पाठ दश

युधि : मसँग किन कुरा लुकाउनु पर्‍यो ?

रचना : समस्या मैले तिमीबाट कुनै कुरा लुकाउनेबारे होइन । हामी लोग्ने स्वास्नीभन्दा पहिले दुई वटा आफ्नै व्यक्तित्व बोकेका मानिस हौं । हाम्रा आफ्नै स्थानहरू छन् र त्यो स्थान आफूवाहेक कसैले ओगट्दैन । न म तिम्रो स्थान ओगट्छु न तिमीले मेरो । यति सानो बुझाइ पनि तिमीले सम्झन सकेनौ । (पृ. ६०२)

सन्दर्भ : युधिले वस्तविकता थाहा पाएको बाहाना गरेको छ । युधि र रचनाविच विश्वास घट्दै गएको छ । रचना आफू कसैसँग अश्रित भएर बाँच्न चाहिँदैन । ऊ आफूलाई स्वतन्त्र नारीका रूपमा चिन्न र चिनाउन चाहन्छे । जुन कुरा युधिबाट सम्भव देखिँदैन । मूलतः रचनाको

स्वतन्त्र बस्ने प्रवृत्तिमाथि आईलागेको सड्कट नै यस संवादको सन्दर्भ हो ।

युधिको प्रश्नले यहाँ खास उत्तरभन्दा पनि रचनाको पूर्ववर्ती व्यवहारको बारेमा जान्न चाहेको जस्तो देखिन्छ । वास्तव रूपमा युधिको प्रश्नले निकै सरल एवम् सहज प्रतिक्रिया दिन खाजेको जस्तो लागे पनि उसको आन्तरिक स्वभाव भने जटिल बन्दै गएको देखिन्छ । यही जटिलता स्वरूप प्रयुक्त युधिको उच्चारको प्रतिक्रियाका रूपमा दिईएको रचनाको जवाफमा पहिलो वाक्यसम्म उक्ति प्रयोगमा बाधा देखिँदैन तर यस लगत्तैका जम्मा जम्मी चार वटा वाक्यमा भने पूर्णतः रचनाको व्यवहारले सूचनात्मक अधिक्यता थप्दै गएको छ । संरचनात्मक तहमा यी वाक्यहरूले रचनाको भूमिकालाई आवश्यक परेकोभन्दा बढी बनाई परिमाणोक्ति अतिक्रमणको स्थिति सिर्जना गरेका छन् । यद्यपि यिनीहरूको अशयगत प्रयोग भने अनिवार्य, स्वाभाविक र निकै महत्त्वपूर्ण बनेको छ । **अन्तरोक्ति** : रचनाले चाहिएभन्दा बढी सूचना प्रयोग गरेका कारणले यहाँ परिमाणोक्ति अतिक्रमण भई रचना स्वतन्त्र थिए, छु र हुनेछु भन्ने मान्यताप्रति अडिग देखिन्छे र युधिलाई यही कुरा सम्झाउन चाहन्छे वा ऊ आ-आफ्नो स्थानको पूरक आ-आफै हुन्छ भन्ने कुरा युधिलाई बुझाउन चाहन्छे वा युधिप्रति विनम्र आक्रोश पोखेर ऊ उसका कुरा सहजै टार्न चाहन्छे वा युधिको व्यवहारप्रति ऊ दिक्क भई सकेकी छे जस्ता अन्तरोक्ति देखिएका छन् ।

पाठ एघार

रचना : मलाई विश्वास छ उसको चक्कर पनि छ अर्कै सित ।

म. वकिल : पक्का ?

रचना : के भनेको ? यो पक्का गर्न के तपाईंलाई world perfect 5.1 को spellcheck गर्नु पर्‍यो ? हो उसको अर्कैसित च... क... क...र छ ।

म. वकिल : होइन सच्चै भन्नुहोस् त ? कसरी थाहाँ पाउनु भो तपाईंले ?

रचना : ऊ सधैं मलाई भन्थ्यो कि उसका साथी धिरज र प्रकाशसँग शनिवार बाहिर तिर डुल्छ । दुईहप्ता पछि मैले थाहाँ पाए उसका साथी त एक महिना देखि बाहिर गएका रहेछन् । मलाई पूर्ण विश्वास छ कि साइबरमा कसैसँग उसको गहिरो सम्बन्ध हुनुपर्छ । (पृ. ६०३)

सन्दर्भ : दुवै जना महिला वकिलको कोठामा छन् । सम्बन्ध विच्छेदको प्रक्रिया अगाडि बढाउन म. वकिलले केही ठोस प्रमाण अपेक्षा गरेकी छिन् । यस्ता प्रमाण रचनासँग प्रयाप्त मात्रामा छैनन् । वकिललाई प्रमाण दिन उसले युधिप्रतिको आरोप प्रमाणित गर्न खोज्दा यो संवाद प्रयोग भएको छ ।

माथि उल्लिखित संवादमध्ये रचनाको तिनवटै भूमिकामा संवादात्मक उक्ति अतिक्रमणको स्थिति देखिएको छ । वास्तव सतहमा संवादको सोभो अर्थ रहन्छ र यो सक्रिय हुन सांवादात्मक उक्ति र यसका उपउक्ति परिपालन हुनुपर्छ तर माथि प्रयुक्त रचनाको पहिलो भाषिक उच्चार **मलाई विश्वास छ उसको चक्कर पनि छ अर्कैसित** मा **विश्वास** शब्दको प्रयोगले ऊ आफूसँग युधिलाई आरोप लगाउने प्रयाप्त प्रमाण नहुँदा नहुँदै पनि बोलिरहेकी छिन् भन्ने देखाइएको छ । यही स्थिति रचनाको दास्रो भूमिकामा पनि देखिएको छ । **हो उसको अर्कैसित च... क... क...र छ** उच्चारमा अग्र र पश्च सन्दर्भकहरू त्यति शक्तिशाली छैनन् जसले रचनाको **हो** शब्दलाई पूर्ण समर्थन र प्रमाणित गरुन् । त्यसैगरी तेस्रो भूमिकामा पनि अर्थको वास्तव संरचना सक्रिय छैन यहाँ पूर्व स्मरण र उससँग भएका प्रमाणले आरोपप्रति विश्वास दिलाउने आधार दिन खाजेका छन् तर पूर्ण विश्वस्त हुन सकिने स्थितिको प्रमाण कतै भेटिन्न । यस संवादात्मक उच्चारमा प्रयाप्त प्रमाण नभएकै कारणले गुणोक्ति अतिक्रमण भएको छ ।

अन्तरोक्ति : रचना युधिप्रति विरक्त भई सकेकी छिन् र ऊ युधिबाट छुटकारा पाउन चाहन्छिन् अथवा प्रयाप्त प्रमाण नहुँदा पनि आरोप प्रमाणित गर्न खोज्नुले उनी स्वतन्त्रता खोजी रहेकी छिन् अथवा कुनै पनि हालतमा

युधिसँग रचना सम्बन्ध विच्छेद गर्न चाहन्छिन् अथवा उनी आफू पनि अप्रत्यक्ष सम्बन्धमा संलग्न छिन् जस्ता अन्तरोक्ति माथि उल्लेखित संवादमा भएको गुणोक्ति अतिक्रमणको कारणले सक्रिय भएका छन् । जसले गर्दा संवाद अत्यधिक सूचनामूलक र बढी गम्भीर बनेको छ ।

पाठ बाह्र

रचना : यसरी हैरान भएर के हेर्नु भएको ? यो त एक्काईसौं शताब्दी हो ।

म. वकिल : अनि यो नेपाल हो ।

म. वकिल : तपाईंसँग अर्को कुनै ठोस प्रमाण भए यस मुद्दामा अलि दम आउने थियो ।

रचना : **म पनि अरू कसैको प्रेममा परेकी छु** । (पृ. ६०४-६०५)

सन्दर्भ : म. वकिल ठोस प्रमाणको खोजीमा छिन् रचनाले अबै प्रमाण दिन सकेकी छैनन् । रचनाको अपेक्षा साइबर कानूनको निर्माणसित रहेको छ । वकिल नेपाली भूगोलमा यसलाई असम्भव जस्तो ठान्छिन् । यता रचना सन्दर्भविना पनि आफ्नो यथार्थ सुनाउँछिन् यिनै द्विविधा नै यस संवादात्मक उच्चारका सन्दर्भ हुन ।

समय धेरै अघि बढिसकेको हुनाले रचनाले वकिललाई समय पछ्याउन अनुरोध गर्दा पनि वकिल नेपालको वास्तविकता नेपाल नै भन्न रुचाउँछिन् । यहाँ शताब्दी र प्रविधिको विकास एवम् नेपालविच यथार्थमा धेरै भिन्नता रहेको कुरा जनाउन खोज्दा सन्दर्भ विहीनताको स्थिति सिर्जना भई सम्बन्धोक्ति अतिक्रमण भएको छ । त्यसै गरी रचनाको **म पनि अरू कसैको प्रेममा परेकी छु** उच्चार पूर्ववर्ती अपेक्षाभन्द नौलो र अन्तर्क्रियात्मक सन्दर्भभन्दा भिन्न भएर देखा परेको छ । यहाँ वकिलको प्रमाणको अपेक्षा र रचनाको प्रेमविच सन्दर्भेतर स्थिति सिर्जना भई सम्बन्धोक्ति अतिक्रमण भएको छ ।

अन्तरोक्ति : माथिको संवादमा भएको दुई भिन्न अवस्थाको उक्ति अतिक्रमणले वकिलका विचारमा

नेपालमा साइबर कानून सम्भव छैन अथवा प्रविधि र यसप्रतिको विश्वासमा नेपाल धेरै पछि छ अथवा नेपाली न्यायालयमा साइबर अपराध र प्रमाणप्रति विश्वास गर्ने स्थितिको सुरुवात भएको छैन र रचना आफू श्रीमान्भन्दा मर्चुअल प्रेमीमाथि बढी विश्वास गर्छे अथवा साइबरभित्रका युधिसम्बन्धी प्रमाण खोज्दा खोज्दा रचना थकित छे जस्ता अन्तरोक्तिहरू सक्रिय रहेका छन् ।

निष्कर्ष

सन्दर्भमा समायोजित अर्थपूर्ण एकाइको विश्लेषण नै सङ्कथन विश्लेषण हो । यसका लागि विविध मोडलहरू प्रयोगमा आएका छन् । सहयोगात्मक सिद्धान्त भाषाविज्ञानका क्षेत्रमा प्रयोगमा आएको सङ्कथन विश्लेषणको यस्तै मोडल हो । ग्राइस यसका प्रतिपादक हुन् । यस आलेखमा उक्ति अतिक्रमण भएका १२ वटा संवाद मध्ये पात्रहरूले गुणोक्ति, परिमाणोक्ति, सम्बन्धोक्ति र व्यावहारोक्ति सबैको अतिक्रमण गरेका छन् । गुणोक्तिको अतिक्रमण गर्दा यसका दुवै उपसहायक उक्ति आफूलाई सत्य नलागेका कुरा नभन र आफूसँग प्रयाप्त प्रमाण नभएका कुरा नभनको पालन पात्रहरूले

गरेका छैनन् । अकारण नभई सकारण गरिएको देखिने यस्तो अतिक्रमणले अन्तरोक्तिका एकाधिक विकल्प गतिशील भएका देखिन्छन् । परिमाणोक्ति अतिक्रमण गर्दा यसमा पात्रहरूले आफ्नो भूमिकालाई आवश्यकभन्दा बढी सूचना दिदा र कम सूचना दिएका छन् । पात्रहरूले आफ्नो आशयलाई भन्दा बढी गहन, स्मरणीय र सूचनात्मक बनाउन यसको अतिक्रमण भएको छ । सम्बन्धोक्ति अतिक्रमण प्रायः भूमिकामा अन्तसम्बद्धता विहीनताको स्थितिले सिर्जना भएको छ । यसको अतिक्रमणले पात्रहरूबिचको संवादात्मक व्यवहारलाई खण्डित नगरी भन्दा बढी सक्रिय गराएको छ । अग्र सन्दर्भ, पश्च सन्दर्भ, बाह्य सन्दर्भ, परिस्थितिक सन्दर्भ, वातावरणिक सन्दर्भ, पृष्ठभूमिगत सन्दर्भ जस्ता कारणले यी संवादहरूमा बोधगम्यता र अन्तर्क्रियामा अखण्डित स्थिति रहेको छ । व्यावहारोक्ति अतिक्रमण भएका संवादहरू तुलनात्मक रूपमा कम छन् । यसको अतिक्रमणमा अस्पष्टता र सन्दिग्धताले भूमिका खेलेको छ । केही संवादात्मक उच्चारणमा एकाधिक उक्ति अतिक्रमण सँगै भएको छ । यस नाटकमा गुणोक्ति, सम्बन्धोक्ति, परिमाणोक्ति र व्यावहारोक्तिको अतिक्रमण क्रमशः बढीबाट कम भएको देखिन्छ ।


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EFFICACY OF PRIMARY LEVEL SOCIAL STUDIES CURRICULUM IN VALUE GAIN

 **Rajendra Kumar Shah, Ph. D.**
Associate Professor
Kailali Multiple Campus
Kailali, Dhangadhi

Abstract

The principle aim of this study is to determine primary school teachers' opinions on the efficacy of social studies program in value gain. Conducted through survey model, this study involves semi-structured interviews with 25 primary school teachers working with 4th and 5th graders. According to data analyzed through descriptive analysis technique, teachers hold the opinion that students cannot convert values they learn at school into behaviors. Teachers believe that support from families and the environment is of crucial importance for the teachability of values within the social studies program. Furthermore, participants mainly state that social studies program is efficient in terms of value gain. Teachers mostly utilize various activities such as paraphrasing, lectures, descriptions, in order to gain values to students. Participants complain that values at school cannot be maintained in the long run due to lack of reinforcement at home.

Key words: Social Studies Programs. Value Education. Value Gain.

1. Background of the Study

Nepal did not have any kind of planned curriculum before 1951. It is said that Government of Nepal published a kind of school curriculum, for the first time, in 1954 (Bhandari, 2000 : 107). The government of Nepal saw the need of the revision and enlargement of primary curriculum. Accordingly, the prevailing curriculum was revised in 1954 and Nepali, Arithmetic, English, History, Geography, Health/Hygiene, Drawing, and Music were included in the primary education curriculum (Shrestha, 1982 : 6). With the establishment of a democratic government in 1951, a number of initiatives were taken to expand educational opportunities. In effect, the first overall educational development initiative was taken by forming Nepal National Education Planning Commission (NNEPC) in 1954.

The appointment of the Nepal National Education Planning Commission (NNEPC) marks the beginning of systematic development of education in the country (BPEP-II, 1999 : 5). This report demands respect for the individual difference and intelligence adaptation of the curriculum to various local conditions and to the individual difference of the children. The NNEPC examined the status of primary Education in 1953-54 and emphasized the need of improvement and expansion of primary education in the country. The commission felt that Nepal's existing primary education system did not have any meaningful objectives. It suggested five broad objectives of primary education and recommended that the curriculum of primary education should be organized to

develop civic, economic, aesthetic, personal competencies and basic skills of communication, including language and mathematics. Further, the commission suggested that Social Studies, Science, Language, Arithmetic, Crafts, Aesthetic, and Personal Development should be included in the primary education curriculum.

The NNEPC report presented a detailed curriculum of primary education and suggested balanced emphasis on the subjects in different grades. The curriculum, recommended by NNEPC, for primary education was a big leap forward towards the development of a better curriculum for primary education. The curriculum workers were influenced by the NNEPC report and developed the following curriculum which was adopted by His majesty's Government of Nepal in 1959: Language Arts Nepali, Social Studies, Arithmetic, Art Education, Health and Physical Education, Science Nature Study, Self-Sufficiency Education, and Language Arts English from Grades III to V (Shrestha, 1982: 7).

Immediately after the political change of 1960, His Majesty the late King Mahendra appointed an education commission known as "Sarbangin Rastriya Shikshya Samiti" (All Round National Education Committee-ARNEC) under the chairmanship of the then Minister of Education. The committee made an analysis of the existing primary school curriculum and endorsed the existing curriculum to a great extent. Its major recommendation was to drop English from the curriculum of primary education. It suggested in Nepali, Social Studies, Science and Health, Arithmetic, Arts, Self-sufficiency Education, and Physical Education for primary education (MOE, 1961 : 14-20). Although, ARNEC did not determine the general objectives of primary education, it has redefined the fifteen good habits

of the children. These good habits of the children are general objectives of the primary education.

His Majesty Government of Nepal was, more or less, following the curriculum suggested by All Round National Education Committee. When a serious need was felt to revamp the existing education system, a task force was appointed to study and analysis the existing system of education. The National Education System Plan (NESP) 1971-1976 was developed and His Majesty's Government adopted the plan and decided to implement it in a phased manner.

National Education System Plan 1971 reduced the duration of primary education from five to three years. The reduction of primary schooling from 5 to 3 was a major deviation from the traditions. The primary education curriculum was redesigned to suit the new level objectives of primary education. Quite a few subjects were removed from the primary school curriculum to gear the instructional program to the needs of the people and objectives of the new primary education structure. Nepali Language, Arithmetic, Social Studies, Physical Education, Hygiene, Handicraft and Drawing etc. were included in the curriculum (NESP, 1971-1976 : 24). Subjects were also reduced to Nepali, Math, Social Studies and Physical education.

The popular movement that brought to an end the feudalistic Panchayat polity has created a climate that lends itself to openness in thinking. Consequently, the country felt the need for reshaping the whole education system. Taking into consideration the changed context of democracy, social customs and values, multiple demands of knowledge and of science in the world and the changing needs and aspirations of the people, a new primary education curriculum had been introduced from the academic year of 1991/92 (Parajuli, 1999).

Higher Level National Education Commission (HLNEC) 1997, a study on the effectiveness of primary education curriculum 1998, and different national, and regional workshops of stakeholders on primary education curriculum pointed out insufficiency in primary education curriculum 1992. Curriculum of primary education 1992 was revised in 2003 and piloted. There have been some minor changes made in 2005 on the basis of outcomes of piloting.

Primary Education Curriculum 2005 has been implementing throughout the country since the academic year 2005. This curriculum has been implemented from class one from starting year. In the next year, the curriculum of grade two has changed and new one has implemented.

2. Development of Primary Social Studies Curriculum

First of all, social moral ideas, then after social sciences and finally Social Studies have been appeared in the education system in Nepal. Social moral ideas were the major concern of the Nepalese education system from time immemorial. Ancient Nepalese education system had evolved strictly from the Vedic and Buddhist philosophic traditions. The emancipation of the soul was the ultimate aim of the Vedic education. The Hindu in ancient Nepal believed that the student should treat the teacher with whom he lived as father or God. Any student who did not obey his teacher was expelled from the school. Discipline was rigorous and strictly enforced. Obedience, honesty, morality, good behaviour, and cooperation were the major aspects of education. The existing Social Studies curriculum is also based on these aspects. Thus, it can be said that

social moral ideas have been in the existence since the time immemorial in Nepal.

In 1853, the first Rana Prime Minister Jung Bahadur Rana established Durbar school, the first primary school of Nepal, for the children of his family. Durbar School used the course of study that was prevalent in India. This course of study comprised of English Language, Vernacular Nepali, Sanskrit, Arithmetic, History, Geography and Drawing. Among the above mentioned subjects, History and Geography were Social Sciences. This fact clearly indicates that Social Sciences were introduced in the primary education for the first time in 1910.

Thereafter, Nepal National Education Planning Commission (NNEPC), the first education commission of Nepal, was set up in 1954. The main aim of this commission was to survey the existing educational facilities and prepare a scheme for national education in Nepal. So the commission, for the first time in the educational history of Nepal, surveyed the then existing system of education, collected the opinions of people from all over Nepal about the type of education they want and produced a comprehensive report entitled "Education in Nepal" in 1956. The NNEPC formulated eight general aims of primary education. Out of the total general aims of primary education, about fifty percent general aims are related to Social Studies. So, it can be said that Nepal National Education Planning Commission laid more emphasis on the primary level Social Studies. The commission recommended the following subjects to be included in the primary education curriculum to fulfill the general objectives determined for the primary education.

Table-1 Showing Primary School Subjects Proposed By Nepal National Educational Planning Commission-1956

| S.N. | Subject | Weightage | S.N. | Subject | Weightage |
|------|----------------|-----------|------|----------------------|-----------|
| 1. | Social Studies | 20% | 5. | Crafts | 20% |
| 2. | Language | 10% | 6. | Aesthetic Arts | 10% |
| 3. | Math | 20% | 7. | Personal Development | 10% |
| 4. | Science | 10% | | Total | 100% |

Source: Report of Nepal National Education Planning Commission 1956

Nepal National Education Planning Commission 1956 included Social Studies as a separate subject in the curriculum of primary education for the first time in Nepal. Accordingly, college of Education included social studies in its curriculum in 1956 for the first time in Nepal. In the same year, Laboratory School, a school situated in Kathmandu valley, implemented primary level Social Studies on a trial basis. All Round National Education Committee (ARNEC) 1961 recommended for the inclusion of Social Studies in the curriculum of primary education. The government of Nepal also accepted the recommendation of the Committee. Thus, Social Studies was included in the curriculum of the primary education and implemented throughout the country. This is how Social Studies has become one of the subject in the curriculum of primary education in Nepal.

The National Education Commission 1992 commission reviewed the existing education system. The review found the existing education system in need of immediate improvement. Although a remarkable success in educational participation has been experienced, yet disparity, inefficiency, deficiency and irrelevancy in education still persist (NEC, 1992). The commission found the primary education running at a great loss. According to the analysis of the

efficacy of existing primary education, it has been found that only a small proportion of the entrants makes grades regularly and passes out at the end of five years. It is observed that the subjects and content taught in the primary school were elitist and urban biased. The curriculum, therefore, was disinteresting to the children and not suited to the rural environment. Burning topics were not figured in the curriculum. In the process of curriculum development, it appeared to be the intellectual exercise of specialists and scholars only. In fact, the commission eventually realized that education was incapable to meet the national, social and individual requirements in an actual practice.

The examination of existing primary school textbooks in 1988 and then revision in some of the lessons of the textbooks and their testing in the classroom situation by primary education project (1984-1992) led the Ministry of Education and Culture to undertake the task of Primary Curriculum renewal in 1990 (CERID, 1992). For this purpose, a Primary Curriculum Steering Committee (PCSC) was formed which developed primary education curriculum (PEC) part-I and part-II following the bottom up approach of curriculum development (CERID, 1994). The structure of primary education curriculum designed by Ministry of education 1992 is given in Table-2.

Table-2: Primary Education Curriculum 1992
Implemented by Government of Nepal

| S. N. | Subject | Class 1 – 3 | | Class 4 – 5 | |
|-------|--|-------------|-----------|-------------|-----------|
| | | Weightage | Full Mark | Weightage | Full Mark |
| 1. | Nepali Language | 10 | 150 | 8 | 100 |
| 2. | Math | 8 | 150 | 6 | 100 |
| 3. | English | | | 5 | 100 |
| 4. | Social Studies and Environment Education | 6 | 100 | | |
| 5. | Physical Education | 4 | 50 | 3 | 50 |
| 6. | Creative and Expressive Arts | 3 | 50 | 3 | 50 |
| 7. | Environmental Science and Health Education | | | 6 | 100 |
| 8. | Social Education | | | 5 | 100 |
| 9. | Elective (Language/Other) | 3 | 100 | 3 | 100 |
| | Total | 34 | 600 | 39 | 700 |

Source: Primary Education Curriculum 1992

A study on the effectiveness of primary education curriculum 1998, Higher Level National Education Commission (HLNEC) 1997, and the different regional and national workshops of stakeholder on primary education curriculum pointed out insufficiency in PEC 1992. Thus, Primary Education Curriculum 1992 has been revised in 2003 and this revised curriculum was piloted in 50 schools of the 10 districts in Nepal. On the basis of the outcomes of piloting, a number of changes have been introduced in the curriculum again in 2005. The changes seem to have been made with the intention to reduce the content load and incorporating higher level objectives emphasizing behavioural changes.

1. Available Literature

Since students should be furnished with values throughout several courses within the primary school curriculum, especially social studies course-aiming to raises good people and responsible citizens-should focus on value education. As mentioned by NCSS, social studies as a vital

course serves as a warm-up platform that prepares students for the world becoming more and more complicated every day. Values are principles and criteria utilized to make decisions about the world. Thus, social studies and values education should be regarded as indispensable part of each other. Prioritizing values social studies course has been a debate. On the other hand, there seems to be an accord over the basic values. Values are classified across several parameters depending upon different disciplines and different parts of life, one is the ideology such as liberal, catholic, Marxist, feminist, protestant; others are politics, economy, law, social. Moral and spiritual issues, sciences, religion, environment and health.

Following are values included in social studies instructional program; being fair, valuing family union, independence, peace, scientific point of view, being labourious, solidarity, sensitivity, honesty, aesthetics, tolerance, hospitality, freedom, paying, attention to health, respect, love,

responsibility, cleanliness, patriotism and benevolence. Most of these basic values are also included within instructional programs of many countries.

Jones and Gower worked on 3rd and 4th year students. In their study, value teaching program was applied for 10 weeks through discussions, reading, writings and groups projects. At the end, students were found to have been positively effected, been more successful academically, developed new methods to resolve conflicts and been polite.

One other study conducted by *Pamuk* and titled "Character Education and social Studies" focused on how compatible were the values within the renewed social studies instructional program generally overlapped with the ones covered in character education programs.

Cafo and Somuncuo developed and applied a model regarding value education. Result of their study revealed that there were positive changes on both students and teachers. Teachers improved their feelings of sharing, belongs to and accepting responsibilities. Students, on the other hand, displayed some other positive changes such as being honest, solving problems and increasing academic success.

Gathercoal and Nimmo applied a program within their five year study entitled as "Juprimary dicious Discipline". Analysis of data collected both quantitatively and qualitatively at a primary school through action research method yielded that students improved a lot on some social grounds such as being more respectful for other and feeling more professional.

Kaya et. al. conducted a study examining the course book sets of 4th, 5th, 6th, and 7th grades in terms of their ability to actual the values and skills

included in the social studies instructional program. Semi-structured interviews were held with primary school students. Findings stated that course books were not efficient in actualizing the values and skills within the frameset of social studies instructional program. Besides, it is hoped that this study may contribute to developing a more effective value education; hence to creating a better world.

The principle aim of the study is to determine primary school teachers' opinions on the efficacy of social studies programs in value gain. Accordingly, answer to the following question were sought: What are :

- Teachers' opinions regarding students' value gain in general ?
- Teachers' opinions concerning the efficacy of social studies programs ?
- Teachers' opinions about teachability of values indentified in social studies programs ?
- The classroom activities teacher conduct to teach values ?
- Teachers' opinions on studntes' gaining the values after the application of social studies programs ?
- The problems' they face in terms of values education ?
- Teachers' suggestion regarding value education within social studies course ?

2. Methods

Research Methods have been described in the following paragraphs:

4.1 Participants

Completed through survey model, this research made use of criterion sampling methods –in order to chose the participants. The principle criterion determined by the researchers was that participating teachers' had to be working with 4th and 5th grades at the time of the research. 25

primary school teachers working with 4th and 5th grades at Kailali district during the educational year 2013-2014 volunteered to take part in the study. Nine of them were male while the rest were female. Educational background of teachers were as follows : 10 of them graduated from a three year college, 7 of them studied and graduated from teachers training programs, 3 of them completed their Bachelors Degree through Undergraduate Degree Completion programs and 5 of them graduated from Institute of Education. Work experience of participants was as follows: 9 teachers had been working for 6 to 10 years; 7 of them had been practicing the profession for 11 to 15 years; 5 of them had been teaching for 16 to 20 years; 2 of them had been at work for 1 to 5 years; and 2 had been working as a teachers for more than 21 years.

1.2 Data Collection

In order to collect data, questions compatible with the principle aim and the research question of the study were prepared to be used during semi-structured interviews. Subsequently, two teachers were pilot interviewed to make necessary change on the questions. Afterwards, real interviews with the participants were held.

1.3 Data analysis

Descriptive analysis technique was utilized for data analysis. In terms of the reliability of the codes, the formula developed by Miles and Huberman, was used and the value of R=0, 90 was calculated. This calculation showed that the study was reliable. Frequency calculation was used for the numerical analysis of the data; and the results have been depicted on tables, direct quotations from striking remarks by the teachers have been added to the presentation of data.

2. Findings

Findings regarding teachers' opinions on the efficacy of social studies Program in value gain have been classified and presented under several topics.

5.1 Teachers' Opinions on Students' Value Gain in General

Teachers' Opinions on Students' Value Gain in general: Table-1 shows the frequencies of the answer given by teachers to the question *5.1 "What do you think about students' value gain in general ?"* As stated in table 1, 13 of participating teachers said "students cannot convert the values they learn at school into behavior", 8 of them underlined the importance of values by saying "students" value gain is important for a nation to pursue its existence". Likewise, 5 of the teachers drew attention to school family cooperation by stating "value education starts within the family and develops at school". One teacher expressed his/her opinions regarding the statement "Students cannot convert the values they learn at school into behaviours" as follows:

"Values that students gain are generally confined within the walls of the classroom; they can't carry them over to their daily lives... Memorization drills are highly used for Social Studies course. We tell the students do an activity that is so and so, and then we do that. We do not discuss about the reasons, results and feeling of people after completing the activity. We can't help them build empathy. Student do what we tell them to, but they are not encouraged to think about the activity. They do not questions such as "Is this behavior of mine fine or not ? how does this behavior of mine affect the people around me and the society ? For example, we studied a unit titled "Family and society". We launched a campaign during that unit. We identified the poor people, collected help from others and delivered them to needy. Students become aware of the existence of these people around them. However, they haven't done any subsequent activity related with this one, they've never asked for my help to do something extra for these people".

Table-1: Teachers' Opinions on Students' Value Gain in General

| S. N. | Opinion on Students' Value Gain in General | Number |
|-------|---|--------|
| 1. | Value gain is more difficult than teaching on any subject | 2 |
| 2. | Students' cannot convert the value they learn at school into behavior | 13 |
| 3. | Students value gain is important for a nation to pursue its existence | 8 |
| 4. | Value education starts within the family and develops at school | 5 |
| 5. | Students should be able to convert the attitude they develop and what they learn about value into behaviour | 4 |
| 6. | Students' value gain is crucial for their socialization | 4 |
| 7. | Value gain during primary education plays a crucial role in the resolution of many social troubles | 4 |
| 8. | Including value gain is crucial to become responsible individuals | 3 |
| 9. | Students value gain is crucial to become responsible individuals | 3 |
| 10. | should gain the values to become a better citizen | |

1.2 Teachers Opinions on the Efficacy of Social Studies in Value Gain

Table 2 reflects distribution of frequencies of the answers provided by teachers to the question *5.2 "What do you think about the efficacy of social studies program in terms of value gain ?"*

A close look at the data in Table 2 reveals that 15 teachers stated "It includes all the necessary values", that 14 of them said "it is fairly efficient in terms of outcomes, activities and the explanations", and that 12 of them mentioned "Activities provides students with the opportunity to learn by experiencing". Following is a question from a participating teacher regarding the item "Activities provides students with the opportunity to learn by experiencing".

The new program teaches the values to students through activities rather than directly saying "You should love your classmate" or "You should

respect people who are different from you". Students learn what they should by experiencing and this facilitates internalization of what is learnt. In this aspect, I find the program effective.

Findings point that teachers generally find the program inclusive of all necessary values. Although all layers of society compromise about the necessity of value education, the dispute over which values should be taught still goes on. On the contrary, many countries adopted universal values as common values to be included in educational programs.

Table-2: Teachers' Opinions on efficacy of Social Studies Programs Value Gain

| S. N. | Opinion on Efficacy of Social Studies program in terms of Value Gain | Number |
|-------|--|--------|
| 1. | It includes all the necessary values | 15 |
| 2. | It is fairly efficient in terms of outcomes, activities and the explanations | 14 |
| 3. | Activities provides students with the opportunities to learn by experiencing | 12 |
| 4. | Values are too many to teach | 5 |
| 5. | Distribution of values across units is properly balanced | 5 |
| 6. | It has practical limitations | 4 |
| 7. | The number of sample activities for each value is not adequate | 3 |
| 8. | It has practical limitations | 2 |
| 9. | It is concerned with students' own lives | 2 |
| 10. | Outcomes for each value are too many to gain | 2 |
| 11. | Activities do not appeal to students | 1 |
| 12. | It is shallow for value education | 1 |
| 13. | Values are not presented explicitly, but implied within units | 1 |
| 14. | Including value education into the program is meaningful | 1 |

5.3 Teachers' Opinions on the Teachability of Values Identified in Social Studies Program

The frequencies of the answer provided by teachers to the question *5.3 "Do you think the values identified in social studies program can be taught to students ? Please, explain "Are displayed in Table 3.*

Table-3: Teachers' Opinions on the Teachability of Values Identified in Social Studies Program:

| S. N. | Opinion on the Teachability of values Identified in social Studies | Number |
|-----------|---|--------|
| a. | Can be taught, | |
| 1. | Only if support from the families and students' immediate environment is guaranteed | 12 |
| 2. | Because the values are developmentally compatible with students | 3 |
| 3. | Because the values are criteria to be a responsible citizen | 3 |
| 4. | Because the values in the program are currently alive in our society | 2 |
| 5. | If the number of values is lessened and each of them is handled | 1 |
| 6. | Because they are building blocks of human beings | 1 |
| 7. | If the activities carry a permanent effect | 1 |
| b. | Can't be taught | |
| 1. | Because the values taught by the families and the school are not consistent | 5 |
| 2. | Because our education system is highly based on exam | 3 |
| 3. | Because there are plenty of values | 2 |
| 4. | Because the activities are abstract | 1 |
| 5. | Because time is not enough | 1 |

Briefly, the answers in Table 3 indicate that 12 of participating believed that "Values can be taught only if support from the families and student's immediate environment is guaranteed" while 5 of them stated that "Values cannot be taught due to inconsistencies between the values taught at school and the ones praised at home or in the environment". A teacher expressed his/her opinions about the item "Only if support from the families and the environment guaranteed by saying".

We do conduct our studies towards value gain within the limits of the program. However, we shouldn't ignore what happens outside the school. We tell them respect each other, but they see a lot of people behaving rudely in their daily life. We tell them to love everybody and stay away from any kind of discrimination based on religion, language, race and gender difference, yet they witness the fights between people and wars. Thus,

what they see in real world or what they are exposed to through mass media is just the opposite of what is being taught at school. If the families and other components in the environment do not support the school, then value education becomes rather formidable to conduct.

5.4 Classroom Activities Conducted by Teachers to Teach Value

Table 4 shows the frequencies of the answer given by teachers to the question, *5.4 "What kind of activities do you conduct in the classroom in order to teach values ?"*

As can be seen in Table 4, 20 of the participating teachers make use of stories, dramas and games in order to convert values into correct concepts. On the other hand, 11 of them examine examples from daily life whereas 8 of them prefer finding the truth through discussions.

A teachers who said "I turn the values into concrete concepts through several types of activities" expressed his/her opinion as follows :

We had a text about Bhuban Bist's life for Nepali lesson. Later, I used the same text for social studies course. We discussed about being fair. Bhuban Bist paid different amounts of money to the workers building Selimiye Mosque. Suleyman the Magnificent asked him the reason why he was paying much to some workers and little to some others. Bhuban Bist invited the majesty to the construction site. They observed the workers who were hammering and carving stones. They first examined the ones who were paid much. They saw that these workers were hammering more. Then, they observed the ones who paid less and were hammering less. Bhuban Bist said "I pay them according to how much they hammer". We discussed about this with students. I asked them, "What would you have done if you had been in his place ? Would you have done the same". Some said they would have done the same thing as the architect while some others said they would have paid the same amount to all workers since each of them was working as much as they could. We focused on being fair and the different between hardworking and lazy people.

Table-4: Classroom Activities Conducted by Teachers to Teach Values

| S. N. | Classroom Activities Conducted to Teach Values | Number |
|-------|--|--------|
| 1. | I turn values into concrete objects through various activities | 20 |
| 2. | We examine and discuss daily life examples | 11 |
| 3. | We try to find the truth through a discussion session | 8 |
| 4. | We discuss about the news on TV Newspaper, or the Net | 6 |
| 5. | We organize trips | 4 |
| 6. | I try to make them aware of their own value system | 3 |
| 7. | I include values into other course from time to time | 3 |
| 8. | I involve families into activities | 3 |
| 9. | A act a model | 2 |
| 10. | I tell about the values | 2 |
| 11. | I teach them how to observe | 1 |
| 12. | I invite experts to the classroom | 1 |
| 13. | I assign writing essays | 1 |
| 14. | I especially focus o the ones who can't learn the values | 1 |

5.5 Teachers' Opinion on Students' gaining the Values after the Application of Social Studies Program ?

All the frequencies of the answers stated by teachers to the question, *5.5 "Do you think studnts gain the values determined in social studies program in the end ?* are shown in Table 5.

Table-5: Teachers' Opinions on Students' Gaining the Values after the Application of Social Studies Program

| S. N. | Opinion on Students' Gaining the Values after the Application of Social Studies Program ? | Number |
|-------|---|--------|
| 1. | Values are not permanent due to lack of reinforcement at home | 13 |
| 2. | Most students gain the values | 7 |
| 3. | Most students know about the values, but they can't convert them into behaviour | 5 |
| 4. | Some students' gain the values, but some can't | 4 |
| 5. | They gain values such as responsibility, tolerance and respect | 4 |
| 6. | Majority of them can't gain the values | 3 |
| 7. | I don't know since I don't have any change to observe what they do outside the school | |

Data in Table 5 indicate that 13 of participating teachers provided, "Values are not permanent due to lack of reinforcement at home at home" while 7 of them gave "Most students gain the values" as the answer to the question, "Do you think your studnts gain the values determined in social studies program in the end ? can you give examples, please ?"

Moreover, 5 of the teachers who took part in the study stated that a majority of students knew about the values, but they had problems reflecting the values on their behaviours. One teachers said the following concerning the item, "Val-

ues are not permanent for most students due to lack of reinforcement at home". Revisiting the research data in Table 3 foster this findings because data show that values included in the new social studies program can only be taught if support from families and other components in the environment is guaranteed.

Generally, what's taught in the classroom stays in the classroom. These programs do not continue in students' daily lives and homes. Everything fades out as soon as the kid gets out through the school gate because the rules out there are different; even there are no rules.

Table-6: Problems that Teachers Encounter in terms of Value Education

| S. N. | Problems Encountered during Value Education | Number |
|-------|--|--------|
| 1. | Conflict between the values taught at school and the ones home or in the environment | 11 |
| 2. | Center value broadcasts on TV and the internet | 10 |
| 3. | The amount of time allocated for social studies course is not adequate | 9 |
| 4. | Studying more on multiple choice exams than value education due to placement exams | 6 |
| 5. | Families do not reinforce the values taught at school | 5 |
| 6. | Having no trips around | 5 |
| 7. | Value completion within Nepali society | 5 |
| 8. | Having over-populated classes | 5 |
| 9. | Teachers' guide book lack sample activities | 3 |
| 10. | Limited or no cooperation with the family and other elements in the environment | 3 |
| 11. | Struggle to correct negative values students already have | 3 |
| 12. | There is no evaluation or assessment within value education | 3 |
| 13. | Loss of national values as a result of globalization | 1 |

A close-up at the data in Table 6 yields that 11 of the teachers stated "The values taught at school and the ones at home in the environment conflict" whereas 10 of them said "There are counter value broadcasts on TV and the Internet" as an answer to the question "Is there any problem you encountered in terms of value education?" On the other hand, 9 teachers complained that the amount of time allocated for social studies course was not enough for an effective value education.

A totally different thing waits for him/her at home. The families do not model. We tell our students to love, respect and tolerate each other. Yet, at home, their families tell them to hit back if a friend of them hits them. The result is a contradiction experienced by the students.

5.6 Teachers' opinions on the Programs they Encounter in Value Education

Frequencies of the answers provided by teachers to the question "*Is there any problem you encounter in terms of value education? Please explain*" are depicted in Table 6.

Following is a quotation from a teacher who said "There are counter value broadcasts on TV and Internet".

I guess TV and the Internet are crucial problems. For example, in the classroom, we learn not to take someone's stuff without permission, to be honest and to be respectful. What they watch on TV and what they learn at school are totally opposite. They hear or watch a lot of steal and run news and affairs

between unmarried couples on news programs; and characters in series mislead them, they are not good models for children... They spend so much time playing computer games or surfing on the Internet that they cannot socialize. Worse, these games include near real violence and fear.

5.7 Teachers Suggestions Regarding Value Education within Social Studies Course

Frequencies distributions of the answers provided by teachers to the questions, "What are your suggestions regarding value education within social studies course?" are displayed in Table 7.

Table-7: Teachers' Suggestions Regarding Value Education within Social Studies Course

| S. N. | Suggestions Regarding Value Education within Social Studies course | Number |
|-------|--|--------|
| 1. | Support from the families and the environment should be granted | 15 |
| 2. | Teaching activities for both teachers and families should be designed | 13 |
| 3. | Sample texts and activities within the program and teachers' books should be increased both in number and efficacy | 6 |
| 4. | Consistency must be built between the program and education system | 6 |
| 5. | Both values and outcomes should be increased in number | 5 |
| 6. | Course duration per week should be increased | 5 |
| 7. | Value education should aim at gaining behaviours and attitudes | 4 |

As clearly seen in Table 7, which includes teachers' answer to the question, 5.7 "*What are your suggestions regarding value education within social studies course?*" 15 of them said, "Support from the families and the environment for value education should be granted". 13 teachers mentioned about educational activities for teachers and families by saying, "Educational activities for both teachers and families should be designed".

6 of them complained about the number and effectiveness of activities by stating "sample tests and activities within the program and teachers' books should be increased both in number and efficacy". A teacher stated the following about the educational activities for teachers and families.

Suggestions set forth by teachers, value education in social studies course can be grouped around getting support from families. As a matter of fact, consistency between the values taught at school and the ones adopted by the families is of critical importance for the children to internalize the

values presented within instructional setting and to reflect them on their own behaviours. Furthermore, families should properly reinforce the values and should be appropriate role models.

1. Discussion and Conclusion

In the present study, teachers' opinions on the efficacy of social studies program in value gain are mostly affirmative. They regard the inclusion of explanations, outcomes and activities in the social studies program 2005 as a positive step in terms of value education. On the other hand, there are some other teachers who think that the number and quality of activities within the programs are inadequate and that the outcomes are too many to teach.

Research results have yielded that teachers drew attention to the cooperation among school-family and environment in terms of teachability of values within social studies curriculum if support from families and the environment is granted. Considering the fundamental hypothesis of social studies learning theory, one can say that values develop within

the environment an individual lives. Likewise, Rokeach states that socio-cultural environment and personality traits of an individual serves as the basis for value formation. Thus, value formation starts within family during early ages and continues to develop under the influence from the environment as the individual matures. Bal underpins that it's the duty of families to start developing basic values in a child and then it is the school that takes charges.

Teachers within the scope of this study mainly make use of activities such as dramatization and games in order to teach values with in social studies course. Giving students opportunities to express themselves better and to dramatize events that are not likely to occur, dramatization method can be thought as a critical method in value teaching. In addition, teachers also utilize authentic materials from TV, newspaper and the Internet. Bringing daily life examples to the classroom may help students bridge the values they learn and their own lives. Possible activity types that can be used for value education are "put yourself in their shoes," "Story completion," "sequencing stories or emeralds," "Thinking with six hats" and Learning thorough problems." A majority of participants state that most students know about the values following the application of the program, but they cannot reflect them on their own behaviors due to lack of reinforcement are of crucial importance in value education, value taught at school should be fostered by families and families themselves should be models for students.

Participant of the study have stated that they cannot spare time for values, but instead they prepare students for the as one of the problems they face in value education; and they say the amount of time designated for social studies course is not enough to work on both values and possible exam questions, that is why teachers suggest that a consistency be settled between the

instructional programs and our educational system. In this regard, the primary exam should be called off-which will free our educational system from an exam-oriented perspective or the contents of the exams should be parallel with program. Participants have listed the following as other sources of problem in value education, counter-value broadcasts on TV and the Internet; inadequate amount of time for social studies course; overpopulation of classrooms.

Teachers working at stage schools continually hold activities that will prepare their students to these exams; in other words they mainly focus on the cognitive development of their students. One can say that gaining social-affective skills and attitudes, and values is generally neglected. The aforementioned exams do not include many questions concerning the values within the social studies program.

Most popular suggestion by the participants for the major problem of value education which is the conflict between values taught at school and ones in the family is taking the support of families and other components in the environment. Moreover, teachers state that organizing educational activities like seminar and conferences for both teachers and families may also be great help since values have recently been included into the program.

The following are *suggesting* set fourth in accordance with the findings of this research:

Sample activities in social studies program and teachers' books should be increased and improved both in number and quality; the number of values and outcomes should be diminished, educational activities like seminars and conferences should be organized to train both teachers and families on value education; the amount of time allocated for social studies course should be increased; population of classes should be lessened, various studies about value education be conducted using both qualitative and quantitative methods.

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