

A SURVEY ON FACTORS AFFECTING EMPLOYEE TURNOVER IN NEPALESE COMMERCIAL BANKS

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Abstract

Employees' turnover refers to the movement into and out of an organization by the workforce. Productivity is very important issue for an industry or organization. There are several factors on which productivity of an organization mostly depends upon. Employee's turnover is one of them which is considered to be one of the challenging issues in business nowadays. The research has been taken for the purpose of studying and understanding the employee turnover and analyzes the factors affecting employee turnover. The overall study of research through the collection of both primary and secondary data supported to achieve the targeted objective of this research work. It was found that the researcher found that both private and public commercial banks' employees gave high priority to career growth as a major factor which leads them to stay in the same organization for longer period of time.

Key Words: Employee Turnover, Workforce, Organizational Commitment, Financial rewards, Working Environment

General back ground

The survival and prosperity of an organization depends upon the efficiency, caliber and competence of its employees. Employees are valuable assets of the organization. But even a highly capable employee will not give his/her best until he/she is motivated towards the work. It is the motivation that makes human resources does their responsibilities mentally and emotionally. It results the achievement of targeted goal of the organization. The job satisfaction of the employees is directly related to the continuous contribution for the organization for longer period

of time. It shows loyalty of employees towards the organization. On the other side, if employees gain better opportunity in the market or dissatisfied with the present work environment, then there will be continuous separation of employees from their current job. This is called the turnover of employees from the organization.

The organizations which want to retain their qualified human resources for long period; they should consider the factors which maintain the high level of job satisfaction. The moderate level of turnover is always accepted for the organization. It supports the smooth running of

overall function. The low rate of turnover will not bring innovation and new talent in the organization. While high rate of turnover had negative impact on the overall performance of the organization. The organization can get the success which can maintain the satisfactory level of turnover rate of employees at different levels through the suitable retention strategy.

Human beings like to live in the society. They need love, affection, belongingness and companionship and social acceptance. They need contact and interaction with other people. In organization employee need good relationship and affection with their co-worker and seniors. The environment where the relationship with co-workers is not sound and has personal problems, it generates misunderstanding and frustration among the employees. This leads to increase in the rate of turnover different levels.

With the increase in private commercial banks, the movements of qualified and experienced human resources are also high. We can see the movement of skilled employees, managers and other skilled professional from one bank to another by receiving high level of position and benefits. This research study tries to analyze the trend of turnover in Nepalese commercial banks and its impact on the performance.

In short, the literature review revealed by Reggio (2003) had asserted "both low levels of job satisfaction and organizational commitment are related to higher rates of turnover". Moreover, Muchinsky and Tuttle (1997) have summarized thirty nine studies related to the relationship

between job satisfaction and turnover conducted in the past 50 years and found that all but four cases show a negative relationship. However the cultural framework may play a role in organizational commitment. Therefore relating organizational commitment to cultural values of individualism and collectivism, for example, had shown as demonstrated by Wasti (2003) that satisfaction with work and promotion are the most important determinants of organizational commitment for employees who endorse individualist values while satisfaction with supervisor is the most important determinant of organizational commitment for employees who endorse collectivist values.

Abassi and Hollman (2000); Hewitts Associates (2006); Sherman et al. (2006) highlights some of these reasons as hiring practices, management style, lack of recognition, lack of competitive compensation system, toxic workplace environment. Others include lack of interesting work, lack of job security, lack of promotion and inadequate training and development opportunities. These variables can be broadly classified into intrinsic and extrinsic motivational factors.

Empirical studies (Kinnear and Sutherland, 2001; Meudell and Rodham, 1998; Maertz and Griffeth, 2004) have, however revealed that extrinsic factors such as competitive salary, good interpersonal relationships, friendly working environment, and job security were cited by employees as key motivational variables that influenced their retention in the organizations. The

implication of this therefore is that management should not rely only on intrinsic variables to influence employee retention; rather, a combination of both intrinsic and extrinsic variables should be considered as an effective retention strategy.

Employee turnover can be extremely devastating for any company. It makes the employers difficult to maintain a steady and successful operation. Management should have their own rating on employee turnover and measurement how this affects organizations performance. Losing a single key worker can decrease the likelihood of a project's success and can reduce investors confidence in the firm (Lee, and Mitchell, 2000).

Employee turnover refers to the number or percentage of workers who leave an organization and are replaced by new employees. Measuring employee turnover can be helpful to employers that want to examine reasons for turnover or estimate the cost-to-hire for budget purposes.

Turnover occurs for many different reasons. Sometimes new job attracts employees and pull them to leave the old one. In contrary employee also pushed to leave job due to the dissatisfaction in their present workplace or by domestic circumstances when someone reallocates with their spouse or partner (Griffeth, 2004).

Research Questions

The organization should be conscious about the possible factors which causes the turnover in the work place. The related factors like job satisfaction, better career opportunities, age,

education, service period, management change, policy of the company, working environment and relationship with co-workers causes turnover and retain the qualified persons in organization for longer period of time.

The research is directed towards solving of following research issue.

What are the factors that affect the employee turnover in banking sector?

Objectives of the Study

The research has been taken for the purpose of studying and understanding the employee turnover and analyzes the factors affecting employee turnover.

Research Methods

In this study two types of data were collected. Firstly, secondary data regarding the turnover of employees over five year's period of NBL, EBL and BOKL was collected. In this study from the public bank, Nepal Bank limited and from the private bank, Everest Bank Limited and bank of Kathmandu Limited have been selected.

The collected data was analyzed by calculating percentage and charts. This helps to identify the trend of turnover in private and public commercial bank. Primary data were collected through questionnaire filled by managerial level employees of NBL, EBL and BOKL. Questionnaires method was used for identifying the perception of existing employees about the organization's retention strategy and the factors

of turnover. The collected data were analyzed and intercepted by using statistical tools and charts like frequency, percentage, arithmetic mean value and rank correlation. Chi-Square test was done to find out whether hypothesis is accepted or rejected.

Presentation and analysis of Data

This section tries to analyze the perception of existing managerial employees of the public and

private commercial banks about the turnover, retention strategy and its implication in the current organization performance. The descriptive findings were analyzed to make the clear vision of factors which affect the turnover of employees. The same factors were analyzed on the basis of gender, age group and length of service.

Table 1: Factors of employee turnover on the basis of bank

| Major factors of employee turnover | Mean | | | Total mean |
|------------------------------------|------|------|------|------------|
| | NBL | EBL | BOKL | |
| Financial rewards | 6.72 | 5.68 | 6.4 | 6.42 |
| Other benefits | 5.12 | 4.44 | 4.32 | 4.75 |
| Nature of works | 4.5 | 4.28 | 4.96 | 4.56 |
| Transfer decisions | 3.24 | 4.04 | 2.96 | 3.37 |
| Relationship with co workers | 2.7 | 3.16 | 2.9 | 2.84 |
| Better opportunity in market | 6.38 | 6.36 | 6.16 | 6.32 |
| Work environment | 4.26 | 4.6 | 5.16 | 4.57 |
| Abroad study | 3.00 | 5.36 | 3.00 | 3.11 |

Source: Field survey, 2017

Table 1 shows the mean values of the eight different factors responsible for the employee turnover on the basis of different bank. In NBL financial reward got high mean value of 6.72 and the mean value of 2.7 was given as least priorities factor to relationship with co-worker. In EBL better opportunity in market got high

mean value of 6.36 and the mean value of 3.16 was given as least priorities factor to relationship co-worker. In BOKL financial reward got high mean value of 6.42 and the mean value of 2.84 was given as least priorities factor to relationship with co-worker.

While analyzing the total mean value of these eight different factors researcher found that, Financial reward got the highest mean value of 6.42, then after better opportunity in market got the mean value of 6.32, 4.75 for other benefits, 4.57 for work environment, 4.56 for nature of work, 3.37 for transfer decisions, 3.11 for abroad study and

the least mean value 2.84 to relationship with co-worker. This finding on the basis of categories of bank employee turnover from the bank if they are not satisfied with the financial reward. There after turnover is high if they get better opportunity in the market, for abroad study and other relevant factors respectively.

Table 2 Factors of employee turnover on the basis of gender

| Major factors of employee turnover | Mean | |
|------------------------------------|--------|------|
| | Female | Male |
| Financial rewards | 5.78 | 6.79 |
| Other benefits | 4.3 | 5.01 |
| Nature of work | 5.12 | 4.23 |
| Transfer decisions | 3.89 | 3.06 |
| Relationship with co-workers | 2.78 | 2.87 |
| Better opportunity in market | 6.16 | 6.14 |
| Work environment | 5.3 | 4.14 |
| Abroad study | 2.68 | 3.37 |

Source: Field survey, 2017

Table 2 focuses on the factors of employee turnover on the basis of gender. Female employees have given better opportunity in the market as the most important factor by giving mean value of 6.16, financial reward giving average mean value of 5.58, then after work environment giving mean value of 5.3. The least

mean value of 2.68 was given to abroad study. In other side male employees have given the high preference to financial reward by mean value of 6.79 then after better opportunity in market giving mean value of 6.14, 5.01 to other benefits and the least mean value 2.87 was given to relationship with co-worker.

Table 3: Factors of employee turnover on the basis of bank

| Major factors for employee turnover | Mean value | | | |
|-------------------------------------|------------------|--------------|---------------|---------------|
| | Less than 5 year | 5 to 10 year | 10 to 15 year | Above 15 year |
| Financial rewards | 6.05 | 6.4 | 6.27 | 6.91 |
| Other benefits | 4.59 | 4.275 | 4.8 | 5.69 |
| Nature of work | 5.09 | 4.275 | 4.33 | 4.69 |
| Transfer decisions | 3.63 | 3.5 | 2.87 | 3.22 |
| Relationship with co workers | 2.86 | 2.78 | 2.53 | 3.13 |
| Better opportunity in market | 5.77 | 6.63 | 7 | 5.87 |
| Work environment | 5.18 | 4.55 | 4.6 | 3.96 |
| Abroad study | 2.55 | 3.6 | 3.53 | 2.52 |

Source: Field survey, 2017

Analysis of the factors of turnover on the basis of length of service, the researcher has derived these outputs. Below 5 year service period employees gave highest mean value 6.05 to financial reward, average mean value of 5.77 to better opportunity in market, average mean value of 4.59 to other benefits, 5.09 to nature of work and lowest average mean value of 2.55 was given to abroad study. The employees from 5 to 10 year service period group they gave high priority to better opportunity in market having mean value of 6.63 then after to financial rewards having average mean value of 6.4, average mean value of 4.275 to the other benefits and nature of work. The lowest value of 2.87 was given to transfer decisions. The employees from 10 to 15 year of service period group they gave high priority to better

opportunity in market with average mean value of 7, and average mean value of 6.27 to the financial reward. They gave least importance to relationship with co-workers having average mean value of 2.53. Similarly, above 15 year service period group the highest preference was given to financial reward having average mean value 6.91, average mean value of 5.87 to better opportunity in market, average mean value of 5.69 to other benefits, average mean value of 4.69 to nature of work and lowest mean value of 2.52 was given to abroad study. This whole analysis on the basis of service period shows that employees have different perception regarding the factors which causes them to turnover from the organization. It creates different mean value to different mean value to different factors with four groups.

Table 4 Factors of employee turnover on the basis of age group

| Major factors of employee turnover | Mean | | | |
|------------------------------------|---------------|---------------|---------------|---------------|
| | 21 to 30 year | 31 to 40 year | 41 to 50 year | Above 50 year |
| Financial reward | 6.2 | 6.22 | 7.14 | 6.38 |
| Other benefits | 4.29 | 4.39 | 5.76 | 5.75 |
| Nature of work | 4.97 | 4.22 | 4.29 | 5 |
| Transfer decisions | 3.37 | 3.64 | 2.9 | 2.25 |
| Relationship with co-workers | 2.68 | 2.94 | 2.57 | 3.75 |
| Better opportunity in market | 6.11 | 6.53 | 6.57 | 5.63 |
| Work environment | 4.94 | 4.67 | 4.29 | 3.25 |
| Abroad study | 3.26 | 3.89 | 2.48 | 2.88 |

Source: Field survey, 2017

Analysis of the factors of turnover on the basis of age group, the researcher has derived these outputs. 21 to 30 year of age group employees gave highest mean value of 6.2 to financial reward, average mean value of 6.11 to better opportunity in market, average mean value of 4.29 to other benefits, 4.97 to nature of work 3.37 to transfer decisions and lowest average mean value of 2.68 was given to relationship with co-workers. The employees from 31 to 40 year age group they gave high priority to better opportunity in market having mean value of 6.53 then after to financial rewards having average mean value of 6.22, average mean value of 4.39 to the other benefits, average mean value of 4.22 to nature of work. The lowest value of 2.94 was given to relationship with co-workers.

The employees from 41 to 50 year of age group they gave high priority to financial reward with average mean value of 7.14, and average mean value of 6.57 to better opportunity in market, the average mean value of 5.76 to other benefits, 4.29 to nature of work, average mean value of 2.9 to transfer decisions. They gave least importance to abroad study having average mean value of 2.48. Similarly, above 50 year age group the highest preference was given to financial reward having average mean value 6.38, average mean value of 5.63 to better opportunity in market, average mean value of 5.75 to other benefits, average mean value of 5 to nature of work and lowest mean value of 2.25 was given to transfer decisions study. This whole analysis on the basis of age group shows that employees

have different perception regarding the factors which causes them to turnover from the organization. It creates different mean value to different mean value to different factors with four groups.

By analyzing the employee's perception of public and private commercial bank, the researcher found that employees of both bank provide high preference to the financial reward and better opportunity in the market as a factor which is the responsible for employee turnover.

Employees of NBL have given nature of work and work environment as an average factor and relationship with worker and transfer decisions as least important factor. Employees of EBL have given work environment and transfer decision as an average factor while as relationship with co-worker as least important factor. Similarly, employees of BOKL has given nature of work and work environment as an average factor abroad study, relationship with worker and transfer decisions as less important factor.

Table 5. Rank correlation of factors affecting employee turnover between public and private commercial banks

| Factors of employee turnover | Public bank (Mean) | Rank (R1) | Private bank (Mean) | Rank (R2) | D | d ² |
|------------------------------|--------------------|-----------|---------------------|-----------|----|----------------|
| Financial rewards | 6.8 | 1 | 6.04 | 2 | -1 | 1 |
| Other benefits | 5.12 | 3 | 4.38 | 5 | -2 | 4 |
| Nature of work | 4.5 | 4 | 4.62 | 4 | 0 | 0 |
| Transfer decisions | 3.16 | 6 | 3.5 | 6 | 0 | 0 |
| Relationship with co-workers | 2.7 | 8 | 2.98 | 8 | 0 | 0 |
| Better opportunity in market | 6.38 | 2 | 6.26 | 1 | 1 | 1 |
| Work environment | 4.26 | 5 | 4.88 | 3 | 2 | 4 |
| Abroad study | 3 | 7 | 3.22 | 7 | 0 | 0 |
| Total | | | | | | 10 |

Source: Field survey, 2017

Rank correlation 0.88

The rank correlation between the public and private bank is 0.88. It is calculated on the basis of total mean value. It shows that perception of

private and public banks employees about the important factors of turnover was similar. Correlation is above the average value 0.50 and close to correlation value +1. It means the

agreement between the private and public commercial bank employees on turnover factors was high.

Results

Employees of NBL have given nature of work and work environment as an average factor and relationship with worker and transfer decisions as least important factor. Employees of EBL have given work environment and transfer decision as an average factor while as relationship with co-worker as least important factor. Similarly, employees of LBL has given nature of work and work environment as an average factor abroad study, relationship with worker and transfer decisions as less important factor.

In the study the researcher found that both private and public commercial banks employees gave high priority to career growth as a major factor which leads them to stay in the same organization for longer period of time. Employees of both private and public commercial bank gave least priority to cooperative seniors. The rank correlation 0.77 between public and private commercial bank shows that the agreement level of employees about the factors of retention of employees was high.

While analyzing the implication of high employee turnover researcher found that, employee hiring and training cost increases got the highest mean value, after then efficiency of the organization declines got less mean value and then quality of work is affected, existing employee suffer difficulties at work, bad effect on the image of the organization and least mean value to over timer pay increases.

While analyzing the attractive commercial banks in terms of employment facilities both private and

public commercial banks employees give high priority to Standard Chartered Bank as most attractive bank to work. From the analysis most of the respondents would prefer to go INGO other than financial institutions and then Multinational Organization and they give less priority to NGO. Most of the respondents feel that high employee turnover is bad for the organization which increases the hiring and training cost.

Conclusion

This research work is based on the investigation of the trend of turnover of private and public commercial bank of Nepal. The major factors which lead to turnover of managerial level employees, retention strategy which support to reduce turnover of organization, the implication of the high turnover and the perception of existing employees about the turnover and its impact on the performance. This in-depth analysis leads to certain findings and conclusion which are mentioned below.

- The rate of turnover in private commercial bank is higher than in public commercial bank over five year period. But in one particular year rate of turnover in NBL is higher due to VRS. Among private commercial banks LBL has high employee turnover than EBL over five years period.
- The researcher found that the percentage of male turnover rate is high as compared to female. The rate of turnover of male is around 70% while female were only 30%. The overall data shows that the turnover rate of male employees is high as compare to female employees, which shows that female doesn't want to change their job frequently.

- Respondents of NBL have given most priority to financial rewards as a major factor of turnover of employees, which got 6.72 mean values. The least preference is given to relationship with co-worker. While analyzing the perception of EBL employee's researcher found that they gave first priority to better opportunity in the market having mean value 6.36 and least priority to relationship with co-worker. Similarly, employees of LBL given first priority to financial rewards with 6.4 mean value and least priority to relationship with co-worker.
- This study on employee turnover and its impact on performance adds significance in

the study for Nepal, where the banking sector is currently developing at fast pace. The overall study of research through the collection of both primary and secondary data supported to achieve the targeted objective of this research work. The collected secondary data of private and public commercial bank i.e. NBL, EBL and LBL helps to find out the trend of turnover in both sector of banking. The researcher found that the trend of turnover in private bank is comparatively high. The turnover also depends on the other variables like age, gender, service period and the VRS launched by the bank. The effect of these variables on the turnover is analyzed clearly through the secondary data.

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EXISTING CONDITION OF EXTRA-CURRICULAR ACTIVITIES IN NAWALPARASI DISTRICT

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Abstract

This paper provides the valuable knowledge of extra-curricular activities and their importance in academic succeeds. The purpose of the study is to examine the existing condition of extra-curricular activities in secondary school of Nepal. This study was delimited in Nawalparasi district of Nepal. Moreover, the study aims to explore policy and practice of the extracurricular activities aligned to the intent of Curriculum. Entire research work was planned and organized in accordance with research question and it gives the foresightedness to the solution of the research problem. What are the existing conditions of extra-curricular activities in secondary school of Nepal? This research question was tried to answer throughout the entire research study. To achieve the stated aims and objectives, this study follows quantitative descriptive methodological approaches adopting deductive processes. Simple survey research design is the method of this study.

Keywords: Curriculum, Extracurricular activities, Existing condition, ECA, CDC

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 programmers, 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.

The main purpose of the study is to examine the existing condition of 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 existing conditions of extra-curricular activities in secondary school of Nepal?

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 existing conditions of extra-curricular activities in secondary school of Nawalparasi district of Nepal.

There are policy and provision to practice ECAs in school level at different level. There are different types of ECAs by their nature. They are academic focused, athletics focused and interest focused.

Academic Focused ECA

Basically in every school academic focused ECAs are quiz, oratory, spelling contest, wall magazine, debate, vocabulary run, hand writing, poems and essay, drawing, school bulletin and education trip. Here I have presented various scenarios of ECAs under the academically focused in different data in different table below respectively.

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

Table 12.0
Quiz Conducted in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| A Conducted | No | 84 | 29 | 30 | 24 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Not Conducted | No | 0 | 0 | 0 | 0 |
| | % | 0 | 0 | 0 | 0 |
| Total | | N= 84 | N= 29 | N= 30 | N= 24 |

Table 12.0 shows about the current practices of quiz which is under the academic focused and the data presented above table shows that almost all the respondents are in the favour of quiz are conducted at secondary level in public schools.

This shows that all the respondents responded that quiz contest is practice in school as extracurricular activities.

Table 13.0
Conducted Oratory in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 84 | 29 | 30 | 24 |
| | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Not Conducted | No | 0 | 0 | 0 | 0 |
| | % | 0 | 0 | 0 | 0 |
| Total | | N= 84 | N= 29 | N= 30 | N= 24 |

The table 13.0 the shows the conditions of oratory practices in schools. It also shows that the almost all people are said that oratory is conducted in schools as ECAs. This means in existing situation oratory is also conducted in school of Nawalparasi district.

Table 14.0
Conducted Spelling Contest in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 83 | 29 | 30 | 24 |
| | % | 98.8% | 100.0% | 100.0% | 100.0% |
| Not Conducted | No | 1 | 0 | 0 | 0 |
| | % | 1.2% | .0% | .0% | .0% |
| Total | | N= 84 | N= 29 | N= 30 | N= 24 |

This table 14.0 shows the scenario of the practice of spelling contest in schools. It also gives the glimpse of not practicing the ECAs related with academic

focused. One teacher said that it is not conducted the spelling contest as ECAs. So, almost all respondents said that it is conducted in schools as ECAs.

Table 15.0

Wall Magazine in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 51 | 22 | 11 | 4 |
| | % | 66.2% | 81.5% | 36.7% | 16.7% |
| Not Conducted | No | 26 | 5 | 19 | 20 |
| | % | 33.8% | 18.5% | 63.3% | 83.3% |
| Total | | N= 77 | N= 27 | N= 30 | N= 24 |

Wall magazine is also an ECA Activities Conducted at Schools. It also helps to students to the better performance. Above table 15.0 shows that 33.8% teachers, 18.5% head teachers, 63.3% students and 83.3% parents told that wall magazine are not conducted in school as ECA. On analyzing above data majority of teacher are told that it is not conducted in schools but students and parents have the difference opinion about it because above data shows that majority of teachers and head teachers are said it is conducted in schools.

Also from the following frequency table 15.1 we can say that majority of respondents are responding that wall magazine practices in schools. The percentage of respondents responding those wall magazines are conducted in Nawalparasi is 66.2%.

As others ECAs debate competition also has low performance while we see the above table 16.0 of data collecting from the research respondents.

Table 16.0

Conducted Debates in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 83 | 29 | 30 | 22 |
| | % | 98.8% | 100.0% | 100.0% | 91.7% |
| Not Conducted | No | 1 | 0 | 0 | 2 |
| | % | 1.2% | .0% | .0% | 8.3% |
| Total | | N= 84 | N= 29 | N= 30 | N= 24 |

Table 17.0

Conducted Vocabulary Run in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 56 | 24 | 14 | 17 |
| | % | 73.7% | 88.9% | 50.0% | 70.8% |
| Not Conducted | No | 20 | 3 | 14 | 7 |
| | % | 26.3% | 11.1% | 50.0% | 29.2% |
| Total | | N= 76 | N= 27 | N= 28 | N= 24 |

ECA Activities Conducted at Schools as vocabulary run is also has the practice when we see the above table 17.0 only 26.3% teachers, 11.1% head teachers, 50% students and 29.2% parents are says that vocabulary run is not conducted in schools. Maximum numbers of respondents are said it is conducted in schools as ECAs.

Table 18.0

Conducted Hand Writing Competitions in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 76 | 29 | 30 | 24 |
| | % | 93.8% | 100.0% | 100.0% | 100.0% |
| Not Conducted | No | 5 | 0 | 0 | 0 |
| | % | 6.2% | .0% | .0% | .0% |
| Total | | N= 81 | N= 29 | N= 30 | N= 24 |

Table 18.0 shows that the existing condition of practices of hand writing competitions in schools. This data of this table also shows the almost all respondents are telling that it is practice as a part of ECAs.

Table 19.0
Conducted Poem and Essay Competitions in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 78 | 28 | 29 | 23 |
| | % | 94.0% | 96.6% | 96.7% | 95.8% |
| Not Conducted | No | 5 | 1 | 1 | 1 |
| | % | 6.0% | 3.4% | 3.3% | 4.2% |
| Total | | N= 83 | N= 29 | N= 30 | N= 24 |

ECA Activities poem and essay competitions conducted at schools seems satisfactory. Here also the majority of people who are telling there is a practice of poem and essay competitions as we see the above table 19.0.

Table 20

Conducted Drawing and Handwriting in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 81 | 29 | 30 | 23 |
| | % | 96.4% | 100.0% | 100.0% | 95.8% |
| Not Conducted | No | 3 | 0 | 0 | 1 |
| | % | 3.6% | .0% | .0% | 4.2% |
| Total | | N= 84 | N= 29 | N= 30 | N= 24 |

This table 20 present the existing situation of drawing and handwriting practice in school level that 96.4% teachers, 100% head teachers, 100% students and 95.5 % parents said that drawing and hand writing competition are conducting as ECAs.

Table 21.0

Preparation of School Bulletins

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 30 | 14 | 14 | 14 |
| | % | 41.7% | 56.0% | 46.7% | 58.3% |
| Not Conducted | No | 42 | 11 | 16 | 10 |
| | % | 58.3% | 44.0% | 53.3% | 41.7% |
| Total | | N= 72 | N= 25 | N= 30 | N= 24 |

ECA Activities like the preparation of school bulletins is not conducted at Schools said by majority of teachers and students which are

58.3% and 53.3% resp. but head teachers and parents have the opposite opinion that school bulletins are prepared by students as a ECAs focused on academic related work which is presented in table 21.0.

Table 22.0

Conducted Education Trip by Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 83 | 29 | 29 | 22 |
| | % | 98.8% | 100.0% | 96.7% | 91.7% |
| Not Conducted | No | 1 | 0 | 1 | 2 |
| | % | 1.2% | .0% | 3.3% | 8.3% |
| Total | | N= 84 | N= 29 | N= 30 | N= 24 |

The above table 22.0 gives the clear picture about the existing scenario of education trip conducted by schools which shows almost all people believes that there is a practised of educational trip as a part of

ECAs. 98.8% teachers, 100% head teachers, 96.7% students and 91.7% parents said that education trip is conducted as ECAs in existing time in Nawalparasi district.

Ellis (2014) said that extracurricular activities that focused academic areas include the quiz, oratory, spelling contest, wall magazine, debate,

vocabulary run, hand writing competition, poem and essay, drawing and hand writing, preparation of school bulletins and education trip conducted by school; each of these activities promotes the academic excellence and provides

students with an opportunity to expand their content knowledge outside the classroom.

Students will also have opportunities to broaden their content knowledge about unfamiliar subjects by conducting research or study in preparation for debates or academic competitions. Data presented in above sections of different headings related to academic focused ECAs; most of all them are held in Nawalparasi district while we see the response of participants of this study. Indeed, we can also predict from this information and above literature align with this section that the students have the lot of opportunities to expand their horizon of outside knowledge instead of bookish knowledge only.

Athletic Focused Extracurricular Activities

Extracurricular activities focused on athletics include sports such as PT & drill, football, volleyball, basketball, tennis ball, badminton, running race, high jump, long jump, triple jump, physical and physical class etc. are presented below respectively.

Table 23.0

Conducted PT and Drill in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 79 | 28 | 24 | 21 |
| | % | 98.8% | 96.6% | 85.7% | 87.5% |
| Not Conducted | No | 1 | 1 | 4 | 3 |
| | % | 1.2% | 3.4% | 14.3% | 12.5% |
| Total | | N= 80 | N= 29 | N= 28 | N= 24 |

The above table 23 shows that maximum numbers of respondents believe that PT and Drill are conducted in schools. 98.8% teachers, 96.6% head teachers, 85.7% students and 87.5% parents believe that PT and Drill are conducted in schools as a part of ECAs.

Table 24.0

Football Played in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 75 | 29 | 28 | 24 |
| | % | 92.6% | 100.0% | 100.0% | 100.0% |
| Not Conducted | No | 6 | 0 | 0 | 0 |
| | % | 7.4% | .0% | .0% | .0% |
| Total | | N= 81 | N= 29 | N= 28 | N= 24 |

Above table 24 shows that almost all the respondents are telling that football is also in practice as ECAs in schools of Nawalparasi district. Just 7.4% teachers are told about that football is not played by students as a ECAs.

Table 25.0

Volleyball Played in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 78 | 29 | 28 | 24 |
| | % | 97.5% | 100.0% | 100.0% | 100.0% |
| Not Conducted | No | 2 | 0 | 0 | 0 |
| | % | 2.5% | .0% | .0% | .0% |
| Total | | N= 80 | N= 29 | N= 28 | N= 24 |

Volleyball as ECA activities are conducted at schools if we analyze the data of above table 25.0. Only 2.5% teachers are said that volleyball was not played by students in schools.

Table 26.0

Basketball Played in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 14 | 6 | 1 | 10 |
| | % | 21.5% | 22.2% | 3.6% | 41.7% |
| Not Conducted | No | 51 | 21 | 27 | 14 |
| | % | 78.5% | 77.8% | 96.4% | 58.3% |
| Total | | N= 65 | N= 27 | N= 28 | N= 24 |

EXISTING CONDITION OF EXTRA

The data of above table 26.0 shows that basketballs are not played in schools as ECAs. 78.5% teachers, 77.8% teachers, 96.4% students and 58.3% parents are not in the favour of basketball are played in school as a ECAs.

Table 27.0
Played Tennis in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 11 | 7 | 2 | 8 |
| | % | 17.2% | 26.9% | 7.1% | 34.8% |
| Not Conducted | No | 53 | 19 | 26 | 15 |
| | % | 82.8% | 73.1% | 92.9% | 65.2% |
| Total | | N= 64 | N= 26 | N= 28 | N= 23 |

A tennis ball is not conducted as athletics focused ECAs played by students in current situation if we see the data of above table 27.0. Almost all the respondents are not in the favour of playing tennis in school level as ECAs.

Table 28.0
Played Badminton in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 25 | 12 | 4 | 12 |
| | % | 37.9% | 44.4% | 14.3% | 50.0% |
| Not Conducted | No | 41 | 15 | 24 | 12 |
| | % | 62.1% | 55.6% | 85.7% | 50.0% |
| Total | | N= 66 | N= 27 | N= 28 | N= 24 |

Table 28.0 also shows that the mixed perceptions about the badminton as ECAs practices in existing situations in secondary schools. Out of 66 teachers 41 said that it is not practised in schools. Out of 27 head teachers 15 are said it is not practised. Similarly 24

students said that badminton is not played out of 28 students. Also out of 24 parents, 12 parents said it is not played by them.

Table 29.0
Conducted Running Race in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 78 | 29 | 26 | 22 |
| | % | 96.3% | 100.0% | 92.9% | 91.7% |
| Not Conducted | No | 3 | 0 | 2 | 2 |
| | % | 3.7% | .0% | 7.1% | 8.3% |
| Total | | N= 81 | N= 29 | N= 28 | N= 24 |

ECA activities as running race is conducted at schools while we analyze above data presented in table 29.0. Almost all have the same response about the running race that it is practised in current situation.

Only few respondents said that it is not conducted in school level as ECAs.

Table 30.0
Conducted High Jump in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 70 | 29 | 26 | 19 |
| | % | 90.9% | 100.0% | 92.9% | 79.2% |
| Not Conducted | No | 7 | 0 | 2 | 5 |
| | % | 9.1% | .0% | 7.1% | 20.8% |
| Total | | N= 77 | N= 29 | N= 28 | N= 24 |

High jump as ECAs at school level is played currently while we see the data of above table 30.0 collected from field of Nawalparasi district. 100% head

teachers are said that it is played as ECAs though teachers, students and parents have some varied opinions about the high jump.

Table 31.0
Conducted Long Jump in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 70 | 29 | 26 | 19 |
| | % | 90.9% | 100.0% | 92.9% | 79.2% |
| Not Conducted | No | 7 | 0 | 2 | 5 |
| | % | 9.1% | .0% | 7.1% | 20.8% |
| Total | | N= 77 | N= 29 | N= 28 | N= 24 |

Table 31.0 shows that long jump as ECAs is conducted more. Data shows that only 9.1% teachers are not said that long jump is conduct in school. No one head teachers said that long jump is conducted as ECAs. Similarly 7.1% students and 20.8% parents is not believed that long jump is conducted in school level as ECAs.

Table 32.0
Conducted Triple Jump in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 55 | 27 | 8 | 5 |
| | % | 73.3% | 93.1% | 28.6% | 20.8% |
| Not Conducted | No | 20 | 2 | 20 | 19 |
| | % | 26.7% | 6.9% | 71.4% | 79.2% |
| Total | | N= 75 | N= 29 | N= 28 | N= 24 |

About triple jump as athletics related ECAs has mixed responses as we view above table 32.0. Teachers and head teachers are said that it is conducted more. But majority students and parents are said that it is not conducted in school level.

Table 33.0
Conducted Physical Classes in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 69 | 26 | 8 | 13 |
| | % | 86.2% | 92.9% | 38.1% | 54.2% |
| Not Conducted | No | 11 | 2 | 13 | 11 |
| | % | 13.8% | 7.1% | 61.9% | 45.8% |
| Total | | N= 80 | N= 28 | N= 21 | N= 24 |

Above table 33.0 said that mixed opinion of respondents that their perception on practice of ECAs as physical classes in schools. 86.2% teachers, 92.9% head teachers, 38.1% students and 54.2% parents are respond that there is a practice of physical class as ECAs.

Being a part of an athletics related extracurricular activities allows students to learn important life skills such as co-operation, sportsmanship, respect, responsibility, leadership, respect and dedication (Ellis, 2014). Students learn the importance of working together and many stereotypes and barriers are broken on the field. Participation in sports also results in lifelong friendships by encouraging students. Above data presented on the tables shows that basketball, tennis and badminton are not played by the students of selected research fields. But others are practised in schools. So that it may be beneficial to being good citizenship of students of

Nawalparasi.

Interest Focused Activities

Extracurricular activities like as local trips, social service, dramatics, scouting, sanitation, red cross, cultural show, dance and musical show, singing, tree plantation, student club etc are that type of activities which conducted in school level are the interest focused activities. The participation of students is based on individual student interest. Here we analyze the current practices of interest focused activities based on the following table accordingly.

Table 34.0
Conducted Local Trips in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 76 | 29 | 18 | 20 |
| | % | 91.6% | 100.0% | 78.3% | 83.3% |
| Not Conducted | No | 7 | 0 | 5 | 4 |
| | % | 8.4% | .0% | 21.7% | 16.7% |
| Total | | N= 83 | N= 29 | N= 23 | N= 24 |

Table 34.0 shows that majority of respondents are present their voice in conducting local trips by schools as ECA. 21.7% students and 16.7% parents said that it is not conducted in their schools.

Table 35.0
Conducted Social Services by School Students

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 58 | 27 | 16 | 22 |
| | % | 69.9% | 93.1% | 69.6% | 91.7% |
| Not Conducted | No | 25 | 2 | 7 | 2 |
| | % | 30.1% | 6.9% | 30.4% | 8.3% |
| Total | | N= 83 | N= 29 | N= 23 | N= 24 |

Table 35.0 shows that majority of teachers, head teachers and parents said that social services are conducted by school students as it as ECA. But 30.4% students are said that they are not participating in social service activities as the part of ECAs.

Table 36.0
Conducted Dramatics in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 48 | 28 | 6 | 16 |
| | % | 61.5% | 96.6% | 26.1% | 66.7% |
| Not Conducted | No | 30 | 1 | 17 | 8 |
| | % | 38.5% | 3.4% | 73.9% | 33.3% |
| Total | | N= 78 | N= 29 | N= 23 | N= 24 |

ECAs as dramatics program in school are conducted as activities of interest focused activity as we see the response of teachers, head teachers and parents while we see the above table 36.0. Where 38.5% teachers, 3.4% head teachers, 73.9% students and 33.3 % parents are said that dramatic programme are not held in schools as ECA. It shows that majority of students are not taking part in it.

Table 37.0
Conducted Scouting from Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 21 | 7 | 1 | 3 |
| | % | 29.6% | 26.9% | 4.3% | 12.5% |
| Not Conducted | No | 50 | 19 | 22 | 21 |
| | % | 70.4% | 73.1% | 95.7% | 87.5% |
| Total | | N= 71 | N= 26 | N= 23 | N= 24 |

Above table 37.0 showed that scouting is a not famous ECA in school level currently in practice. Almost above 70% respondent said that it is not conducted in the schools level.

Table 38.0
Red Cross in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 71 | 28 | 19 | 18 |
| | % | 85.5% | 96.6% | 82.6% | 75.0% |
| Not Conducted | No | 12 | 1 | 4 | 6 |
| | % | 14.5% | 3.4% | 17.4% | 25.0% |
| Total | | N= 83 | N= 29 | N= 23 | N= 24 |

Red Cross as one of the ECA is conducted said by maximum number of respondents. According to table 38.0, 85.5% teachers, 96.6% head teachers, 82.6% students and 75.0%

parents said that it is conducted in school schools now a day.

Table 39.0

Conducted Sanitation Activities in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 83 | 29 | 20 | 22 |
| | % | 98.8% | 100.0% | 87.0% | 91.7% |
| Not Conducted | No | 1 | 0 | 3 | 2 |
| | % | 1.2% | .0% | 13.0% | 8.3% |
| Total | | N= 84 | N= 29 | N= 23 | N= 24 |

Table 39.0 shows that majority of respondents are said it is conducted. When we see the response of head teachers almost 100% said that it is conducted in schools as a part of ECAs.

Table 40.0

Conducted Cultural Shows in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 69 | 29 | 18 | 19 |
| | % | 84.1% | 100.0% | 78.3% | 79.2% |
| Not Conducted | No | 13 | 0 | 5 | 5 |
| | % | 15.9% | 0% | 21.7% | 20.8% |
| Total | | N= 82 | N= 29 | N= 23 | N= 24 |

Table 40.0 shows that majority of respondents are said that cultural shows are conducted in schools. 84.1% teachers, 100% head teachers, 78.3%% students and 79.2% parents are said that it is conducted.

Table 41.0

Conducted Singings in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 82 | 29 | 22 | 24 |
| | % | 100.0% | 100.0% | 95.7% | 100.0% |
| Not Conducted | No | 0 | 0 | 1 | 0 |
| | % | .0% | .0% | 4.3% | .0% |
| Total | | N= 82 | N= 29 | N= 23 | N= 24 |

Table 41.0 shows that almost all the people said that singing program is conducted in school level.

Table 42.0

Conducted Dance and Musical Shows in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 73 | 28 | 23 | 21 |
| | % | 90.1% | 96.6% | 100.0% | 87.5% |
| Not Conducted | No | 8 | 1 | 0 | 3 |
| | % | 9.9% | 3.4% | .0% | 12.5% |
| Total | | N= 81 | N= 29 | N= 23 | N= 24 |

Above table 42.0 also shows that almost all the respondents have same understanding that dance and musical shows are conducting in existing situation as the part of ECAs in Nawalparasi district.

Table 43.0

Conducted Tree Plantations Activities by Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 80 | 27 | 21 | 20 |
| | % | 96.4% | 93.1% | 91.3% | 83.3% |
| Not Conducted | No | 3 | 2 | 2 | 4 |
| | % | 3.6% | 6.9% | 8.7% | 16.7% |
| Total | | N= 83 | N= 29 | N= 23 | N= 24 |

Table 43.0 indicates us that tree plantation activities are conducted in school level. Majority of people said that it is practised as a part of ECAs in school level.

Table 44.0
Conducted Students Clubs in Schools

| Response by | | Teachers | Head Teachers | Students | Parents |
|---------------|----|----------|---------------|----------|---------|
| Conducted | No | 61 | 20 | 11 | 12 |
| | % | 77.2% | 71.4% | 47.8% | 50.0% |
| Not Conducted | No | 18 | 8 | 12 | 12 |
| | % | 22.8% | 28.6% | 52.2% | 50.0% |
| Total | | N= 79 | N= 28 | N= 23 | N= 24 |

If we see the data of above table 44.0 students clubs are formed as interest focused ECAs in schools. 22.8% teachers, 28.6% head teachers, 52.2% students and 50.0% parents are said that students club are not in practice in existing time at Nawalparasi district. It showed that about 50% students and parents are said that it is not in practice in schools.

Participation in these activities allows students to show their skills in areas of their interest, while forming new friendship with peers who are like-minded. Managing school works and extracurricular activities require discipline. When having the school works, home works and extracurricular activities, students learns responsibilities that they will carry for the rest of their lives (Ellis, 2014). Only scouting is not conducted in schools of Nawalparasi as extracurricular activities. Most of the CEAs that are interest focused are conducting in schools indeed it will beneficial for students to be skilled, hardworking, disciplined and responsible person in the society.

Findings and Discussion

In this section I have tried to find out the existing conditions of practices of extracurricular activities based on the different tools used to collect the data. It is seen that almost the ECAs like academic focused (quiz, oratory, spelling contest, wall magazine, debate, vocabulary run, hand writing competition, poem and essay, drawing and handwriting, educational trip) are practised. Likewise athletics focused activities (PT and drill, football, volley ball, running race, high jump, long jump, triple jump, and physical class in school) are practised. Similarly, interest focused activities

(local trip in school, social service, dramatics in school, red cross, sanitation activity, cultural show, singing, dancing and musical show, tree plantation and student club) are practised in school.

We have seen that students in many places of Nepal spend more than half of their working hours in leisure activities. Both

scholars and policy related documents advocates argue that participation in ECAs, such as sports, the arts, and school clubs etc are the productive use of this leisure time and can provide distinct opportunities for growth and development (Fredricks & Eccles, 2005). Data collected from the research field of this study tells us that most of ECAs are conducted in the secondary level public schools of Nawalparasi. Indeed, we can say on the basis of above literature that students are use their leisure time properly for the productive works which provides them to distinct opportunities for their proper development and growth.

It is also found that the basis of conducting ECAs in schools are predetermined plan, needs, request, leisure time, special occasions and educational directives and are conducted weekly. Participation of students in ECAs regularly is beneficial use of their time. The more the time students are involved in structured activities, the less time they have to engage in problematic behaviors (Mahoney and Stattin, 2000; Osgood et al., 1996 as cited in Fredricks & Eccles, 2005). For the conduction of ECAs planned are prepared by the ECA committee formed in school and ECAs are conducted many times in a month. Students are not taking part in ECAs actively by feeling shame. Individual often choose to participate in ECAs because they are intrinsically interested in the activity, and thus these settings provides an opportunity for them to demonstrate effort, persistence, and concentration, as well as explore their identities (Eccles & Barber, 1999; Larson, 2000 as cited in Fredricks & Eccles, 2005). Indeed, the greater role of teacher was found to motivate students for taking participation in ECAs because

these activities provide opportunities to link students to supportive persons outside the classroom. Finally, active participation facilitates memberships in a pro social peer groups (Fredricks & Eccles, 2005). It is also explored that the stakeholders are satisfied by the existing practices of ECAs in public schools of Nawalparasi District.

Theory on social learning embraces the idea that cognitive development of children requires social interaction in teaching learning activities with others and worthwhile tasks. Vygotsky (1978) stated,

Every function in a child's cultural development appears twice. First, on the social level, and later, on the individual level; first between people (inter psychological) and then inside the child (intra psychological). This applies equally to voluntary attention, to logical memory and to the formation of concepts. All the higher functions originate as actual relationships between individuals (p. 57).

Indeed, the social interaction plays a fundamental role in the cognitive development of students. For the social, cognitive and physical development importance of extracurricular is essential. On this perspective when we analyzed the data collected from the research field and

literature reviewed related with this study directs us to conclude that ECAs are crucial for the social interaction and social interaction beneficial for the cognitive and physical development of students and all of these activities are found in practice appropriately as prescribed by policy and provision of education act, rule and regulation of Nepal.

Conclusion of the Study

On the basis of the findings of this study conclusions were drawn with the help of research questions that guided the researcher during the study. To enhance the quality of education by making teaching learning process effective the implementation of ECAs in schools are necessary. Based on the results of the Likert five point rating scale and closed ended questionnaires, it can be safely concluded that stakeholders' have good awareness on the importance and implication of ECAs in school. They have different understanding and ideas about ECAs to select the appropriate activity. The teachers' practices on conducting ECAs were align with the provision and rule of educational commission referred and ensured by the educational act of department of education of Nepal under the ministry of education.

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CASH MANAGEMENT PRACTICES BY MICRO AND SMALL-SCALE ENTERPRISES AT NAWALPUR DISTRICT

 Bishnu Prasad Lamsal

Abstract

Micro and Small-scale enterprises in Nawalpur district contribute immensely to the socio-economic development. However, cash shortage is a chronic challenge to these firms, and cash management is very crucial to the survival and growth of micro and small-scale enterprises. This paper presents survey results on cash management practices by micro and small-scale enterprises of Nawalpur district, Nepal. The absence of appropriate cash management procedures has contributed significantly to the exposure of these enterprises to financial impropriety and misapplication of cash as a resource, leading to slow growth of most of the businesses. The study recommended, among other things, the need to initiate capacity building, training and sensitization of micro and small-scale business operators on cash management practices.

Keywords: *Cash management, cash surplus, cash deficit, cash control, micro and small-scale enterprises*

1. INTRODUCTION

Micro and Small-scale Enterprises (MSE) comprise a substantial part of the economic activity of developing countries. In Nepal, the role of MSEs is often relatively greater. Micro and small-scale enterprises play an important role in creating self-employment opportunities, mobilizing and using local resources, and raising the income of the rural populace. Since the late 1980s, Nepal has shifted to an open market regime. As a result, barriers to international trade have been removed or substantially reduced. Nepalese MSEs have been affected by this change and are finding it increasingly difficult to compete with imported products in

the domestic and the international markets for exportable goods. Nepal's development plans and other commerce related policies have been promising different incentives for MSEs, but lack of awareness, lapses in policy declaration and problems in actual implementation of the policies have largely prevented MSEs from getting any significant benefit. MSEs in Nepal most of the Nepalese MSEs are involved in processing and manufacturing of food items, consumer and household goods, and textiles and related products, both for exports as well as the domestic market. Rice, pulses, oil and flour mills, dairy, aerated soft drinks, fruit juices

and processed products, noodles, biscuits and light snack products, chocolates and candy, mineral water, dried vegetables, and some other household utilitarian and consumption goods have dominated MSEs activities in Nepal. Other areas of MSEs' involvement include forest fiber-based industries, wooden and metal handicrafts, handmade paper and products, apparels and garments, woolen carpets, pashmina shawls and rugs and leather. MSEs' involvement is also high in metal and plastic household utensils, wooden, plastic and metal furniture, printing press, polythene pipes, utensils, jute products, poultry products, livestock products, wire drawing, nail and iron rod, sheet metal, gig and black pipes, rubber tires and tubes, plywood and boards, color paint products and zinc oxide. Agro-based industries like tea, vegetables and horticulture products, dairy and milk products, animal husbandry and floriculture are other areas where MSEs have started to invest. Due to the opening up of investment for infrastructure development to the private sector, investment on micro hydropower and tourism resorts and complexes have also been witnessed in some regions. At the micro, cottage and family level, a sizeable number of unregistered enterprises operate on a seasonal basis.

Micro and small enterprises play an important role in every economy. However, the success of micro and small-scale enterprises (MSEs) largely depends on a number of factors including sound cash management practices. Micro and Small-scale Enterprises usually face a number of challenges including lack of collateral, poor accounts preparation and poor cash management procedure (Naidu & Chand, 2011; Lobel, 2013; Tagoe, Nyarko, & Anuwa-Amarh, 2005).

Cash is commonly referred to as the life-blood of a business. Attom & Mbroh (2012) found that cash refers to currency (coins and paper) that is generally accepted as a medium of exchange for goods and services. It also includes money in hand, bank accounts balances, petty cash, cheque and short-term highly liquid investments held by the firm.

Cash is generated by MSEs mainly through their daily business activities. However, their funds from daily business activities are woefully inadequate to support expansion in their operations thereby creating a vacuum (cash deficit) which has to be handled appropriately in order to survive in the competitive business environment. Ross, Westerfield and Jordan (1998) hint that small businesses in particular, must pay attention to the timing of cash inflows and outflows in order to ensure that cash is available to meet their financing needs. Cash management ensures the judicious use of limited cash resources by significantly cutting down on wastages, and facilitating a sound procedure of investing surplus cash such that the liquidity level of the firm would be at acceptable level.

2. OBJECTIVES

The general objective of this study is to ascertain the cash management practices among micro and small-scale enterprises in Nawalpur district. Specifically, the study explores cash management practices in micro and small-scale enterprises; identifies the cash controls used by small business operators and suggests strategies to ensure sound cash management practices by micro and small-scale enterprises.

3. THEORETICAL AND CONCEPTUAL FRAMEWORK

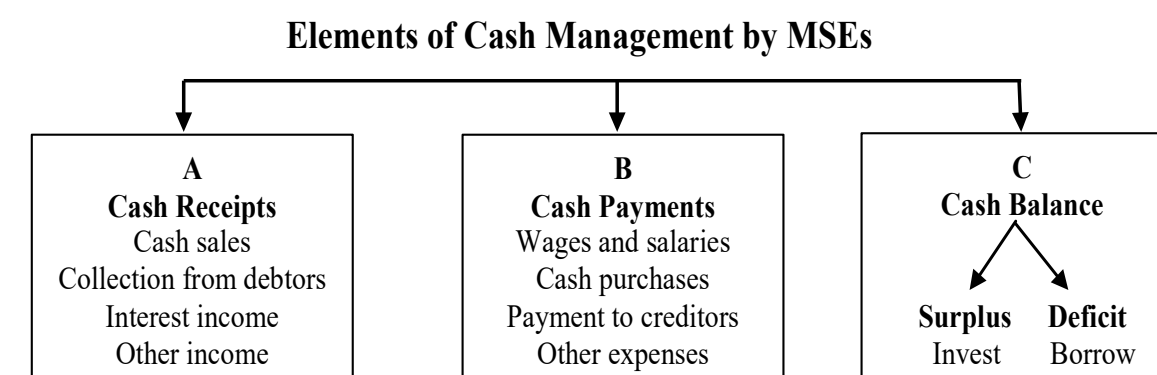
Cash management forms an integral part of working capital management. Hence, it is considered as part of the scope of a good working capital management in modern businesses (Brealey, Myers & Allen, 2008). Cash management is the process of ensuring that businesses have good cash balances to ensure that they continue to stay in business. Thus, prudent cash management ensures that a small business would be able to honour its debt obligations as and when they fall due and also to

facilitate the responsibility of the firm to pay for its upcoming expenses. Cash comes into the business from limited sources, mainly through cash and credit sales and advance payments from clients. However, as depicted in Figure 1, the obligations of businesses are numerous (purchases, payment of wages and salaries and taxes).

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

Figure 1: Conceptual Framework: Cash Management Model by MSEs



Note: $C=A-B$; and where $(A>B) = \text{Surplus}$ & $(A<B) = \text{Deficit}$

Therefore, working capital management, particularly cash management, is very important as it impacts both profitability and risk of the firm (Garcia-Teruel & Martinez-Solano, 2007). In light of this, it is surprising that previous studies have either tended to examine working capital management generally, giving inadequate attention to this topic, particularly in the case of MSEs. This paper attempts to fill this gap in the literature by focusing on MSEs in Nawalpur district.

4. METHODOLOGY

The study was conducted among micro and small-scale enterprises operating within Nawalpur district. Because of non-availability of official data on the number of MSEs within the area of study, purposive sampling was used to select the respondents who were willing to participate in the study. The choice of the study area was influenced by the fact that Nawalpur is recently declared district of Nepal, which lies at

the mid-point of Nepal. Questionnaires were the main instrument that was used in gathering the data. The questionnaires contained both open-ended and closed-ended questions.

5. RESULT AND DISCUSSION

5.1 Profile of respondents

| Parameter | | No. of respondents | Percentage |
|------------|-----------------------|--------------------|------------|
| Post | CFO/Financial Manager | 50 | 65.78 |
| | Managing Directors | 5 | 6.57 |
| | Accountant | 21 | 27.65 |
| | | 76 | 100 |
| Education | Masters' | 33 | 43.42 |
| | Bachelor | 31 | 40.79 |
| | Intermediate | 8 | 10.53 |
| | SLC | 4 | 5.26 |
| | | 76 | 100 |
| Experience | 1 to 5 years | 35 | 46.05 |
| | 5 to 10 years | 29 | 38.16 |
| | above 10 years | 12 | 15.79 |
| | | 76 | 100 |

Table 5.1 shows the respondents' profile such as post, education and experience. The survey produced total 76 usable responses. As indicated by Table 5.1, the majority of the respondents were chief financial officers/financial managers (65.78 percent) and it was followed by accountant, and thereafter managing directors respectively. Out of total respondents, 43.42 percent have masters' level degree followed by 40.79 percent bachelor degree. As regards the respondent's experiences, 46.05 percent of them have less than 5 years' experience while 38.16 percent have more than 10 years' experiences.

5.2 Use of bank accounts

Table 5.2

Use of bank accounts in Nepalese enterprises

| Number of accounts | Total | Percentage |
|--------------------|-------|------------|
| More than two | 41 | 53.94 |
| Two | 20 | 26.32 |
| One | 15 | 19.74 |
| Total | 76 | 100 |

The response rate was very high for more than two banks (53.93 percent) and it was followed by two banks (26.32 percent) while use of only one bank has least priority.

5.3 Cash forecasting practices

Table 5.3

Cash forecasting practices in Nepalese enterprises

| Periods | Total | Percentage | Rank |
|----------------|-------|------------|------|
| Monthly | 41 | 53.95 | 1 |
| Quarterly | 2 | 2.63 | 5 |
| Annually | 4 | 5.26 | 4 |
| Semi annually | 15 | 19.74 | 2 |
| Daily | 12 | 15.79 | 3 |
| Not proper one | 2 | 2.63 | 5 |
| Total | 76 | 100 | |

To determine the cash forecasting practice in Nawalpur, six alternatives were given to the respondents; monthly, quarterly, semiannually, annually, daily and if any. In this question, monthly practice was highly ranked by 41 responses out of 76 (53.95 percent) and it was followed by semi-annual practice (15 responses). The third rank was given to the daily practice and very limited enterprises were ranked to the quarterly basis.

5.4 Practice of providing cash discount to the customers

Table 5.4

Cash discount practices in Nepalese enterprises

| Response | Total | Percentage |
|----------|-------|------------|
| Yes | 20 | 26.32 |
| No | 56 | 73.68 |
| | 76 | 100 |

Table 5.4 denotes that only 26.32 percent of the enterprises are providing discounts to their customers for early payment while 73.68 percent do not provide such facilities to their customers.

5.5 Position of cash balance

Table 5.5

Enterprises with surplus or deficit cash balance

| Position | Total | Percentage | Rank |
|----------|-------|------------|------|
| Surplus | 38 | 50.0 | 1 |
| Deficit | 3 | 3.95 | 3 |
| Balance | 35 | 46.05 | 2 |
| Total | 76 | 100 | |

In case of holding cash balance of enterprises, Table 5.5 deals that out of total 76 respondents' 50 percent maintained surplus cash balance while 46.05 percent are maintained balance and only 3.95 percent maintained deficit.

5.6 Practice of payments

Table 5.6

Practices of payment in Nepalese enterprises

| Measures | Total | Percentage | Rank |
|----------|-------|------------|------|
| Cheque | 23 | 30.26 | 2 |
| Cash | 16 | 21.05 | 3 |
| Both | 29 | 38.16 | 1 |
| others | 8 | 10.53 | 4 |
| Total | 76 | 100 | |

As regards payment practices, majority of the payments of enterprises is made by both the cash as well as cheque (38.16 percent) and after that cheque is in practice. The third priority goes to cash payment (21.05 percent) and then others includes different transfer mechanisms (Table 5.6).

5.7 Determination of optimum level of cash balance

Table 5.7
Optimum level of cash balance in Nepalese enterprises

| Response | Total | Percentage |
|----------|-------|------------|
| Yes | 52 | 68.42 |
| No | 24 | 31.58 |
| Total | 76 | 100 |

Table 5.7 exhibits that 68.42 percent of the enterprises are maintaining optimum level of cash balance while it is not maintained by 31.58 percent.

5.8 Basis of maintaining cash balance

Table 5.8
Basis for maintaining cash balance in Nepalese enterprises

| Basis | Total | Percentage | Rank |
|-------------------------------------|-------|------------|------|
| Help of cash budget | 34 | 65.38 | 1 |
| Certain percentage of total capital | 6 | 11.54 | 3 |
| A proportion of working capital | 12 | 23.08 | 2 |
| Using of models | 0 | 0 | 4 |
| Total | 52 | 100 | |

The response rate was in top position to the help of cash budget is followed by a proportion of working capital thereafter on the basis of certain percentage of total capital.

5.9 Practice of cash budget

Table 5.9
Cash budget practice in Nepalese enterprises

| Response | Total | Percentage | Rank |
|----------|-------|------------|------|
| Yes | 64 | 84.21 | 1 |
| No | 12 | 15.79 | 2 |
| Total | 76 | 100 | |

It means they are adopting cash budget technique to forecast cash in their organization and 15.79 percent are not using it in practice.

5.10 Time period of cash budget

Table 5.10
Frequency of preparing cash budget in Nepalese enterprises

| Periods | Total | Percentage | Rank |
|---------------|-------|------------|------|
| Annually | 42 | 65.63 | 1 |
| Semi Annually | 3 | 4.69 | 5 |
| Quarterly | 4 | 6.25 | 4 |
| Monthly | 10 | 15.63 | 2 |
| Weekly | 5 | 7.80 | 3 |
| Total | 64 | 100 | |

When respondents are asked to rate the period of preparing cash budget, their first common practice is annual basis (65.63 percent) and it is followed by monthly practice (15.63 percent). Some corporations are also following semi- annually, quarterly and weekly forecasting practice.

5.11 Shortage of cash position

Table 5.11
Number of enterprises with shortage of cash balance

| Position | Total | Percentage | Rank |
|-----------|-------|------------|------|
| Always | 1 | 1.32 | 4 |
| Sometimes | 40 | 52.63 | 1 |
| Rarely | 19 | 25.0 | 2 |
| Never | 16 | 21.05 | 3 |
| Total | 76 | 100 | |

Shortage or inadequate amount of cash balance in operation is also a serious problem into different organizations. Table 5.11 presents the

interesting result in this part is that the position sometimes got the highest ranking. It indicates that they have sometimes the cash shortage problems. The second priority is given for rarely. Out of total respondents 1.32 percent of the respondents are always facing this problem.

5.12 Responsible for cash management

Table 5.12
Responsible for cash management

| Position | Total | Percentage | Rank |
|-------------------|-------|------------|------|
| Financial Manager | 20 | 26.32 | 3 |
| Cash Manager | 28 | 36.84 | 1 |
| Accountant | 21 | 27.63 | 2 |
| Others | 7 | 9.21 | 4 |
| Total | 76 | 100 | |

Table 5.12 reflects that the majority of respondents indicating their enterprises had that responsible for the cash manager (36.84 percent) and is followed by accountant (27.63 percent). Others include controller and treasurers.

5.13 Cash management research

Table 5.13
Cash management research

| Position | Total | Percentage | Rank |
|----------|-------|------------|------|
| Yes | 20 | 26.32 | 2 |
| No | 56 | 73.68 | 1 |
| Total | 76 | 100 | |

Table 5.13 shows that the majority of respondents indicating their enterprises had not accomplished cash management research (73.68 percent) and is followed by accomplished cash management research (26.32 percent).

5.14 Cash management policy

Table 5.14
Cash management policy

| Policy | Total | Percentage | Rank |
|-----------|-------|------------|------|
| Formal | 75 | 98.68 | 1 |
| Informal | 0 | 0 | 3 |
| No Policy | 1 | 1.32 | 2 |
| Total | 76 | 100 | |

Table 5.14 reflects that most of proportion of respondents indicating their enterprises had formal cash management policy (98.68 percent) and it is followed by no policy (1.32 percent).

5.15 Setting cash management policy

Table 5.15
Setting cash management policy

| Position | Total | Percentage | Rank |
|--------------------|-------|------------|------|
| Board of directors | 29 | 38.16 | 1 |
| President/MD | 8 | 10.53 | 5 |
| General manager | 18 | 23.68 | 2 |
| Vice president/FM | 12 | 15.79 | 3 |
| Others | 9 | 11.84 | 4 |
| Total | 76 | 100 | |

Table 5.15 reflects that the majority of respondents indicating their enterprises had that setting right of cash management policy to the board of directors (38.16 percent) and is followed by general manager (23.68 percent). Others include controller and treasurers.

5.16 Review of cash management policy**Table 5.16****Review of overall cash management policy**

| Period | Total | Percentage | Rank |
|---------------|-------|------------|------|
| Monthly | 29 | 38.16 | 1 |
| Quarterly | 12 | 15.79 | 4 |
| Semi annually | 3 | 3.95 | 5 |
| Yearly | 18 | 23.68 | 2 |
| Daily | 14 | 18.42 | 3 |
| Total | 76 | 100 | |

About the review of cash management policy of enterprises; it is reflected in Table 5.16. In this connection it is observed that 38.16 percent is to review monthly, 23.68 percent enterprises' practice is to review yearly and 18.42 percent on daily basis.

5.17 Objective of cash management**Table 5.17****Objective of cash management**

| Reason | Total | Percentage | Rank |
|-------------------|-------|------------|------|
| Risk Avoiding | 28 | 36.84 | 1 |
| Risk Accepting | 10 | 13.16 | 2 |
| Situational | 28 | 36.84 | 1 |
| Changes Over Time | 10 | 13.16 | 2 |
| Total | 76 | 100 | |

Table 5.17 reflects that majority of the enterprises are adopting risk avoiding and situational

working capital policy (36.84 percent). The other (13.16 percent) respondents consider that the major policy is risk accepting and changed over time criteria

6. Conclusions

The study concludes that a large sum of money has to be invested in the form of cash. The majority of firms had formal cash management policy and the policy setting right was with the board of directors. About the review of cash management policy, most firms practice is in monthly basis and they are adopting risk avoiding as well as situational cash management policy. Cash is mostly concerned with cash position management and the responsibility for cash management is the highest for board of directors. The cash management is very important for Nepalese firms and the major motive to demand for money is transaction motive.

Most of the enterprises are applying verbal or oral request is most popular practice to reduce float. Interestingly, more firms have maintained surplus cash in their organizations. It may be seen that the majority of firms are made payments by cheque. Enterprises are maintaining optimum level of cash balance using cash budget technique to forecast and period of preparing cash budget is mainly in annual basis. The shortage of cash position of enterprises is felt rarely/sometimes and ABBS and clearance is mostly used by large number of enterprises to transfer the fund.

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यमपुरीको महलमा अभिघात

✍ धनपति कोइराला (विद्यावारिधि)

सार : उत्तराधुनिकतावाद साहित्य शास्त्रमा प्राप्त पछिल्लो उपलब्धि हो । यसका विभिन्न प्रवृत्तिहरूमध्ये डायस्पोरा साहित्य पनि एक हो । डायस्पोरामा जीवन यापन गरिरहेका मानिसमा भय, अपरिचितता, ऐकान्तिकता, द्वैध संस्कृति, अतीतप्रति अतिशय मोह, शून्यता, हीनताजस्ता मनोद्वन्द्व पैदा हुने गर्दछ । भय, त्रास र असुरक्षाको अनुभूतिले आप्रवासनमा रहेका मानिसमा अभिघात पैदा हुन्छ । गृहयुद्ध र दुई देशका बीचको युद्धबाट सन्त्रस्त बनेका मानिसहरू सुरक्षितस्थलको खोजीमा नयाँ मुलुक पुगेका छन् । राम्रो शिक्षा, राम्रो आम्दानी, सुखी बन्ने उत्कट अभिलाषा र फलानाले यति प्रगति गर्‍यो तँ हुतिहाराले के गरिस् भनी आलोचना गर्ने पारिवारिक दवावदेखि सामाजिक तथा राष्ट्रिय परिवेशजन्य दवावबाट लखेटिएर आप्रवासनमा पुगेका लेखकहरूले स्वभोगाइको जीवन्त अभिव्यक्ति दिएका छन् । होमनाथ सुवेदीद्वारा लिखित 'यमपुरीको महल' (२०६४) उपन्यास यसै अभिव्यक्तिको एउटा जीवन्त साक्ष्य बनेको छ । मूलतः अभिघात द्वन्द्व र युद्धकै कारण पैदा हुने भए पनि आप्रवासन, दुर्घटना, बिछोड, असुरक्षा, अवहेलना, यौनशोषण, बलात्कारजस्ता कारणहरूबाट पनि पैदा हुने हुँदा प्रस्तुत कृतिका सन्दर्भमा खासगरी मुख्यपात्र प्रेम आप्रवासन, बिछोड, असुरक्षा, अवहेलनाकै कारण अभिघात पैदा भएको छ । यसमा ती खासखास अभिघातीय सन्दर्भहरू प्रस्तुत गरिएको छ ।

विशेष शब्द : डायस्पोरा, संशयाकुल, विषादरोगी, अस्तित्ववाद, महागर्त, क्षयीकरण, पितृभूमि आदि ।

१. विषय प्रवेश

उपन्यासकार होमनाथ सुवेदी ईस्वी सन् १९४७ मा म्याग्दीको ताकममा जन्मिएका हुन् । स्नातकोत्तरतहसम्मको शैक्षिक योग्यता हासिल गरेका सुवेदीले कथा लेखनबाट औपचारिक यात्रा आरम्भ गरे । उनले कविता, खण्डकाव्य, गजल, कथा, उपन्यास आदि विधामा कलम चलाएका छन् । 'न्याउली' (२०४३), 'रत्ना' (२०४३), 'त्रिमूर्ति' (२०४४), 'नजर' (२०४३), 'वीणा' (२०४३), 'झौराली' (२०५१),

'अङ्कुर' (२०५३), र 'यमपुरीको महल' (२०४३) उपन्यास प्रकाशित छन् । 'नेपाली लोककथा' (२०५२), 'चिरिएको मुटु' (२०६४), 'छन्त्याल लोककथा' (२०६६) कथासङ्ग्रह, 'प्रवासी स्वर' (२०५४), 'आप्रवासका सुसेली' (२०६३) कविता सङ्ग्रह, 'सेतागजल' (२०६४), गजलसङ्ग्रह, 'आप्रवासीको छवि' (२०६५) र 'ग्रहग्रस्त दिवाकर' (२०६४) 'नवछायावादको छवि' (२०६५) र 'समुद्रपरका समालोचना' (२०६५) समालोचना सङ्ग्रह आदि कृतिहरू प्रकाशित

छन् । डायस्पोरिक लेखन, आलोचनात्मक यथार्थता, मार्क्सवादी दृष्टिकोण, नारीवादी चिन्तन अभिघात चिन्तन र नवीन शिल्पकारिता सुवेदीका औपन्यासिक प्रवृत्तिहरू हुन् (पौडेल, २०७०: ४८-४९)। उनी वर्तमानमा डायस्पोरामा रहेर सशक्त कलम चलाउने प्रतिभाका रूपमा चिनिन्छन् ।

२. उद्देश्य

प्रस्तुत अध्ययनको मुख्य उद्देश्य अभिघात चिन्तनको अनुशीलन गर्नु तथा अभिघात चिन्तनका आधारमा यमपुरीको महल उपन्यासको विश्लेषण गर्नु रहेको छ ।

३. अध्ययनविधि तथा सामग्री

प्रस्तुत अध्ययनमा पुस्तकीय विधिको उपयोग गरिएको छ । सामग्रीको अध्ययन तथा विश्लेषणका लागि वर्णनात्मक र विश्लेषणात्मक विधि अनुसरण गरिएको छ । होमनाथ सुवेदीद्वारा लिखित 'यमपुरीको महल' उपन्यासलाई प्राथमिक स्रोतका रूपमा लिइएको छ । कृतिपरक अध्ययन तथा अभिघात चिन्तनका निम्ति विभिन्न समालोचकद्वारा लिखित ग्रन्थहरू, पाठ्यपुस्तक, अनुसन्धानमूलक आलेख, पत्रपत्रिका आदि र अनुसन्धान पद्धतिका निम्ति 'अनुसन्धान प्रबन्धको रूप र शैली' र 'भाषिक अनुसन्धान विधि' ग्रन्थको उपयोग गरिएको छ ।

४. शोधकार्यको सीमाङ्कन

यस अध्ययनमा 'यमपुरीको महल' कृतिका समग्र डायस्पोरीय विशेषताको अध्ययन गरिएको छैन । औपन्यासिक तत्त्व र प्रयोगपरक पक्षमाथि कुनै दृष्टि नदिई

केवल त्यसमा प्रस्तुत अभिघातीय पक्ष केलाउने प्रयत्नमा मात्र यो अध्ययन सीमित रहेको छ ।

५. अभिघातको व्युत्पत्ति, अर्थ र प्रयोग

अभिहननम्, अभिहन्यते इति वा (चोट पुऱ्याइन्छ) भन्ने अर्थमा हन् (अदादिगण) धातुमा घञ् प्रत्यय भई बनेको घात आधार पदमा अभि उपसर्ग संयोजित हुँदा यस अभिघात शब्दको व्युत्पादन भएको हो (बराल, २०६८: ५४)। यसलाई नाम शब्दको रूपमा १. काटमार, प्रहार २. कसैप्रतिको आक्रामण, हमला, ३. व्यापारिक प्रतिष्ठा, ४. अतिप्रेरणा, भिँझ्याहट, विशेषण शब्दका रूपमा ५. अति, अत्यन्त ज्यादा र क्रियाविशेषणका रूपमा ६. धेरै, अति अर्थ गरिएका (नेपाली बृह. २०५०: ६५) गरी छ प्रकारमा अर्थ्याइएको छ । समालोचना सिद्धान्तका क्षेत्रमा भने यसलाई त्रास अथवा भयका कारण जन्मिने मानसिक संवेगको अर्थमा हेरिएको छ । यो अङ्ग्रेजीको 'ट्रोमा थ्योरी' पदावलीको रूपान्तरित शब्द हो (सुवेदी, २०६८: ८१)।

अक्सफोर्ड डिक्सनरीले ट्रोमालाई बाहिरी घाउमा अर्थ्याएको छ । समयानुसार नै यस शब्दको अर्थमा पनि परिवर्तन आएको देखिन्छ । अभिघातिक, अभिघातवाद, अभिघातीकरणको चिरफार वा बाहिरी घाउ भन्ने अर्थमा सत्रौँ शताब्दीमा पहिलो पटक प्रयोग गरिए पनि उन्नाईसौँ शताब्दीसम्म आइपुग्दा शारीरिक आघातबाट मानसिक आघात अर्थमा रूपान्तरित भएकाले यसलाई भौतिक रोगमा भन्दा मानसिक रोगका रूपमा लिन थालियो (पौड्याल, २०७०: १२२)। भिक्टोरियन समयमा रेल्वे दुर्घटनामा परेर शारीरिक रूपमा असक्त भएकालाई

‘रेल्वे स्पाइन’ नाम दिइन्थ्यो । इयान ह्याकिङले यसरी घाइते भएका मान्छे पछि निको भए पनि त्यसबाट मानसिक रूपमा लागेको रोग निको नहुने भएकाले ‘सम्भना रोग’ नाम दिए । यस रोगभित्र हिस्टेरिया, विभाजित व्यक्तित्व, त्रास, दिक्कारी, भिँझ्याहट, आत्मविस्मृति र अनिद्राजस्ता रोगहरू समाहित हुन्छन् । पहिले पहिले यसलाई शारीरिक अशक्तता र वंशाणुगत गुणका कारणले हुने मान्यता राखिए पनि पछि सिगमण्ड फ्रायड र ब्रअरले यस्तो रोग शारीरिक आघातले नभई त्रासजन्य आघातले हुने निष्कर्ष दिए (गौतम: २०६५:९८) । यसरी अभिघातले शारीरिक चोटमात्रलाई नबुझाएर मानसिक, स्नायविक र मनोवैज्ञानिक आघातलाई पनि अभिव्यक्त गर्न थाल्यो (भट्टराई, २०६४: २२८) । प्रथम तथा द्वितीय विश्वयुद्धले मान्छेको शरीर र मनमा गहिरो अभिघात सृजना गरेपछि यस युद्धको चोटलाई पनि यसले अभिव्यक्ति दिन थाल्यो । यसप्रकार अभिघात शब्दको शारीरिक चोटबाट मानसिक चोटसम्म र रेल्वे दुर्घटनाको चोटबाट युद्धको चोटसम्म अर्थ विस्तार भयो । हिंसा, भय, त्रास र व्यक्तिगत सम्बन्धले मान्छेमा पारेको मानसिक तथा शारीरिक असर भन्ने अर्थ जनाउँछ । यस्ता असरबाट प्रभावित मानिसमा दीर्घकालसम्म भस्किने, दिग्दारी मान्ने, रिसाउने, विस्मृत हुने, निद्रा नपर्ने र असामान्य गतिविधि प्रदर्शन गर्ने प्रवृत्ति देखापर्दछ (शर्मा, २०६८: ११३) । यसप्रकार अभिघात शब्द शारीरिक चोट अर्थमा मात्र सीमित नभई वर्तमानमा यसले व्यापक अर्थ प्रदान गर्न थालेको छ ।

६. अभिघात चिन्तन

अभिघात साहित्य युद्धजन्य पीडाका कारणबाट विकसित भएको हुँदा यसलाई बुझ्न द्वन्द्व, युद्ध, सङ्घातहरूका बीच

रहेको भिन्नता ठम्याउनु अपेक्षित हुन्छ । अर्थगत सन्निकटता भए पनि द्वन्द्व र युद्ध एउटै होइनन् । द्वन्द्व भनेको मानसिक द्विविधा हो । यसको जन्म मनबाट हुन्छ । युद्ध भनेको परस्पर विरोधी पक्षबीच एकले अर्कालाई हराउने उद्देश्यले गरिने सङ्ग्राम हो । यो पैदा हुनुको मुख्य कारण तर्कक्षमताको परित्याग, मानव जीवन विज्ञान र संस्कृति हुन् (कोइराला, २०६८: २५३ र २५७) । द्वन्द्व हरेक मानव समाज र संस्कृतिमा रहने, यो सधैं गतिशील हुने, यस्तो गतिशीलता कहिले सिर्जनशील र कहिले विध्वंसात्मक पनि हुने गर्दछ । (तामाङ, २०६६: १८०) । द्वन्द्व सिर्जनशील भएमा यो समाज विकासको साधक बन्ने तर असिर्जनशील भएमा युद्धकै तहमा पुगेर सङ्घातक बन्ने गर्दछ । व्यावहारिक तहमा द्वन्द्वले युद्धलाई नै जनाउने हुँदा समाजमा द्वन्द्व पनि युद्धजस्तै दैहिक र मानसिक आघात पुऱ्याउने कारक तत्त्व मानिन्छ ।

द्वन्द्व वा युद्धबाट मान्छे शरीरमा चोटपटक लागेर मात्र पीडित नबनी युद्धको दृश्य र वातावरणबाट पनि घाइते भई मान्छे त्यस्ता घटना सम्भेर त्रसित हुन्छ । यसैलाई सिर्जना र साहित्यका क्षेत्रमा अभिघात शब्दले अभिव्यक्त गर्ने गरेको छ (पौड्याल, २०७०: १२०-१२१) । मनमा घाउ बनाउने अत्यन्त पीडादायी अनुभूति नै अभिघात हो । यो शारीरिक तथा मानसिक दुवै किसिमको भए पनि यसले मनोविज्ञान र साहित्यमा मानसिक आघातलाई जनाउँदछ । मृत्यु, अकाल मृत्यु, अपहत्ते बिछोड, हरण, बलात्कार, विनाश, हानि, नृशंशता, आदि शङ्कटपूर्ण अवस्थामा परी भोक्ता वा द्रष्टा भएर असीम पीडाको बोध गरी मान्छे मानसिक रूपमा अभिघातित हुन्छ । यो पनि व्रण हो । नदेखिने खालको मुटुको घाउ हो (शर्मा, २०६६: ६२) ।

मान्छेमा जुनकुनै कारणले अभिघात पैदा भए पनि यसबाट प्रभावित मान्छेका मनमा लामो समयसम्म पीडाबोध भइरहन्छ । शारीरिक चोट ठीक हुन्छ तर मानसिक रूपमा गहिरिएर बसेको स्मृतिचोट ठीक हुँदैन । उनीहरूमा अज्ञात भय, त्रास, हिस्टेरिया, आत्मविस्मृति अनिद्राजस्ता प्रवृत्ति हुन्छन् । अभिघातकै कारण उनीहरूमा भय, चिन्ता, लज्जा र शारीरिक पीडाका असह्य स्थिति उत्पन्न हुने गर्दछ (भट्टराई, २०६४: २३१) । यस्ता मानिस पुनः सामान्य अवस्थामा फर्कने सम्भावना रहँदैन भने जटिल प्रकृतिका विक्षिप्तता र सन्काहापन देखापर्दछ (शर्मा, २०६८: ११३) । प्रायः अभिघात द्वन्द्व वा युद्धजन्य अर्थमा परिचित भए पनि यसलाई द्वन्द्व वा युद्धसँग मात्र जोडेर यसको अर्थमा सङ्कुचन ल्याउनु उपयुक्त हुँदैन (पौड्याल, २०७०: १२३) । विछोड, मृत्यु, युद्ध, अपहेलना, जस्ता घटना र व्यवहारका कारण विक्षिप्त भई बाँचेका व्यक्तिको जीवनलाई चित्रण गर्ने साहित्य नै अभिघात साहित्य हो भने कृतिमा अभिघात उत्पन्न गर्ने कारण र अभिघातीय चरित्र भएका पात्र र परिवेशहरूको अध्ययन गर्ने सिद्धान्तचाहिँ अभिघात समालोचना हो । यसले अभिघात पैदा हुने कारण, त्यसको असर, असरको प्रकृति र यसको व्याख्या गर्ने कार्य गर्दछ । यसले कृतिमा चित्रित पात्रमा युद्धादिबाट उत्पन्न सन्त्रास, उसको मनोजगत् र अभिघातका कारण पैदा भएको असामान्य गतिविधिको विश्लेषण गर्दछ (पौड्याल, २०७०: १२४) । अभिघात त्रास अथवा भयका कारण जन्मिने मानसिक संवेग हो । विश्वका विभिन्न क्षेत्र र विभिन्न कालखण्डमा भएका अनेकौँ द्वन्द्वका स्थितिहरू जन्मिने मनोसङ्घातजन्य अनुभूति भय हो र यसलाई युद्ध साहित्यले राम्ररी उपयोग गरेर साहित्यको सिर्जना गर्ने काम निरन्तर हुँदै आएको छ (सुवेदी, २०६८: ८१) ।

आप्रवासनकै क्रममा विविध कारणले आप्रवासीले भोग्ने पीडा अभिघात बन्न पुग्दछ । विभिन्न किसिमका चुनौतीहरूको सामना गर्दै आफ्नो जगेर्ना गरिने प्रयत्नमा गरिएका सङ्घर्षका बीचमा जन्मेका परिस्थितिहरूको न्यासो भोगेर बाँच्नुपर्दाको पीडाजन्य अनुभूति यस किसिमको साहित्यको कारक तत्त्व मानिन्छ (सुवेदी, २०६८: ७७) । पहिलो विश्वयुद्धले मानिसको जीवनपद्धतिलाई नराम्रोसँग प्रभावित तुल्याएको थियो । अझ दोस्रो विश्वयुद्धले त मान्छेलाई गहिरो रूपमै बिथोल्थ्यो । अमेरिकाद्वारा जापानको हिरोशिमा र नागाशाकीमा प्रहार गरिएको आणविक अस्त्रले लाखौँ मानिस ध्वस्त भए । त्रास, भय र व्याकुलताका बाछिट्टाहरूले पूर्व र पश्चिम दुवैतिरका मानवीय संवेदनाहरूलाई नराम्ररी हल्लाइदियो ।

यो दोस्रो विश्वयुद्धको समाप्ति पछिको प्रतिक्रिया साहित्यमा अस्तित्ववाद र विसङ्गतिवाद बनेर देखा परेजस्तै भयको स्थिति त्रास र करुणाको कारक तत्त्व बनेर पनि देखा पर्‍यो (सुवेदी, २०६८: ८१) । दोस्रो विश्वयुद्धपछि संयुक्त राष्ट्र संघ खडा भए पनि भित्रिभित्रै शस्त्रास्त्रको होडबाजी पनि चलन थाल्यो । आफ्नो देशको सुरक्षाका निम्ति भन्दै आणविक अस्त्र निर्माण गर्ने कार्यले शीतयुद्ध सृजना भयो । एकातिर संयुक्त राष्ट्रको बहुराष्ट्रिय सैन्यबलको परिचालनको औपचारिक स्वीकृति र समर्थनमार्फत जति बेला पनि युद्धको घोषणा गर्न मिल्ने स्थिति र अर्कोतिर जतिबेला पनि प्रहार गर्न मिल्ने गरी हातहतियारको गोदाम बनाइएको परिस्थितिले सारा स्रष्टाको मनोविज्ञान पनि प्रभावित बन्थ्यो (सुवेदी, २०६८: ८१) । मध्यपूर्वमा भएको लामो युद्ध, भियतनाम र अमेरिकाको युद्ध, सोभियत रुसको घटनापछि त्यहाँका विखण्डित राष्ट्रहरूमा भएको भीषण द्वन्द्व, पेरु, रुवाण्डा, र इथियोपियामा भएको युद्ध, इराक,

इरान, अफगानिस्तान, सिरिया आदि देशहरूमा भएका सशस्त्र सङ्घर्षहरू, कास्मिरलाई लिएर भएका भारत र पाकिस्तानबीचको द्वन्द्व, श्रीङ्काको विद्रोह र हिंसा, तिब्बतको विद्रोह र हिंसा, भारतको भारखण्डमा भइरहेको विद्रोह र हिंसा, गोर्खाल्याण्डका निमित्त गरिएको विद्रोह र हिंसा, नेपालको २०५२ सालदेखि २०६२ सम्म भएको सशस्त्र द्वन्द्वले छेडेका भयावह परिवेशले अभिघातको स्थिति सृजना गरेको छ । सशस्त्र द्वन्द्वका अतिरिक्त सूचना र सञ्चारका माध्यमबाट आउने आतङ्क विषाक्त वस्तुको विकिरणबाट पैदा हुने आतङ्क दैनिक उपभोग्यवस्तु, औषधि र यातायातका साधनबाट उत्पन्न खतरापूर्ण स्थिति भएका मुख्य कारण बन्ने गरे (सुवेदी, २०६८: ८१) । सहयोगको नाममा धनी देशले गरीब देशका नागरिकहरूमाथि औषधिको प्रथम प्रयोग गर्ने प्रचलन पनि भएको कारण बन्ने गयो । यदाकदा सूचना र सञ्चार माध्यममार्फत एन्थ्र्याक्सजस्ता भाइरस प्रक्षेपण गरी जनजीवनलाई आतङ्कित तुल्याइयो । जनयुद्ध, द्विदेशीय सीमा युद्धका क्रममा खनिएका सुरुङहरूमा विच्छ्याइएका एम्बुस, बाटो, पुलपुलसाहरूमा बिच्छ्याइएका एम्बुसहरू र कतिपय स्थानमा लुकाइएका बमबारुदहरू सन्धिसम्झौता भइसक्ता पनि कतिपय ठाउँमा नहटाइएकाले वनमा गस्ती गर्न जानेहरू, गाईवस्तु चराउन जाने गोठालाहरू, बाटामा हिड्ने बटुवाहरू पनि शिकार भए । मैदानमा खेल्दै गरेका बालकहरूले बम भेटाएर खेलौना सम्झी खेलाउँदै गर्दा पनि विस्फोट भए । अझै कहाँकहाँ पड्कने हुन् भन्ने त्रासदपूर्ण स्थितिले मान्छेमा अभिघात सृजना भयो र अद्यापि भइरहेको छ । शीत युद्धोत्तर समयका साहित्यले पनि विश्वस्तरमा पारेका विषाक्त प्रभावका क्षणलाई वर्तमानले भययुक्त बनाएर प्रस्तुत गरेको हुन्छ । विश्वसाहित्यमा यसलाई उत्तर आधुनिक कालको

सौन्दर्य चिन्तनको विषय बनाएर प्रस्तुत गरिएको हुन्छ (सुवेदी, २०६८: ८२) । कुनै न कुनै कारणले आप्रवासनमा धकेलिएका मान्छेले मातृभूमिबाट विच्छेद भई अर्को मुलुकमा रहनुपर्दाको स्थितिबाट उत्पन्न भय, चिन्ता, एकान्तिकता र भयङ्कर असुरक्षाको चेतनाबाट उत्पन्न खिन्नता पनि अभिघात हो ।

शारीरिक होइन मानसिक घाउका रूपमा अभिघातले मनोविज्ञानमा उन्नाईसौं शताब्दीतिरै प्रवेश पाएको हो तर यसको गहन अध्ययन फ्रायडपछिका मनोवैज्ञानिकहरूले गरे र त्यसपछिमात्र साहित्य विश्लेषणको फाँटमा यसको प्रयोग भयो (शर्मा, २०६६: ६३) । इच्छित मुलुकमा समायोजनका सन्दर्भमा मानसिकतामा उत्पन्न हुने अपरिचितता हीनता असन्तुष्टि र बेचैनीबाट पात्रको मानसिकतामा परेका यस प्रकारका चोटहरूको उद्घाटन डायस्पोरिक कृति विश्लेषण गर्नुपर्दछ (पौडेल, २०७२: ४७) । पुख्र्यौली भूमिबाट विच्छेद भएर इच्छित भूमिमा रहनुपर्दा पात्रहरूमा एकातिर आफ्नै परम्परागत संस्कार, रीतिरिवाज, आफन्त परिवार आदिको गहिरो माया रहिरहेको हुन्छ र अर्कातिर कर्मभूमिमा अन्तरात्माका सबै कुरालाई एकातिर पन्छाएर नयाँ परिवेश, चालचलन र संस्कारमा समायोजन गर्नुपर्ने बाध्यता हुन्छ । यस्तो अवस्थामा डायस्पोराका मनमा भय, चिन्ता, असुरक्षा, एकलोपनजस्ता कुराहरूले सताइरहेको हुन्छ । यस्तो मानसिक रूपमा अनन्त पीडा र असन्तुष्टिले विच्छिन्न हुनु मानसिक अभिघात हो (पौडेल, २०७२: ५०) । डायस्पोरिक साहित्यको प्रमुख विशेषतामध्ये अभिघात पनि एक हो । यसको अर्थ भय, चिन्ता, अपरिचितता र भयङ्कर असुरक्षाको चेतना हो (भट्टराई, २०६४: ११८-११९) । अभिघात मान्छेका

मनमा पर्ने गहिरो चोट हो । विभिन्न परिस्थितिले पीडित बन्न पुगेका व्यक्ति र तिनका मनोदशालाई विषयवस्तु बनाएर रचना गरिने डायस्पोरिक रचनाहरूमा पनि अभिघातको अभिव्यक्ति फेला पार्न सकिन्छ । लामो समयदेखि बसिरहेको आफ्नो देश र ठाउँसँग जो कसैको गहिरो नाता सम्बन्ध हुन्छ । पुस्तौंदेखिको खानपान बसोउठ रीतिरिवाज संस्कृति चालचलन र समग्र पर्यावरणसँग उसको तादात्म्य सम्बन्ध रहेको हुन्छ । आफ्नो ठाउँलाई छाडेर अन्यत्र जाँदा व्यक्तिमा पर्ने प्रभाव स्वाभाविक रूपले सहज हुँदैन । उसका लागि त्यो ठाउँ र त्यहाँका व्यक्तिहरू अपरिचित लाग्नु, भयङ्कर डर र चिन्ता जाग्न र समग्रमा असुरक्षाको महसुस हुनु, कसैले हेरे पनि आफैलाई हेरेको, आफ्नै कुरा काटेको लाग्नु, थोरै कसैले केही भनिहाले पनि सन्काहापन उर्लिएर आइहाल्नु, तिनीहरूले गर्ने अपमानजन्य व्यवहारका कारण पीडा, छटपटी र वेचैनी हुनु, सम्मोहन, दुःस्वप्न र दुष्कल्पना देखी आत्तिनु, चिच्याउनु, तर्सनु, बर्बराउनु, ऐठन भएको अनुभूति हुनु, कोही नआए पनि कोही आउँदै गरेको लाग्नु पनि अभिघात हो । यस्ता मनोगत पीडाहरूको असर शरीरमा पनि देखापर्नु, असह्य रूपमा टाउको दुख्नु, रगत छाड्ने र रगतै दिशा गर्नेसम्मका विकार पैदा हुनु पनि अभिघात नै हुन् ।

७. अभिघात चिन्तनका आधारमा यमपुरीको महल

यमपुरीको महलको माथि उल्लिखित मान्यतामा उभिएर विश्लेषण गरिएको छ-

७.१ कथावस्तु

प्रस्तुत उपन्यासको मुख्य पात्र प्रेम स्नातक उत्तीर्ण गरी शिक्षण पेसामा आबद्ध भए पनि शिक्षक हड्तालमा

लागेकाले उसको जागिर खोसिन्छ । एघार वर्षअघि टुरिष्ट भिसामा गए पनि एकजना पाकिस्तानीले टुरिष्ट भिसाका लागि स्पेन्सर पठाउने भनेपछि ऊ फर्किन्छ तर स्पेन्सर पठाउँदैन । यसैले ऊ कामविहीन बनी घरै थन्किएर बसेको हुन्छ । एकदिन दिउँसो आँगनमा सुतिरहेका बखत ऊ अमेरिका पुगेको सपना देख्छ । त्यहाँ ऊ साथीहरूबाट छलिएर लुरेक्याभर्नस्थित लुरे क्याबिनमा लुक्छ । साथीहरूबाट छलिएपछि सडकमा हिडिरहेका बखत एउटी अधवैशे महिला हीराको कार चढेर वासिङटन डिसीको बलस्ट्रिन मेट्रो स्टेशनमा पुग्छ । त्यहाँको भूमिगत रेल्वे स्टेशनहरूमा लुक्दै निकै ऋतु बिताउँछ । भोकभोकै हिड्दै गर्दा कार दुर्घटनामा परेकी हीराको उद्धार गर्छ । उसबाट १० डलर प्राप्त गर्दछ । यसपछि बेल्ला किनेर हिउँ सफाई गर्ने कामदारका रूपमा काम खोज्दै जाँदा ऊ हीराकै घरमा पुग्छ । त्यहीँ बस्न थाल्छ । उसका पति भरतले उसलाई स्टोरमा काम दिन्छ । स्टोरमा काम गर्ने ईश्वरीसँग भगडा भएपछि भरतले प्रेमलाई रेष्टुरेन्टमा सारिदिन्छ । त्यहाँ कार्यरत साथीहरूबाट पनि अपमान र उपेक्षामात्र भोग्न विवश हुन्छ । हीरा र भरतले सधैंजसो उसको श्रमशोषण गर्दछन् । हीरासँग शारीरिक सम्बन्ध भएको बाहिर आएपछि हीरा र भरतको पहिलेदेखि बिग्रदै गएको सम्बन्ध अझै बिग्रदै जान्छ । एकदिन विनोदले निम्तो दिएको बियर पार्टीमा साथीहरूले तीतो व्यङ्ग्य गर्दछन् । यसपछि ऊ भन अन्तर्मुखी बन्दै जान्छ । घरमा जति नै पैसा पठाए पनि कहिल्यै पनि महल बनिसके नसकेको कुनै खबर आउँदैन । न त त्यहाँ नै महल बनाउँने उसको सपना पूरा हुन्छ । ऊ उमेरले ७२ वर्ष पुगेको हुन्छ । ऊ अचानक एकदिन कालो रगत छाड्ने र कालो रगतै

दिशा गर्न थाल्छ । यो भयानक दृश्य देखेर आत्तिएकी हीराले उसलाई अस्पताल पुर्‍याउँछे । उसलाई आकस्मिक कक्षमा भर्ना गरिए पनि रक्तदान गर्न कोही तयार नभएको अवस्थामा मुर्दा सरह अस्पतालमा सुतिरहेको शरीर जडसरह तर उसको चेतनतत्त्व क्रियाशील रहेकै अवस्थामा कथावस्तुको अवसान हुन्छ ।

७.२ यमपुरीको महलभित्र अभिघात

‘यमपुरीको महल’ उपन्यासको पात्र प्रेम स्वप्नलोकमा अमेरिकामा अनेक ठाउँमा परिभ्रमण गरे पनि उसको मनमा कहिल्यै आनन्दको अनुभूति हुँदैन । बिरानोपन र असुरक्षाको भावनाले उसलाई सधैं सताइरहेको हुन्छ । उसलाई अमेरिका प्रवेश गरेकै दिनदेखि मनसिक रूपमा कहिल्यै शान्ति भएन । पैसा कमाउने अवसर पाए पनि सधैंसधैं आत्मगलानिले मनलाई जलाएर जीवन गुजार्दछ (पौडेल, २०७०: ५०-५१) । ऊ मदनबहादुरले काठमाडौँमा घर बनाइसक्यो तैले चाहिँ खै के गरिस् ? भन्ने छिमेकीको प्रश्नमा तत्काल उत्तेजित हुन्छ र त्यसो भन्नेका गालामा थप्पड हान्छ । यसबाट तत्काल उसको रिस शान्त भए पनि मन शान्त हुँदैन । उसको भनाइले उसलाई औधी चिमोट्न र लुछ्न थाल्छ । मानसिक रूपमा सख्त घाइते भएको ऊ सेमिनारमा भाग लिन गएका बेला साथीहरूलाई छोडेर भागी अवैध नागरिकका रूपमा अमेरिकै बस्ने सोचाइ बनाएर लुरेक्याबिनको दुलोभित्र छिर्ने क्रममा प्रहरीबाट पक्राउ पर्ने हुँ कि भन्ने भय, त्रास र असुरक्षाको अनुभूतिले उसको मनमुटु र मस्तिष्क थर्थरी काँप्छ । अतिशय भयकै कारण उसका जननेन्द्रियबाट समेत धाराप्रवाह मूत्र प्रवाह हुन्छ । यस अभिघातलाई उपन्यासको ‘म’ पात्र प्रेम यसप्रकार वर्णन

गर्दछ- “कसैले नदेखून् भनी म अझै भित्तामा टाँसिएँ । डरले साँच्चिकै पिसाब चुहिरहेको थियो । शिबलिङ्गमा दूधको धार दिएजस्तै माथिबाट मेरो शिरमा जलका धारा एकएक बुँदको रूपमा तप्किरहेका थिए (पृ. १०) ।” साथी र प्रहरीका आँखा छलेर लुरेक्याभर्नीस्थित भूमिगत रेलवेमा पुग्दा पनि प्रेमको हृदय विषाद र भयले अत्यन्त त्रस्त रहन पुगेको थियो । यस क्रममा ऊ नितान्त एक्लो र असुरक्षित रहेको भावनाले भन भयाकुल बनेको थियो । त्यसबेला प्रेमको मुटुले ठाउँ छोडिरहेको र जीवनलीलाले पूर्णविराम लिने चरणमा पुगेको अभिघात यसरी मुखरित भएको छ- “यता उता हेर्ने । मेरा साथी कोही थिएनन् । तैपनि एक चोरको हृदय कामेजस्तै मेरो मुटु भट्याकभट्याक गरेको थियो । चारै दिशा हेर्ने” (पृ.१२) । अमेरिककै सानन्दाह सडकमा एकलै हिडिरहेका बखत एउटी अधवैशे महिलासँगै कारमा यात्रा गर्ने क्रममा उसले संवाद गर्न खोज्दा पनि कतै पक्राउ परिहाल्छ कि भन्ने भय र त्रासले सन्तप्त बन्छ । यसैले ऊ सकेसम्म उससँग संवाद गर्ने नपरे हुन्थ्यो भन्ने भित्रिभित्रै कामना गर्दै यसो भन्छ - “बिनाचोरी गरी बसेको । ... म अपराधी हुँ । भन्ने मेरो मनमा थियो । मलाई ज्ञान थिएन । यस देशमा कति पुनर्वासी छपाली छन् । म तर्सिएको थिएँ (पृ.१३) ।” यसपछि कारबाट ओर्लिएर लक्ष्यहीन गन्तव्यतिर लाग्ने उपक्रम गरिरहेको प्रेम आफूलाई नितान्त, एक्लो र असहायमात्र सम्भन्न आफू छिन्नभिन्न भएको र शून्यतामा परिणत भएको अनुभूति गर्दछ । उसको अभिघातानुभूति यस्तो छ-

म गड्ढासित बलस्टिन सबवे स्टेशनमा ओर्लेँ ।
लाग्यो म बरालिएँ । काटिएँ । म लोप भएँ ।
म छैन । मैले मैलाई नै नखोजेपछि, अब मलाई

कसैले खोज्नु पर्दैन । मैले मलाई ढाकेर लुकाएँ ।
निराशाको पल्लो छेउमा (पृ. १४)।

बलस्टिनको सबवेतर्फ मोडिँदै गर्दा प्रेम यतिसम्म संशयाकुल बन्दछ कि मान्छे त के त्यहाँका प्रकृति, मानव निर्मित भवन र छाप्राहरूले पनि आफैलाई हेरिरहेको र कुनै क्षण पनि आफू पक्रिन सक्ने स्थिति रहेको उसलाई लाग्दछ । भय र त्रासकै कारण आफू जडवत् भएको अनुभूति ऊ यहाँ यसरी गर्दछ-

करिब पन्ध्रवटा बसस्टपका छाप्राहरूले टुलुटुलु मलाई हेरिरहेका थिए । म संशयाकुल थिएँ । कहीं यिनीहरू पक्रिन हेरिरहेका त होइनन् ? म सबवेको मुहानतिर मोडिएकै थिएँ । मानिसहरूको भीड थियो, तर सबै एक्लाएकलै थिए । म भूमिगत हुन बाध्य बनाइएको थिएँ । अरूहरू मलाई खुला देख्न चाहन्नथे (पृ. १५) ।

भूमिगत जीवन जिउने क्रममै भूमिगत रेलयात्रा गरिरहेको ऊ न्युक्यारोल्टन स्टेशनमा पुगेपछि ओर्लिन्छ र एकातिरको अत्यन्त अँध्यारो कुनामा गएर खाली भुइँमै सुतिरहेका बखत प्रहरी आएर धपाउँदाको उसको अभिघातीय अनुभूति यस्तो छ-

नीलो सुटमा छाते टोपी लगाएका प्रहरी भन्डै म नजिकै थिए । तर उनी वैद्यको चश्मामा थिए ।, म अवैधताको नग्ननृत्य देखाइरहेको थिएँ । वारेन्टेड । अरेस्टेड । डिपोर्टको मलाई त्रास थियो । कहीं यो मृत देहलाई

पुनः मातृभूमिमा लगी देखाउन नपरोस् । म भटपट उठेर अर्को दिशातिर लागें (पृ. २०)।

शोषण, तिरस्कार, बिछोड र एक्लोपनरूपी कालसर्पदंशबाट आहत भएको ऊ यस्ता बेसुरे र आत्मघातीयुक्त मनोसंवाद पनि गर्दछ : “म गधा हुँ, मलाई गधालाई जस्तो गरी काम गराओस् कसैले । म संवेदनाशून्य नर हुँ । वचनका बाणमा रोपेर भुण्ड्याइयोस् मजैले ।” (पृ.४५) वर्षौंदेखि ईश्वरीजस्ता पात्रका वचनबाणबाट असह्य भएको प्रेमले त्यसको कडा प्रतिकार गरेपछि ऊ स्टोरबाट कठोर काम गर्नुपर्ने रेष्टुरेन्टमा सारिइँदा पनि त्यसलाई तुलनात्मक रूपमा सहज नै मान्दछ । त्यहीँ काम गर्ने सिलसिलामा होचिमिन्हको जन्मलाई लिएर उत्तर नजानेका ग्राहकलाई सही उत्तर बताइदिएको नसिहत स्वरूप अपमान रूपी हलाहल विषपान गर्नुपर्दा उसको हृदय विदीर्ण बन्दछ । उसको मुटु निकै पोल्छ । ऊ यस घटनाहरूबाट पूर्णतया एकान्तप्रियमात्र बन्दैन उसमा टाउको दुख्ने पीडा समेत थपिन थालेको हुन्छ । यसलाई ऊ यसरी सम्भन्छ -

साधारणतया दमनबाट मानिसको हृदय विदीर्ण भइहाल्छ । त्यसमा पनि यो दमन हो भन्ने जानीजानी त्यसलाई स्वीकार गर्नुपर्दा त्यसको पीडा अतिदुःसह्य हुन्छ । म कहाँ जाऊँ ? दिशा बन्द थिए । मनमा राँको लाएको थियो । मेरो लागि आऊ भन्ने दुईचार जना साथी भनाउँदा नभएका होइनन् ।, थिए, तर म काम सकिएपछि कहीं जान्ने थिएँ । सीधै कोठाभित्र पस्छेँ । बाहिर अधूरा वचनबाणले म टिक्नै सक्दैन थिएँ । म मेरै जुल्फी समातेर टेबुलमा नै घोप्टो परेको थिएँ (पृ.४७)।

...कोठामा बसिरहन्थे, मौका मिले हप्तौं-
महिना भित्रै बसिरहन्थे । गत वर्षदेखि मैले
घामपानी देख्न पनि घृणा गरिसकेको थिएँ
(पृ. ४८) ।

एकान्तप्रिय बनेको प्रेममा अनेकौं दुःस्वप्नहरू आउँथे ।
ऊ घण्टौं घण्टासम्म एकालापमै हराउन थालेको थियो ।
यमपुरीमा महल बनाउने उत्कट अभिलाषाबाट प्रेरित
बनेकाले त्यो परिपूर्ति हुन नसक्दा उसमा यस्ता अनेकौं
ज्वारभाटा र सुनामी उर्लन्थे । ऊ आफ्नै वेदनाको चाडभित्र
यसरी हराइरहेको हुन्थ्यो -

यौटा यातनाको भूमिबाट अर्को यातनाको
टाँडमा उत्तानो परिरहेको । कसरी बिसर्न
सक्छु ? रगत र पसिनाको मूर्त रूप हो ।
मेरा स्रोत र साधन । साथीले लुछेर शासकले
लुटेर इष्टमित्रको भुँडी फुटालेर मात्र
अवशिष्ट भएको मेरो नामशेष वेदना म
कहाँ पोख्छु (पृ. ५५) ।

जतिजति उसमा दुःस्वप्नहरू देखिरहेका थिए । त्यति नै
उसलाई ऐंठन हुने, चिच्याउने र निद्रामै खाटबाटै खस्नेजस्ता
समस्याहरू उब्जिन थालेका थिए । उसमा विक्षिप्तिका
लक्षणहरू पनि देखिन थालेका थिए । ऊ हावाको स्पर्शमा
पनि भस्किन्थ्यो अनि तर्सन्थ्यो । उसले आफैलाई एउटा
त्रासद भोगिरहेको रुग्ण तथा अभिघातीय पात्रका रूपमा
यसरी हेर्न थालेको थियो :

यदाकदा हावाको स्पर्श हुन्थ्यो । त्यससित
पनि म तर्सन्थेँ । किन हो कुनै म रोगी नै
हूँ कि ? डाक्टरहरू केही भएको छैन भन्थे ।

मनोवैज्ञानिकहरू पनि खालि शुल्कमै रमाएका
थिए । नखाई, नलाई कमाएका मेरा दुई पैसा
शुल्क लिएर उनीहरू गोगो डान्स हेर्न गए
होलान् । मलाई यही फिकर थियो । च्च
कस्तो म ? हुँदै नहुने । मैले शुल्क तिरेँ ।
तिर्नुपर्थ्यो अब जसुकै गर्नु मलाई क् चासो ?
म त त्यसमै हिसाब लगाएर बसिरहेको ?
यसैले शंका लाग्छ मलाई कहीं म नै
विषादरोगी त म छैन ? मेरा नाडी जनताले
छामिदिए हुन्थ्यो कि जस्तो लाग्छ । म यसरी
कोठाभित्र महिनौं गुमिएर कुहिसकेको छु ।
यसैबेला कुनै कथाकार आएर मलाई अध्ययन
गरे राम्रो सामग्री पाउँथ्यो कि ? सायद म
पनि मेरै लागि सुख र आनन्दको साधन नभए
पनि अरूको अभिव्यक्तिको लागि यौटा स्रोत
बन्न पाएर यौटा वैदिक गरिमाको प्रतिभा
बन्न सक्थेँ कि (पृ. ५६) ।

यहाँ ऊ चेतनाशून्य बनेको देखिन्न । ऊ हीरा र भरतको
वशमा रहेकाले आफू उनीहरूकै वशमा जिउनुपरिरहेकाले
आफ्नो कुनै निजी जीवन नरहेको अनुभूति गर्दछ । यस्तो
जीवनलाई उसले आफैँ अभिघातका रूपमा लिएको छ ।
जुन युद्ध र द्वन्द्वबाट पैदा भएको अभिघातभन्दा पनि क्रूरतम
रहेको अनुभूति ऊ यसरी व्यक्त गर्दछ -

मैले मेरो छायासम्म पनि हेर्न पाउन्नँ । म
मेरै छायासित हुन्न किनकि म नै सदा
अर्काका छायामा विलीन हुनुपर्छ । जुन
मेरो लागि असह्य पीडा हो । पूरै परवशता
हो । ...यदि म प्रत्येकको गिद्धदृष्टिको

सिकार बन्दै जाऊँ त कहाँसम्म जिउन
सम्भव थियो (पृ. ७१) ।

ऊ हीरा र भरतको सामीप्ययुक्त जीवन र उही भूमिगत
रेल्वे स्टेशनको जीवनका बीच तुलना गर्दै भरत र हीरासँग
जोडिएको जीवनभन्दा उही बलस्टिनभित्रको भूमिगत भोक
र प्यासले थिथ्लिएको जीवन नै श्रेयस्कर थियो भन्ने
निष्कर्षमा पुग्दछ । यस क्रममा पुनः ऊ भूमिगत जीवनको
पुनर्स्मरण गर्दछ -

हरएक परिचित यात्री आउँछन् । टोलीटोली
बाँधेर मलाई धक्का दिएर जान्छन् । कुनै
दिनमा कुनै रातमा कहिले महिला कहिले
पुरुष । म एक निर्धालाई धक्का दिएर जान्छन् ।
मुखाले बन्न चाहन्नँ । किनकि मेरो स्वतन्त्र
पदचरण गर्ने धरती नै छैन, तर कति दिन
टिक्ँएक लावारिस बनेर । ... म सुतिरहन्छु ।
मानिस मलाई हिकोइरहन्छन् । म निजीवजस्तै
पल्टिरहन्छु (पृ. ७२) ।

भरतले उसको असीम श्रमशोषण गरी सानो स्टोर विशाल
तुल्यायो । उसले बैकमा पैसा भर्‍यो । ऊ सितैमा घण्टौंसम्म
पनि घरको काम लगाउँछ । उसको जीवनबारे ऊ केही
सोच्तैन । ग्रीनकार्डको सपना बाँडेर आफूलाई वर्षौवर्षसम्म
दासभै कज्याउँदा पनि आफू उसले गरेका शोषणविरुद्ध
खुलेर बोल्न सक्तैन । बरु एकान्तमा बर्बराएर यसरी चित्त
दुखाउँछ- “विना स्वतन्त्र प्रेम, ईर्ष्या र भय कोरा स्वर्गमा
म कति दिन थुनिइरहूँ ? म सङ्कटमै
थिएँ । आधुनिक अफ्रिकाबाट ल्याइएको दास” (पृ. ७६) ।
उसले राज्यबाट भन्दा पनि त्यहाँ पुगी ग्रीनकार्ड लिएका

आफ्नै स्वजातीयबाट प्रताडित बन्नुपरेको अन्तर्सङ्घातजन्य
अभिघात यसरी पोखेको छ -

म थिएँ प्रहरीका कडा नियन्त्रण र निगरानीमा ।
म भागें पाकिस्तान मिलेटरीको पिटाइमा ।
मैले पाइने शान्ति, शान्तिको लागि म यौटा
विशाल भूभाग नै त्यागेर नयाँ मुलुकमा पुगेँ
तर त्यहाँ भन् जनसेना बनेर हरकोणबाट
भिरले रोप्ने नागरिकको एकाधिपत्यमा
पिरोलिएँ । कहाँ जाऊँ ? राजाले भन्दा रङ्कले
मलाई एक मुट्ठी सास फेर्न पनि धम्की दिए
(पृ. ७८) ।

अनाश्रित हुँदा जसले यो यमपुरीमा सहारा दियो उसैले नै
कुनै दिन जेलमा हाल्ने हुन् कि भन्ने आशङ्काले त्रासदीयुक्त
जीवन भोगिरहेको रहस्य ऊ यहाँ प्रकट गर्दछ- “सदा म
त्रस्त छु, कुन दिन मेरा प्रणेताले मलाई अपदस्थ गरिदिन्छन् ।
यौटा जेलमा त म छुँदै छु, अर्को जेलमा नहुलिदिऊन्
(पृ. ७९) ।” त्यही स्टोरमा काम गर्ने स्टाफमित्र विनोदले
आग्रह गरेकैले वियर पार्टीमा सहभागी हुन पुग्दा त्यहाँ
उपस्थित अन्य साथीले गरेका अतिशयोक्तिपूर्ण व्यङ्ग्य
वाणले शिकारीले मृत्युस्थानमा प्रहार गरिँदा घाइते भएको
हरिण छट्पटाएभै ऊ पनि तड्पिदै वियर पार्टी नै छोडेर
बाहिरिन्छ । आफू असहाय भएको पत्तो पाएरै गरिएको
यो व्यवहार मुटुमा रोपिएको खीलजस्तै भएको अनुभूति
गर्दछ- “मेरा लागि विकल्प वरण गर्ने पूर्णाधिकार भएको
भए ऊ त्यो निरङ्कुश चरित्रको नग्ननृत्य देखाउन्न थियो
होला मसँग प्रतिवाद गर्ने कुनै कानुनी हक नभएकाले
उसले ममाथि लात्ती राखेको ... यस कारण कि म असहाय
छु” (पृ. ८८) । ग्रीनकार्डधारीहरूले पटक पटक सताउँदा

ऊ आफूभित्रभित्रै गुम्सिएको अनि उकुच पल्टेको अभिघात प्रकट गर्दै यस्तो मर्मस्पर्शी विचार व्यक्त गर्दछ -

म लुकू कहाँ ? सहरबाट गाउँमा पर्से ।
गाउँबाट पनि जङ्गलमा पर्से, भएन, सम्पूर्ण
वर्णाश्रम व्यवस्था निरर्थक । म यो बुढेसमा
पुनः महानगरीका गल्लीगल्लीमा घुम्दै छु ।
कुनाकाप्चाका कसेरमा भातको सिता खोज्दै छु ।
त्यसैमा पनि शासक होइनन् ६ शासकलाई
त मेरो भन्नु केही छैन । उनी दुष्मन हुन् ।
प्रमुख हुन् । मसित छक्कापन्जा गर्नु उनको
प्रकृति हो । ... जनता जुन मेरा मित्र हुन्
उनैसित म तर्सन्छु । ... कुन बेला कहाँ को
मेरो विपरीत उभिएर मेरा गर्धनमा खुकुरी
चलाइरहेछ (पृ.११०) ।

घातप्रतिघात र सङ्घातका चपेटामा लपेटिएर भनभन दुःस्वप्नको महागर्तमा धकेलिन पुगेको उसमा अनेकौं विभ्रम र तज्जन्य तनाव यसरी देखापर्न थालेका छन्-
“...कहीं भर्खरै ‘निक्ल’ भन्ने त होइनन् ६ ठोका हल्लिएजस्तो लाग्यो । भन्याडबाट कोही भरेजस्तो लाग्यो । म असुरक्षित भएको अनुभूति भइरहेको थियो (पृ.११५) ।” ऊ नेपाल सशस्त्र विद्रोहजन्य गृहयुद्धबाट आफू पनि प्रभावित बनेको र त्यहाँको जीवन पीडासङ्कुल रहेको, अमेरिकाले इराकको शान्तिपूर्ण जीवनलाई नारकीय तुल्याएको पनि सम्झन्छ । ऊ आफू नेपालमा २०५२ सालदेखि २०६२ सालसम्म सञ्चालित सशस्त्रयुद्धबाट त्रस्त भई वा स्वदेशमा बसेर केही उन्नतिका कार्य गर्न नसकिने परिस्थितिकै कारण विदेशिनु परेको भाव यहाँ उजागर गर्दछ-

म विषण्ण थिएँ । नेपालमा गृहयुद्धले जानै हुन्न । इराकमा अमेरिका बसेसम्म खानै हुन्न । यो यमपुरीको महलबाट कहिल्यै एमनेष्टि नपाइने भो । ‘जेवन’ भिसालाई कसैले माफी दिन्न । म उही वेस्मेन्टमा पेट दुखेर, कपाल खाएर मिचीमिची घुमिरहेको थिएँ । दुई पैसा ‘रेज’ कहिल्यै पाइँदैन । तैपनि यो जीवन नभोगी हुन्न । आज जीवन एक विवशता हो । आजै हैन यो सनातन पनि भयो (पृ.१२५) ।

रगतै दिशा हुने र रगतै छाड्ने समस्या भएपछि अस्पताल पुर्‍याइएपछि डा. जर्जले अभिभारा बोक्ने नातेदारबारे जिज्ञासा राख्ता उसले हीरातर्फ सङ्केत गरे पनि उसले अस्वीकार गरी त्यहाँबाट पलायन हुन्छे भने भरत पहिले नै गइसकेको हुन्छ । दुवैबाट परित्याग गरिएको अवस्थामा प्रहरी आएपछिको परिदृश्यलाई ऊ मनोवादका माध्यमबाट प्रस्तुत गर्दछ : “इमिग्रेशनका दूतहरू आए । कति ठूलो काय उनको ? म बिनामौलिक हकको नागरिक, बिनास्वतन्त्रताको स्वतन्त्रता इच्छुक, स्वर्गमा बसेर विलासी बन्नुको बदला नरकमा डलर निर्यात गर्ने ... म दाहा किटेर हात काँपाएर...” (पृ. १२८) । ऊ तैले केही गर्न सकिनस्को चोटले वा युद्धग्रस्त परिवेश, स्वदेशमा बेरोजगार भएर जिउनु युद्धको चपेटामा पारिएको भन्दा दुःखदायी हुने ठानेर अमेरिका पुगे पनि आफ्नो जीवन पूर्णतया भत्किएको छिन्नभिन्न हुँदै मरिरहेको अभिघातीय क्षणको यसरी स्मरण गर्दछ-

अहिलेको मानिस कुँजिएको छ तिम्री सौता
राज्यको करले । यो त यौटा चित्त बुझाउने

कुरा मात्रै हो त्यो भवन छोडेर हिड्नुपर्दा मेरो छाती चिरिएको छ तर रागत चुह्नुन भएभरको डरले । दुःख र वेदना बिसाऊँ कसलाई ? कोही सुनिदिन पनि तयार हुन्न । कसलाई फुर्सद छ यमपुरीको महल बनाउने प्रतिद्वन्द्वताले (पृ.१३०) ।

यसप्रकार यस उपन्यासका दशौँ, बाह्रौँ, तेह्रौँ, चौधौँ, पन्ध्रौँ, बीसौँ, पैंतालीसौँ, सड्चालीसौँ, अड्चालीसौँ, पचपन्नौँ, छपन्नौँ, एकहत्तरौँ, बहत्तरौँ, छयहत्तरौँ, अठहत्तरौँ, उनासीऔँ, अठासीऔँ, एकसयदशौँ, एकसयपन्ध्रौँ, एकसय पच्चीसौँ र एकसय अठ्ठाईसौँ पृष्ठका विभिन्न अनुच्छेदहरूमा अभिघात सशक्त बनेर आएको छ । यसतिरिक्त सोह्रौँ पृष्ठको दोस्रो अनुच्छेदमा, सत्रौँ पृष्ठको पहिलो र चौथो अनुच्छेदमा, अठारौँ पृष्ठको पहिलो र तेस्रो अनुच्छेदमा, उन्नाईसौँ पृष्ठको अन्तिम अनुच्छेदमा, बाईसौँ पृष्ठको दोस्रो अनुच्छेदमा, छयालीसौँ पृष्ठको पहिलो, दोस्रो, तेस्रो र पाँचौँ अनुच्छेदमा, सन्ताउन्नौँ पृष्ठको अन्तिम अनुच्छेदमा, चौसठ्ठीऔँ पृष्ठको तेस्रो अनुच्छेदमा, त्रिहत्तरौँ पृष्ठको छैटौँ अनुच्छेदमा, चौहत्तरौँ पृष्ठको पहिलो र दोस्रो अनुच्छेदमा, एकासीऔँ पृष्ठको दोस्रो र चौथो अनुच्छेदमा, उनानब्बेऔँ पृष्ठको अन्तिम अनुच्छेदमा, चौरानब्बे पृष्ठको तेस्रो अनुच्छेदमा, एकसयनवौँ पृष्ठको पहिलो र तेस्रो अनुच्छेदमा पनि अभिघात स्पष्ट रूपमा मुखरित हुन पुगेको छ । यसका अन्य थुप्रै पृष्ठहरूमा पनि अभिघातीय प्रभाव रहेका छन् । यस दृष्टिले हेर्दा प्रस्तुत कृति डायस्पोरीय चिन्तनका दृष्टिले मात्र नभई अभिघातीय चिन्तनका दृष्टिले पनि सशक्त रहेको स्पष्ट हुन्छ ।

८. निष्कर्ष

वर्तमानमा अभिघातले द्वन्द्व र युद्धबाट भयग्रस्त तथा त्रस्त बनेका मान्छेका पीडानुभूतिलाई मात्र अभिव्यक्ति नदिई बिछोड, विभिन्न प्रकृतिका शोषण, बलात्कार, हिंसा, अवहेलना, उत्पीडन आदिलाई पनि बुझाउँछ । मनमा घाउ बनाउने असाध्यै पीडादायी अनुभूति नै अभिघात हो । यो शारीरिक तथा मानसिक दुवै किसिमको भए पनि यसले मनोविज्ञान र साहित्यमा मानसिक आघातलाई जनाउँदछ । मृत्यु, अकाल मृत्यु, अपहत्ते बिछोड, हरण, बलात्कार, विनाश, हानि, नृशंशता, आदि शङ्कटपूर्ण अवस्थामा परी भोक्ता वा द्रष्टा भएर असीम पीडाको बोध गरी मान्छे मानसिक रूपमा अभिघातित हुन्छ । अभिघात साहित्यले बिछोड, मृत्यु, युद्ध, अपहेलना, जस्ता घटना र व्यवहारका कारण विक्षिप्त भई बाँचेका व्यक्तिको जीवनलाई चित्रण गर्दछ । यस उपन्यासको मुख्य पात्र प्रेम यस्तै बिछोड, अपहेलना, शोषण र पक्राउ पर्ने हुँ कि भन्ने भयबाट समेत सन्त्रस्त छ । ऊ बेरोजगार भएकैले अमेरिका पुगेको मौकामा साथीहरूलाई छाडेर भागेको र त्यही अवैध नागरिक भएर बसेको छ । अवैध अमेरिकी नागरिक भएकैले उसले हीरा, भरत, ईश्वरीहरूबाट थुप्रै शोषण, अवहेलना र प्रताडना बेहोरेको छ । फलतः उसमा सन्काहापन, विक्षिप्ति, सम्मोहन, स्नायविक विकार, विभ्रम आदि थुप्रै मानसिक समस्या देखापरेको छ । यसकै कारण ऊ हप्तौँ, महिनौँ र वर्षौंसम्म पनि एकलै एकलै वेसमेन्टभित्रै बस्छ । ऊ अभिघातित भएको छ । यसैले ऊ अनेक प्रकृतिका दुःस्वप्नमात्र देख्दैन, त्यसै आत्तिएर चिच्याउने, उफ्रने, मूर्च्छा पर्ने जस्ता लक्षण देखापर्दछन् । उसलाई चर्को टाउको दुख्ने, रिडटा लाग्ने र मुटु नै खस्ला जस्तो

हुनेसम्मका समस्या पैदा हुन्छन् । ऊ जचाउन जान्छ । अवस्थामा फर्कन सक्दैनन् भन्ने मान्यता उसमा पूर्णतः तर निको हुँदैन । भ्रनभ्रन उसमा स्थायिक विकृति लागु हुन्छ । पिरोलोभिन्न, पीडाभिन्न अपरिचयको भुङ्गोभिन्न शारीरिक विकृति र पीडामा परिणत हुन थाल्छ । फलतः रापिदा आफ्नोपन माथि कुठाराघात पर्दा र क्षयीकरण ऊ कालो रगत छाड्ने र कालै रगत दिशा गर्न थाल्दछ । हुँदै जानुको पीडा, छटपटी र अन्यौलताबाट अभिघात उसलाई शिरबाट दुइटा साँप निस्केर लप्लपाइरहेको सृजना हुन्छ भन्ने मान्यता यस कृतिमा सफलतापूर्वक अनुभूति हुन्छ । अभिघातबाट पीडित मान्छे पुनः सामान्य प्रयोग भएको छ ।

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QUALITY EDUCATION; THE KEY ROLE OF TEACHERS: THE CONCEPT AND PRACTICES

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Abstract

This paper reviews the concept of quality education and the key role of teacher to promote quality education. There is a particular focus on quality as defined with reference to formal education. The paper identifies different dimensions of quality in education. The paper starts by defining quality in education. It gives a framework to conceptualize educational quality that is necessarily value-based. Different views of scholars are cited regarding the concept of quality education.

It reviews the importance of quality education. The studies showed that the condition of quality education is very poor throughout the world and revealed that every society and institution is in need for quality education. It highlights the perspectives regarding quality learners. Good health and nutrition, children's physical, psychological, social and emotional developments are required to achieve quality landmarks. Similarly, regular learning, family supports, favorable learning environment with quality of school facilities are responsible factors to promote quality. The study showed that the good teacher poses diverse characteristics or qualities. Similarly, the study also revealed that the learners are of diverse qualities which the good teacher for quality education should consider to enhance quality education. The fourth chapter presents the role of teachers to improve quality in education.

Finally, the supervision and support, quality out comes, professional freedom, professional ethics, government support, corruption control, teacher education and professional development, in service trainings, availability of resources, use of technologies, perks and benefits to teachers are some ways to improve quality in education.

1. Introduction

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the

capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)

The goal of achieving universal primary education (UPE) has been on the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that elementary education was to be made freely and compulsorily available for all children in all nations. This objective was restated subsequently on many occasions, by international treaties and in United Nations conference declarations. Most of these declarations and commitments are silent about the quality of education to be provided.

The World Education Forum in Dakar in 2000 did not only emphasize the need to achieve education for all, but also noticed the need to improve the quality of education. The Forum made the following recommendation: "Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all - especially in literacy, numeracy and essential life skills" (Dakar Framework for Action, Article 7, WEF, 2000). In Article 29 of the same Convention, the States are requested to recognize that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others (United Nations, 1989).

Based on the recommendations in the Dakar Framework, as well as in a number of other international conventions, it can be concluded that everyone has the right not only to receive education, but also to receive education of high quality. A quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in society and private life. This should be achieved without distinctions of any kind, such as those based on parents' income, colour, gender, language, religion, political or other opinion, national or social origin.

The purpose of this paper is to examine the key role that teachers play in providing quality education. The paper will start with a short discussion. The focus will be on what can be described as a good teacher and what teachers can do to improve quality in education. What governments and education authorities can do to support teachers in their efforts to improve quality will also be discussed.

1.1. The Quality in Education

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of

quality education today, however. Quality education includes:

Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research — ranging from multinational research to action research at the classroom level — contributes to this redefinition.

Whenever quality in education is discussed it may be important to reflect on what is understood by the term 'quality'. Many educators, researchers and politicians have tried to define this term and a number of different definitions can be found in the literature.

1.2. Concept about Quality in Education

One almost classical definition is the way in which Coombs described quality in his book *The World Crisis in Education: The View from the Eighties*: ".Qualitative dimension means much more than the quality of education as customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment." (Coombs, 1985, p. 105).

There is also a large amount of other reports and publications discussing quality from a perspective of quality assurance and quality improvement. Spanbauer discusses the need for schools to have a quality policy. (Spanbauer, 1992). Morgatroyd and Morgan discuss three basic definitions of quality: 1) "Quality assurance refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standard;" 2) "... contract conformance, where some quality standards has been specified during the negotiation of forming a contract;" 3) "Customer-driven quality refers to a notion of quality in which those who are to receive a product or service make explicit their expectations for this product or service and quality is defined in terms meeting or exceeding the expectations of customers." (Morgatroyd & Morgan, 1994).

Another aspect of the discussion on how to define quality in education is whether quality is only a matter of learning things well. It can be noted that education in many parts of the world do not deal with what is sometimes referred to as life skills. For many children, in Africa for example, a quality education would be an education which included knowledge about HIV/AIDS and how to protect oneself.

- Education is always, in one sense or another, preparing individuals for the future. Young people and children must be given through education the tools to deal with the different tasks that they will need to perform in their lives. Education must help young people and children to develop themselves as individuals. They must learn the necessary skills and achieve the essential knowledge that will make it possible for them to play an active part in economic life. As citizens they must learn to be critical and responsible. In today's world there is also a need to prepare young people and children to understand and participate in activities at an international level.

- Quality cannot be seen as a static concept. Quality and standards are in fact relative matters - relative to the particular time and place and to particular learners and their circumstances. Quality education is an education that provides students with the tools to

deal with and find solutions to the challenges confronting mankind.

- Basic skills, such as reading, writing and arithmetic, have to be regarded as essential parts of all quality education. The attainment of basic competencies is necessary before further progression can be made within a quality system.

- Values, such as democracy and human rights must be understood as fundamentals for quality education. Teachers must teach about values not just through the substantive content of their teaching, but also by using teaching methods, which will integrate democracy, interaction, equality, respect and co-operation as parts of the work in schools/institutions.

- Quality education should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Education must aim at giving students the opportunities for personal development and confidence to adapt to new situations as well as to change these when they find it necessary.

1.3. The Need to Improve Quality (Need Analysis)

Although some of the international treaties, by specifying the need to provide education on human rights, reproductive health, sports and gender awareness, touched on educational quality, they were generally silent about how well education systems could and should be expected to perform in meeting these objectives. This remained true as recently as 2000, when the United Nations Millennium Declaration's commitment to achieve UPE by 2015 was directly and simply set out without explicit reference to quality. Thus, in placing the emphasis upon assuring access for all, these instruments mainly focused on the quantitative aspects of education policy.

It seems highly likely, however, that the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. For example, how well pupils are taught and how much they learn, can have a crucial impact on how long they stay in school and

how regularly they attend. The instrumental roles of schooling – helping individuals achieve their own economic and social and cultural objectives and helping society to be better protected, better served by its leaders and more equitable in important ways – will be strengthened if education is of higher quality.³ Schooling helps children develop creatively and emotionally and acquire the skills, knowledge, values and attitudes necessary for responsible, active and productive citizenship. How well education achieves these outcomes is important to those who use it. Accordingly, analysts and policy makers alike should also find the issue of quality difficult to ignore.

More fundamentally, education is a set of processes and outcomes that are defined qualitatively. The quantity of children who participate is by definition a secondary consideration: merely filling spaces called ‘schools’ with children would not address even In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children’s cognitive development by improving the quality of their education.

A decade later, the Dakar Framework for Action declared that access to quality education was the right of every child. It affirmed that quality was ‘at the heart of education’ – a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified.

If we look at a number of reports concerning the quality of education in different countries we may get

a picture of the present situation. Quality of education can of course be measured in many different ways and there are also many controversies about the best way of measuring the quality of education. A minimal requirement could be that children at least should receive basic and working skills in reading, writing and arithmetic.

In Southern Africa, it was found that the level of reading skills among the students was very low. In only two of the five countries, Zimbabwe and Mauritius, at least half of the students achieved what was referred to as basic readings skills. Only in Zimbabwe, did more than a third of the students reach what was referred to as desired reading level (SACMEQ, 1998).

The World Bank has in a report on primary education in India (World Bank, 1997) examined a number of recent research reports. The conclusion from these reports was that the quality of education in Indian schools was poor. Students in grade 5 had often only learned half of what they were supposed to have learned in grade 4.

Also in Bangladesh studies have been undertaken to measure what the students really have learned in school. In a report (Greaney, Khandker & Alam, 1998) on basic skills among poor people in a rural area who had completed primary education it was found that 28% had reached the prescribed minimal requirements in reading, 13% in writing and 38% in mathematics.

There are also problems regarding the quality of education in industrialized country. An alarming factor is the number of pupils leaving education without a certificate, usually referred to as drop-outs. About 10 to 12% of pupils in the EU countries within the age group of 15-16 did not obtain any certificate at the end of compulsory schooling or did not complete their education in a normal way (European Commission/Eurydice, 1994).

There are good reasons to believe that the situation is not much different concerning the quality of education in many countries other than those referred to above. It can be assumed that many children leave school without having developed sufficient basic literacy skills. According to the World Bank is lack of quality a major problem in many education systems.

2. The Concept and Pererspective on Quality Learners

School systems work with the children who come into them. The quality of children’s lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support.

I. Good health and nutrition.

Physically and psychosocially healthy children learn well. Healthy development plays an important role in providing the basis for a healthy life and a successful formal school experience (McCain & Mustard, 1999). Adequate nutrition is critical for normal brain development in the early years. Prevention of infection, disease and injury prior to school enrollment are also critical to the early development of a quality learner.

II. Early childhood psychosocial development experiences.

Positive early experiences and interactions are also vital to preparing a quality learner effective and appropriate stimulation in a child’s early years influences the brain development necessary for emotional regulation, arousal, and behavioral management.

III. Regular attendance for learning.

When they reach school age, research demonstrates that to achieve academically, children must attend school consistently. A child’s exposure to curriculum — his or her ‘opportunity to learn’ — significantly influences achievement, and exposure to curriculum comes from being in school (Fuller et al., 1999)

IV. Family support for learning.

Parents may not always have the tools and background to support their children’s cognitive and psychosocial development. Parents’ level of education, for example, has a multifaceted impact on children’s ability to learn in school. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children

whose parents had at least some secondary schooling (Willms, 2000).

V. Quality Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

a. Quality of school facilities.

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. A study in India, however, sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron & Chau, 1996). In this case, the quality of the learning environment was strongly correlated with pupils’ achievement in Hindi and mathematics (Carron & Chau, 1996

b. Class size.

Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. A UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries found that class sizes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea (Postlewaithe, 1998).

c. Psychosocial elements (Peaceful, safe environments, especially for girls)

Within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls’ participation in

education have been significant barriers to providing quality education to all students.

In some cases, extreme physical assault, including rape, may be perpetuated against girls at school. The threats that come in the form of unequal treatment, harassment, bullying and undervaluing girls harm them in profound and long-lasting ways.

d. Effective school discipline policies.

Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students (Craig, Kraft & du Plessis, 1998).

e. Non-violence.

War and other forms of interpersonal and group conflict clearly have an impact on children's mental health and their ability to learn. Many young victims of violence suffer lasting physical, psychological, social-emotional and behavioral effects (World Health Organization, 1998).

VI. Service delivery (Provision of health services)

Provision of health services and education can contribute to learning first by reducing absenteeism and inattention. Sick children cannot attend school, and evidence from China, Guinea, India, Nepal and Mexico shows that children's illness is a primary cause for absenteeism (Carron & Chau, 1996). Guidance and counseling services, the provision of extra-curricular activities and the provision of school snacks are other examples of service provision that contribute to quality school environments.

VII. Quality Content

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF, 2000).

Student-centered, non-discriminatory, standards-based curriculum structures, Uniqueness of local and national content and Life skills are often assumed to include such topics as health, hygiene, etiquette, and vocational skills.

VIII. Quality Processes

Until recently, much discussion of educational quality centred on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however, more attention has been paid to educational processes — how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

3. The Concept/ Description of Good Teacher

Quality can be regarded from different perspectives. For many students quality is a fair system where their skills are awarded and where their achievements are acknowledged. For parents, quality means a school where the students are safe and where they can learn in a stimulating environment. For many teachers, quality is a school where the students want to learn and where the working conditions are good.

I. Professional learning for teachers.

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal, over 90 per cent of students do have teachers with some form of teacher training. A number of teachers in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material (Carron & Chau, 1996). This affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter (Mullens, Murnance & Willett, 1996) and their ability to use that knowledge to help students learn. A recent noted

the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to classrooms.

The OECD report Quality in Teaching (1994) defines teacher quality in five dimensions: - knowledge of substantive areas and content; - pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies; - reflection and ability to be self-critical, the hallmark of teacher professionalism; - empathy, and commitment to the acknowledgement of the dignity of other; - managerial competence, as teachers assume a range of managerial responsibilities within and outside the classroom. (OECD, 1994, p. 13-14)

Another interesting approach to describe the good teacher is the ten competences identified by Perrenoud (1999): • Organizing student learning opportunities • Managing student learning progression • Dealing with student heterogeneity • Developing student commitment to working and learning • Working in teams • Participating in school curriculum and organization development • Promoting parent and community commitment to school • Using new technologies in daily practice • Tackling professional duties and ethical dilemmas • Managing own professional development

II. The good reading teacher

The good teacher gives the students many opportunities to do independent, silent reading in a library, which is richly stocked, and s/he also often holds discussions with the students about the books they have read. The children of the good teacher are encouraged to read outside school and to use the library often. During reading lessons, the children are guided to interact actively with the text by relating their own experiences to what is read, by making predictions of upcoming events during reading and by making generalizations and inferences.

4. The Key Role of Teachers to Improve Quality

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing

obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. A study in China, Guinea, India and Mexico found that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron & Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day. Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, et al., 1999). Finally, some schools that have been able to organize their schedules according to children's work and family obligations have seen greater success in student persistence and achievement.

What can teachers do themselves to improve quality? In this section some issues will be discussed: - quality awareness - professional ethics - professional freedom

4.1. Quality awareness and self-evaluation

Of general importance for teachers' ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create an increased "quality awareness" among teachers and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate the own teaching and its results. Evaluation is a general term used to describe any activity where the quality of provision is the subject of systematic study. There are different ways to organize the evaluation process in education in various countries. In some countries the main focus seems to be to evaluate the whole educational system, while in other countries the emphasis seems to be to evaluate individual schools or even individuals.

In order to make evaluation a tool which teachers can use to improve the quality of education there is a need to find and highlight alternative methods for evaluation which allow for the consideration of the complexity of the school environment and which give teachers a possibility to be part of the process. One

concept that is often used is school-based evaluation, meaning a process by which teachers discuss their own school as a group of professionals in such a way as to improve the quality of education.

In the school year 1997/98, EU launched a pilot project on quality evaluation in school education which was inspired by the projects in the United Kingdom. The project involved 101 secondary schools in 18 countries. At the beginning of the project schools were asked to rate themselves on each of the following twelve aspects: 1. Academic achievement; 2. Personal and social development; 3. Pupils destination; 4. Time as a resource for learning; 5. Quality of learning and teaching; 6. Support for learning difficulties; 7 School as a learning place; 8. School as a social place; 9. School as a professional place; 10. School and home; 11. School and community and; 12. School and work. This was done using a four point scale from positive to negative, and a change scale from improving to declining. On the basis of this exercise schools were asked to identify the issues, which they wished to monitor and evaluate in greater depth over the period of the coming year.

These examples show ways in which teachers actively can be involved in evaluating and improving their own work. An important part of the evaluation is the discussion about new methods to use in the teaching. The choice of the best teaching method is a very frequent discussion among teachers.

4.2. Professional Freedom

The professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. There has to be a general thrust in the creativity of the teacher. How the teaching is done in the classroom should never be prescribed by persons outside the classroom reality. This does not imply that authorities should not suggest new teaching methods through in service training, professional development and other means. For teachers to be given different approaches and models

for their teaching is important and necessary, but it must never turn into a process of dictating which methods to use.

A risk occurs in situations where some decisions concerning curriculum and syllabus are referred to different kinds of local authorities and school boards, as part of decentralization processes. Local administrators and politicians might not be aware of the need to respect the professional freedom of teachers. In their eagerness to use the new rights to take decisions they might reach conclusions concerning courses, teaching aids, textbooks etc. without the necessary consultations with teachers and their organizations.

4.3. Professional ethics

In this context it is of special importance to relate the professional ethics of teachers to the Convention on the Rights of the Child. Several articles in the Convention have direct implications for the professional ethics of teachers. It is important that the teaching profession through its organizations discuss and clarify how the provisions of the Convention should be incorporated into the ethics and professional standards of the teaching profession. For example, what does it mean to take full account of the child's best interest in all actions concerning the child, to protect the child from interference with privacy, to protect the child from maltreatment, to protect the child from drug abuse or to protect the child from sexual exploitation?

The ILO/UNESCO Recommendation concerning the Status of Teachers refers to codes of ethics; "Codes of ethics or of conduct should be established by the teachers' organizations since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles." In recent years, many teacher organizations have been involved in such discussions. This has also been the case at the world level where the EI World Congress in Jomtien in 2001 adopted the "EI Declaration on Professional Ethics" (Education International, 2001a).

Another issue related to the professional ethics of teachers, which have been increasingly discussed, is

corruption. There is a need to increase the awareness about corruption among teachers, head teachers, principals and other employees in the education sector.

4.4. Some other Issues Regarding Quality Education

4.4. 1. Government Support to Teachers:

Quality education is not only a responsibility of the teachers. There must be a public responsibility to ensure all citizens the right to receive quality education. Such an important matter cannot be left to individuals, private companies or to the market. To create quality education it is necessary to establish a good practice and to meet demands at all levels. It is not possible in the long run to establish good teaching in the classroom if schools and the educational system as a whole are functioning badly. There are many examples of teachers trying to do their best in spite of lack of support from local and national authorities. Such situations too often end with stress and the burn-out of the teachers. There are also bound to be problems in a system with an excellent curriculum, but where teachers are not provided with the necessary moral and financial support needed to implement it.

In order to support teachers in their efforts to improve the quality of education governments and relevant education authorities must: - provide education and professional development of high quality to the teachers; - provide teachers and schools with the resources necessary to offer quality education; - see that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility; and - ensure that teachers receive the moral recognition appropriate to their level of qualifications and responsibilities.

4.4.2. Teacher education and professional development

I. Ongoing professional development.

Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies from Bangladesh,

Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Craig, Kraft & du Plessis, 1998). Effective professional development may take many forms; it should not be limited to formal off-site kinds of programs. Dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2000). In India, an effective program used interactive video technology to reach a large number of teachers who sought professional development. This program found that training using interactive video technology led to improve conceptual understanding of pedagogical issues for a large number of geographically dispersed teachers (Maheshwari & Raina, 1998).

II. Continuing support for student-centered learning.

Teacher education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understandings of how children learn into account. Just as curriculum should be child-centered and relevant, so should instructional methods. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centered and fairly rigid or even authoritarian (Carron & Chau, 1996).

III. In- service training

Teacher education can not only be regarded as initial teacher education, it is also important that teachers receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching methods.

In-service training offered to teachers must be of a high quality. It is not acceptable that teachers are

offered in-service training that merely means routine meetings and conferences. To guarantee a high standard, in-service training must be organized in cooperation with universities, colleges or other appropriate institutions specializing in higher and further education. Educational research must be strengthened as an instrument for improving educational quality, and the results of such research should be communicated to teachers in a better way.

4.4.3. Available resources

On behalf of UNESCO and UNICEF a group of researchers examined primary schools in some of the least developed countries and found that the schools very seldom had basic equipment such as a black board, cupboards, teacher's chair, teacher's desk, desks and chairs for the students. In Ethiopia for example, 72% of the students received their education in schools that needed basic repairs or had to be totally rebuilt (Schleicher, Siniscalco and Postlethwaite, 1995). In India the PROBE survey (PROBE, 1998) found that 31% of the schools visited did not have any acceptable classrooms. The MLA project noticed that resources and services enabling teachers to enrich their classroom teaching were lacking in many countries. The project recommended: "Greater emphasis should be given to the improvement of access to teacher resources so as to empower teachers to positively influence the teaching-learning environment of children" (Chinapah et al., 2000, p.44). It is obvious that it is difficult for teacher to do a good work when they do not have the necessary resources available.

The discussion concerning new technologies could be regarded as unrealistic and odd by many teachers in countries where the students do not even have books, papers and pencils. There is an obvious risk that the introduction of new technologies will increase the gap between the north and the south. If there is a sincere wish to avoid this there must be a joint responsibility among governments in the World to take necessary steps to transmit knowledge about new technologies to all countries.

Education authorities and governments must ensure that teachers have an adequate working environment, including the technology and resources necessary for their teaching as well as real protection in terms of

occupational health and safety. Teachers must be offered to do their work in adequately equipped school buildings where the students, among other things, have access to a school library and/or on-line services.

4.4.4. Active, standards-based participation methods:

Education that supports and empowers both teachers and students through democratic processes increasingly defines quality in the 21st century. An example of how schools might organize learning activities around these principles comes from Uganda. With help from USAID's Improving Educational Quality project, researchers collaborated with teachers in primary schools in Uganda to develop action research opportunities for students that would exemplify empowering student-centered education. In one school, for example, students identified the problem area of student tardiness and selected it for study. They collected and analyzed data tracking attendance and mapping the homes and routes tardy children took to school. Based on these data, more punctual students teamed up with their slower classmates who lived nearby, and devised systems to encourage them along (Kanyike, L., Namanya, P., & Clair, N., 1999). Among other things, this type of learning activity promotes critical thinking, problem solving, teamwork, and community involvement. Such activities can build the attitudes and values in children that contribute to democratic societies.

4.4.5. Teacher beliefs that all students can learn:

Quality education puts students at the centre of the process; student achievement must be the school's first priority. Since schools exist because of students, this would seem self-evident. Perhaps because of the complexity of educational systems, however, teachers may not always believe in the school's ability to help all students). Research around the world has shown that low expectations for student achievement permeate educational systems. Rather than setting high standards and believing that students can meet them, teachers and administrators in many developing countries expect that up to half the students will drop out or fail, especially in primary grades.

4.4.6. Perks and benefits (working conditions):

Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. In many countries, teacher salaries have declined in recent years, and teachers are not always paid on time. In Bangladesh, Nepal and Uganda, for example, the teachers of 27 per cent, 35 per cent and 60 per cent of all students, respectively, were paid a month or later (Postlethwaite, 1998). Low and late remuneration may lead teachers to take on another job, which hurts student learning. A study in 12 Latin American countries found that children in schools where many teachers work in other jobs in addition to teaching are 1.2 times more likely to have lower test scores and/or higher grade repetition (Willms, 2000). Effective teachers are highly committed and care about their students (Craig, Kraft, & du Plessis, 1998); they need supportive working conditions to maintain these positive attitudes.

It is crucial to see that all employees in the education sector have a descent salary on which it is possible to survive. Low salaries and bad working conditions are always feeding corruption.

Recently the World Bank has initiated a discussion about the level of teachers' salaries. Based on statistics from different countries the Bank has recommended that teacher salaries should not exceed 3.5 times GDP per capita (World Bank, 2002a; World Bank, 2002b). There are many reasons to be skeptical about this way of comparing salaries. A more reasonable way is to compare teacher salaries with salaries of other professions. Unfortunately, there is not much information available which makes it possible to compare teacher salaries with the salaries of other professional groups. The survey contains, among other things, a comparison of salaries for different jobs in several big cities in all continents. In all years skilled industrial workers have salaries higher than primary teachers. In all years bus drivers have

lower salaries than teachers, but the difference seems to have decreased. In 1991 the difference between the salary of a primary teacher and a bus driver was 1000 US\$, while in all other years the difference has been 100-200 US\$. Teachers in Kenya have a salary corresponding to 5.3 times GDP per capita, but they earn not much more than a bus driver and less than a skilled industrial worker.

In order to improve the status of all teachers worldwide, education authorities and governments must ensure that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility and that it is possible for teachers to live with dignity on the salary from their work, and not to be forced to take on a second or third job.

4.4.7. Fighting corruption

Another issue which teacher unions have to address, and which they increasingly have started to address, is how to fight corruption in education. Many teacher organizations make different in-service programs available for their members. Some of these programs are on trade union matters and others on professional issues. Issues on corruption in education could be integrated in both these types of programs. There are also other ways in which teacher organizations can deal with these issues. Many organizations have, in recent years, been involved in discussions on professional standards and professional ethics. Fighting corruption is certainly a part of that discussion. It is important for teacher organizations to explore different types of actions, which can be taken in order to fight corruption. In general, three paths can be followed; - promoting professional ethics; - organize and support training activities; and - push for the inclusion of anti-corruption education in the curriculum.

4.4.8. Supervision and support

The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and

learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes. Such support has been shown to have impact on student learning. In Malawi, for example, supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Miske, Dowd et al., 1998). Unfortunately, however, few head teachers and administrators in developing countries have had any formal training in the leadership functions of schools, and promotions may not be based on leadership or management skills

4.4.9. Quality Outcomes

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies.

Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by families: future employment possibilities that result from education seem to be a primary factor in the demand for primary education (Bergmann, 1996). When parents in China, Guinea, India and Mexico were interviewed, they rarely cited school-related factors as reasons for drop-out or non-enrolment, but other evidence suggested that a lack of faith in school as an instrument for social promotion may have led to decisions to keep children out of school (Carron & Chau, 1996). Parents tend to attach more importance to educational outcomes as a measure of school quality than students, teachers or principals (Gaziel, 1996).

Academic achievement is often used as an indicator of school quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible. These include education for citizenship (participating in and contributing to

the community, learner confidence and self-esteem) and skills for behavioral development and change. Such outcomes are possible to evaluate, however. One approach distinguishes four levels of citizenship education outcomes: first, students' knowledge of areas such as human rights, the rights of the child and governmental institutions; second, students' ability to analyze social situations related to citizenship values; third, the degree to which students are able to work cooperatively and demonstrate curiosity and autonomy (an outcome related to teachers' use of participative pedagogy); and fourth, the degree to which students demonstrate responsibility to each other and to the community (an outcome related to student and teacher participation in school management and decision making) (DeKetele, 2000).

5. Conclusion

The EFA Global Monitoring report published in the early 2014 reported that around 250 million children do not have basic skills in literacy and numeracy even after four years of school or don't even make it to grade 4. The quality issue is serious. But what is meant by quality of education? For some it might involve increased community awareness and a support, a violence free environment in the school or an adequate teacher- student ratio.

Essentially, the quality of education is about children's learning. If children don't learn basic literacy and numeracy, can we say that they are receiving a quality education- even if they are in a corporal punishment free classroom and the school is backed by community members? In this regard what really counts for quality is not only the amount of resource available for a school or classroom, but the effectiveness with which the resources are used to strengthen teaching and learning.

There are increasing evidences as what makes effective teaching and quality education and the role of teacher has also been identified clearly. However, the quality of education is not satisfactory. As Robin Alexander writes, "The daily minute-by-minute observation and interaction through which effective teachers monitor student's learning and progress, giving feedback that will build on children's

understanding and probe and remedy their misunderstanding." But this is paradox as most of the teachers know which student can answer and which can't but they rarely support those struggling students.

Finally, the article highlights some glaring parameters for the quality education. Not only the teacher's but also the learner's role is remarkably significant to enhance quality in education. Good health and nutrition, children's physical, psychological, social and emotional developments are required to achieve quality landmarks. Similarly regular learning, family support, favorable learning environment with quality

of school facilities are responsible factors to promote quality. The quality content, quality process and quality output, policy and provision also affect quality learning. Beside these factors, teacher's competence and proficiency, quality awareness and self evaluation, professional freedom, professional ethics are also the key components from teacher's side to ensure quality education. The role of government support, teacher's professional development, availability of resources and technologies, working condition, methods of teaching, teacher's beliefs on teaching, regular supervision and support etc are also the prominent features to strengthen quality in education.

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ECOCRITICISM: COMPARISON OF HUMAN CONDITIONS IN LOHANI'S POEM "GAIA" AND ANURADHA CHAUDHARY'S ESSAY "HOW SANE ARE WE?": A COMPARATIVE STUDY.

 C.N. Sapkota

ABSTRACT

The poem Shreedhar Lohani's "Gaia" and Anuradha Chaudhary's "How Sane Are We?" dramatize the human condition in comparison of serious ecological issue to make human beings understand environmental ethics respecting their existence to make the ecological wholeness function smoothly. All the creatures of the earth, including human beings are constituents of circular system of ecological wholeness. In Lohani's 'Gaia', the speaker presents the destructive manifestation of the 'Gaea' or "Gaia" because of the divesting activities of human beings. On the other hand, Anuradha Chaudhary's 'How Sane Are We?' shows the collective irrationality and misconception of human beings. Most of our collective decision making processes are wrong and have long term effect on the environment because our decision making process is unjust and biased. With the example of CFCs, she warns us to bring fundamental changes in our ways of rationalizing and doing politics to avoid the collision between biosphere and human beings. This abstracts tries to explain how these usual fragmentations are going on the cosmos regarding the common issue of eco -criticism in comparison of human conditions.

KEY WORDS: Ecocriticism, environment, CFCs, Gaia, collective irrationality

Concept of Ecocriticism

English literary studies of post modern era are rapidly growing. Various workshop, seminar, conferences, literary journals are devoted the wide range of philosophy, culture, sociology, religion, and law. Nowadays, the issues of ethnicity, race, gender have become the burning issues in literary studies. However the hot issue of environment crisis is neglected in literary studies. William Rueckert may have been the first

critic who used the term ecocritism (Barry,240) in his essay entitled "Literature and Ecology" in 1978 Later on in 1962 ecocriticism became as a movement of literary history while Rachel Carson evoked environment expose in "Silent Spring." Drawing from this critical moment Rueckert's intent was to focus on "the application of ecology and ecological concepts to the study of literature" (12). However, the progressive work on ecological issue developed in late 1960s and 1970s. In the mid 1980s, various scholars began to work collectively to establish ecocriticism as a genre. In 1990, at University of Nevada, Reno,

Glotfelty became the first person who was appointed as professor of literature and environment.

Ecocriticism is a literary and cultural criticism which operates the literary text from the environmentalist point of view. It is also known as a study of environment regarding the issue of human conditions in literature. It emphasizes the notion of ecology in biological studies in which the interaction between environment and human beings is seen as central. It highlights the value of ecological diversity in relation to the living creatures of the world. It takes the earth centered approach to literary studies. Jibbalal Sapkota, in "Environmentalism: A Fresh Approach to Literature and Culture" writes:

Ecocritism has broad scope disparate levels of sophistication. The fundamental premise of all ecological criticism is that human culture needs integration to physical world. Physical world effects human culture and gets artifacts of human culture. Therefore; ecocriticism takes as its subject the interconnections between culture and nature. It emphasizes on the negotiation between the human and non-human forces. (42)

Most of the literary theories of English literature has political dimension to overshadow the issues that are just as complex and indeed inextricable from ideologies. But ecocritism focuses on earth. Sapkota further writes:

Generally, literary theories examines the relation between writers, texts and the world. Literary theories other than ecocriticism regard 'the world' as only the human society or the social sphere. But for ecocriticism 'the world' refers to the entire biosphere. Any living things

that hope to live on the earth must fit into the ecosphere or perish (42).

Ecocritics in literary theories explore such things as the underlying ecological values, means, nature, and whether the examination of place should be different category, much like gender, race or class. They examine human perception of wilderness, and how it has changed in distinctive phase of history. At the same time, ecocriticism has borrowed methodologies and theoretically informed approaches liberally from other fields of literary, social and scientific study.

Critical Analysis of Anuradha Chaudhary's Essay "How Sane Are We?" and Shreedhar Lohani's poem "Gaia."

In Chaudhary's "How Sane Are We?", she evokes a serious issue about the environmental decline because of the continuous exploiting nature of human beings. She also shows the interrelationship between environmental damage and radical politics. With the examples of chlorofluorocarbons (CFCs), she warns the entire human world to bring fundamental changes in our ways of thinking and doing politics to avoid the collision between biosphere and human beings. Starting with the reference of Rudyard Kipling, she criticizes the destructive human behavior, their short sightedness and stupidity towards the ecological issues. Ecology is the most dominant issue for us. If it disorders, our existence will come to an end. She writes:

The facts of humankind's fundamental irresponsibility towards nature, this question implies, don't speak for themselves in part because they clash with the unsteady fundamental premise of humankind's collective rationality (182).

One example of collective irrationality is the invention of chlorofluorocarbons in 1930. It is responsible for 20 percent of green house effect, climate disorder, dislocation of millions of human beings and extinction of wildlife as well as natural calamities. It is equally responsible for the depletion of ozone layer which shields the life on earth from harmful ultraviolet radiation by absorbing 99 percent of these harmful rays. Ozone layer is depleting regularly because of CFCs production. She further writes:

A depletion of stratospheric ozone might allow more ultraviolet radiation to reach the ground and disrupt natural ecosystems, lower agricultural productivity, suppress the human immune system and raise the incidence of skin cancer and eye contracts (American Chemical Society, 231), (183).

Human beings could not understand about such wilderness though some scientists are worried about this irreparable damage. These activities of human beings inflict harsh irreversible loss on environment. If we don't bring fundamental changes in our ways of thinking, we might sink and drown. Criticizing the impact of human made chemical CFCs, Anuradha Chaudhary further says:

Recalling now that CFCs are far from being humanity's only common enemy, that modern science is steadily adding to humanity's stock of Frankenstein's monsters, and we come up with a rather disconcerting conclusion. We seem bent on digging our own, or our descendants' graves (187).

On the other hand, Shreedhar Lohani's poem 'Gaia', presumes that the earth consists of different

organisms among which man is one. We aren't apart but a part of this entire earth. He writes:

The searing wind among the withered
Palms-
The devouring rain-
The sea with its cavernous frothy mouth
The crooked beak of mountain peak-
Time plucks at the world
On its gray gaunt wings-
The smell of mildew
Shrouds the house-
All around-
Yet-
She endures. (275)

This small piece of the poem describes the destructive nature of human beings towards Gaia or earth. Various fragmented things are going to different directions which symbolizes disharmony between human beings and the earth as well as among human beings themselves. Everywhere in the earth the hot wind is blowing and the earth is 'shrouded' with bad smell of 'turbulence' and 'hunger.' Despite all these changes in physical manifestation of nature, the speaker shows the modicum of hope "yet, she endures" (275).

According to Gaia hypothesis the earth is a single organism, and human beings are part of nature. But human beings hold anthropocentric belief against it. It presents a dilemma of biosphere or ecology. Human beings are careless in their destructive activities, so they're creating numerous problems in ecology. Yet, the speaker shows the earth as gentle, feminine and

nurturing mother figure. She is patient and enduring despite the unjust and greedy nature of human beings who are rampantly using natural resources without caring about future generation. We have to respect the mother-earth to live in it smoothly, happily, and peacefully keeping things whole.

Ecology and Human Condition

Both Chaudhary and Lohani are serious about ecological issues and condition of human beings. Because of the human activities, we are compelled to bear irreparable loss in the earth. Most of the creatures of nature, along with human beings must form harmonious system on the earth. If any creature demise from the earth, the eco-system will be disturbed. Nature plays vital role and others are constituents of this wholeness. Sapkota writes:

Human being claiming himself to be the wisest being of nature places himself at the center of the circular system and tries to dominate, control, consume other constituent elements for satisfying his immediate, personal desire, thirst and headlong race of being materialistically prosperous. Human psychology, theology, and culture seem to have become unconscionably frivolous towards nature-centered endless cycles. As a result, usual fragmentations are going on this cosmos (42).

Chaudhary worries about human beings and the governments. Governments are not paying any attention to protect the whole world instead they are doing politics. This shows the collective irrationality of human beings. CFCs were invented by a group of scientist in 1930 for several purposes. But its effects on biosphere proved more pervasive and destructive. Chaudhary writes:

In the next fifty years, 240 million human beings might contract skin cancer as a result of ozone depletion, of which 4 million might die. Eighty million might develop eye cataracts of which many may become blind. Other possible effects are suppression of the immune system, threats to Antarctic food chain, damage to eco-system agriculture and extinction of some wild species (184).

This shows the horrible condition of human beings. Human beings are capable of weakness and insight, cowardice and heroism, vice and virtues. Most of human beings collective actions are self destructive and cruel. We have to change our rationality; otherwise our existence on earth will be threatening. There are only two options left: either to change our ways or we must be ready to face global catastrophe. Chaudhary further writes:

....it takes an Ostrich to deny that some of our collective actions are reckless and self destructive.....we must therefore heed Capek's final admonition: if we fail to take decisive action, if we fail to bring about fundamental changes in our ways of thinking and doing politics, we just might sink and drown (187).

Lohani in his poem 'Gaia' shows the classical allusions and violent images which are all related to destructive manifestation of nature. Outer manifestation of the earth- 'devouring rain', 'cavernous frothy mouth', 'withered palms', 'crooked beak of mountain' all are result of human beings destructive nature (275). Such activities cause great disaster on the earth and survival of human beings. Despite all these physical manifestation, the mother-earth keeps on enduring all these transgressions and manifestations.

Conclusion

The main purpose of Chaudhary's 'How Sane Are We?' and Lohani's 'Gaia' is to raise the consciousness about interrelationship between the ecology and human beings, as well as ecological crisis and its awareness. On the other hand, both writers are worried about the forthcoming disasters happening in the earth because of the devising nature of human beings. It is also a realization of immanent ecosphere among human beings through literary art. If we don't realize the interconnection or independence between the physical world and human beings, we will not be able to solve the ecological problems. Human beings should immediately bring out fundamental changes in our ways of thinking and behaving; otherwise our existence will be in danger and we will have

to regret over our foolish activities. Because of the pollution, environmental destruction, irrationality of human beings, various commercial activities and use of harmful chemicals, the ozone layer is being destroyed day by day and there are many natural calamities. So, human beings should be sane and preserve our environment and ecology. The mother earth or Gaia is gentle, feminine, nurturing but also ruthlessly cruel to those who exploit the earth. Human beings are to be forced to come out from the center of environmental circular system, placed the margin and walk hand in hand with other participants or members of the earth welcoming their existence equally to create ecological wholeness function smoothly. It is better to go ahead learning from the past mistakes and having some hope for future rather than regretting for the darker past.

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LET'S UNDERSTAND SOMETHING ABOUT CANCER

 Nar Nath Pandey

Abstract

Nowadays, cancer/oncology has been a most gregarious disease which causes almost deaths in the world. There are many causes of cancer which affects our body and is spreading worldwide. Most of the causes of cancer belong to environmental factors, which are proved by many researches. However, other factors of cancer are sedentary life style, unhealthy diet and environmental factors also cause the cancer. There are many preventive measures of cancer. But the prevention and control measures of cancer by changing the life style, control of environmental pollution and food habits are not properly implemented due to the lack of public awareness programs.

Cancer is a type of chronic disease which grows gradually. If the cancer is diagnosed at early stage and early treatment is started before spreading in our whole body then the disease will be cured in time. If the disease is diagnosed at late stage; the death is obvious, burden for family members, loss of time and money. So, the preventive measures are the best ways to be safe from cancer. There are many measures for the prevention and control of this disease like routine health check up, physical exercise, balanced diet, healthy environment etc. that leads to a healthier life. But there are many obstacles for environmental health and healthy living style because of increasing environmental pollution in the world due to the industrialization, rapid population growth and conflict/war of the nations. So, the prevention and control of cancer will not be possible in these degrading environmental situations.

Key words

Causes and determinants of cancer; clinical features, ways of precautions, proper treatment, prevention and control measures etc.

1. Introduction

We consider cancer as a dreadful disease and we have a negative impact regarding it. We also think that cancer may lead to death of the people. People suffering from cancer may also get well

soon if the disease is diagnosed earlier and proper medical treatment is given.

Cancer is a painful disease. If people suffering from a cancer don't get proper diagnosis and treatment then they may die. Cancer is also called 'Arbuda' in Nepali. Cancer world day is

celebrated every year including Nepal on 4th February to raise public awareness among the people. Generally, cancer is a non-communicable disease but it has been a burning health problem in the world. Cancer has been a challenge to the society, country and world. This disease causes great harm especially to rich, poor and old people, who follow unhealthy food practices, live unhealthy and sedentary life style and do not perform any physical exercises. These are the main reasons which have been proven by scientists.

In the world, about twelve million new cancer patients are added and nearly six million patients are dying every year. At the end of 2030 AD, about twenty seven million people will be suffering from cancer. Projection shows that, in developing countries like Nepal, more than 70% of people have been suffering from cancer. Per year twenty one thousand, per minute fifteen people and in every four seconds one people are suffering from cancer which leads to their death. In world, a total of about 13% deaths is due to cancer. In developed countries, this data have been taken as a second cause of total death and in developing countries; it has been taken as a third cause of total death. Mainly, cancer affects in kidneys, stomach, colon, breasts, cervix and uterus (*Last updated data of WHO, Swasthyakhabar.com*).

In the world, cancer has been spreading dangerously and about six million people are dying every year. This data has been increasing rapidly. According to the world data, cancer is mostly seen in kidney (12.3%), breast (10.4%) and large intestine including rectal cancer (9.4%). From this data, male are mostly suffering from cancer of kidney, stomach, colon, liver and

urinary bladder whereas female are mostly suffering from cervical, breast and stomach cancer (*K.Park,2009:332*).

In 2015, about 90.5 million people had cancer. About 14.1 million new cases occur a year (not including skin cancer). It caused about 8.8 million deaths (15.7%). The most common types of cancer in males are lung cancer, prostate cancer, colorectal cancer and stomach cancer. In females, the most common types are breast cancer, colorectal cancer, lung cancer and cervical cancer. If skin cancers are included in total, it would account for around 40% of cases (<https://en.m.wikipedia.org>).

The threat of cancer is also prevailed in Nepal. According to WHO, in Nepal about forty thousand new people are suffering from cancer every year. At present, it is suspected that more than one lakh people are suffering from cancer. According to B.P. Koirala Memorial Cancer Hospital Chitwan, seven hospitals are providing the cancer service facilities. They are: Bir hospital, T.U. teaching hospital Maharajgunj, Kanti Bal hospital, B.P. Koirala memorial cancer hospital Chitwan, Bhaktapur cancer hospital, B.P. Koirala institute of health science Dharan and Manipal college Pokhara. As per the reports from these hospitals (2003-2009), most common cancer among people is lungs, uterus, breast, lymph node, stomach, blood, throat, brain, large intestine/colon, skin cancer etc. The most common cancer in male is lungs cancer while cervix cancer is common among female.

In 2072/073 B.S., about 1 lakh people came for the diagnosis at cancer hospital, 7,800 people were diagnosed with cancer. Among them 474 people were from India. Among these patients, cervix cancer (18%), breast cancer

(15%), lungs cancer (10%) and ovary cancer (7%) are more common among female whereas lungs cancer (17%), stomach cancer (8%), throat cancer (6%), urinary bladder cancer (6%) etc. are common among male. According to the data of B.P. Koirala Memorial Cancer Hospital Chitwan in 2015 A.D., a total of 4,581 cancer people who came for the treatment at that hospital, among them 544 female were suffered with cervical cancer (*Kantipur daily, 2073/12/12*). This data also show those females are mostly suffering from cervical cancer (*B.P. Koirala memorial cancer hospital, Bharatpur, Chitwan*).

At earlier time, cancer used to be considered as the disease of developed country but now the scenario has been changed. It is now prevailing in developing countries also. Age is not a responsible factor for cancer. It can occur in any group of people regardless of caste, race, gender etc. According to Kanti Bal Hospital, the incidence of cancer is increasing at present. Every year around the world, about one lakh sixty thousand children less than 15 years of age are suffering from cancer. Among them, about ninety thousand are dying. In Nepal, every year 1,100 to 1,600 children are susceptible to have cancer (*Dr. Raya*).

2. Objectives of the study

Main objectives of the study are given below:

- To give right information about cancer,
- To provide the detail information about cancer to the cancer patients,
- To give information about early diagnosis and treatment, which is more effective in cancer,

- Helps to people learn about prevention and control measures of cancer.

3. Methodology

The method of this study was dependent in library visit and then possible for writing this research article with the help of reference books, published relative articles, journals and internet/website. Many national and international journals were used as primary sources and the study reports as well as research data were included as secondary sources.

4. Introduction about the cancer

Cancers are usually named using carcinoma, sarcoma or blastoma as a suffix, with the Latin or Greek word for the organ or tissue of origin as the root. Cancer is a non-communicable type of disease which is complex in nature. It is unwanted and abnormal growth of cell and then result a form of nodule at last. If the nodule grows its size at one place, it is called tumour (benign tumour) and if the nodule transmits from one part of body to another (malignant tumour) and affect the whole body, it is called cancer. In other words, cancer is a group of diseases involving abnormal growth of cell with the potential to invade or spread to other parts of the body. These contrast with benign tumours, which do not spread to other parts of the body. Cancer is dangerous in the sense that it transmits through the blood circulation and affects the whole body. As mentioned above, there is abnormal growth of cell in cancer and it has the ability to invade the adjacent tissues or even distant organs and the eventual death of the affected patient if the tumour has progressed beyond the stage when it is not

successfully removed. So, it is fruitful if the disease is diagnosed at earlier stage rather than at the late stage. Hence, from the above discussion it is concluded that cancer is a very dangerous and life threatening disease to human.

In human body, there are about 200 varieties of different structured or about 50 kharab cells and tissues. Their division and development are continuous process. The DNA controls the newly formed cells. But in case of unhealthy food, polluted environment, sedentary lifestyle and other various reasons, there is unwanted growth and development of cells resulting in presence of nodules and finally the cells take the form of cancer. However, all nodules present in our body are not necessary to be only cancer.

Especially, there are two types of nodules:

- i) **Benign tumour:** If the nodules grow slowly and do not transmit from one part to another then they are called benign tumours. They are harmless in nature e.g. Moles, warts and lymphoma.
- ii) **Malignant tumour:** If the nodules grow faster and transfer from one part to another then they are called malignant tumours. They are harmful in nature.

In short, cancer is also called malignancy or 'ca.' in medical field.

5. Classification of cancer

Cancer is classified by the type of cell that the tumour cells resemble and are therefore presumed to be the origin of the tumour. These types include:

- Carcinoma: Cancers derived from epithelial cells. This group includes many of the most common cancers and include nearly all those in the breast, prostate, lungs, pancreas and colon.
- Sarcoma: Cancers arising from connective tissue (i.e. bone, cartilage, fat, nerve), each of which develop from cells originating in mesenchymal cells outside the bone marrow.
- Lymphoma and leukemia: These two classes arise from hematopoietic (blood forming) cells that leave the marrow and tend to mature in the lymph nodes and blood, respectively.
- Germ cell tumour: Cancers derived from pluripotent cells, most often presenting in the testicle or the ovary.
- Blastoma: Cancers derived from immature 'precursor' cells or embryonic tissue.

6. Causes of cancer

The exact reasons or causes of cancer are not fixed yet. But also the 90% reasons of cancer according to various scientists and researchers are said about polluted environment, unhealthy eating pattern, sedentary lifestyle and other various personal reasons. In the same way, other 10% causes of cancer are due to the genetic inheritance. Besides age, sex and race are also responsible factors of cancer. Moreover, the reasons of cancer are listed in following points: (www.cancer.gov).

6.1 External causes

- Use of Smoking and tobacco: Tobacco is responsible for about one in five cancer deaths worldwide and about one in three in the developed world. There are about 4000 types of harmful substances in smoking or tobacco of which 400 type causes mouth, trachea, lungs, stomach, urinary bladder and kidney cancer.
- Alcohol consumption: Regular intake of alcohol causes mouth, stomach, large intestine, breast and other various organs cancer.
- Unhealthy eating pattern: Some specific foods are linked to specific cancers. A high-salt diet is linked to gastric cancer. A frequent food contaminant causes liver cancer. Betel nut chewing can cause oral cancer. 35% reason for cancer is associated with the use of hazardous food habit pattern. e.g. Eating of pesticide used food, street food, rotten food, unwanted and coloured food, food containing yeast etc. which cause stomach and liver as well as intestine cancer.
- Effect of radiation: Environmental radiation, ionizing radiation (X-ray and CT-scan) etc. cause blood cancer, non-ionizing radiation from mobile phone, electric power transmission etc. and harmful radiation from the sun i.e. UV rays cause skin cancer.
- Environmental and industrial pollution: Polluted and dusty environment contain various chemicals e.g. Arsenic, cadmium, chromium, asbestos, hydro

carbon, vinyl chloride etc. are hazardous to human health. If they enter our body, it causes lungs, throat, stomach and testes cancer. The majority of cancers, about 90-95% of cases, are due to genetic mutations from environmental factors.

- Various forms of onco viruses eg. Hepatitis A virus, hepatitis B virus, hepatitis C virus, epstein-barr virus, human papillomavirus, Kaposi's sarcoma herpes virus, human T-cell leukemia virus-1 etc. cause cancer of different organs.
- Various forms of bacteria eg. Helicobacter pylori induces stomach cancer.
- Various forms of parasites eg. Schistosoma haematobium causes urinary bladder cancer.
- Diet, physical inactivity and obesity are related to 30-35% of cancer deaths. (www.cancer.gov).

6.2 Internal causes

- Personal reason: Sex (male frequently has prostate cancer whereas female commonly has ovary and breast cancer), age (old age group are more prone to cancer), caste (Muslim have less chances of cervix cancer, white people have more chance of skin cancer in comparison to black), frequent pregnancies, poor personal hygiene increase the risk of cervix, uterus and skin cancer etc.

- Genetic reason: eg. Retinoblastoma (a type of cancer in retina), breast cancer, ovarian cancer, colorectal cancer etc.
- Low immunity power: eg. Mental stress, anxiety, malnutrition, frequent infection etc.
- Friction: Regular friction also causes cancer eg. Dental problem or irregular sharp teeth cause oral cancer due to friction in oral cavity.
- Socio-economic status: People with low economic status have high risk of skin, mouth and uterus cancer etc.
- Hormones: Hormones (Testosterone, oestrogen and progesterone) are important agents in sex-related cancers, such as cancer of the breast, endometrium, prostate, ovary and testes, thyroid, bone cancer etc.
- Other factors: Obese people have higher levels of some hormones associated with cancer and a higher rate of those cancers. Women who take hormone replacement therapy have a higher risk of developing cancers associated with those hormones. On the other hand, people who exercise far more than average have lower levels of these hormones and lower risk of cancer.

Cancer among children

The reason for cancer among adult is considered to be lifestyle but among children, this factor is not very affectionate. So, before birth or in infant stage, during cell division when DNA changes in

abnormal way, it may cause cancer among children. In the same way; radiation, second hand smoke and chemical substances can cause cancer among the children (**Dr. Raya**).

According to Kanti Bal Hospital, the following cancers are mainly seen among children:

- Leukaemia: Small children suffer from this type of cancer (blood cancer) and if the treatment begins at earlier stage, a child can live up to five years.
- Nephroblastoma: Children aged between 3-4 years suffer from this cancer (kidney cancer) and if treatment is given at earlier stage, child can live up to four years.
- Hodgkin's lymphoma: Only five percent children suffer from this cancer. (lymph node cancer)
- Germ cell tumour (cancer of sex organs): It is due to genetic cause.
- Retinoblastoma (cancer of retina): It is caused due to genetic inheritance. Children aged up to two years suffer from this cancer but is seen comparatively low among children over six years of age.
- Spinal/brain cancer: It is second most common cancer among children.
- Liver cancer: Children aged up to four years suffer from this cancer.
- Bone cancer: Children aged between 10-20 years or adolescents mostly suffer from this cancer.

From the above discussion, it can be concluded that the main cause of cancer is environmental pollution like smoke, dust and other harmful gases. Apart from this, personal habits of people, bad behaviour, life style, smoking and alcohol consumption are the main causes of cancer. In tobacco, there are 400 types of harmful cancerous chemicals. People who smoke are not only at risk of cancer but second hand smokers (family members of smokers, peer group and who are in contact with smoke) are at higher risk of cancer. Similarly, over consumption of oily, spicy, fried food, less physical exercise and obesity, rotten and unwanted coloured food, adulterated food, junk food, chemicals and pesticide used food, having multiple sex partner and poor hygiene of reproductive organs are also the factor responsible for the cause of cancer.

7. Signs and symptoms (clinical features) of cancer

The signs and symptoms of cancer vary according to the affected organs. It can affect any organ or structure of body so signs and symptoms may vary. Some of the major clinical features of cancer are given below:

- Lump or hard area in the breast,
- Change in a wart or mole,
- Persistent change in digestive and bowl habits,
- Persistent cough or hoarseness of voice,
- Excessive loss of blood at monthly period,
- Blood loss from any natural orifice,
- Swelling or sore that does not get better,
- Excessive loss of weight etc
(K.Park,2009:335).

Beside this, some common signs and symptoms are:

- Presence of nodules, moles in any part of body and their sudden growth,
- Large amount of blood loss during menstruation period and no regular menstrual period,
- Pain and bleeding after intercourse,
- Nodules in breast or blood and pus loss from breast,
- Continuous cough or blood seen in sputum (Haemoptysis),
- Difficulty in swallowing while eating,
- Hoarseness of voice,
- Chronic constipation,
- Feeling of incomplete defecation,
- Indigestion,
- Unwanted growth and development of moles and warts,
- Fatigue,
- Frequent jaundice seen,
- Headache and nausea or vomiting,
- Anaemia,
- Delay in healing wound,
- Foul smelling and heavy white discharge from uterus,
- Lower abdominal pain etc.

If the following clinical features are seen in children, cancer is suspected among them.

- Continuous loss of body weight, loss of appetite and vomiting,
- Physical inactiveness and anaemia,
- Vomiting in morning time and headache,
- Loss of visual power,
- Whitening of cornea,
- Fever sometimes,
- Pain in bone and frequent breakdown,
- Unnecessary blood loss from body etc.

To sum up, there are seven warning signs of cancer: (CAUTION formula)

- Change in bowel or bladder habits.
- A sore that does not heal.
- Unusual bleeding or discharge.
- Thickening or lump in the breast or elsewhere.
- Indigestion or difficulty in swallowing.
- Obvious change in a wart or mole.
- Nagging cough or hoarseness of voice.

(<http://my.clevelandclinic.org/cancer>)

8. Methods of diagnosing cancer

It is better be careful about the disease before being affected by it. If the above mentioned clinical features are observed in the body, quick diagnosis should be done at the initial stage. It is also difficult to diagnose the cancer. Simple diagnosis technique is not effective to detect cancer. It requires diagnosis through special tests/ investigations like: X-Ray, CT-Scan, FNAC (Fine needle aspiration cytology), blood test (Tumour marker test), stool and urine culture, bone marrow, sputum cytology, CSF, biopsy/ histopathology test etc. It is only available in well facilitated hospital.

Cancers are initially recognized either because of the appearance of signs or symptoms or through screening. Neither of these leads to definitive diagnosis, which requires the examination of a tissue sample by a pathologist. People with suspected cancer are investigated with medical tests. These commonly include blood tests, X-rays, CT scans and endoscopy. The tissue diagnosis from the biopsy indicates the type of cell that is proliferating, its histological grade, genetic abnormalities and other features.

Together, this information is useful to evaluate the prognosis and to choose the best treatment.

(<https://en.m.wikipedia.org>)

9. Treatment of cancer

If cancer is diagnosed at an earlier stage, it can be cured completely. If the disease is susceptible, it should be treated according to the advice of doctor. The methods of treatment of cancer are:

- a) Chemotherapy and hormone therapy
- b) Radiotherapy by powerful ultra violet radiation therapy
- c) Surgery

Treatment from this procedure causes some effect. Some effects seen among cancer patients are:

- Nausea and vomiting,
- Excessive pain during injecting or unusual reactions,
- More fatigue and weakness,
- Hair loss from head and body (alopecia) etc (Web MD,2014,LLc).

10. Prevention and control measures of cancer

Cancer can be prevented by avoiding excessive consumption and smoking, maintaining the healthy weight, eating plenty of vegetables, fruits and whole grains, vaccination against certain infectious diseases, avoiding consumption of processed and red meat and too much sunlight exposure. Early detection through screening is useful for cervical and colorectal cancer. The benefits of screening in breast cancer are

controversial. Cancer is often treated with some combination of radiation therapy, surgery, chemotherapy and targeted therapy. Pain and symptom management are the important part of care. Palliative care is particularly important in people with advanced disease. The chance of survival depends on the type of cancer.

Cancer prevention is defined as the active measures to decrease the risk of cancer. Most of the environmental factors causing cancer are controllable. Thus, cancer is generally preventable. Between 70% to 90% of common cancers are due to environmental factors and therefore potentially preventable. Not all environmental causes are controllable, such as naturally occurring background radiation and cancers caused through heredity genetic disorders and thus are not preventable via personal behaviour.

Sometimes, medication can prevent cancer in a few circumstances. In the general population, NSAIDs (Non steroid anti inflammatory drugs) reduce the risk of colorectal cancer. Aspirin has been found to reduce the risk of death from cancer by about 7%. Daily use of tamoxifen or raloxifene reduces the risk of breast cancer in high-risk women. Viramin D3 may decrease the risk of death from cancer.

Vaccines have been developed that prevent infection by some carcinogenic viruses. HPV (Human papillomavirus vaccine) decrease the risk of developing cervical cancer. The hepatitis B vaccine prevents infection with hepatitis B virus and thus decreases the risk of liver cancer (<https://en.m.wikipedia.org>).

The treatment of cancer is comparatively costly. Sometimes patient may die during treatment

procedure and on the other hand it causes loss of wealth. Patient has pain, weight loss, loss of appetite and finally led to death. So, it is wise to prevent this life threatening disease than to cure after diagnosis ie. "Prevention is better than cure." Some major preventive and control measures against cancer are as follows:

- Avoid smoking and use of tobacco,
- Avoid alcohol consumption,
- Use of smokeless chimney,
- Protection from dust and smoke,
- Avoid the consumption of rotten, fried, burned, smoked food and be sure to maintain your oral hygiene,
- Avoid the consumption of adulterated food,
- Avoid the consumption of hazardous pesticide used food and be careful while spraying pesticides,
- It is necessary for female to perform pap smear test in every six months or within one year,
- Female should continuously palpate their breast in order to detect any lump or nodule in their breast,
- Maintain body weight,
- Encourage the active lifestyle of people,
- Avoid the consumption of deep fried, spicy and oily food,
- Avoid the consumption of preservative used food,
- Avoid the consumption of red meat because 50% cancer of throat and intestine is caused due to red meat,
- Create pollution free environment and live in eco-friendly environment,
- Use sunscreen while exposed to sun,
- Clean the private part carefully,

- Do not have multiple sex partners and sexual relation at early age. Discourage early marriage and teenage pregnancy,
- Breast feed the child to avoid causing breast cancer,
- Immunize the child through regular vaccination program and give full vaccination,
- Give more attention on food eating habits. Select the food carefully eg. Eat green vegetables and fruits instead of focusing more on non-vegetable food. *Brocauli* is referred best for cancer,
- Maintain regular physical exercise, it reduces many type of cancers,
- Do not live sedentary life style, reduce obesity and keep the body normal,
- Consumption of green tea, *dalchini* and ginger which are beneficial for cancer,
- Do not eat sugary substances because it reduces immunity power,
- Drink fruit juice at least once a week,
- Avoid eating potato chips or potato fry,
- Do not eat smoked, salted, spicy and dry meat and fish it can cause intestinal cancer,
- Avoid eating canned food,
- If cancer is suspected, then don't delay to diagnose the disease at earlier stage,
- If possible, use chemotherapy or hormonal therapy at earlier stage,
- If any family member has cancer, be sure for the family regular checkups,
- Use safety measures while exposing or working with radiation,
- Regular health check up,
- Create awareness about the disease etc.

11. What should we do if cancer attacks?

Cancer is a complex type of disease and creates many family and social problems. If cancer attacks us, we don't need to fear. It creates more stress on family members than patient. There is a high chance of death and loss of wealth. This is the main challenge in cancer.

Here are some points to follow when cancer attacks us:

- Patient should take more information about cancer him/herself through the doctors, nurse, other old patient's experiences, newsletters, internet etc.
- All family members should divide their time and take care of patient alternately by family discussion.
- All family members should discuss and tell their ideas and experiences about the problems to other members and keep good communication with each other.
- Take help and suggestion from neighbours, friends, government organizations etc. without any hesitations.
- Learning about the skills about relaxation of body and mind through physical exercise, mental healing activities, pray, yoga, meditation etc. which helps to maintain the freshness of mind and body.
- Organizing the extra activities routinely like music, dance and other entertainment programs.
- If any signs and symptoms are seen on caregiver, consult the physician immediately and maintain self fitness. If caregiver is fit, the patient care will be fit and successful etc.

12. Conclusion

If we apply the above mentioned prevention and control measures, we can prevent us from cancer. We are all at risk of cancer. There is high possibility of treatment of cancer if the disease is diagnosed at an early stage. For example; radiotherapy, surgical treatment,

chemotherapy, hormone therapy and palliative care etc. But these treatment procedures are quite expensive so all the people can't afford this treatment. The government has been providing some funds for cancer patients. Some social organizations like '*cancer sewa samaj*' are also contributing for this disease. But it is better to prevent the disease then to cure it.

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A MARXIST READING OF GEORGE ORWELL'S SHOOTING AN ELEPHANT WITH SPECIAL REFERENCE TO DUAL IDENTITY

✍ Mahadev Devkota

Abstract

This paper is an attempt to analyze George Orwell's groundbreaking short story in terms of Marxist perspectives, elucidates the relationship between the Great Britain and the Indian. The former is privileged and grasps the power to define, reconstruct and stereotypes the latter one. One of the Orwell's major concerns during his life was an issue of dual identity, self-contradiction and conflicting feelings towards natives. In this study, the relationship between westerners or representer or bourgeoisie and the Easterner or represented or proletariats is expounded in shooting an Elephant.

Key words: Marxism, Dial identity, Self-Contradiction, Colonizer, Colonized

1. Introduction

A. Marxism, Dual identity and Self-Contradiction

A stable and monolithic definition of Marxism is almost impossible, because Marxism is a heterogeneous and diffuse field, embracing a wide range of practice: class struggle, forces of production, identity, self-contradiction, commodification and so on. It is a set of theories, or a system of thought and analysis, developed by Karl Marx in the nineteenth century in response to the western industrial revolution and the rise of industrial capitalism as the predominant economic mode. It is directed at social change; Marxists want to analyze social relations in order to change them; in order to alter what they see are the gross injustices and inequalities' created by capitalist's economic relation (M.H. Abrams, 2007, 148).

Marxism theory is based on the assumption of forces of production, the way goods and service are produce and , in capitalist society inevitable breed conflict between social class, which are shaped by the way economic sources are used and who profits from them. As a result, the struggle between bourgeoisiewho controls the means of production and the proletariats, who reduce their service for their wages, arises (Jameson, 1971). The struggle has two aspects- physical and ideological. Marx refers to this contradiction as dialectical materialism. The Marxist is aware that the working class does not recognize the system in which it has been caught. Marxism deals with an examination of societal behavior, Marxist criticism can be applied to many things. One of the ways in which Marxist criticism can be used is in the process of inspect the manner in which people or systems use other

people or system for their own advantage, usually to the detriment of whoever is being used. This sort of communication plays a vital role in this short story "Shooting an Elephant" by George Orwell. A significant part of the story's narration is spent arguing the relations between Britain, country of origin and India in which he exercised his power as a Sub-divisional police officer. The country is a much lop-sided one, as a Marxist criticism reveals a significant imbalance of power between developed and developing nation (Bina Shah, 2015, p.188).

Shooting an Elephant is an artistic piece of literature in which the author replicates Class struggle between the working class and the elite one. In other names the proletariat and the bourgeoisie and their struggle. George Orwell, the author of this text, unfolds a number of problems of the society because of the class struggle in capitalistic society, is a root cause of social and economic problems. Besides this, it also discloses Orwell's dilemma in terms of identity as he expressed his sympathy towards Burmese people, the colonized or the working class people and equally feeling pride being the citizen of Great Britain, the colonizer or the elite one.

B. A Man of Contradiction and Paradox: George Orwell

Paradox and Contradiction are the common characteristics of western writers who wrote about non-westerns. George Orwell, a son of British Raj, experienced about Burma was not far from this. He was failure to connect himself where he was born and served five years as an Indian Imperial Police, and experienced the feelings of being a Sahib. Gramsci's concept of

hegemony is fruitful in this context. He states that there are two types of human society: Political and Civil Society. In some society, Political society plays dominant role and in some other civil society. In the former, the state use soldiers and Police force to suppress the people's voice and interest. Apparently, such nation seems powerful and peace. However, the sense of revolt is not only active in people's unconscious mind but within the nation boundary as well. In the latter, there is the proper management of people will and aspiration. Gramsci further says that ideological imposition is more dangerous than cruel dictator. In the present essay, the writer presents himself in dilemma. His conflicting feelings, such as to sympathize with the natives, to pity for their wretchedness, to acclaim their periphery custom and lifestyle; while under other circumstances to hate them and treat them as less human which must be ruled by their westerners for the reason that they are racially, civilization ally, culturally, genetically inferior as unsettling. In Lion and Unicorn, he narcissisms his hatred of imperialism but on the other hand, he defends British Empire against other foreigner invaders such as Japan, Italy, and he strongly holds that British Empire in India cannot and must not be substituted by other countries; if so, a real catastrophe happens both for the British and Indian people. Any disintegration in part of the British empire results in bad condition for the British and consequently many Indian starve to death. He calls British 'hypocritical toward their empire', because the Empire is a money-maker enterprise which flourishes war-ridden economy of England, and the British yearns for the better economy" (Ibid). This paradox still remains unsolved for Orwell himself, because he himself a British citizen wishes for a better life while this

better life is unattainable, unless British Empire remains Empire.

II Discussion

A. A plot Summary and Commentary on Shooting an Elephant

This essay, "Shooting An Elephant" was written by George Orwell, the British novelist and satirist, first published in the anti-fascist literary magazine and later broadcast by the BBC Home Service in 1948. Taking place during the British occupation of Burma, it reflects the writer's personal experiences regarding British Raj as an unbreakable tyranny and the most importantly his helpless situation as a Sub-divisional police officer, representative of colonizer. Moreover, the author replicates Class struggle between the working class and the elite one. In other names the proletariat and the bourgeoisie and their struggle. He further unfolds a number of problems of the society because of the class struggle in capitalistic society, is a root cause of social and economic problems. Besides this, it also exposes Orwell's predicament in terms of identity as he expressed his sympathy towards Burmese people, the colonized or the working class people and equally feeling pride being the citizen of Great Britain, the colonizer or the elite one. Thus, it has become the focus of the study in this article.

Orwell portrayed the main character's dissatisfaction that is torn between serving the corrupt, uncivilized and oppressive country where he works to maintain law and order. He writes:

All this was perplexing and upsetting. For at that time I had already made up my mind that imperialism was an evil thing and the sooner I chucked

up my job and go out of it better (Orwell, year).

The above extract explicitly shows the writer's unpleasant assertiveness towards imperialism. No doubt, imperialism is a policy of forcefully extending a nation's authority by territorial gain or by the establishment of economic and political dominance over the nations. He feels sorry for the Burmese being exploited in their own land and determined to quit his job contradicts with his real nature towards the native people. Mentioning the stereotypical attitudes towards native, Orwell further says:

All I knew was that I was stuck between my hatred of the empire I served and my rage against the evil-spirited little beasts who tried to make my job impossible. With one part of mind I thought of the British Raj as an unbreakable tyranny, as something clamed down, in aeculasaeculorum, upon the will of prostrate peoples; with another part I thought that the greatest joy in the world would be to drive a bayonet into Buddhists priest's guts (Orwell, year).

It is apparent that he was in sandwiched between the oppressor and the oppressed. His disgusts and anger towards empire who never exercise his own will and freedom and native people's unsupportive nature, made his job impossible. Thus, the Marxist believes the division between classes will widen and the condition of the exploited worker will deteriorate so badly that social structure collapse, the class struggle is transformed into a proletarian revolution. For instance: native people's anger and their target to spit betel juice over the European women, the referee support over native team and his helpless situation to shoot an elephant shows the

growing consciousness over proletariat against British Raj and their hidden motive to snatch the natural resources to continue their market in the name of civilizing task.

The narrator was left to choose between the life of the elephant and his own reputation. Orwell then ignored his conscience and chooses to shoot the elephant in order to save his pride. That is to say, 'A sahib has got to act like a sahib. Finally, he shoots an elephant. He further says that it was obvious that the elephant would never rise again, but he was not dead. He was breathing very rhythmically with long rattling's gasps, his great mound of a side painfully rising and falling. He was dying, very slowly and in great agony. It takes nearly half an hour to die. The native people who are deny their individuality and identity as a being united themselves knowingly or unknowingly to create pressure on the narrator to shoot an elephant. Symbolically, it highlights the success of native people or proletariats to chase the British Imperialists or bourgeoisie from Burma.

In the concluding part of the story, there were endless discussion about the shooting an elephant. The owner was furious but could not do anything because he was Indian. European's opinion was divided. Older men said what Orwell did was right and the younger men

said that it was a shameful act to shoot an elephant for killing a coolie, because an elephant was worth more than a Coringhee coolie. "I was very glad," he says "that the coolie had been killed; it put me legally in the right." It truly deconstructs his sympathy attitude towards native, and dehumanization of coolie or oppressed and highlights the superiority of being oppressor or colonized.

Hence, this essay demonstrates the futility and true horror of imperialism, widens the gap between natives and Europeans. Most importantly, Burmese journey for independence and freedom.

IV CONCLUSION

This text apparently depicts the class conflict between the European and Burmese people presented in the form of binary opposition, contradiction and stereotypical views from time and again in the story. The narrator's double standard, condemning the imperialistic mission of bourgeois and The Burmese as gutless, evil-spirited little beast and presented British Raj as an unbreakable tyranny justify the elite class exploitation and injustice towards working class people i.e. native people. Furthermore, division between west and non-west, as a bourgeois and proletariats, dehumanization of coolie and feeling glad he was died to hide his real intention justify his self-contradiction.

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नेपाली समालोचनामा उत्तर आधुनिक समालोचना प्रयोग: संक्षिप्त चर्चा

मुक्तिनाथ ढकाल

(सार: नेपाली समालोचनाको उत्तरवर्ती चरण भन्नाले वि.स. २०४८ पछिको समयवाध भनेर बुझिन्छ । यस चरणमा विशेष गरी समालोचनागत विश्व परिपेक्ष्यमा देखिएका विनिर्माणवाद, नारीवाद, सीमान्तीकृत, साइबर, वातावरणीय, लैङ्गिक, डायस्पोरिक, अभिघात, सांस्कृतिक आदि समालोचनाहरू कै आधारमा कृति विश्लेषण गर्ने प्रचलन देखिन्छ । यी समालोचनालाई बहुलवादी समालोचना भनिन्छ । उत्तर आधुनिक समालोचना अन्तर्गत यी समालोचनाहरू समेटिन्छन् । यस आलेखमा नेपाली समालोचनाको सामान्य विकासक्रमको रेखाङ्कन गरी उत्तरवर्ती चरणअन्तर्गत उत्तर आधुनिक समालोचनाका के कस्ता सिद्धान्त र दृष्टिकोण प्रचलनमा छन् भन्ने कुराको केही प्रतिनिधिमूलक समालोचनागत कृतिका आधारमा छोटो विवेचना गरी ती प्रवृत्तिहरूको जानकारी प्रस्तुत गरिएको छ ।)

विशेष शब्दहरू : उत्तरवर्ती चरण, उत्तरआधुनिक, विनिर्माण, अभिघात, साइबर, सबाल्टर्न, डायस्पोरिक ।

१. विषय प्रवेश

कुनै वस्तुलाई सबै पक्षबाट राम्रोसँग नियालेर गुणदोषका आधारमा त्यसका सबल र दुर्बल पक्षहरू तटस्थ रही खुलस्त पार्ने व्याख्यात्मक र विवेचनात्मक दृष्टिकोणको लेख्य अभिव्यक्ति समालोचना हो । समालोचना संस्कृत भाषाको तत्सम वर्गको शब्द हो । समालोचना शब्द सम्+आ+लोच्+अन्+आ जस्ता शब्दांशहरूको योगबाट व्युत्पन्न भएको हो (आचार्य, २०६७: २३३) । नेपाली समालोचनाको थालनी मोतीराम भट्टको "कवि भानुभक्ताचार्यको जीवन चरित्र" नामको जीवनीपरक समालोचनाबाट भएको हो । यो विन्दुबाट प्रारम्भ भएको नेपाली समालोचनाले विविध नवीन प्रवृत्तिका साथ एकसय पच्चिस वर्षको लामो कालखण्ड पार गरिसकेको छ । नेपाली समालोचनामा सैद्धान्तिक र व्यावहारिक दुवै खाले समालोचनाको प्रचलन रहेको

पाइन्छ । यसको विकासक्रम र चरणका बारेमा मतैक्य नभए पनि अधिकांश विद्वानहरूले चालिसको दशकको उत्तरार्धबाट नेपाली समालोचनामा बहुलवादी प्रवृत्तिको उत्तर आधुनिक चिन्तनका समालोचना सुरुभएको उल्लेख गरेको पाइन्छ । (ऐजन.पू. २३४) वि.सं. २०४८ पछिको अवधिलाई उत्तरवर्ती चरण मानी यही विन्दुबाट सुरु भएको उत्तरआधुनिक समालोचनाका विविध प्रवृत्ति/सिद्धान्त नेपाली समालोचनामा देखिएका छन् भन्ने कुराको अध्ययन गर्नु उपयुक्त देखिएकाले यहाँ ती नवीन सिद्धान्तहरूको संक्षिप्तरूपमा केही तत्सम्बन्धित कृतिका आधारमा चर्चा गरिएको छ ।

२. समस्या र उद्देश्य

नेपाली समालोचनाको उत्तरवर्ती चरणमा बहुलवादी उत्तरआधुनिक समालोचनाको प्रयोग कृति विश्लेषणका लागि विविधरूपमा भएको पाइन्छ । यी नवीन

समालोचनागत सिद्धान्त के कस्ता छन् र यससँग सम्बन्धित समालोचकहरू एवम् समालोचनात्मक कृतिहरूले ती दृष्टिकोणलाई कसरी प्रस्तुत गरेका छन् भन्ने कुराका साथै आजसम्म केकस्ता सिद्धान्त उत्तरआधुनिक समालोचनामा छन् भन्ने कुराको अध्ययन मूल समस्याका रूपमा रहेको छ र यससँग सम्बन्धित नेपाली समालोचनामा प्रयोग भएका सिद्धान्तहरूको चर्चा गर्नु मूल उद्देश्य रहेको छ ।

३. अध्ययन विधि

प्रस्तुत अध्ययनमा सम्बन्धित विषयसँग सम्बन्धित पुस्तकीय विधिको प्रयोग गरिएको छ । द्वितीयक स्रोतका रूपमा उत्तर आधुनिक समालोचनासँग सम्बन्धित विभिन्न कृतिहरूलाई लिइएको छ र पुस्तकीय अध्ययनबाट प्राप्त भएका सम्बन्धित विषयका सूचना एवं सामग्रीलाई मूल स्रोतका रूपमा महत्त्व दिई प्रस्तुत गरिएको छ ।

४. नेपाली समालोचनाको विकासक्रम र यसका प्रमुख चरणहरूको परिचय

नेपाली समालोचनाको थालनी मोतीराम भट्टले वि.सं. १९४८ मा लेखेको भानुभक्त आचार्यको जीवन चरित्र शीर्षकको जीवनीपरक समालोचनाबाट भएको हो । यहाँबाट सुरु भएको नेपाली समालोचनाको इतिहासमा प्रभावपरक, सैद्धान्तिक, खोजअनुसन्धानमूलक, सांस्कृतिक, अन्वेषणात्मक, प्रगतिवादी, शैलीवैज्ञानिक, संरचनात्मक र उत्तर आधुनिककेन्द्रित समालोचनाहरू देखा परेका छन् । वर्तमानसम्मको विकासक्रमलाई हेर्दा नेपाली समालोचनाले करिब १२५ वर्षको यात्रा पूरा गरेको छ । यति लामो विकासको प्रक्रियालाई विश्लेषण गर्ने क्रममा यसको विकासक्रमका बारेमा

समालोचकहरूबिच मतैक्य पाइदैन । यस सम्बन्धी केही मुख्य मतान्तरहरू यस प्रकार छन्-

कृष्णचन्द्र सिंह प्रधान-

१. पहिलो चरण : वि.सं. १९४८ देखि १९९८ सम्म
२. द्वितीय चरण : वि.सं. १९९९ देखि २००७ सम्म
३. तृतीय चरण : वि.सं. २००७ देखि वर्तमान कालसम्म।

दयाराम श्रेष्ठ र मोहनराज शर्मा-

१. पहिलो चरण : १९४८ - १९९८ सम्म
२. द्वितीय चरण : १९९९ - २००७ सम्म
३. तृतीय चरण : २००८ देखि २०१९ सम्म
४. चतुर्थ चरण २०२० देखि (हालसम्म)

घनश्याम कंडेल

- क) प्रथम चरण : १९४८ - १९९८
- ख) द्वितीय चरण : १९९९ - २००६
- ग) तृतीय चरण : २००७ - २०२४
- घ) चतुर्थ चरण : २०२५ - हालसम्म

महादेव अवस्थी

- १) प्रथम चरण : १९४८ - १९९८
- २) द्वितीय चरण : १९९९ - २००६
- ३) तृतीय चरण : २००७ - २०२४
- ४) चतुर्थ चरण : २०२५ - हालसम्म

यसरी नेपाली समालोचनाको विकासक्रमका बारेमा समालोचकहरूका फरक- फरक मान्यताहरू रहेका छन् । समालोचनाको विकासक्रमका बारेमा थुप्रै समालोचकहरूले फरक फरक मान्यता राखे तापनि यहाँ निम्न अनुसार विभाजन गरिएको छ :

- पहिलो चरण : १९४८- १९९८
- द्वितीय चरण : १९९९- २००७
- तृतीय चरण : २००८- २०४७

चतुर्थ चरण : २०४८- हालसम्म।

यसमा आरम्भदेखि २०४७ सम्मको समालोचनाको विकासक्रमलाई पूर्ववर्ती र २०४८ देखि हालसम्मको विकास प्रक्रियालाई उत्तरवर्ती मानिएको छ।

४.१ नेपाली समालोचनाको उत्तरवर्ती चरण:

नेपाली समालोचना मोतीराम भट्टको वि.सं. १९४८ को जीवनीपरक समालोचनात्मक कृति “भानुभक्त आचार्यको जीवन चरित्र” बाट आरम्भ भई हालसम्म विभिन्न विधागत र प्रवृत्तिगत नवीन समालोचकीय विशेषताहरू/प्रवृत्तिहरूलाई आत्मसात गर्दै समालोचनात्मक क्षेत्र र आयामलाई अझ नवीन र व्यापक गराउँदै अघि बढिरहेको छ। कालगत दृष्टिले हेर्दा नेपाली समालोचनाले करिब १२५ वर्षको लामो अवधि पूरा गरिसकेको छ।

यही नेपाली समालोचकीय परम्परामा विशेष गरी चालिसको दशकको उत्तरार्द्धदेखि उत्तरवर्ती चरण सुरु भएको मानिन्छ । २०४६ सालको राजनैतिक परिवर्तन र बहुदलीय मान्यतामा आधारित राजनैतिक प्रणाली स्थापना भएपछि नेपाली साहित्य एवम् समालोचनाका क्षेत्रमा पनि बहुलतामा आधारित नवीन प्रवृत्तिहरू देखापर्दछन्। उत्तरवर्ती नेपाली समालोचनाको चरण उत्तर आधुनिकवादी समालोचनासँगै थालनी भएको पाइन्छ (पौड्याल २०७०:१३६) । विशेष गरी अभि सुवेदी (२०३८) द्वारा उत्तर आधुनिक शब्दको प्रयोग र समालोचनाको सङ्केत एवम् कृष्ण गौतम (२०४७) द्वारा उत्तर आधुनिकवादी समालोचना अन्तर्गत पर्ने नारीवादी समालोचना फुटकर रूपमा २०४८ सालअघि लेखिएको देखिए पनि उत्तर आधुनिकतावादी

समालोचनाका प्रकारहरूको निरन्तर चर्चा, व्याख्या र विस्तारको क्रम २०४८ सालदेखि सुरु भएको देखिन्छ। यसरी उत्तर आधुनिकतावादी लेखनले २०४८ सालदेखि निरन्तरता पाएको र यहाँबाट नेपाली समालोचनाको चौथो चरण आरम्भ भएकाले उत्तर आधुनिकतावादी प्रवृत्ति निर्धारणका लागि एक आधार तत्व रहेको छ (ऐजन १३७) । मोहनराज शर्माको शैली विज्ञान (२०४८) ले भाषाकेन्द्री बहुलवादी समालोचनाको विकास गरी अन्तर्विषयक समालोचनाको आरम्भ गरेको छ (एटम, २०६१:२२९१) पुस्तकाकार कृतिका रूपमा हेर्दा वासुदेव त्रिपाठीको *पाश्चात्य समालोचनाको सैद्धान्तिक परम्परा भाग २*, (२०४८) ले संरचनावादी समालोचनाको चर्चा गर्ने क्रममा विनिर्माणवादी समालोचनाको प्रसङ्ग जोडेको छ। यस्तै कृष्ण गौतमको *आधुनिक आलोचना : अनेक रुप अनेक पठन*, गोविन्दराज भट्टराईको *समालोचनामा विनिर्माणवाद* (२०४९) सञ्जीव उप्रेतीको *पाठक - प्रतिक्रिया सिद्धान्त* जस्ता फरक लेख एवम् कृतिले उत्तरवर्ती चरणको विकासमा महत्त्वपूर्ण भूमिका खेले र उत्तर आधुनिक नेपाली समालोचनाको सशक्त उपस्थिति र विकास हुँदै आएको छ । उत्तरआधुनिकतामा कुनै एक सिद्धान्तको नाम नभएर धेरैखाले प्रवृत्तिका समालोचनाहरू अन्तर्विषयक, प्रगतिवादी, लोक साहित्यको चिन्तन र विकास, विधागत समालोचनाको विस्तार, व्यक्ति र कृतिकेन्द्री समालोचनाको विस्तार, शैक्षणिक समालोचनाको लेखन जस्ता प्रवृत्तिहरू पनि यस चरणमा देखापरेका छन् । बहुलवाद अन्तर्गत नारीवाद, डायस्पोरिक, पाठक प्रतिक्रिया, पाठकमैत्री समालोचना, विनिर्माणवाद, सांस्कृतिक अध्ययन, नवमाक्सवाद, बहुअर्थकता, नवव्यवहारिकतावाद, उत्तर संरचनावाद,

उत्तर औपनिवेशिक आदि समालोचना पनि देखा पर्दछन् ।

४.१.१ नेपाली समालोचनामा उत्तरआधुनिकतावादी समालोचना

नेपाली समालोचनामा उत्तरआधुनिकतावादी समालोचना भनेको सङ्केत इन्द्र बहादुर राईको “भ्रान्तिहरु र लीलालेखन मात्र” मा देखिन्छ। यसपछि अभि सुवेदी, गोविन्दराज भट्टराई, कृष्ण गौतम, मोहनराज शर्मा लगायतका समालोचकहरुका केही कार्यपत्र, पत्रिकामा प्रकाशित लेखहरु र कृतिहरु हुँदै अघि बढेको पाइन्छ । नेपाली समालोचनामा देखिएका उत्तरआधुनिकतावादी समालोचनाको संक्षिप्त चर्चा यस प्रकार छ-

क) विनिर्माणवादी समालोचना

नेपाली समालोचनामा विनिर्माणवादी समालोचनाको चर्चा उत्तर आधुनिकतावाद र लीलालेखनको चर्चाका सन्दर्भमा आएको पाइन्छ । यस्तै विसंघटनावाद पदको प्रयोग गरेर पनि यसको चर्चा परिचर्चा भएको पाइन्छ । विनिर्माणवादी समालोचना एकथरि सिर्जनात्मक देखिन्छन् भने अर्काथरि पठन विश्लेषणसँग सम्बन्धित देखिन्छन् । इन्द्रबहादुर राईको “भ्रान्तिहरु र लीलालेखन मात्र” शीर्षकको लीलालेखनसँग सम्बन्धित लेखमा कृतिलाई आफ्नै किसिमले अर्थ्याउने स्वतन्त्रताको चर्चा गरिएको छ । यस्तै राईकै ‘कठपुतलीको मन’ को अन्त्यमा लीलालेखनका आधार विनिर्माणवादबाट पनि लिएको कुरा उल्लेख छ (पौड्याल, २०७०: १४०)। यस्तै गोविन्दराज भट्टराईको ‘समालोचनामा विनिर्माणवाद (२०४८), विनिर्माणवादी समालोचना र नेपाली साहित्यको प्रसङ्ग’ (२०४९) जस्ता फुटकर समालोचना र ‘उत्तरआधुनिक ऐना’ (२०६२), ‘उत्तर आधुनिक विमर्श’ (२०६४) जस्ता कृतिमा यसका बारेमा

चर्चा गरिएको पाइन्छ । कृष्ण गौतमको ‘दिनेश अधिकारीका कविता विपठनका दृष्टिले’ (२०४९), नामक आलोचनात्मक लेख र ‘आधुनिक आलोचना: अनेक रुप अनेक पठन’ (२०५०), उत्तर आधुनिक जिज्ञासा (२०६४), उत्तरआधुनिक संवाद (२०६७) जस्ता कृतिहरुमा यसका बारेमा चर्चा गरिएको छ । यस्तै वासुदेव त्रिपाठीको ‘पाश्चात्य समालोचनाको सैद्धान्तिक परम्परा भाग २’ (२०५९) ऋषिराज बरालको ‘मार्क्सवादी उत्तरआधुनिकतावाद’ (२०५२) ‘उपन्यासको सौन्दर्यशास्त्र (२०५६), हर्कबहादुर क्षेत्रीको ‘विनिर्माण अर्को एउटा पद्धति’ (२०५३), दयाराम श्रेष्ठको ‘साहित्यको इतिहास सिद्धान्त’ (२०६१), नेत्र एटमको ‘समालोचनाको स्वरूप’ (२०६१), लक्ष्मणप्रसाद गौतमको ‘नेपाली साहित्यमा उत्तर आधुनिक समालोचना’ (२०६८) जस्ता कृतिहरुमा यसको विश्लेषण गरिएको पाइन्छ । पश्चिमी साहित्यमा रोलॉ बार्थ, ज्याक डेरिडा, पौल डि म्यान जस्ता लेखकहरु यससँग सम्बन्धित देखिन्छन् । यसले विधाभञ्जित रुपमा रहेका, विनिर्मित स्वरूपका, विधान्तरण गरिएका, विधाभिश्रण गरिएका वा अनुभवन्यास, रचनागर्भ, कथोपन्यास, सबन्ध, निपत्र आदि नवविधाका रुपमा आएको पाठको विश्लेषण गर्दछ । यसलाई उत्तर आधुनिकतावादी समालोचना मध्ये बढी चर्चा गरिएको र विकसित भएको समालोचना भनिन्छ ।

ख) नारीवादी समालोचना :

नारीको अस्तित्व, अधिकार, समानता जस्ता पक्षलाई केन्द्रमा राखी कृति समीक्षा गरिने आलोचना नारीवादी समालोचना हो । यसले कृतिभित्र नारीवादी चिन्तन नारीसँग कति अनुकूल र प्रतिकूल छ भनी विश्लेषण गर्दछ । नारीवादी समालोचनाको २०४८ पूर्व सामान्य

चर्चा मात्र भएको पाइन्छ । यसको व्यापकता र कृतिगत लेखनको चर्चा भने २०४८ पछि भएको पाइन्छ । गोविन्दराज भट्टराईको ‘नारीवादी समालोचना : प्रारम्भिक परिचय’ (२०४९), ‘कालो साहित्यिक समालोचना’ (२०५०), कृष्ण गौतमको ‘आधुनिक आलोचना : अनेक रुप अनेक पठन, (२०५०), उत्तर आधुनिक संवाद (२०६७), चिरञ्जीवी दत्त पाण्डेको ‘आलोचना’ (२०५२), ऋषिराज बरालको ‘उपन्यासको सौन्दर्यशास्त्र : (२०५६), लीला लुईटेलको ‘नेपाली महिला कथाकार’ (२०६०) र ‘नेपाली महिला उपन्यासकार’ (२०६८), इन्द्रविलास अधिकारीको ‘पश्चिमी साहित्य सिद्धान्त’ (२०६१), राजेन्द्र सुवेदीको ‘नेपाली समालोचना : परम्परा र प्रवृत्ति’ (२०६८), ज्ञानु अधिकारीको ‘नेपाली नारी समालोचना : परम्परा, प्रवृत्ति र विश्लेषण’ (२०६८), सुधा त्रिपाठीको ‘महिला समालोचक र नेपाली समालोचना’ (२०६२), ‘नारीवादको कठघरामा नेपाली साहित्य’ (२०६८) जस्ता समालोचकीय कृतिहरु रहेका छन् । यस्तै अभि सुवेदी, लक्ष्मणप्रसाद गौतम, नेत्र एटम, गीता त्रिपाठी, रजनी ढकाल आदिले पनि कलम चलाएका छन् । पुरुष सरह नारीको स्थान, स्वतन्त्रता, समानता र अवसर हुनुपर्ने कुरामा यसले मुख्य रुपमा जोड दिन्छ ।

ग) डायस्पोरिक समालोचना

मातृ देशदेखि बाहिर रहेका व्यक्तिहरुले आफ्नो पीडा, अनुभूति, पहिचान र अस्तित्वलाई खोज गरी लेखिएको कृतिको समालोचना डायस्पोरिक समालोचना हो । विभिन्न कारणले अर्को देशमा बस्न पर्दाको बाध्यता र आफ्नो मातृदेश/स्वदेशको सम्झना गरी लेखिएको रचनालाई डायस्पोरिक साहित्य भनिन्छ । नेपाली साहित्यमा डायस्पोरिक रचनाका साथै

डायस्पोरिक समालोचनाको वि.स. २०५० को दशकको अन्त्यतिरदेखि लेखन र छलफल सुरु भएको हो (पौडेल, २०७०:१४४)। यस क्रममा खगेन्द्रप्रसाद लुईटेलको २०५८ को कार्यपत्र र गोविन्दराज भट्टराईले प्रस्तुत गरेको कार्यपत्रलाई महत्त्वपूर्ण मान्न सकिन्छ । कृष्ण बजगाईंको सम्पादनमा रहेको ‘इवार्ता समूह र डिजिटल वार्ता’ (२०६६), यससँग सम्बन्धित महत्त्वपूर्ण कृति हो । यस्तै लक्ष्मणप्रसाद गौतम, नेत्र एटम, होमनारायण सुवेदी आदिका लेख र कृतिहरु पनि यससँग सम्बन्धित उल्लेख पक्ष हुन् । कृष्ण गौतमको ‘उत्तर आधुनिक जिज्ञासा’ (२०६६) गोविन्दराज भट्टराईको ‘उत्तर आधुनिक ऐना’ (२०६४), खगेन्द्रप्रसाद लुईटेलको ‘डायस्पोराको सैद्धान्तिक स्वरूप’ (२०६८), र ‘डायस्पोरा सिद्धान्त र नेपाली सन्दर्भ’ (२०६८), नेत्र एटमको ‘नेपाली डायस्पोरा र अन्य समालोचना’ (२०६७), लक्ष्मणप्रसाद गौतमको ‘उत्तर आधुनिक समालोचना’ (२०६६), बालकृष्ण अधिकारीको ‘एटलान्टिक स्ट्रिट उपन्यासमा डायस्पोरा’ (२०६८) र रजनी ढकालको ‘कालो रोसी कथामा डायस्पोरा’ (२०६८) आदि कृतिहरु उल्लेख्य छन् । यो समालोचनाका सम्बन्धमा विलियम साफ्रनले आफ्नो मूलकेन्द्र छोडी त्यसबाट दुई वा सोभन्दा बढी देशमा फैलिएका र आफू बसेको देशको समाजले पूर्णरूपमा विश्वास गर्न नसकेको र आफ्नो मातृभूमिलाई आदर्श घर र स्थान ठान्ने अवस्थामा रहेको अभिव्यक्तिलाई डायस्पोरा भनी अर्थ्याएका छन् ।

घ) वातावरणीय समालोचना

प्रकृति र प्राकृतिक/भौतिक वातावरणलाई विषय बनाएर प्राकृतिक वस्तुको संरक्षण र वातावरणमा शुद्धता रहनुपर्ने मान्यता ग्रहण गर्दै लेखिएका कृतिहरुको त्यही

चेतबाट आलोचना गर्ने प्रणाली वातावरणीय समालोचना हो । यो समालोचनाले साहित्य र भौतिक वातावरणका बिचको अन्तर्सम्बन्धको अध्ययन गर्दछ । यो समालोचना नेपाली समालोचनामा साठीको दशकबाट देखापरेको हो । यो समालोचना सैद्धान्तिक र प्रायोगिक दुवैरूपमा लेखिएका छन् । नेपाली समालोचना क्षेत्रमा कृष्ण गौतमको 'उत्तर आधुनिक जिज्ञासा' (२०६४), गोविन्दराज भट्टराईको 'उत्तर आधुनिक विमर्श' (२०६४), रमेशप्रसाद भट्टराईको 'पर्यावरणीय समालोचना' (२०६६), लक्ष्मणप्रसाद गौतमको 'नेपाली साहित्यमा उत्तर आधुनिक समालोचना' (२०६६), राजेन्द्र सुवेदीको 'नेपाली समालोचना: परम्परा र प्रवृत्ति' प्रमुख आदि रहेका छन् ।

ड) अभिघात समालोचना

युद्ध, मृत्यु, बिछोड, हेलाजस्ता घटना र व्यवहारले गर्दा भयभीत, क्षुब्ध र विक्षिप्त भई बाँचेका व्यक्तिहरूको जीवनलाई चित्रण गरेर लेखिएका साहित्यिक कृतिहरूलाई अभिघात साहित्य भनिन्छ भने अभिघात उत्पन्न गर्ने कारण र यसका पक्षहरूको खोज गर्ने समालोचना अभिघात समालोचना हो । पश्चिमी साहित्यमा सिर्जनातर्फ अभिघातको थालनी पहिलो विश्व र दोस्रो विश्व युद्ध पछि भएको देखिन्छ भने अभिघात समालोचनाको विकास सन् १९९० को दशकतिर आएर भएको पाइन्छ । नेपाली सिर्जनामा अभिघात २०५२ सालको सशस्त्र युद्ध सुरु भएपछि र समालोचना २०६० को दशकको सुरुतिरबाट भएको पाइन्छ । (पौडेल, २०७०: १४६) । सामान्यतः युद्धजन्य कथाव्यथाका कृतिहरूलाई हेर्ने हो भने यसको इतिहास नेपाल एकीकरणताकाका रचनाबाट नै जोडिन पुग्छ तापनि अभिघातीय सैद्धान्तिक सचेतताका सापेक्षतामा

हेर्दा रचना ५० दशक र समालोचना २०६० को दशकबाट सुरु भएको देखिन्छ । अभिघातीय पक्षसँग सम्बन्धित समालोचनात्मक कृतिहरूमा गोविन्दराज भट्टराईको 'उत्तर आधुनिक ऐना' (२०६२), लक्ष्मणप्रसाद गौतमको 'समकालीन नेपाली द्वन्द्व कथा' (२०६३) र 'नेपाली साहित्यमा उत्तर आधुनिक समालोचना' (२०६६), कृष्ण गौतमको 'उत्तर आधुनिक जिज्ञासा' (२०६५), विन्दु शर्माको 'कथाको अभिघात समालोचना' (२०६८) राजेन्द्र सुवेदीको 'नेपाली समालोचना : परम्परा र प्रवृत्ति' (२०६८) र 'अभिघात सिद्धान्त र नेपाली साहित्यमा यसको प्रभाव' (२०६८) आदि रहेका छन् ।

च) पाठक प्रतिक्रियापरक समालोचना

पाठक प्रतिक्रियापरक समालोचना सिर्जनात्मक कृतिको अर्थ र महत्त्व पाठकमा निर्भर रहन्छ भन्दै लेखक र कृतिलाई भन्दा पाठकलाई बढी महत्त्व दिने प्रणाली हो । यसले कृति र पाठकका बिचको सम्बन्ध देखाउनुका साथै पठनमा पाठकको सहभागिताको तरिका र कृति उत्पादन नभई प्रक्रिया हो भन्ने मान्यता राख्दछ । पाठकले कृतिको अध्ययन र अनुभव गरेपछि मात्र यसको वास्तविक अर्थानुभव हुने मान्यता यसको रहेको छ । सामान्यतः हेर्दा कृति पढेर गरिने मौखिक/लिखित प्रतिक्रिया पाठकप्रतिक्रिया आलोचना हो तथापि यस आलोचनाको सैद्धान्तिक सचेतताका साथ कृतिको समीक्षा निकै पछि सुरु भएको हो । यससँग सम्बन्धित केही प्रमुख कृतिहरूमा सञ्जीव उप्रेतीको 'पाठक प्रतिक्रिया सिद्धान्त' (२०४९) र 'सिद्धान्तका कुरा' (२०६८), कृष्ण गौतमको 'आधुनिक आलोचना : अनेकै रूप अनेक पठन' (२०५०), अभि सुवेदीको 'पाश्चात्य काव्य सिद्धान्त' (२०५४),

लक्ष्मणप्रसाद गौतमको 'पाश्चात्य साहित्यालोचनको नवीनतम चिन्तन पाठकीय अनुक्रियापरक समालोचना' (२०५७), मोहनराज शर्मा र खगेन्द्र लुइँटेलको 'पूर्वीय र पाश्चात्य साहित्य सिद्धान्त' (२०६१), वासुदेव त्रिपाठीको 'साहित्य सिद्धान्त : शोध सृजन विधि' (२०६६), आदि रहेका छन् । यो नेपाली समालोचनामा तुलनात्मक रूपमा त्यति विकसित र सशक्त हुन सकेको छैन । सीमितरूपमा मात्र यस कोणबाट कृतिहरूको समीक्षा भएको पाइन्छ ।

छ) उत्तर औपनिवेशिक समालोचना :

उत्तर औपनिवेशिक युगमा पहिला औपनिवेशिक भएका देशमा रचना गरिएका औपनिवेशिक युगको अवस्थालाई देखाइने साहित्य उत्तर औपनिवेशिक साहित्य हो भने त्यसको विश्लेषण गरिएको समालोचनालाई उत्तर औपनिवेशिक समालोचना भनिन्छ । उपनिवेशमा संसारका थुप्रै देशहरू परे तापनि नेपालले यस किसिमको अवस्थालाई भोग्नु परेन । यस समालोचनासँग सम्बन्धित लेख/कृतिहरूमा ऋषिकेश उपाध्यायको 'उत्तर औपनिवेशिक समालोचना' (२०५७), कृष्ण गौतमको 'आधुनिक आलोचना : अनेकै रूप अनेक पठन' (२०५९), मोहनराज शर्मा र खगेन्द्रप्रसाद लुइँटेलको 'पूर्वीय र पाश्चात्य साहित्य सिद्धान्त' (२०६१), गोविन्दराज भट्टराईको 'उत्तरआधुनिक विमर्श' (२०६४), लक्ष्मणप्रसाद गौतमको 'नेपाली साहित्यमा उत्तर आधुनिक समालोचना' (२०६६) र सञ्जीव उप्रेतीका 'सिद्धान्तका कुरा' (२०६८) र 'उत्तर औपनिवेशिकवाद र नेपाल' (२०६८) जस्ता कृतिहरू रहेका छन् ।

ज) लैङ्गिक समालोचना:

लैङ्गिक समालोचना लैङ्गिक अधिकार र स्वतन्त्रताको मात्र नभई यौनिकताका पक्षमा बढी जोड दिने

समालोचना हो । यो समालोचनाले परम्परागत रूपमा व्याख्या गरिएको भन्दा भिन्न प्रकारले यौनिकता र लैङ्गिकताको अध्ययन गर्दछ । हेर्दा नारीवादी समालोचना जस्तो देखिए पनि यो नारीवादबाट स्वतन्त्र समालोचनाका रूपमा विकसित भएको हो । खास गरी यो समालोचनामा समलिंगी पुरुष (गे) र महिला (लेस्बियन) का सन्दिग्धता (परेलिङ्गी र ड्रिलिङ्गी) सिद्धान्त पनि पर्दछ । यससँग सम्बन्धित नेपाली समालोचनात्मक कृतिहरूमा रमेशप्रसाद भट्टराईको 'लैङ्गिक समालोचना' (२०६५), लक्ष्मणप्रसाद गौतमको 'नेपाली साहित्यमा उत्तर आधुनिक समालोचना' (२०६६) र सुनीलबाबु पन्तको 'सजिलो : क्रमभङ्ग' (२०६६) जस्ता पर्दछन् ।

झ) पाठालोचन समालोचना :

पाठालोचन समालोचना मूल पाण्डुलिपि वा मूल प्रतिका प्रतिलिपिहरूमा पाइने अन्तरङ्ग र बहिरङ्ग दुवै पक्षका भिन्नता पहिचान गरी मूल पाठको विश्लेषण गर्ने समालोचना हो । यो समालोचनाले मूल पाठको पुनर्निर्माण गर्नुका साथै पाण्डुलिपिको खोज गरी तिनका शब्द, वाक्य आदिको व्याख्या वा शब्दिक अर्थ निरूपण गर्दछ । यसलाई पाठानुसन्धान, पाठविज्ञान र सम्पादनशास्त्र पनि भनिन्छ । यसले मूल पाठ किटान भएका खण्डमा र पछिल्ला संस्कारण वा प्रतिलिपिमा फरक पाठ देखिएमा ती के कति कारणले भिन्न छन् भन्ने कुरा तुलनात्मक अध्ययन पद्धतिद्वारा अध्ययन गरी आधिकारिक पाठ वा संस्करणको निर्धारण गर्दछ । नेपाली समालोचनामा यसको सामान्य थालनी भएको पाइन्छ । यस समालोचनासँग सम्बन्धित कृतिहरूमा मोहनराज शर्मा र खगेन्द्रप्रसाद लुइँटेलको 'पूर्वीय र पाश्चात्य साहित्य सिद्धान्त' (२०६२), मतिप्रसाद ढकालको 'भानुभक्तीय रामायणका पाठ्यभेदहरू'

(२०६३), सुकम शर्माको 'समालोचना मोतीराम भट्ट' (२०६५), सामचन्द्र शर्मा पौडेल 'अध्यात्म रामायण र भानुभक्तिय रामायण : तुलनात्मक अध्ययन' आदि रहेका छन् ।

ब) नवमनोविश्लेषणवादी समालोचना:

नवमनोविश्लेषणवादी समालोचना मनोविज्ञानलाई भाषाशास्त्रसँग जोडेर भाषालाई अचेतनको रूपमूलक अभिव्यक्ति ठान्ने समालोचना हो । यो समालोचनाले भाषाले निश्चित अर्थ दिँदैन भन्दै त्यसलाई उत्तरसंरचनावादी कोणबाट समेत जोडेर व्याख्या गर्दछ । सामान्यतः हेर्दा फायडद्वारा विकसित मनोविज्ञानसँग सम्बन्धित देखिए पनि यो मनोविज्ञानसँग जोडिएर विकसित भएको नव मनोविश्लेषणवादी सिद्धान्त हो । यसका मुख्य ज्याक लकाँ मानिन्छन् । त्यसैले यसलाई नवफायडवाद वा नवमनोविज्ञानपरक समालोचना पनि मानिन्छ । लकाँले खासगरी फायडको अचेतन मनजस्तै भाषा संरचित हुने र भाषाले अचेतनको सिर्जना गर्ने धारणा राख्नुका साथै अचेतन भाषासँगै आउने मान्यता राखेका छन् । यससँग सम्बन्धित नेपाली समालोचनात्मक कृतिहरूमा वासुदेव त्रिपाठीको 'पाश्चात्य समालोचनाको सैद्धान्तिक परम्परा भाग-२ (२०४९), कृष्ण गौतमको 'आधुनिक आलोचना अनेक रूप अनेक पठन' (२०५०), इन्द्रविलास अधिकारीको 'पश्चिमी साहित्य सिद्धान्त' (२०६१), मोहनराज शर्मा र खगेन्द्र लुइटेल्को 'पूर्वीय र पाश्चात्य साहित्य' (२०६९), सञ्जीव उप्रेतीको 'सिद्धान्तका कुरा' (२०६८) जस्ता रहेका छन् ।

ट) सीमान्तीकृत (सबाल्टर्न) समालोचना :

समाजमा पछि पारिएका सीमान्तीकृत, दमित र किनारीकृत समुदायका समस्या, चेतना र भावनालाई

समेटेर लेखिएका कृतिहरूको समालोचना गर्ने सिद्धान्त सीमान्तीकृत समालोचना हो । खासगरी यसले राज्यबाट राजनीतिक आर्थिक निकायले पछि पारेका र ऐतिहासिक अभिलेखमा पछि पारिएकाको विश्लेषण गर्दछ । सम्भ्रान्त वर्गले तयार पारेका त्यस्ता कृतिमा दमितका भावना समेटिदैनन् भन्दै त्यसप्रति असहमति जनाएर इतिहास पुनर्लेखनको माग गर्दछ । यससँग सम्बन्धित नेपाली समालोचनात्मक कृतिहरूमा मनप्रसाद सुब्बाको 'लेखनमा किनारीकरणको कुरा' (२०६६), गोविन्दराज भट्टराईको 'समयबोध र उत्तरआधुनिकता' (२०६७), लक्ष्मणप्रसाद गौतमको 'उत्तर आधुनिक समालोचनामा कृति विश्लेषणका पद्धति र प्रारूप' (२०६७), रामदयाल राकेशको 'उत्तर आधुनिकता र सीमान्तीकृत साहित्य' (२०६७), सञ्जीव उप्रेतीको 'सिद्धान्तका कुरा' (२०६८) र राजेन्द्र सुवेदीको 'नेपाली समालोचना : परम्परा र प्रवृत्ति' (२०६८) आदि रहेका छन् ।

ठ) जनजातीय समालोचना:

जनजातीय पहिचान र जातिगत विभेदका मुख्य विषयलाई आधार बनाई कृति विश्लेषण गर्ने समालोचना जनजातीय समालोचना हो । राष्ट्रको मूलधारबाट बाहिर रहेका जातिहरू वा राष्ट्रको केन्द्रमा नपर्ने आदिवासी जनजाति, दलित, अल्पसंख्यक, पिछडा वर्ग, उपेक्षित जाति र नारीका पक्षहरूको अध्ययन गर्ने साहित्यशास्त्र नै जनजातीय समालोचना हो । नेपालको परिप्रेक्ष्यबाट हेर्दा गुरुङ, तामाङ, मगर, राई, लिम्बूका साथै अल्पसंख्यक र पिछडिएका तथा उपेक्षित वर्गका कुराहरूलाई हेरेर यसले कृति विवेचना गर्दछ । जनजाति भन्नाले आफ्नै भाषा, धर्म, संस्कृतिभित्रका मौलिक पहिचानका कुराका साथै अन्य दलित र पिछडा वर्ग

पनि यसभित्र समेटिन्छन् । नेपाली समालोचनामा यसको परम्परा २०५० को दशकबाटै प्रारम्भ भएको पाइन्छ । यससँग सम्बन्धित समालोचनात्मक कृतिहरूमा गोविन्दराज भट्टराईको 'उत्तरआधुनिक विमर्श', (२०६४), लक्ष्मणप्रसाद गौतमको 'नेपाली साहित्यमा उत्तर आधुनिक समालोचना' (२०६६), गुरुङ सुशान्तको 'जनजाति र उत्तरआधुनिकता' (२०६७), घनश्याम ढकालको 'दलित सौन्दर्यशास्त्र : सम्भावना र स्वरूप' (२०६७) जस्ता पर्दछन् ।

ड) साइबर समालोचना :

दोस्रो विश्वयुद्धपछि विज्ञानले प्रविधि तथा सूचना र सञ्चारका क्षेत्रमा तीव्र विकास गर्‍यो । सूचना सञ्जालको विकास भएपछि यसको असर प्रत्यक्षरूपमा समाजका साथै साहित्यमा पनि पर्न गयो र साइबर साहित्य विकसित हुनपुग्यो । यसरी सिर्जित साइबर साहित्यको विश्लेषण गर्ने समालोचना साइबर समालोचना हो । यो समालोचनाले कृतिमा साइबर संस्कृतिको कसरी प्रयोग भएको छ भन्ने कुराको अध्ययन गर्दछ । यो खासगरी टेलिभिजन, कम्प्युटर, इन्टरनेट, ट्विटर, फेसबुक जस्ता सञ्चार प्रविधिसँग सम्बन्धित छ । नेपालमा केही बेब साइडहरू साहित्यिक सूचनासँग सम्बन्धित छन् । यससँग सम्बन्धित आलोचनात्मक लेख तथा कृतिहरूमा टंक उप्रेतीको 'विद्युतीय सञ्चार माध्यममा नेपाली साहित्य' (२०५७), गोविन्दराज भट्टराईको 'उत्तरआधुनिकता विमर्श' (२०६४), रोशन थापा नीरवको 'अनौपचारिक पठन समीक्षामा सूचना प्रविधि र उत्तरआधुनिकता' (२०६७), नेत्र एटमको 'नेपाली डायस्पोरा र अन्य समालोचना'

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ढ) सांस्कृतिक समालोचना :

कृतिमा व्यक्त भएका सांस्कृतिक पक्षहरूको अध्ययन र विश्लेषण गर्ने समालोचना सांस्कृतिक समालोचना हो । सांस्कृतिक खोज, अध्ययन र अनुसन्धान र विश्लेषण निकै पहिलादेखि गरिँदै आएको भए पनि सांस्कृतिक समालोचना खास गरी किनारीकृत उपेक्षित सबै प्रकारका संस्कृतिको स्थान, मूल्य मान्यता, खोज र पुनर्स्थापना, केन्द्रबाहिर रहेका जाति, वर्ग, लिङ्ग क्षेत्र आदि र त्यससँग सम्बन्धित सांस्कृतिक पक्षको अध्ययनसँग सम्बन्धित छ । सामान्यतः समाजशास्त्र र मानवशास्त्रसँग सांस्कृतिक अध्ययन जोडिने भए पनि यो उत्तरआधुनिक समालोचनाले सम्भ्रान्त र प्रभाववादी पक्षका कारणले उपेक्षित सांस्कृतिको अध्ययन गर्दछ र त्यसको स्थापनामा जोड दिन्छ । यससँग सम्बन्धित नेपाली समालोचनात्मक कृतिहरूमा विष्णु प्रभातको 'संस्कृतिमा विकल्पवाद' (२०५२), जयप्रसाद ढकालका 'नेपाली कवितामा सांस्कृतिक चेतना' (२०५४), कृष्ण गौतमको 'आधुनिक आलोचना : अनेक रूप अनेक पठन' (२०५९), कृष्णचन्द्रसिंह प्रधानको 'आधुनिक नेपाली उपन्यासमा सांस्कृतिक चेतना' (२०५४), खगेन्द्रप्रसाद लुइटेल्को 'समका नाटकमा सांस्कृतिक दृष्टिकोण' (२०६०) र 'देवकोटामा जनजातीय सांस्कृतिक चेतना' (२०६५), लक्ष्मणप्रसाद गौतमको 'नदी किनाराका माझीमा जनजातीय सांस्कृतिक चेतना' (२०६६), सञ्जीव उप्रेतीको 'सिद्धान्तका कुरा' (२०६८), राजन भट्टराईको 'मुनामदन खण्डकाव्यको सांस्कृतिक

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विशेषता, समाज र संस्कृतिका सन्दर्भमा उखान

✍ ईश्वरी खनाल

सार

उखानहरू भाषाका गहना हुन् । भाषालाई सुन्दर बनाउने उखानहरू नेपाली भाषाका मौलिक पहिचान हुन् । नेपाली माटो, समाज र संस्कृतिमा भिजेका उखानहरू अभिव्यक्तिका गहन सूक्तिहरू हुन् । संक्षिप्तता, सारगर्भितता, सरलता, लोकप्रियता, सजीवता आदि नेपाली उखानका विशेषता हुन्, विशिष्ट पहिचान हुन् । अलङ्कारले सिंगारिएका नेपाली उखानहरू स्पष्ट, चोटिला र लयात्मक हुन्छन् । उखानहरू लोकका अनुभवले माफिएका अकबरी सुन हुन् । उखानमा पूर्वजका ज्ञान र दर्शनका सार भरिएका हुन्छन् । नेपाली समाज र संस्कृतिको भाव बोकेका उखानहरू प्रशस्त छन् । यस लेखमा ती उखानहरू समाज र संस्कृति सापेक्ष छन् भन्ने कुरा पुष्टि गरिएको छ ।

विशेष शब्दहरू: उपाख्यान, तुकबन्दी, लोकपरम्परा, समाज, संस्कृति ।

१ विषय प्रवेश

उखानहरू लोक परम्पराबाट विकसित भएका भाषाका अमूल्य सम्पत्ति हुन् । उखानहरू अभिव्यक्तिलाई गहन र उज्यालो बनाउने पूर्वजका ज्ञानका सार हुन् । भाषिक समुदायले सजीव एवम् सशक्त अभिव्यक्ति दिन उखानहरूको प्रयोग गर्दछन् । बोलचालका क्रममा होस् वा साहित्यिक अभिव्यक्तिका दृष्टिले होस्, उखानहरू महत्त्वपूर्ण मानिन्छन् । उखानको प्रयोगले भाषा तिख्छर हुन्छ । भाषाको विकास र विस्तारमा उखानहरूले प्रत्यक्ष प्रभाव पार्दछन् । भावपूर्ण सूत्रात्मक कथनले भाषालाई कसिलो र रसिलो बनाएका हुन्छन् । तर्क र अनुभवका कसीमा अकबरी सुनजस्तै खारिएका उखानहरू भाषाका अमूल्य निधि हुन् । यिनीहरूको प्रयोगले भाषामा चमत्कार आउँछ, भनाइ प्रभावपूर्ण हुन्छ, सम्प्रेषणमा सहजता

आउँछ अनि भाषामा विशिष्ट किसिमको ओजन थपिन्छ । थोरै शब्दमा धेरै भाव खाँदिएका मन छुने उखानहरूलाई लोकले मान्यता दिएको हुन्छ । यिनीहरूको प्रयोगले भाषामा विशेष प्रकारको शक्ति सञ्चार हुन्छ । खारिएका उखानहरूमा भावको गहिराइ पनि सशक्त हुन्छ । साहित्यिक उक्तिलाई लोकजीवनले ग्रहण गरेपछि त्यसमा जीवनमयता आउँछ । यसरी दुबै किसिमका उक्तिले पछि साभा लोकोक्ति बनेर उखानको रूप लिन्छन् (पराजुली, २०५४:३०)। उखानहरू लोकानुभवबाट खारिएर निस्केका सूत्रात्मक कथन हुन्, तिनमा व्यवहारिक ज्ञान हुन्छ (पौड्याल २०६०:११) । उखानले समाजको वास्तविक चित्र उतार्छ । उखानहरू समाजलाई हेर्ने ऐना हुन् । यसरी भाषामा गहिरो प्रभाव पार्ने उखानका विशेषताहरूको

चर्चा गर्दै नेपाली उखानको सामाजिक सांस्कृतिक सन्दर्भबाट अध्ययन गर्नु उपयुक्त ठानिएको छ ।

२ उद्देश्य

प्रस्तुत अध्ययनका उद्देश्यहरू यस प्रकार छन् :

- (क) नेपाली उखानको परिचय दिनु,
- (ख) नेपाली उखानका विशेषताहरू उल्लेख गर्नु,
- (ग) नेपाली उखानमा समाज र संस्कृतिको विश्लेषणात्मक अध्ययन गर्नु ।

३ अध्ययन विधि

प्रस्तुत अध्ययनमा पुस्तकीय अध्ययन विधिलाई उपयोग गरिएको छ । प्राथमिक स्रोतका रूपमा नेपाली समाजमा प्रचलित उखानहरूलाई लिइएको छ भने सैद्धान्तिक अध्ययनका निम्ति विभिन्न विद्वान्का उखान सम्बन्धी लेखहरूको उपयोग गरिएको छ । प्राप्त सामग्रीको अध्ययनका निम्ति विश्लेषणात्मक तथा वर्णनात्मक विधिको उपयोग गरिएको छ ।

४ उखानको परिचय

उखान शब्द संस्कृत भाषाको उपाख्यानबाट निर्माण भएको हो । उपाख्यान शब्दको अर्थ पुरानो कथा, कुनै कथाभित्रको कथा, उपन्यासको कथा भन्ने हुन्छ । उपाख्यान शब्दबाट प्राकृतमा उक्खाण हुँदै नेपालीमा उखान शब्दको निर्माण भएको हो । उपाख्यान शब्दबाट विकसित भएको उखान शब्दको अर्थ यसभन्दा फरक छ । उपाख्यानमा आख्यानभित्रका ससाना कथा हुन्छन्, तर उखानमा सूत्रबद्धरूपमा पोखिने खिरिलो उद्गार हुन्छ (पराजुली, २०५४:९१) । उखानभित्र कथा वा घटना, पात्र वा चरित्र, परिस्थिति वा वातावरण

साङ्केतिक रूपमा अन्तर्निहित हुन्छ (चापागाँई, २०५१ : ३१३) । उखान लोक जीवनका अमूल्य सम्पदा हुन् । उखानमा समाजका विभिन्न पक्षहरू समेटिएका हुन्छन् । उखानमा मानवका सुखदुखका कहानीहरू भरिएका हुन्छन् । लोक जीवनमा चलेका सारपूर्ण कथन वा त्यस्ता उक्ति,लोकोक्ति, आहान (अधिकारी, २०६१ : १४५) लाई उखान भनिन्छ । उखान शब्द संस्कृत भाषाको उपाख्यान शब्दबाट बनेको हो । उपाख्यानमा आख्यानभित्रका ससाना कथा हुन्छन् तर उखानमा सूत्रबद्धरूपमा पोखिने खिरिलो उद्गार हुन्छ (पराजुली, २०५४:१८२) । लोकका उक्तिलाई लोकोक्ति वा उखान भनिन्छ । उखानको उत्पत्ति समाजमा हुन्छ । समाजका मानिसले भाषाका माध्यमबाट विचार प्रकट गर्दा निस्किएका कसिला अभिव्यक्ति नै उखान बन्न पुग्छन् । लोक अनुभवबाट सिर्जना भएका चुङ्किला उक्ति वा कथनलाई उखान भनिन्छ । (पराजुली, २०५४ : २०) उखान समाजमा बस्ने मानिसका बानी, व्यवहार र रहनसहनका आधारमा उत्पत्ति भई प्रचलनमा आएका हुन्छन् । उखान कसले सिर्जना गर्यो भन्ने कुरा पत्ता लगाउन गाह्रो पर्छ तापनि के भन्न सकिन्छ भने उखानहरू लोक जीवनका परम्परादेखि व्यवहृत हुँदै, भिज्दै, लोकप्रिय बन्दै आएका छन् (पौडेल, २०६०:३) । उखानमा हुने खास विषयवस्तु सामाजिकता हो । उखानमा त्यही सामाजिक परिवेशमा काम लाग्ने नीति उपदेश र ज्ञानज्ञानका विषयवस्तुहरू खोलिएका हुन्छन् (खनाल, २०६६:२९) । उखानमा समाजका मायामोह, बानीव्यहोरा, विश्वास, घातप्रतिघात, जालभेलजस्ता कुराहरू आएका हुन्छन् ।

कुनै पनि भाषालाई सिर्गर्ने हो भने उखान र मुहावराको भरमग्दुर प्रयोग गर्नु पर्दछ, किनभने यिनको प्रचुर प्रयोगले भाषामा एकप्रकारको बलको सञ्चार हुन्छ (देवकोटा, २०५८:१) । उखान व्यवहारिक जीवनमा मार्गदर्शक हुन्छन् । उखानमा मानव जीवनका ज्ञान र अनुभवहरूको घनीभूत प्रस्तुति हुन्छ । समाजमा उखान नीतिशास्त्र र सूत्रात्मक अनुभूतिको माध्यम बनेका हुन्छन् । अनुभवी र पारखीका बौद्धिक कसीमा खारिदै, छाँटिदै निर्माण भएका उखानहरू भाषाका हिरा, मोती र सुनको टुक्राहरूका रूपमा निर्माण भएका हुन्छन् (खनाल, २०६६:२२) । उखानहरू वाक्यात्मक हुन्छन्, व्यञ्जनात्मक हुन्छन् र दृष्टान्तमूलक हुन्छन् । उखानमा लोकजीवनका साभा र समान दृष्टिकोण समेटिएका हुन्छन् । संक्षिप्तता, सारगर्भितता सरलता, सजीवता, लोकप्रियताजस्ता विशेषता नेपाली उखानका विशेषता हुन् । उखानमा गीतात्मकता, आलङ्कारिकता, स्पष्टता र चोटिलोपन पाइन्छ । हरेक उखानको कथ्य, शैली र उद्देश्य हुन्छ । उखान कुनै न कुनै दृष्टिकोणले समाज संस्कृतिसँग जोडिएर आएका हुन्छन् । भाइ फुटे गँवार लुटे, लोग्नेस्वास्नीको भगडा परालको आगो आदि उखानहरू समाजसँग सम्बन्धित छन् । नेपाली उखानले समाजका रीतिथिति, चालचलन चाडपर्व, धर्म, परम्परा बोकेका हुन्छन् । उखानमा सामाजिक चेतना, सामाजिक जागरण, मानिसका आनीबानी, पारिवारिक व्यवहार, नारीपुरुषका सम्बन्ध आदि कुराहरू समेटिएका हुन्छन् । उखानहरू मौखिक परम्पराबाट विकसित भई व्यावहारिक ज्ञान र लोक अनुभूतिबाट खारिदै कतै दृष्टान्तको रूपमा त कतै

स्वतन्त्र रूपमा आइरहने सारपूर्ण सूत्रात्मक भाषिक अभिव्यक्ति हुन् (खनाल, २०६६:८४) । उखानहरू मनव समाजका सजीव इतिहास हुन् । समाजकै सुख र दुखका कहानीहरू उखानमा भेट्न पाइन्छ । उखानमा एकातिर समाजका विभिन्न विषयवस्तु पाइन्छन् भने अर्कोतिर समाजमा बस्ने मानिसका संस्कार र संस्कृति पनि छरपष्ट हुन्छन् । उखानको मूल स्रोत भनेकै समाज हो र समाजका संस्कृति नै हुन् । नेपाली उखानलाई विभिन्न आधारमा वर्गीकरण गरेको पाइन्छ । चूडामणि बन्धुले शब्दस्रोत, वाक्य संरचना, भाव, दृष्टिविन्दु, आकार र अर्थका आधारमा वर्गीकरण गरेका छन् । शिवप्रसाद पौड्यालले नीतिशिक्षा, धर्म संस्कृति, लोकविश्वास र जीवन दर्शन तथा सामाजिक स्थितिका आधारमा नेपाली उखानको वर्गीकरण गरेका छन् । त्यसैगरी कृष्णप्रसाद पराजुलीले नेपाली उखानलाई सामाजिक तथा नीति सम्बन्धी, ज्ञानविज्ञान सम्बन्धी, कृषि व्यवसाय सम्बन्धी, लोकविश्वास सम्बन्धी र विविध विषय सम्बन्धी उखानहरू भनेर वर्गीकरण गरेका छन् । यहाँ नेपाली उखानका विशेषताहरू केलाउँदै सामाजिक तथा साँस्कृतिक पक्षको विश्लेषण गर्ने उद्देश्य राखिएको छ ।

५ नेपाली उखानका विशेषता

नेपाली भाषामा प्रयाप्त मात्रामा उखानहरूको प्रयोग भएको पाइन्छ । भाषिक परिष्कारका लागि उखानहरू महत्त्वपूर्ण मानिन्छन् । थोरै शब्दमा गहन भाव व्यक्त गर्न सक्नु उखानको महत्त्वपूर्ण विशेषता हो । मानवीय अनुभव, प्राचीन दन्त्य कथाहरू, प्राकृतिक

नियम आदिबाट निर्मित उखानहरू लोकका संक्षिप्त र सारपूर्ण भाषिक रत्न हुन् (खनाल, २०६६:७)। उखानहरू भाषाका प्राण हुन् । उखानको प्रयोग भाषिक समुदायले गर्दछ । उखानको प्रयोगले भाषामा मिठास आउँछ । यसले भावमा गम्भीरता, अनुभूतिमा तीव्रता र अभिव्यक्तिमा सजीवता ल्याउँछ । उखानहरू दृष्टान्तमूलक तथा सूत्रात्मक हुन्छन् । उखानहरू पदालित्यले हिस्सी परेका हुन्छन् । उखानले भनाइलाई ओजपूर्ण, रमाइलो र मीठो बनाउँछ । उखानहरू अनुभवका सार हुन् । उखानहरू दृष्टान्तका रूपमा प्रयोग हुन्छन् । उखानहरू मानवीय ज्ञानका खानी हुन् । उखानहरू बुद्धि र ज्ञानले उज्यालिएका हुन्छन् ।

नेपाली उखानको गहन खोज-अनुसन्धान अबै हुन सकेको छैन । नेपाली विद्वानहरूले उखानको अध्ययनमा रूचि देखाउन थालेका छन् । रूप र भावका आधारमा उखानका विशेषता औल्याउँन सकिन्छ । शिवप्रसाद पौड्यालले नेपाली उखानको विषयात्मक अध्ययन नामक पुस्तकमा संक्षिप्तता, लोकप्रियता, सारगर्भितता, सरलता, स्पष्टता, लोकानुभवको गहनता, सजीवता र सार्वकालिकतालाई उखानका विशेषताका रूपमा उल्लेख गरेका छन् । त्यसैगरी कृष्णप्रसाद पराजुलीले नेपाली उखान र गाँउखाने कथा नामक पुस्तकमा सारगर्भितता, संक्षिप्तता, सरलता रूपविविधता, सजीवता र लोकप्रियतालाई उखानका विशेषताका रूपमा प्रस्तुत गरेका छन् । विभिन्न विद्वानहरूले आ-आफ्नै ढङ्गले उखानका विशेषताहरू

अगाडि सारे तापनि यहाँ उखानका निम्नलिखित विशेषताहरूको संक्षिप्त चर्चा गरिएको छ :

१ संक्षिप्तता

उखानहरू छोटो र संक्षिप्त हुन्छन् । छोटो र मीठो हुनाले सम्झन सजिलो हुन्छ । उखानहरू वाक्य स्तरका हुन्छन् । एउटा उखानमा दुई शब्ददेखि सोह्र-सत्र शब्दसम्म हुन्छन् । एउटा उखान उच्चरण गर्दा बढीमा बिस सेकेन्डजति लाग्दछ । उखानहरू छोटो र गहन अर्थ बोकेका हुन्छन् । लामा व्याख्यान र प्रवचनभन्दा एक टुक्रा उखानको ओजन बढी हुन्छ । उखानहरू संक्षिप्त भएकै कारण सबैले स्मरण गर्न र प्रयोग गर्न सम्भव भएको हो । त्यसैले संक्षिप्त हुनु उखानको महत्त्वपूर्ण विशेषता हो । उखानहरू संक्षिप्त भए पनि प्रयोगका दृष्टिले लामा, मझौला र साना हुन्छन् । जस्तै :

केही लामा आकारका उखानहरू

एक दिनका पाहुना मीठो-मीठो खाऊन्, दुई दिनका पाहुना जसो-तसो खाऊन्, तीन दिनका पाहुना जतासुकै जाऊन् । भीरबाट खसेको गोरूलाई रामराम पो भन्न सकिन्छ काँध थाप्न को सक्छ र ! केटाकेटी आए, गुलेली खेलाए, चरा मार्न सकेनन् रित्तो हात फर्के । रोगीलाई ताना, केटाकेटीलाई नाना, पाहुनालाई खाना, गँजडीलाई ताना, घोडालाई दाना, चोरलाई थाना ।

केही मझौला आकारका उखानहरू

देखेका आँखा फुटे सुन्नेका सही । जान्नेलाई श्रीखण्ड नजान्नेलाई खुर्पाको बिँड । खाने मुखलाई जुँगाँले छेक्दैन । अरूकी लक्ष्मी साँढेकी जोई ।

केही साना आकारका उखानहरू

डाडामाथिको घाम । छेपाराको आहान । असार-मङ्सिर । जङ्गल-मङ्गल । देशअनुसारको भेष ।

२ सारगर्भितता

सारगर्भितको अर्थ भित्र सार भएको, गहन, गहकिलो भन्ने हुन्छ । उखानहरू निकै सारपूर्ण हुन्छन् । पूर्वजका अनुभवले खारिएका सारपूर्ण उखानहरूले भनाइलाई घामजस्तै छर्लङ्ग पारिदिन्छन् । भन्न खोजेको कुरालाई संक्षिप्त रूपमा प्रभावपूर्ण ढङ्गले प्रस्तुत गर्न सक्नु सारगर्भितता हो । सानोतिनो कथा वा अनुच्छेदले स्पष्ट पार्नु पर्ने कथनलाई पनि एक टुक्रा उखानले स्पष्ट पारिदिन्छ । सन्दर्भअनुसार प्रयोग हुन सक्ने भावसादृश्य तथा अर्थगाम्भीर्यले उखानहरू कति सारगर्भित छन् भन्ने छर्लङ्ग हुन्छ । जस्तै : दुई जोईको पोई कुना बसी रोई । दुधको साक्षी बिरालो । बाघ बूढो स्याल तन्नेरी । रात रहे अग्राख पलाउँछ । सोभो औलाले घिउ आउँदैन । स्यालको सिकारमा जाँदा बाघको सर्जाम ।

३ सरलता

सरलता उखानको महत्त्वपूर्ण विशेषता हो । उखानको भाषा सरल, सहज र प्रभावकारी हुन्छ । सर्वसाधारणले बुझ्ने, आकर्षक र रुचिपूर्ण हुन्छ । लोकपरम्पराबाट भिज्दै जनजिब्रोमा रतिएका शब्दहरू प्रयोग हुने हुनाले ती शब्दहरू कोमल र हार्दिक हुन्छन् । नेपाली उखानहरू रसिला-भरिला, स्वादिला,छोटो, मीठो र खँदिला छन् । उखानमा सरलताभित्र मिठास हुन्छ, चमत्कार हुन्छ, मार्मिकता हुन्छ र मुटु च्वास्

छुने सामर्थ्य पनि हुन्छ । जस्तै : अरूको लाख आमाको काख । तँ आँट म पुन्याउँछु । भिगाको सरापले डिँगा मर्दैन । घोडा चढ्ने लड्छ । आकाशमा थुके आफ्नै मुखमा छिटा ।

४ लोकप्रियता

लोक वा जनताको माझमा प्रिय हुनु लोकप्रियता हो । लोकप्रियता उखानको महत्त्वपूर्ण लक्षण हो । उखानहरू सबै मानिसको जिब्रोमा झुण्डिएका हुन्छन् । लोकप्रिय हुन नसकेका उखानहरू आफै लोप भएर जान्छन् । लोकले मान्यता प्रदान गरेका उखानहरूमात्रै बाँचिरहेका हुन्छन् । उखानभित्र हुने रसिलो, काँसिलो र चोटिलोपनले सबैको जनजिब्रोमा राज गरेको पाइन्छ । नेपाली उखानहरू जनमानसमा भिजेका हुनाले लोकप्रिय छन् । जस्तै : मौकामा हिरा फोर्नु पर्छ । माछो माछो भ्यागुतो । तातै खाऊँ जल्दै मरूँ । जब पन्यो राति, अनि बूढी ताती । अचानाको पीर खुकुरीले जान्दैन ।

५ सजीवता

नेपाली उखानको महत्त्वपूर्ण विशेषता सजीवता हो । उखानहरू मानिसका अनुभवबाट खारिएका जिउँदा(जागदा टुक्रा हुन् । नेपाली उखानहरू नेपाली समाजका यथार्थका प्रतिबिम्ब हुन् । नेपाली संस्कार र संस्कृतिमा हुर्किएका नेपाली उखानहरू साँच्चिकै नेपाली परिस्थिति र परिवेशका जीवन्त प्रस्तुति हुन् । अभिव्यक्तिलाई प्रभावकारी बनाउन, भाषिक चमत्कार ल्याउन र चतुरतापूर्वक भाव संप्रेषण गर्न उखानभित्र रहेको सजीवताले अहम भूमिका खेलेको पाइन्छ । नेपाली उखानमा सत्यता र यथार्थमा आधारित सजीवता

रहेको पाइन्छ । जस्तै : अजिङ्गरको आहारा दैवले पुन्याउँछ । एक हातले ताली बज्दैन । घोडा चढ्ने लड्छ । जोगीको घरमा सन्यासी पाहुना । बाँदरको हातमा नरिवल । भुक्ने कुकुरले टोक्दैन । सुनारको सय चोट लोहारको एक चोट । बाघले सिनो खाँदैन ।

६ रूप विविधता

संरचनाका दृष्टिले नेपाली उखानमा विविधता रहेको पाइन्छ । नेपाली उखानहरू प्रश्नमूलक, प्रश्नोत्तरात्मक, तुकबन्दी युक्त, लयात्मक, गीत्यात्मक, आलङ्कारिक आदि विविध रूपका हुन्छन् । प्रश्नको ढाँचामा निर्माण भएका उखानहरू प्रश्नमूलक, प्रश्न र उत्तरको ढाँचामा निर्माण भएका उखानहरू प्रश्नोत्तरात्मक, लयात्मक मिठासले सिंगारिएका उखानहरू गीत्यात्मक, अनुप्रास, उपमा, रूपक, आदि अलङ्कारले सजिएका उखानहरू आलङ्कारिक आदि विभिन्न रूपका उखानहरू नेपाली भाषामा पाइन्छन् । त्यसैले नेपाली उखानहरूमा रूपगत विविधता पाइन्छ । जस्तै :

प्रश्नमूलक उखान

बाह्र वर्ष रामायण पढ्यो सीता कसको जोई, अन्धालाई बत्ती देखाएर के काम

प्रश्नोत्तर

किन चाउरिस मङ्गले ? आफ्नै ढङ्गले
किन चाउरिस मरिच ? आफ्नै पीरले
के खोज्छुस काना आँखो

गीत्यात्मक

फूलको वासना वरिपरि,
मानिसको वासना डाँडापारि ।
खाई सार कि लाई सार,
मरेपछि लम्पसार ।

आलङ्कारिक

छेपाराले घाँचो समाएभै समाउनु,

खान्न खान्न लोकाचार,

खान लायो मानाचार ।

भाषान्तर प्रभावित

एक पन्थ दो काज ।

ढङ्गमरु कसो गर्रँ ।

हरामका आगे भूत भागे ।

६ नेपाली उखानमा समाजको चित्रण

मानिस सामाजिक प्राणी हो । उसले समाजमा रहँदा विभिन्न पक्षहरूसँग सम्बन्ध राख्नु पर्दछ । उसले आफ्ना अनुभवहरू साटासाट गर्ने क्रममा आएका कसिला अभिव्यक्ति नै उखान बन्न पुग्दछन् । निजी अनुभूतिहरू समाजबाट स्वीकृत भएपछि उखानको मान्यता पाउँछन् । त्यसैले नेपाली उखानहरू नेपाली समाजकै अमूल्य सम्पत्ति हुन् । समाजले स्वीकार गरेका सामाजिक जीवनका, सुख, दुःख, आँसु, हासो, हर्ष, विष्मात्, असल, खराव, आदि पक्षलाई देखाउने तथा समाजमा लोकप्रिय सबै उखान सामाजिक जीवनसँग सम्बन्धित उखान हुन् (खनाल, २०६६:२९)। मौखिक परम्पराका रूपमा एक पुस्ताबाट अर्को पुस्तामा हस्तान्तरण हुँदै आएका उखानहरू नै सामाजिक उखान हुन् । समाज र समय सापेक्षरूपमा उखानहरू परिवर्तन हुँदै जान्छन् । मानिस भन्नु नै समाजको एकाइ हो । समाजमा बसिसकेपछि दाजुभाइ, इष्टमित्र, छरछिमेक सबैसँग घुलमेल भई बस्नु पर्छ । ढुङ्गाको भर माटो माटोको भर ढुङ्गो, जिउँदाको जन्ती मर्दाको मलामी, टाढाको दाजुभाइभन्दा नजिकको छिमेकी भलो जस्ता उखानले

समाजको सजीव चित्र उतारेका छन् । उखानको जन्म समाजमा नै हुन्छ, समाजमा नै तिनको विकास हुन्छ र तिनले समाजबाट नै लोकप्रियता पाउँछन् (पौड्याल, २०६०:१६७)। सामाजिक धारणा, विश्वास, मान्यता, रीतिविज्ञा एवम् लोक जीवनका परम्परागत आस्था, भावना सुरक्षित हुँदै आएका हुन्छन् । उखानहरू अतिशयोक्तिदेखि नबिटुलिई सामाजिक, धार्मिक, नैतिक एवम् राजनैतिक मूल्यलाई सकाउँदै मानवीय विकासक्रमको रूपरेखालाई स्पष्ट पार्दछन् (चापागाई, २०४६:२५३)। समाजका मानिसलाई नैतिक सन्देश दिएर असल बाटोमा हिँडाउन पनि उखानहरू प्रयोग हुन्छन् । सेवा गरे मेवा मिल्छ, बैगुनीलाई गुनले मारुपर्छ, आगो ताप्नु मुढाको कुरा सुन्नू बूढाको, ठक्कर नखाई होस आउँदैन, अनिकालमा बीउ जोगाउनु, हुलमुलमा जिउ जोगाउनु जस्ता उखानले नेपाली समाजलाई चेतनाको बाटोमा अगाडि डोर्‍याउँदै सभ्य समाजको निर्माणमा जोड दिएका छन् ।

समाजका मानिसहरूमा रहेका विभिन्न कमीकमजोरीप्रति व्यङ्ग्य गर्न, विकृति-विसङ्गतिप्रति प्रहार गर्न, समाजका पुराना परिस्थितिहरूलाई स्मरण गराउन, भनाइलाई बिम्बात्मक, आलङ्कारिक र प्रतीकात्मक बनाउन, समाजमा बोलीको प्रभावले लोकप्रियता हाँसिल गर्न उखानको प्रयोग गरेको पाइन्छ ।

मानिसहरू समाजमा रहँदा बस्दा कहिले खेतीपाती र कृषिकार्यमा संलग्न भएका हुन्छन् भने कहिले सामाजिक कार्यक्रममा सहभागी भएका हुन्छन् । अर्मपर्म, मेलापात, घाँसदाउरा तथा सुखदुःखमा

मानिसहरू सहभागी भएका हुन्छन् । लोकको जीवनपद्धति आफ्नै किसिमले चलेको हुन्छ । जीवनपद्धतिका हरेक सन्दर्भसँग जोडिएर उखानहरू बनेका हुन्छन् । त्यसैले उखानहरू समाजका हरेक पक्षसँग सम्बन्धित भएर प्रचलनमा आएका हुन्छन् । समाजको अभिन्न अङ्गका रूपमा परिवार रहेको हुन्छ । मानिसले आफ्नो परिवारबाट नै माया, ममता, आडभरोसा प्राप्त गरेको हुन्छ । परिवारकै साथमा दुःखसुख भोगेको हुन्छ । पारिवारिक संस्कारबाट नै ज्ञान हासिल गर्दछ । आमाको माया छोराछोरीमाथि छोराछोरीको माया ढुङ्गामुडामाथि, सासुले खाएकी बुहारी पानीले खाएको खेत, भाइ भए भरोस् गाई भए गोरस, लोग्ने स्वास्नीको फगडा परालको आगो, अरूको लाख आमाको काख, पिटे पनि आमै जाती पोले पनि घामै जाती, मर्दका दसौटी स्वास्नी, बाउन्न ठक्कर त्रिपन्न हन्डर आदि उखानले पारिवारिक जीवनका असल र खराब पक्षलाई व्यक्त गरेका छन् ।

६ नेपाली उखानमा संस्कृतिको चित्रण

नेपाली उखानमा नेपालीपन र नेपाली संस्कृतिको सजीव चित्रण पाइन्छ । लोक परम्पराले मान्दै आएका कुराहरू, व्यवहारहरू नै संस्कृति हुन् । संस्कृति भनेको देश वा जातिको कला, साहित्य, सङ्गीत, आचार व्यवहार तथा बौद्धिकता त्यसलाई मौलिक पहिचान दिन सक्ने विशेषता (अधिकारी, २०६१ : १३७४) लाई भनिन्छ । मानिसले भोग्नु परेका पीडा, समस्या, मेलापात, घाँसदाउरा, चाडपर्व आदिका क्रममा चलेका प्रचलनहरू नै संस्कृति हुन् । संसार विश्वासमा अडेको छ । धर्मप्रति विश्वास,

ईश्वरप्रति विश्वास, भाग्यमाथि विश्वास आदि विश्वासहरू उखानमा प्रतिबिम्बित भएका हुन्छन् (खनाल, २०६६ : ४५)। चुलाको मुडो कुनाको बूढो, मौका आउँछ पखिँदैँ, कि पढेर जानिन्छ कि परेर जानिन्छ आदि उखानमा लोक विश्वासको संस्कृति हुर्केको पाइन्छ। बूढापाकाका अनुभवमा खारिएका कसिला सूत्रात्मक अभिव्यक्ति नै उखान हुन्। नेपाली उखानमा नेपाली समाजको संस्कृति बाँचेको हुन्छ। संस्कृति भनेकै जीवनको घामछाया हो। पाप धुरीबाट कराउँछ, आयो दशैं ढोल बजाइ गयो दशैं रिन बोकाइ, धर्मकर्म डाडामा चामल हाल भाडामा, ईमान भनेको लाख हो धन भनेको खाक हो जस्ता उखानले समाजका संस्कृतिलाई सूक्ष्मरूपमा व्यक्त गरेका छन्। त्यसैगरी एक दिनका पाहुना मीठोमीठो खाऊन् दुई दिनका पाहुना जसोतसो खाऊन् तीन दिनका पाहुना जतासुकै जाऊन्, डाक्यो न बोलायो लिँडै पुच्छर डोलायो जस्ता उखानले अनावश्यक पाहुना लाग्ने र हल्लिँदै हिड्ने खराब संस्कारको विरोध गरेका छन्।

समाजमा अरूको सम्पत्तिमा रमाउने मानिसलाई लुटको धन फुपूको श्राद्ध उखानले व्यङ्ग्य गरेको पाइन्छ भने घाटी हेरी हाड निल्लुजस्ता उखानले अवस्था हेरेर काम गर्नुपर्ने सामाजिक संस्कारलाई जोड दिएको देखिन्छ। काम पनि नाइँ माम पनि नाइँ, इलमीका भागमा माछा र मासु अल्ल्छीका भागमा सधैं आँसुजस्ता उखानले परिश्रम गरेर बाँच्नु पर्ने कर्मशील संस्कृतिलाई जगाउन खोजेका छन्। नेपाली समाजमा परापूर्व कालदेखि चलिआएका दशैं, तिहार, तीज, एकादशी, संक्रान्ति, पूजापाठ, श्राद्ध आदि चाडपर्व सम्बन्धी उखानहरू पनि धेरै छन्।

रातभरि करायो दक्षिण हरायो, सराढेको सालो तिहारको ज्वाइँ यस्तो अफ्ठ्यारे नपरोस् काही, तीजमा नलगाएको गहना कहिले लगाउने, वर्त बस्नु एकादशी तीर्थ जानु काशी, आयो दशैं ढोल बजाइ गयो दशैं ऋण बोकाइ आदि सांस्कृतिक परम्परा मनाउने क्रममा निर्माण भएका उखानहरू हुन्। नेपाली समाजमा बूढापाकालाई सम्मान गर्ने, महिलाले गरगहना लगाउने, खेतीपाती कामधन्दा लगाउने, महिला पुरुषबीच विभेद गर्ने, पाप-धर्म, रहन-सहन, भेषभूषा, लवाइ-खवाइ, स्वर्ग-नरक आदि संस्कार र संस्कृतिसँग सम्बन्धित उखानहरू नेपाली भाषामा प्रशस्तै छन्। मर्दका दसौटी जस्ता उखानले विकृतिपूर्ण संस्कारलाई नेपाली समाजले अझै छोड्न नसकेको पुष्टि गर्दछ।

उखानहरू ज्ञानका खानी हुन्। पूर्वजका माभिएका विचारका टुक्राहरू भएकोले उखानमा जीवनका यथार्थ चिन्तन, व्यवहारिक ज्ञान, दर्शन, मनोविज्ञान, इतिहास, प्रकृति तथा हास्यव्यङ्ग्य सम्बन्धी भावहरू पोखिएका हुन्छन् भने जीवन भोगाइका क्रममा प्रभाव पार्ने धर्म, जन्मदेखि मृत्युसम्मका संस्कारहरू, मानिसहरूमा हुने विश्वास, परम्परा, रीतिरिवाज, खानपान आदि कुराहरू नेपाली उखानका सांस्कृतिक पक्षसँग जोडिएका हुन्छन्।

७ निष्कर्ष

उखानहरू लोक जीवनका रसिला, कसिला, सूत्रात्मक अभिव्यक्ति हुन्। उखानहरू सरलता, संक्षिप्तता, सारगर्भितता, लोकप्रियता, सजीवता, विविधताजस्ता विशेषता बोकेका हुन्छन्। एउटा उखानले शास्त्रले

दिने ज्ञान जत्तिकै महत्त्व राख्दछ। उखानहरू लोक परम्पराबाट विकसित भई सारपूर्ण अभिव्यक्तिका रूपमा प्रयोग हुने गर्दछन्। नेपाली उखानहरू सामाजिक, सांस्कृतिक, धार्मिक, आर्थिक, पौराणिक, ऐतिहासिक एवम् लोक परम्परा तथा लोक विश्वास सम्बन्धी विभिन्न सन्दर्भबाट विकसित भई जनजिब्रोमा रतिएका छन्। उखानहरूको प्रयोगले एकातिर लोक परम्परा र संस्कृतिलाई प्रकाशमान बनाएको हुन्छ भने अर्कोतिर ओजपूर्ण अभिव्यक्ति प्रस्तुत गर्न महत्त्वपूर्ण भूमिका खेलेको पाइन्छ। उखानहरू अनुभवका सारमात्र होइनन्, समाज र संस्कृतिका ज्वलन्त उदाहरण पनि हुन्। उखानहरू हृदयलाई च्वास् छुन सक्ने भाषाका जीवित इतिहास हुन्।

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नेपाली बालसाहित्य : परिचय र वर्गीकरण

✍ कृष्णप्रसाद पोखरेल

सार: ज्ञान-विज्ञान, प्रविधि, कला एवम् साहित्यका विविध विषयक्षेत्रका विषयलाई साहित्यिक बान्कीमा प्रस्तुत गरिएका बालसुलभ कृति नै बालसाहित्य हुन् । बालबालिकाको सर्वाङ्गीण समृद्धिका लागि उनीहरूकै स्वभाव, अनुभूति आदिलाई समेटेर सरल भाव र कलात्मक भाषाशैलीमा लेखिएका बालहितकारी साहित्य हुन् । बालबालिकाले निकै रुचाएर पढ्ने, सुन्ने यस्ता साहित्यले बालबालिकामा शारीरिक, मानसिक, नैतिक, आध्यात्मिक, सामाजिक क्षमताका साथसाथै सिर्जनात्मक तथा रचनात्मक क्षमताको विकास गराउँछन् । बालबालिकालाई मनोरञ्जन प्रदान गर्नु, ज्ञानको दायरा फराकिलो बनाउनु, विभिन्न जिज्ञासाहरूको समाधान गर्नु, नैतिक आदर्शयुक्त सत्चरित्रको विकास गर्नु, सामाजिक सचेतनाको विकास गर्नु, सिर्जनशील भाषिक क्षमताको विकास गर्नु बालसाहित्यका मूल विशेषता हुन् । बालगीत/कविता, बालकथा, बालउपन्यास, बालनिबन्ध/प्रबन्ध, बालोपयोगी जीवनी बाल साहित्यका भेदोपभेदभित्र पर्दछन् । सङ्क्षिप्त आयाममा प्रस्तुत यस्ता साहित्य मूलतः बालबालिकाकालागि र अर्थातः यस्ता साहित्यलाई रुचिपूर्ण तरिकाले ग्रहण गर्न सक्ने पाठकका लागि लेखिन्छन् । यस्ता साहित्यक रचना विशेषगरी प्रौढहरूद्वारा लेखिन्छन् यद्यपि ती रचनाहरू लेखककेन्द्रित नभई पाठककेन्द्रित हुन्छन् र हुनुपर्दछ ।

विशेष शब्दावली : बालकविता, बालकथा, बालउपन्यास, बालनाटक/एकाङ्की, बालोपयोगी जीवनी, बालचित्रकथा, अनूदित बालसाहित्य ।

विषय प्रवेश

बालसाहित्य मूलतः बालबालिकाका निमित्त लक्षित गरेर लेखिएका सिर्जनात्मक रचना हुन् । बालबालिकाकै स्वभाव, अनुभव तथा अनुभूतिहरूलाई केन्द्रमा राखेर लेखिएका बालोपयोगी साहित्य हुन् । यसलाई बालबालिकाका लागि लेखिने र बालबालिकाद्वारा लेखिने साहित्यका रूपमा बुझ्न सकिन्छ । यो बालबालिकाले रुचाएर सुन्ने श्रव्य साहित्य र पढ्ने साहित्य हो जुन स्पष्टतः बालबालिका केन्द्री हुन्छ । विशेषतः बालबालिकाहरूको रुचि, स्तर, उमेर, आवश्यकता तथा मनोविज्ञानजस्ता कुरालाई हृदयङ्गम गरेर मनोरञ्जनात्मक तरिकाले यस्तो साहित्य लेखिएको

हुन्छ । तसर्थ यस्ता साहित्य बाल उपयोगी त हुन्छन् नै त्यसका साथै अन्य अध्येताका लागि पनि यस्ता रचनाहरू उपयोगी मानिन्छन् । बालगीत/कविता, बालकथा, बालउपन्यास, बालनिबन्ध, बालोपयोगी जीवनी, बाल चित्रकथा आदि बाल साहित्यका भेदोपभेदभित्र पर्दछन् र यस्ता रचनाहरू नै बालबालिकाहरूको सर्वतोमूखी विकासका लागि अत्यन्त उपयोगी मानिन्छन् । बालआवश्यकता, बाल ग्रहणशीलता, बालमानसिकता तथा बौद्धिकताजस्ता कुराहरूलाई विशेष ध्यान दिएर सिर्जित गरिएका यस्ता साहित्यिक रचनाले बालकालिकालाई मनोरञ्जन

दिनुका साथै उनीहरूको शारीरिक, मानसिक, बौद्धिक, साहित्यिक, भाषिक तथा सिर्जनात्मक क्षमताको विकासमा यथेष्ट योगदान पुऱ्याएका हुन्छन् ।

उद्देश्य : प्रस्तुत लेखको उद्देश्य नेपाली बालसाहित्यको सङ्क्षिप्त परिचय दिनुका साथै यसको वर्गीकरण गर्नु रहेको छ ।

विधि र सामग्री

प्रस्तुत लेख वर्णनात्मक र विश्लेषणत्मक अध्ययन विधिसँग सम्बन्धित रहेको छ । यसक्रममा यस लेखमा मूलतः पुस्तकीय विधि र अंशतः सर्वेक्षणात्मक विधिबाट सामग्री सङ्कलन गरिएको छ । केही बालसाहित्यका कृतिहरूलाई प्राथमिक स्रोत तथा सम्बन्धित विषयका प्रकाशित पुस्तकहरू, पत्रपत्रिकाहरू, जर्नलहरू एवम् अनुसन्धानमूलक लेखहरू र इन्टरनेटबाट प्राप्त सूचनाहरूलाई द्वितीय स्रोतका रूपमा प्रयोग गरिएको छ ।

परिचय

‘बाल’ र ‘साहित्य’ गरी दुई शब्दको संयोजनबाट बालसाहित्य शब्दको निर्माण भएको पाइन्छ । जसमा ‘बाल’ को अर्थ बालबालिका र ‘साहित्य’ को अर्थ सिर्जनात्मक लेखन वा रचना भन्ने बुझिन्छ । अतः सोभो अर्थमा बालबालिकाका निमित्त लेखिएका सिर्जनात्मक लेखन वा रचनालाई बालसाहित्य भनिन्छ । बालबालिकाले रुचाएर सुन्ने श्रव्य साहित्य र पढ्ने साहित्यलाई नै बालसाहित्य भनिन्छ (लिम्बु, २०७३:११०) । यसलाई बालबालिकाका लागि लेखिने र बालबालिकाद्वारा लेखिने साहित्यका रूपमा बुझ्न सकिन्छ । मूलतः बालबालिकाको सर्वाङ्गीण विकासका लागि उनीहरूको रुचि, स्तर, उमेर, आवश्यकता तथा मनोविज्ञानजस्ता कुरालाई हृदयङ्गम गरेर मनोरञ्जनात्मक तरिकाले लेखिएका साहित्यिक रचनालाई बालसाहित्य भनिन्छ । बालबालिकाका

निमित्त लेखिने यस्ता साहित्यिक रचनाले बालकालिकालाई मनोरञ्जन दिनुका साथै उनीहरूको शारीरिक, मानसिक, बौद्धिक, साहित्यिक, भाषिक तथा सिर्जनात्मक विकासमा विशिष्ट योगदान पुऱ्याएको हुन्छ । कोरा ज्ञानका माध्यमबाट मात्र बालबालिकाको सर्वाङ्गीण विकास सम्भव नहुने भएकाले त्यही सर्वाङ्गीण विकास गर्ने उद्देश्यलाई केन्द्रमा राखी रचिएका साहित्यलाई बालसाहित्य भनिन्छ (भण्डारी, २०७३:१३६) । बालसाहित्य अन्तर्गत मूलतः बालगीत/कविता, बालकथा, बालउपन्यास, बालनाटक/एकाङ्की बालोपयोगी जीवनीजस्ता रचना पर्दछन् ।

बालसाहित्य बालबालिकाका लागि लक्षित गरेर लेखिएका सिर्जनात्मक लेखन हुन् । बालसाहित्यले बालबालिकाका लागि लेखिने र बालबालिकाद्वारा लेखिने साहित्यलाई जनाउँछ (दुङ्गेल र दाहाल, २०७३:२०३) । बालसाहित्य वस्तुतः बालबालिकाको रुचि, स्तर, उमेर वा मनोविज्ञानलाई ख्याल गरी रचना गरिएका साहित्य हुन् (भुसाल र भट्ट, २०७२:३१२) । ‘बालबालिकालाई मनोरञ्जन दिने, रचनात्मक एवम् सिर्जनात्मक हुन प्रेरणा दिने, ज्ञानविज्ञानका विविध विषयमा जानकारी दिने तथा उत्सुकता जगाउने जस्ता विषयवस्तुलाई उनीहरूकै उमेरअनुसारको सरल-सरस भाषामा रोचक तवरले लेखी रङ्गीन चित्रहरूलाई समेत समाविष्ट गरी कलात्मक तरिकाले रचना गरिएको कृति नै बालसाहित्य हो (प्रधान, २०६९:२८) । यस खालका रचना मूलतः बालबालिकाका लागि उपयोगी हुने भएकाले वस्तुतः बाल आवश्यकता, बालमानसिकता, बालबौद्धिकताजस्ता कुरामा विशेष ध्यान दिनु पर्दछ । त्यसो त यसमा प्रयोग हुने विषयवस्तु, भाषाशैली एवम् त्यसको प्रस्तुतिमा बालसुलभता अपनाउनु नितान्त आवश्यक देखिन्छ । त्यसैगरी बालबालिकाहरू जिज्ञासु प्रवृत्तिका हुने भएकाले

त्यस्तो बालजिज्ञासा शान्त पार्न बालसाहित्यको महत्त्वपूर्ण भूमिका रहन्छ । अझ प्रष्टसँग भन्दा बालबालिकामा रहेका असीमित जिज्ञासाहरूलाई शान्त पार्ने गरी बालसाहित्यको रचना गरिनु पर्दछ ।

बालसाहित्य बालहितकारी साहित्य हो, बालबालिकाले पढ्न सक्ने साहित्य हो (ने.बृ.श., २०७२:९०६)। वास्तवमा बालबालिकाहरूमा शारीरिक तथा मानसिक परिपक्वता पूर्णरूपले आइसकेको हुँदैन । उनीहरू पौढहरूले जस्तो जटिल विषयवस्तु पढ्न रुचि राख्दैनन् । जटिल विषयवस्तु बुझ्न सक्दैनन् । फेरि त्यस्ता जटिल खालका विषयवस्तुबाट पूर्णरूपमा मनोरञ्जन प्राप्त गर्न पनि सक्दैनन् । तसर्थ बालसाहित्यकारले बालबालिकाको रुचि, स्तर र क्षमतालाई ख्याल गरी उनीहरूका लागि उपयोगी हुने खालका रचना सिर्जना गर्नु पर्दछ । यसका लागि सामान्य र रोचक विषयवस्तु, भाषिक सरलता, आकर्षक दृश्य/चित्र, सङ्क्षिप्त आयाम, प्रस्तुतिमा नवीनता हुनु अपरिहार्य छ । बालबालिकाको कलिलो मष्तिस्कमा साहित्य, धर्म, ज्ञान, विज्ञान तथा प्रविधि सम्बन्धी क्षमता विस्तार गर्दै राष्ट्र, राष्ट्रियता तथा मानवताका विषय एवम् भावनालाई विशिष्ट ढङ्गले जागृत गराउने ध्येय बालसाहित्यमा रहन्छ । यस्तै बालसंस्कार तथा आदर्शयुक्त नैतिक भाव प्रबर्द्धन गर्ने ध्येय पनि राखिएको हुन्छ । मूलतः यो बालबालिकाकै लागि लेखिने भएकाले विषय, भाषा, शैली तथा प्रस्तुतिमा बालसुलभता हुनु आवश्यक हुन्छ । बालबालिकाको अर्थात् संसार हुन्छ, आफ्नै परिवेश हुन्छ । उनीहरूको आफ्नै भाषा हुन्छ । फरक खालको कार्य वा गतिविधि हुन्छ । यसर्थ बालसाहित्य रचना गर्दा यी र यस्तै पक्षलाई ध्यान दिइएको हुन्छ हुनुपर्दछ । बालबालिकालाई मनोरञ्जनका साथै ज्ञान, बोध, प्रयोग, सिर्जना, रचनाजस्ता क्षमताहरूको विकास गरी समाजमा प्रभावकारी ढङ्गले समायोजन गर्न मद्दत गर्नु यसको

विशिष्टता हो (भुसाल र भट्ट, २०७३:३१३)। क्राष्टका दृष्टिमा “बालसाहित्य भनेको लेखन मात्रै नभएर प्रस्तुति, चित्राङ्कन एवम् प्रकाशनको प्रभावकारिता पनि हो ।” जगत क्षेत्रीका विचारमा चाहिँ “बालसाहित्य सम्पूर्ण रूपले बालबालिकाकै निम्ति उनीहरूको बौद्धिक स्तर, मनोविज्ञान तथा अन्य आवश्यकतालाई ध्यानमा राखेर लेखिन्छ ।” त्यसो त चूडामणि बन्धुले बालसाहित्यको चर्चा गर्दै यसलाई बालबालिकाका निम्ति स्वस्थ मनोरञ्जन, उपयोगी शिक्षा, व्यावहारिक ज्ञान र नयाँ-नयाँ सूचना दिने सबै कृतिका रूपमा चिनाएका छन् । बालसाहित्यकै सन्दर्भमा भिक्टर प्रधानले “बालसाहित्य साहित्यको एक विशिष्ट प्रकार हो । यो बालबालिकाका निम्ति मनोरञ्जनात्मक दृश्य पाठ्यसामग्री, आप्लावित ज्ञान, सिप, चरित्र, प्रवृत्ति, निर्माणात्मक प्रछन्न सत्सन्देश वा मार्ग निर्देशन हो ।” भन्ने दृष्टिकोण अघि सारेका छन् ।

समग्रतः बालबालिकाको साहित्यलाई बालसाहित्य भनिन्छ । यसले नेपाली बालजगत्, बालजनजीवन, बालअनुभूतिसँग सम्बन्धित भएर लेखिएका तथा प्रकाशन गरिएका समग्र लोक बालसाहित्य एवम् लिखित बालसाहित्यलाई बुझाउँछ । यस्तै बालबालिकाको रुचि, स्तर र क्षमतालाई ख्याल गरी उनीहरूलाई मनोरञ्जन दिने, व्यावहारिक ज्ञान/शिक्षा दिने, विविध क्षेत्र र परिवेशबारे ज्ञान गराउने, नयाँ-नयाँ विषय तथा क्षेत्रप्रति उत्सुकता जगाउने, रचनात्मक क्षमताको विकास गराउने उद्देश्यले सरल, सहज एवम् आकर्षक भाषाशैलीमा लेखिएका बालसुलभ रचनालाई जनाउँछ । यसलाई बालबालिकाका निम्ति लेखिएको साहित्य र बालबालिकाले लेखेको साहित्य गरी दुई अर्थमा बुझ्न सकिन्छ । यसमा सामान्य र सरल विषयवस्तु, भाषिक सरलता, शैलीगत सामान्यता, संक्षिप्त आयाम, प्रस्तुतिमा रोचकता हुनु अपरिहार्य मानिन्छ । यो लेखक केन्द्रित नभई बालकेन्द्रित हुनुपर्दछ ।

बालबालिकालाई केवल पुस्तकीय ज्ञानमा मात्र सीमित नबनाई उनीहरूको सिर्जनात्मकतालाई जागृत गराउने तथा ज्ञानको दायरा फराकिलो बनाउने खालका विषय क्षेत्र चयनप्रति बालसाहित्यका लेखक सधैं सचेत हुनु पर्दछ । विधागत रूपमा यिनीहरूको प्रस्तुति बाल कविता, बाल कथा बाल उपन्यास, बाल एकाङ्की बाल नाटक, बालोपयोगी जीवनी, बाल चित्रकथा, बाल चित्रपुस्तक एवम् अनूदित बालसाहित्य आदिबाट गरिन्छ ।

नेपाली बालसाहित्यको वर्गीकरण

मूलतः बालबालिकाका लागि लेखिने साहित्यिक रचनालाई बालसाहित्य भनिन्छ । बालबालिकाको समग्र विकासमा यसको महत्त्व सर्वोपरि रहन्छ । विषयवस्तु, रचनाशैली, प्रस्तुत्य भाषा, संरचनागत आयाम, तथा उद्देश्यजस्ता पक्षलाई दृष्टिगत गर्दा बालसाहित्यलाई विविध प्रकारमा विभाजन गर्न सकिने देखिन्छ । यद्यपि विद्वानहरूले यसलाई विधागत दृष्टिकोणबाट वर्गीकरण गर्ने गरेका छन् । बालसाहित्य साहित्यका अन्य भेदोपभेद जस्तै कथा, कविता, उपन्यास, जीवनी, नाटकजस्ता भेदहरूमा वर्गीकरण गर्न सकिन्छ । तल बालसाहित्यको वर्गीकरणलाई सूक्ष्म रूपमा पर्गेल्ने प्रयत्न गरिएको छ :

१. बालगीत/कविता

बालबालिकाको उमेर र क्षमता अनुसारको भाषा प्रयोग गरी तथा उनीहरूकै रुचिलाई ख्याल गरी सरल, सहज र स्वभाविक किसिमले रोचक विषयमा आधारित रहेर रचना गरिएका गेयात्मक तथा बालसुलभताले युक्त रचना नै बालकविता हो (ओझा, २०७३:१७२) । बालगीत/कविता बालसाहित्यको सबैभन्दा लोकप्रिय र प्रचलित विधा हो । बालबालिकाहरूका लागि लेखिएको र

बालकालिकाहरूले मन पराउने कविता नै बालकविता हो । यो त्यस्तो विधा हो जसले बालबालिकामा सांवेगिक सौन्दर्यको उद्बोधन गराइ उनीहरूको सुकोमल हृदयलाई आह्लादित समेत तुल्याउँछ । बालबालिकाकै निम्ति लेखिने यस्ता गीत/कवितामा बालबालिकाहरूमा सिर्जनात्मकता, भाषिक क्षमता, चेतना आदिको विकास गर्ने तथा उनीहरूलाई मनोरञ्जन दिने ध्येय राखिएको हुन्छ । नेपाली बाल कविताअन्तर्गत मुख्यतः बालगीत/शिशु गीत, खेलगीत, विषयगत गीत गरी निम्न तीन प्रकारका गीत प्रचलनमा रहेका छन् :

(क) शिशु गीत/कविता

बालबालिकालाई केन्द्रमा राखी लेखिएका गीत स्वरूपका साहित्य नै शिशुगीत हुन् (भुसाल र भट्ट, २०७३: ३१५)। विशेषतः केटाकेटीहरूलाई फकाउन, फुलाउनका निम्ति यस्ता गीत गाइन्छन् । शिशु गीतलाई निदरी गीत, लल्लोरी गीत, लोरी गीत, भोलुङ्गे गीतका रूपमा पनि चिन्न सकिन्छ । यद्यपि व्यापक अर्थका दृष्टिकोणले यसलाई शिशुगीत नामाकरण उचित देखिन्छ । शिशु गीतहरू धेरै छन् त्यसमध्ये केही उदाहरण यस प्रकार छन् :

आइज चरी, खाइदे कान
लैजा चरी, गोसाइँ थान ।
□ □ □
नाच न नानी नाचन
पैसा दिउँला पाँचाना
बारूले कम्मर भाँचन
नाच न नानी नाचन
□ □ □
सिरूसिरू बिराली
दही चोरी खाली
सिरूसिरू बिराली

काँकर जाली
दही चोरी खाली
ढडुवा बाँच लाली ।

(प्रधान, २६९: ३७-३८)

(ख) खेल गीत/कविता

बालबालिकाहरू स्वयंमले खेल खेल्ने क्रममा गाउने गीतलाई नै खेल गीत भनिन्छ । खेलगीतमा बालबालिकाहरूले आफ्नो मनमा लहराएका भावनाहरूलाई खेल खेल्ने क्रममा आफू अनुकूलकै लयमा प्रस्तुत गरेका हुन्छन् । बालबालिकाहरू बोल्न सक्ने भएपछि आफैले गाउँदै खेल्ने यस्ता गीतबाट बालबालिकाले मनोरञ्जन त प्राप्त गर्छन् नै यसका साथै सिर्जनात्मक क्षमताको समेत विकास गर्दै जान्छन् । प्रायः बालबालिकाहरूको रुचि खेलमा हुन्छ । फेरि खेलले नै उनीहरूलाई स्वस्थ बनाउन, प्रशन्न बनाउन, उनीहरूको शारीरिक तथा मानसिक विकास गर्न मद्दत गर्छ । अतः बालबालिकाबीच आपसी सद्भाव, स्नेह, मेलमिलापको भावना विकास गर्न, सिर्जनात्मक क्षमताको विकास गर्न, उनीहरूलाई प्रशन्न राख्न यस्ता गीतको महत्ता बढ्दै गएको देखिन्छ । प्रचलनमा रहेका केही शिशु गीतहरू यस प्रकार छन् :

एउटा साथी जङ्गलमा
रोइ रोइ बसेछ
उठन साथी उठन
चार फन्का घुम न
आफ्नो साथीलाई चिन न ।

(ढुङ्गेल र दाहाल, २०७३ : २०५)

□ □ □

नेपालको भेरी क्षेत्रमा प्रचलित गीत यस प्रकार छ :

गोठ्या लौरी गोठ जा
नुन खान भोट जा । (गिरी, २०५७ : ५४)

(ग) विषय गीत/कविता

कुनै विषयलाई गीतका रूपमा प्रस्तुत गरिन्छ भने त्यस्ता गीत नै विषय गीत हुन् । कुनै विषय, घटना आदिलाई गीतका माध्यमबाट वर्णन गर्न सकिने हुँदा यस्ता गीतलाई वर्णनात्मक गीत पनि भन्ने गरिन्छ । विशेषगरी बालबालिकाहरूमा भाषिक, मानसिक, शब्दभण्डारगत एवम् सिर्जनशीलताको विकासका निमित्त यस्ता गीतहरू गाइन्छन् । जस्तै :

कुखुरी काँ,
बासी भात खाँ
खोई बासी भात ?
बिरालोले खायो !
खोइ बिरालो ?
मुसो मार्न गयो !
खोइ मुसो ?
दुलोभित्र पस्यो !
खोइ दुलो ?
गाईले कुल्च्यो !
खोइ गाई ?
खोलाले बगायो !
खोइ खोला ?
स्याप्यै सुक्यो ।

(ढुङ्गेल र दाहाल, २०७३ : २०५)

माथि उल्लिखित गीतका अतिरिक्त हाम्रो समाजमा अन्य थुप्रै बालगीत प्रचलनमा रहेका छन् जसलाई विविध गीतान्तर्गत राख्न सकिन्छ । ऐया ! आमा, घैया पाक्यो चिउरी कुटाइदेउ न, चिउरी खाँदा दाँत दुख्यो दूधले भिजाइ देउ न, दसैं आयो खाउँला पिउँला, घाम पानी घाम पानी स्यालको विहे, राजा

बस्ने दरबार..... जस्ता गीतहरू विविध गीतान्तर्गत पर्दछन् । समग्रमा भन्दा बालबालिकालाई केन्द्रित गरी लेखिएका गेयात्मक तथा बालसुलभताले युक्त रचनालाई बालकविता भनिन्छ । मनोरञ्जनात्मक तरिकाले बालजिज्ञासा शान्त पार्न, विभिन्न विषयवस्तुको ज्ञान गराउन, सिर्जनात्मक प्रतिभाको विकास गर्न तथा भाषिक क्षमताको विकास गर्नका लागि बालकविता महत्त्वपूर्ण मानिन्छन् । जपमाला (पारसमणि प्रधान), पुतली, चिल्लापातहरू (लक्ष्मीप्रसाद देवकोटा), घामपानी, बालालहरी (माधवप्रसाद घिमिरे), ट्याउँट्याउँ जूठो खाऊँ (माधवलाल कर्माचार्य), रमाइला नानी -१,२ (कृष्णप्रसाद पराजुली), कागजका डुङ्गा, चिरबिरी (दुर्गालाल श्रेष्ठ), आँखाका नानी (गोविन्दराज विनोदी), राम्रो चाचा मीठो पापा (घनश्याम परिश्रमी) आदि बाल कविताका उदाहरण हुन् ।

(२) बाल कथा

विशेषतः बालबालिकाको उमेर, रुचि, एवम् बौद्धिक क्षमतालाई समेत दृष्टिगत गरेर रोचक घटना वा विषयवस्तुलाई सरल भाषा तथा आकर्षक, कौतुहलपूर्ण एवम् कलात्मक शैलीमा लेखिएका कथालाई नै बालकथा भनिन्छ । बालकथा बालसाहित्यको अर्को प्रमुख विधा हो । विधागत दृष्टिले हेर्दा अन्य विधाका तुलनामा यो विधामा बालबालिकाहरूको आकर्षण बढी देखिन्छ । घटनाको प्राधान्यता रहने यस्ता कथामा प्रायः बालबालिकाकै जीवनमा घटित तीतामीठा घटना, उनीहरूकै जीवन भोगाइ आदिलाई सिलसिलाबद्ध रूपमा प्रस्तुत गरिएको हुन्छ । नेपाली बाल कथालाई गाउँखाने कथा, बाल लोककथा तथा बाल कथा गरी निम्न तीन प्रकारमा वर्गीकरण गरी अध्ययन गर्न सकिन्छ :

(क) गाउँ खाने कथा

समस्याका रूपमा कुनै एउटा प्रश्न दिई त्यसको गहिरो अर्थ खोज्न लगाउने गरी एकअर्कामा सुनाइने

प्रकृतिका कथनयुक्त कथाहरूलाई गाउँ खाने कथा भनिन्छ । गाउँखाने कथामा गाउँखाने कथाको जवाफ दिन नसक्नेले प्रश्न सोध्नेलाई गाउँ दिनुपर्ने भएकाले यसलाई गाउँखाने कथा भनिएको हो । गाउँखाने कथा समस्यापूर्तिका रूपमा प्रश्न बनेर सबैका सामु प्रस्तुत हुन्छ र साधारण देखिए पनि यसभित्र गहिरो गूढार्थ लुकेको हुन्छ (प्रधान, २०६९: ४७) । गाउँखाने कथामा वाक्चातुर्य हुने र त्यसैबाट मनोरञ्जन पनि हुने हुँदा गाउँखाने कथालाई भाषिक कला (verbal art) र भाषिक खेल (verbal game) पनि भनिन्छ (लामिछाने, २०६७: ७) । मूलतः यस्ता कथाहरूले बालबालिकालाई मनोरञ्जन दिनुका साथै उनीहरूमा सोच्ने, चिन्तन गर्ने तथा मौलिक तर्क दिने क्षमताको विकास गर्न मद्दत गर्छन् । उदाहरणका रूपमा केही गाउँ खाने कथाहरूलाई तल दिइएको छ :

- तीनवटा खुट्टा दुईवटा कान, सक्दिन हिँड्न म को हुँ जान् ? - कराई
- धानी न बिसौली दुई हातले उचाली के हो ? - टोपी
- नौ तले घरको न झ्याल न ढोका के हो ? - बाँस
- जिउ हात भए पनि टाउको खुट्टा हुन्न तर पनि मान्छेलाई नभईकन हुन्न के हो ? - सर्त
- माथितिर कान तलतिर तान, तानमा ठक्कर दिँदा मिठो हुन्छ गान के हो ? - सारङ्गी
- हिँड्दै छ पाइला मेट्दै छ के हो ? - डुङ्गा
- सेती गाई पानी खान गई फर्केर आउँदा राती भई के हो ? - सेलरोटी पकाएको

(ख) बाल लोककथा

बालबालिकालाई सुनाइने लोक प्रचलनमा तथा श्रुति परम्परामा आधारित कथाहरूलाई बाल लोककथा भनिन्छ । परम्परादेखि नै बालबालिकाहरूलाई मौखिक

रूपले यस्ता कथाहरू भन्दै आएको पाइन्छ । विशेषगरी बालबालिकालाई फकाउन, भुलाउन, हसाउन, सुताउन, खुवाउनका निमित्त अभिभावकहरूबाट यस्ता कथा सुनाउने गरिन्छ । रोचकता, कौतुहलता बालकथाको मुख्य विशेषता हो । बालबालिकाको मानसिक विकासका साथै सिर्जनशीलताको विकासका लागि यस्ता कथा महत्त्वपूर्ण मानिन्छन् । यस्ता कथा एकादेशमा एउटा... बाट सुरु भएर सुन्नेलाई सुनको माला, भन्नेलाई फूलको माला, यो कथा वैकुण्ठमा जाला भन्ने कथनमा पुर्‍याएर टुङ्ग्याइन्छ (प्रधान, २०६९:४५) । अन्य कथामा जस्तै यस्ता कथामा पनि मानवीय(खासगरी राजारानी, राजकुमार, साधारण मानिसहरू) तथा मानवेतर (भूतप्रेतलगायतका विभिन्न पशुपक्षीहरू) दुबै प्रकृतिका पात्रहरू प्रयोग गरिएका हुन्छन् । मेरो सानो घोडा, मान्छे र बादर, दसैं, पिङ र हात्ती, शिशिर वसन्तको कथा, लाल हिराको कथा, चमेराको चुच्चो किन बुच्चो ? आदि बालकथाका उदाहरण हुन् ।

(ग) बाल कथा

बालकथा विशेषतः बालबालिकाको उमेर, रुचि, बौद्धिक क्षमता एवम् मानसिक विकास आदिलाई दृष्टिगत गरी सरल भाषामा कलात्मक शैलीद्वारा लेखिएका कथा हुन् । यस्ता कथामा प्रायः बालबालिकाकै जीवनमा घटित तीतामीठा घटना, उनीहरूकै जीवन भोगाइ आदिलाई सिलसिलाबद्ध रूपमा प्रस्तुत गरिएको हुन्छ । बालबालिकाहरूलाई मनोविनोद दिलाउन, कल्पनाशील क्षमताको विकास गर्न मात्र होइन आफ्नो भाषा, धर्म, संस्कृति, परिवेश, नीति चेतना, आदर्शआदि बारे पनि परिचित गराउन यस्ता कथा निकै उपयोगी हुन्छन् । अन्य कथाजस्तै बालकथा पनि कथावस्तु, पात्र, परिवेश, संवाद तथा भाषाशैली आदिको कुशल संयोजनद्वारा तयार पारिन्छन् र यसरी तयार पारिएका कथाहरू नै पठनीय, मननीय, स्मरणीय, मनोरञ्जनीय तथा

बालोपयोगी हुन पुग्छन् । कथा कोसेली (शान्तदाश), चार चङ्गेरी (कृष्णप्रसाद पराजुली), एउटा कथा भन्छु न हजुर आमा (रमेश विकल), गल्ली पत्ता लगाउने नीति (जनकप्रसाद हुमागाईं), मेरो सानो घोडा (कल्पना प्रधान), पुतलीको कथा भाग १, २ (खगेन्द्र सङ्ग्रहीला), काला जादुको कथा (रामप्रसाद ज्ञवाली) जस्ता कथाहरू यसका उदाहरण हुन् ।

(३) बाल उपन्यास

बाल रूचिअनुकूलका विषयलाई समेटेर तयार पारिएका औपन्यासिक आख्यानलाई बाल उपन्यास भनिन्छ । विशेषतः राजनीति, दर्शन आदि बाहेकका कला, साहित्य, धर्म, इतिहास, साहसिक आदि बालरूचिअनुकूलका विषय हुन् र यिनै विषयको जानकारी दिने हेतुले बाल उपन्यास लेखिएका हुन्छन् र लेखिएका पनि छन् । यस्ता उपन्यासमा संक्षिप्तता, सरलता रोचकता, कौतुहलताजस्ता गुणहरू हुन्छन् । बाल उपन्यासमा सरल, रोचक र कौतुहलपूर्ण कथावस्तु, थोरै पात्रहरू त्यसमा पनि बालपात्र र तदनुकूलकै प्रभावकारी भाषिक प्रस्तुतिका माध्यमबाट बालबालिकालाई कौतुहलता सिर्जना गर्ने गरी यस्ता उपन्यासको रचना गरेका हुन्छन् । कथामा जस्तै यसमा पनि मानवीय तथा मानवेतर पात्रहरूको प्रयोग गरिन्छ । यस्ता उपन्यासमा सामाजिक, ऐतिहासिक, भौगोलिक वैज्ञानिक, साहसिक तथा रहस्यमूलक घटनाहरूलाई विषयवस्तुको रूपमा प्रयोग गरिएको हुन्छ । रामु र श्यामुको बहादुरी (अञ्जनादेवी भट्टराई), नानीहरूको पुरुषार्थ (महेश पौड्याल), मङ्गल ग्रहमा विज्ञान (विजय चालिसे), मुसाको वस्ती (कपिल लामिछाने), अन्तरे र मन्तर (रञ्जुश्री पराजुली), आमाको माया (विजय सापकोटा) जस्ता उपन्यासहरू बालउपन्यासका उदाहरण हुन् ।

(४) बालोपयोगी जीवनी

बालोपयोगी जीवनी बालसाहित्यको एक प्रमुख गद्य विधा हो । यस्ता जीवनीमा कुनै पनि क्षेत्रमा योगदान पुर्‍याएका विशिष्ट व्यक्तिको सम्पूर्ण वा आंशिक जीवनका प्रेरणादायी घटनाहरूलाई केन्द्रबिन्दु बनाइ त्यसलाई सरल रूपमा रोचक ढङ्गले प्रस्तुत गरिएको हुन्छ । विशेषगरी बालबालिकाका भावनात्मक एवम् मनोक्रियात्मक क्षमताका साथै ज्ञान, बोध एवम् प्रयोग क्षमता विकासका लागि उपयोगी हुने भएकाले यस्ता रचनालाई बालोपयोगी जीवनी भनिएको हो (भुसाल र भट्ट, २०७३:३१८) । यस्ता जीवनीमा कला, साहित्य धर्म, शिक्षा आदिका क्षेत्रमा महत्त्वपूर्ण भूमिका खेलेका कुनै महान् पुरूषका जीवनका तथ्यपूर्ण घटनाहरूलाई क्रमबद्ध ढङ्गले सरल भाषामा सचित्र वर्णन गरिएको हुन्छ । यस्ता विख्यात व्यक्तिको बारेमा पढेर बालबालिकाहरू रोमाञ्चित मात्र हुँदैनन् बरु उनीहरू स्वयम् त्यस्ता कार्य गर्न प्रेरित र उत्साहितसमेत हुन्छन् । बालोपयोगी जीवनी कल्पनामा भन्दा सत्यतथ्य विवरणमा आधारित हुने हुँदा त्यसलाई कथात्मक ढङ्गले सरल, सङ्क्षिप्त र रोचक शैलीमा प्रस्तुत गरिनु आवश्यक छ । महाकवि लक्ष्मीप्रसाद देवकोटा (चूडामणि बन्धु), गौतम बुद्धको कथा, महात्मा गान्धीको जीवनी चरित्र (बाबुलाल प्रधान), केही राष्ट्रिय विभूतिहरू भाग १, २ (गोपाल पराजुली), हुने विरूवाको चिल्लो पात (देवज्जराज न्यौपाने), असल मान्छे (देवीप्रसाद), नेपालका केही ठूला मानिसहरू (अनन्त प्रसाद वार्ले) जस्ता जीवनीहरू बालोपयोगी जीवनीका केही उदाहरण हुन् ।

(५) बाल नाटक / एकाङ्की

बाल नाटक/एकाङ्की मूलतः बाल साहित्यको श्रव्यदृश्य विधा हो । बालोपयोगी विषयवस्तुको चयन

गरी विभिन्न पात्रहरूका माध्यमद्वारा संवादात्मक प्रस्तुति दिइएको लेखनलाई बाल नाटक तथा बाल एकाङ्की भनिन्छ । यो अभिनेयात्मक प्रवृत्ति भएको साहित्यिक विधा हो । त्यसैले यस्तो साहित्यमा चरित्रहरूको भूमिकालाई अभिनेयात्मक बनाइ जीवन्त तुल्याइएको हुन्छ र त्यसले नै बालबालिकाहरूलाई कुनै वस्तुस्थिति बारे ज्ञान दिनुका साथै परमानन्दको अनुभूतिसमेत प्रदान गर्दछ । बालबालिकाहरूले कथा सुन्ने वा गीत गाउने, खेल खेल्ने मात्र होइन कुनै कुरा हेर्ने, सुन्ने कुरामा पनि त्यत्तिकै रुचि राख्छन् । त्यस्तै कुनै कुरा हेरेर, सुनेर त्यसको अनुकरण पनि गर्दछन् । अतः बालबालिकामा यस्ता कुराहरूको विकासका लागि नाटक/एकाङ्की निकै उपयोगी देखिन्छ । नाटक तथा एकाङ्कीमा मञ्चनीयताको गुण हुनु पर्दछ । साथै सरल एवम् रोचक विषयवस्तु, बाल सुलभ भाषाशैली बोलचालको भाषा र तदनुकूलकै संवाद, सीमित पात्र, रोचक एवम् कौतुहलपूर्ण प्रस्तुति गरिएको हुनु पर्दछ (भुसाल र भट्ट, २०७३:३१८) । रमेश विकलद्वारा रचित सातथुँगा (२०३७) नेपाली भाषाको पहिलो बाल एकाङ्की सङ्ग्रहका रूपमा लिइन्छ । तत्पश्चात् थुप्रै बालनाटक तथा एकाङ्की रचना भएका भेटिन्छन् । बादलका बुट्टाहरू (विजय चालिसे), बालबालिकाहरूको नाटक (सरूभक्त), जङ्गलको कथा जङ्गलको व्यथा (दिनेश अधिकारी), इन्द्रेनी (कृष्णप्रसाद पराजुली), हाम्रो अभियान (शारदारमण नेपाल), सम्पत्ति (रामप्रसाद ज्ञवाली), नानी नाटक (राजेश ढुङ्गाना) फुच्चे रोबट (कृष्ण शाह यात्री) जस्ता नाटक/एकाङ्की बाल नाटक तथा एकाङ्कीका उदाहरण हुन् ।

(६) बाल चित्रकथा/चित्र पुस्तक

कथाको विषयवस्तुलाई चित्र वा तस्विर आदिका माध्यमबाट प्रस्तुत गरिएका रचनाहरूलाई बाल चित्रकथा भनिन्छ । यसलाई चित्र/तस्विरसँगै प्रस्तुत गरिने कथाका रूपमा बुझ्न सकिन्छ । त्यस्तै चित्रको पृष्ठाधारमा लेखिएको कलात्मक र चमत्कारपूर्ण

रचना/कथाका रूपमा पनि चिनिन्छ । बालबालिकालाई मनोरञ्जनका साथसाथै विभिन्न कुराको ज्ञान गराउने ध्येय राखेर यस्ता कथा लेखिन्छन् । बालबालिकाका लागि अत्यधिक लोकप्रिय मानिएका यस्ता कथामा चित्रहरूकै माध्यमबाट कथाको भाव उनीहरूले सहजै रूपमा बुझ्नेगरी प्रस्तुत गरिन्छ । अर्थात् यसमा कथालाई सिधै भाषाका माध्यमबाट प्रस्तुत नगरी आकर्षक चित्र/तस्विरहरूका माध्यमबाट सरल रूपमा प्रस्तुत गरिन्छ । यसक्रममा कथाको शृङ्खलालाई जोड्न भने निकै कम मात्रामा शब्दको प्रयोग गर्न पनि सकिन्छ । बालबालिकाहरू चित्रप्रति बढी आकर्षित हुने र यसकै माध्यमबाट उनीहरूलाई धेरै कुरा बुझाउन सकिने हुँदा पूर्वबाल्यावस्थाका बालबालिका तथा लेख्य भाषा सिक्नसकेका बालबालिकाका लागि यस्ता रचनाहरू अत्यन्त उपयोगी देखिन्छन् । जस्तो काम उस्तै माम (अर्जुन विलास पन्त), मुसीको बिहे (उषा दीक्षित), मान्छे, भैसी र मुरी चामलको भात (रमेश विकल), गैडा ट्रक (रीवन नेपाल), चुस्के र छुस्का गोपीको टोपी (शाश्वत पराजुली), चड्गा आहा चड्गा, मुसा र विरालो (तेजप्रकाश श्रेष्ठ), हात्तीको फूर्ति (विष्णुकुमार पौडेल) खरायो र कछुवाको दौड (गोरखबहादुर सिंह), मुसाको बसाइ (शारदा अधिकारी) आदि बाल चित्रकथाका उदाहरण हुन् ।

(७) अनुदित बाल साहित्य

विश्वका विभिन्न भाषामा लेखिएका बालसाहित्यहरूलाई नेपाली भाषामा अनुवाद गरेर तयार पारिएका रचनाहरू अनुदित बालसाहित्य हुन् । यस्ता कृतिका माध्यमबाट बालबालिकाहरूलाई उत्कृष्ट कृतिहरू पढ्ने अवसर प्रदान गर्न तथा जुन भाषाको कृति हो त्यो भाषाभाषीको रीतिथिति, संस्कृति, भेषभूषा, खानपिन, भुगोल, इतिहास लगायतका विभिन्न विषयको ज्ञान गराउन सकिने भएकाले अनुदित बालसाहित्यको महत्ता आफैमा स्पष्ट छ (प्रधान, २०६९:१६६) । कुनै भाषामा तयार पारिएका कृतिहरूको अनुवाद गर्दा मूल कृतिको भाषिक रूपान्तरण

र मूल कृतिको मौलिक रूपान्तरण गरी विषयवस्तु प्रस्तुत गरिएको हुन्छ । नेपाली भाषामा विदेशी बालसाहित्यको अनुवाद गर्ने क्रममा विधागत रूपमा बालकथा, बाल उपन्यास, बालचित्रकथाको सबैभन्दा बढी अनुवाद गरिएको पाइन्छ भने यसका अतिरिक्त अन्य विषयका रचनाको पनि अनुवाद गरिएको पाइन्छ । यस सन्दर्भमा व्यक्तिगत तथा संस्थागत प्रयासमा निकै पहिलेदेखि नै त्यस्ता कृतिहरूको अनुवाद गरिएको भेटिन्छ । व्यक्तिगत रूपमा हेर्दा अविदित आचार्य, गङ्गाप्रसाद प्रधान, पारसमणि प्रधान, रमेश विकल, क्षेत्रप्रसाद अधिकारी, राजेन्द्र विमल, प्रमोद प्रधान, शोभा रायामाझी आदिको योगदान महत्त्वपूर्ण मानिन्छ भने संस्थागत रूपमा गोरखा भाषा प्रकाशनी समिति, साभाप्रकाशनजस्ता सरकारी संस्थाहरूको योगदान प्रमुख मानिन्छ ।

निष्कर्ष

बालसाहित्य बालबालिकाको सर्वाङ्गीण समृद्धिका लागि लेखिएका सिर्जनात्मक रचना हुन् । बालहितकारी साहित्य हुन् जसमा बालबालिकाकै सुखदुःख, खुसी, हर्ष, चिन्ताजस्ता अनुभव र अनुभूतिहरूलाई समेटिएको हुन्छ यो बालबालिकाको साभा सम्पत्ति हो । बस्तुतः यसलाई बालबालिकाहरूलाई सुनाइने कथा, देखाइने नाटक/एकाङ्की, बालबालिकाका लागि गाइने गीत, बालबालिकाहरूले गाउने गीत आदिका रूपमा चिन्न सकिन्छ । बालसाहित्य अन्तर्गत बालकविता, बालकथा, बालउपन्यास, बालनाटक/एकाङ्की, बालोपयोगी जीवनी, बालचित्र कथा अनुदित बालसाहित्य आदि पर्दछन् यद्यपि अन्यका तुलनामा बाल कविता, बालगीत, बालकथा बढी प्रचलनमा रहेको देखिन्छ । बालबालिकाहरूको उमेर, रुचि तथा मनोविज्ञानलाई छ्याल गरी सरल भाषाशैली तथा बालशब्दभण्डारको प्रयोग गरी लेखिएको साहित्य बालसाहित्य हो जुन स्पष्टतः बालबालिका केन्द्रित

हुन्छ । बालसाहित्य खासगरी बालबालिकालाई मनोरञ्जन दिने, विभिन्न क्षेत्र र परिवेशको ज्ञान गराउने, उनीहरूमा रहेका अनन्त जिज्ञासाहरूलाई शान्त पार्ने, उत्सुकता जगाउने, शारीरिक, मानसिक/बौद्धिक विकास गर्ने, अन्तरनिहित प्रतिभालाई प्रस्फुटित गराउने तथा सत्चरित्रको विकास गर्ने ध्येय राखी बालसाहित्य लेखिन्छ, लेखिनु

पर्दछ । त्यसो त यस्तो साहित्यले नै बालबालिकाहरूलाई लौकिक संस्कृतिको ज्ञान गराउनुका साथै सम्बन्धित विषयको शब्दभण्डार वृद्धि गर्नमा अहम् भूमिका खेलेको हुन्छ । यी कुराहरूलाई मनन गर्दा बालबालिकाको सर्वतोमुखी विकासमा बालसाहित्य अत्यन्त उपयोगी सिद्ध भएको पाइन्छ ।

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