

पाठ्यक्रम विकास पत्रिका

Curriculum Development Journal



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Curriculum Development Journal

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पाठ्यक्रम विकास पत्रिकाका केही नियम

१. पाठ्यक्रम विकास पत्रिका (Curriculum Development Journal) प्राज्ञिक पत्रिका हो ।
२. यस पत्रिकामा नेपाली तथा अङ्ग्रेजी भाषामा लेखिएका खास गरी विश्वविद्यालयको उच्च शिक्षासित सम्बद्ध पाठ्यक्रम, पाठ्यवस्तु, शैक्षिक तथा शैक्षणिक सामग्री, सन्दर्भ सामग्री, भाषिक चर्चा, सैद्धान्तिक तथा प्रायोगिक विवेचना तथा शिक्षण, परीक्षण एवं मूल्याङ्कन सम्बन्धी शोधखोजमूलक, स्तरीय एवं मौलिक लेखहरू प्रकाशित गरिन्छन् । अतः विद्वान् लेखक एवं प्राध्यापकहरूबाट यस्ता लेखहरूको अपेक्षा गरिन्छ ।
३. यस पत्रिकामा प्रकाशनार्थ पठाइने लेख रचना कम्प्युटर टाइप अथवा स्पष्ट हस्ताक्षरमा लेखिएको हुनु पर्छ । लेख रचनाका साथै लेखकले आफ्नो सङ्क्षिप्त व्यक्तिगत विवरण (Bio-Data) पनि पठाउनु पर्ने छ ।
४. प्राप्त लेख रचनामा आवश्यक संशोधन गर्ने तथा स्वीकृत वा अस्वीकृत गर्ने सम्पूर्ण अधिकार सम्पादक मण्डलमा सुरक्षित रहने छ ।
५. पत्रिकामा लेख प्रकाशित भएपछि लेखकलाई उचित पारिश्रमिक प्रदान गर्ने व्यवस्था मिलाइएको छ । साथै लेखकहरूलाई २ प्रति पत्रिका र ५ प्रति अफप्रिन्ट पनि उपहार स्वरूप उपलब्ध गराइने छ ।

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1. Curriculum Development Journal is an academic journal.
2. The journal expects standard academic articles written in English/Nepali from the scholars. The articles should be research oriented and relevant to the field of higher education. Articles related to curriculum development, teaching/learning materials, evaluation system, linguistics, translation, Nepali studies will be published.
3. The articles must be typed clearly and diskets will be preferred. Along with the article the writer should submit his/her brief biodata.
4. The editorial board has reserved the right to accept or reject the articles and edit them, if necessary.
5. The published articles of the writers will be honored with a token of remuneration along with two copies of the journal and five copies of the off-prints.

सम्पादकीय

पाठ्यक्रम विकास पत्रिका त्रिभुवन विश्वविद्यालय, पाठ्यक्रम विकास केन्द्रको वार्षिक प्रकाशन हो । यो मूलतः पाठ्यक्रम लगायतका प्राज्ञिक गतिविधि तथा क्रियाकलापसँग सम्बन्धित पत्रिका हो । खास गरी पाठ्यक्रम विकास केन्द्रले सञ्चालन गर्ने विभिन्न गतिविधिमध्ये **पाठ्यक्रम विकास पत्रिका**को प्रकाशन पनि एउटा महत्त्वपूर्ण गतिविधि हो । हाम्रो प्रयास यस प्रकाशनलाई नियमित गर्ने नै हो तर यस पटक निकै ढिलो गरी यसको प्रकाशन हुन लागेको छ । नियमित प्रकाशनका लागि प्रकाशनयोग्य सामग्रीको उपलब्धता हो । यस निम्ति हामी विद्वान् लेखकहरूसँग विनम्र अनुरोध गर्दछौ । समयमा स्तरीय लेख रचना उपलब्ध हुन नसक्दा हामी ढिलो गरी विज्ञ पाठक समक्ष प्रस्तुत भयौ । हामीले केन्द्रीय विभाग तथा क्याम्पसहरूमा पत्राचार गर्नुका साथै फोन मार्फत पनि प्राज्ञ लेखकहरूसँग लेख रचनाका लागि अनुरोध गरेका थियौ । ढिलै भए पनि **पाठ्यक्रम विकास पत्रिका** विज्ञ पाठकहरू समक्ष प्रस्तुत गर्न पाएकोमा हामीले थोरै सन्तोष गरेका छौ ।

पाठ्यक्रम विकास पत्रिकाका आफ्नै विशिष्टता छन् । प्रथमतः यसको नामले सङ्केत गरे भैं यो पत्रिका विषयगत रूपमा पाठ्यक्रमसँग सम्बन्धित छ भने द्वितीयतः यसमा प्रकाशित लेखहरू अनुसन्धानात्मक विधिमा आधारित हुन आवश्यक छ । यससँगै स्तरीयता र विषयगत विविधता पनि स्वभावैले यसको चासोको विषय बन्ने गर्छ । साथै समय सापेक्ष रूपमा पाठ्यक्रममा हुने परिवर्तन र परिमार्जन अनि समकालीन प्रवृत्तिसँग पनि लेख रचनाहरू जोडिनुपर्छ र ती रचनाहरू पाठ्यक्रम सम्बन्धी सैद्धान्तिक एवम् व्यावहारिक चुनौतिका सन्दर्भमा केन्द्रित हुनु पर्छ भन्ने हाम्रो आग्रह हो । यसर्थ हामी हाम्रा विज्ञ लेखकहरूसँग यी यस्ता प्रसङ्गमा ध्यानाकर्षण गर्न चाहन्छौ ताकि यस पत्रिका मार्फत पाठ्यक्रमसँग सम्बन्धित विषय प्रसङ्गमा गम्भीर छलफल चलाइनु पर्छ र ठोस दिशा निर्देश प्राप्त गर्दै अघि बढ्नु पर्छ भन्ने हाम्रो मनशाय हो ।

यस केन्द्रले पाठ्यक्रमसँग सम्बन्धित विभिन्न कार्य सम्पन्न गरेको छ । अनिवार्य नेपाली तथा अनिवार्य अङ्ग्रेजी विषयका स्नातक तहका सेमेष्टर प्रणालीका पाठ्यक्रम निर्माण भएका छन् र तिनलाई प्राज्ञिक परिषद्बाट अनुमोदन गराउने कार्य भने बाँकी नै छ । केन्द्रले पटक पटक अनिवार्य नेपाली र अनिवार्य अङ्ग्रेजी विषयका क्षेत्रीय स्तरमा विभिन्न अभिमुखीकरण, कार्यशाला तथा मूल्याङ्कन विधि सम्बन्धी गोष्ठी सम्पन्न गर्दै आएको छ । शैक्षिक सत्र २०७१/०७२ देखि त्रि.वि. अन्तर्गत खास गरी सबै केन्द्रीय विभागहरूमा सेमेष्टर प्रणालीको पाठ्यक्रम अनुसार पठनपाठन हुन थालेपछि एकीकृत पाठ्यक्रमको खाका अत्यावश्यक बनेको परिपेक्ष्यमा पाठ्यक्रम विकास केन्द्रले मङ्सिर ९ र १० गते

सबै सङ्काय र अध्ययन संस्थानका डीनहरू, सहायक डीनहरू सबै अनुसन्धान केन्द्रका कार्यकारी निर्देशकहरू, विभागीय प्रमुखहरू र विषय समितिका अध्यक्षहरू सम्मिलित एक बृहत् गोष्ठी सम्पन्न गरेको थियो । त्यही गोष्ठीका निष्कर्षमा टेकेर विज्ञहरूको समूहले तयार गरेको सेमेष्टर प्रणालीको पाठ्यक्रम सम्बन्धी एकीकृत खाका **Higher Education Curriculum Framework** सबै अध्ययन संस्थान र सङ्कायमा लागु गर्ने उद्देश्य अनुरूप प्राज्ञिक परिषद्बाट अनुमोदन गराइ सबै अध्ययन संस्थान र सङ्कायमा पठाइएको छ ।

सेमेष्टर प्रणालीको कार्यक्रमलाई क्रमशः केन्द्रीय विभागहरूबाट उपत्यका र उपत्यका बाहिरका क्याम्पसहरूमा पनि लागु गर्दै जाने त्रि.वि.को योजना अनुसार पाठ्यक्रम निर्माण सम्बन्धी प्रक्रिया अगाडि बढिरहेका छन् । स्नातक तहका सम्पूर्ण कार्यक्रमहरू चार वर्ष अवधिका बनाई सञ्चालन गर्ने त्रि.वि.को योजना अनुरूप मानविकी तथा सामाजिक शास्त्र सङ्काय, कानून सङ्काय तथा शिक्षा शास्त्र सङ्कायका केही कार्यक्रम बाहेक अन्य सङ्काय र अध्ययन संस्थानका कार्यक्रमहरू चार वर्ष अवधिका बनाइएका छन् र बाँकी कार्यक्रमहरू पनि क्रमशः चार वर्ष अवधिका रूपमा विस्तार हुँदै गरेको परिप्रेक्ष्यमा यस केन्द्रको भूमिकामा पनि प्रत्यक्ष वा परोक्ष रूपमा बढोत्तरी भएको छ । अहिले आएर परिवर्तित परिवेश अनुरूप नयाँ पाठ्यक्रम निर्माणका साथै परिमार्जन समेत भइरहेका छन् । यस तात्पर्यमा **पाठ्यक्रम विकास पत्रिकामा** प्रकाशित हुने लेखहरू पनि बढी भन्दा बढी पाठ्यक्रममुखी होऊन् र तिनले पाठ्यक्रम निर्माण र परिमार्जनका सन्दर्भमा हाम्रो आवश्यकता र संभावनाका बारेमा नयाँ नयाँ सत्य तथ्यको प्रतिस्थापन गर्नु भन्ने हाम्रो उद्देश्य हो । साथै जब हामी नयाँको खोजीमा संलग्न हुन्छौं त्यति बेला अनुसन्धानको आवश्यकता पर्छ। यसर्थ हामीले अनुसन्धान विधिमा आधारित लेख रचनाको अपेक्षा राखेका हौं । यद्यपि प्रस्तुत अङ्कमा भने हामीले हाम्रो अपेक्षा पूर्ण भएको महसुस गरेका छैनौं । आउँदा दिनमा यसतर्फ पनि विज्ञ लेखकको ध्यानाकर्षण गर्न चाहन्छौं ।

अन्त्यमा पाठ्यक्रम विकास केन्द्र आफ्ना कार्यक्रम र गतिविधि सञ्चालनको प्रक्रियामा सबै विज्ञ जनहरू र सम्बन्धित सरोकारवाला जनसमूदायको साथ, सहयोग र सुभाषको अपेक्षा गर्दछ । धन्यवाद ।

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An Analysis of MBS Curriculum

*Jit Bahadur K.C.**

Abstract

Purpose: *The main objective of the study is to analyse the curriculum of the MBS program running under the FOM of TU based on its development and review.*

Methodology/method/approach: *The study adopts the qualitative approach using literature review for descriptive, narrative and content analysis techniques obtaining information from secondary sources.*

Finding: *The curriculum of the MBS yearly system found at an average. But, it is to be improved to obtain the targeted goals and objectives of the TU including to meet the standards with other universities of the developed countries.*

Suggestion: *The existing curriculum of the MBS yearly system is to be reviewed to make competitive, improving the pedagogy, marking and evaluation system to keep the continuity in the reputation of the FOM and the university.*

Originality/Value: *This paper provides an explicit result about the curriculum of MBS level and holds unique reasoning. Thus, it clutches its own original value.*

Keyword: Curriculum, pedagogy, theory, instructors, learning.

1. Introductory background

The quality of a curriculum plays a significant role to achieve the goals of an institution, society, and nation. The teaching subjects, contents of subject, teaching pedagogy, and their construct are the complementary elements to each other in a good curriculum which play a notable role in the success of the curriculum.

An academic curriculum is a crucial phenomenon to maintain the quality of the teacher/instructor, student, university, and nation. It is also a policy document of the education to strive for more coherent curricula required by the nation as to its endowment, including needs, skill, development, level of education standard, culture, etc. The scholars of the field believe that coherent curricula is a major instrument to strive the required depth knowledge. For example, Verschut and Bakker (2010) argued, “A more coherent curriculum could help

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students to gain deeper understanding of the important ideas” (p. 1). Thus, it is one of the most important policy document based on the requirement of any university in relation to build the nation because all the syllabi, including teaching and learning pedagogy depend on the curriculum.

The philosophers and theorists of the curriculum literature have offered the definition to theorize the term “curriculum”. However, to conceptualize the curriculum in a single view is a difficult task. The concept of development or review of the curriculum bases on their particular types of the curriculum. The scholars believe that the concept of the curriculum is an experience which concerns with two concepts: prescriptive, and descriptive or both. In an academic curriculum, it is its instructional objectives or learning outcomes, and need to access students’ learning. The scholars have their own view upon the concept about such curriculum. For example, Khwaja, Akhtar and Mirza (n.d.) viewed “Curriculum is the contract between society, the state and educational professionals with regard to the educational activities”. Kelly (2004) understood, “Curriculum can be, and is, used, for many different kinds of programme of teaching and instruction” (p. 2). Lunenburg (2011) argued that curriculum is, “As content, as learning experiences, as behavioral objectives, as a plan for instruction, and as a nontechnical approach” (p. 1).

Kelly (2004) divided the curriculum into the six types: educational curriculum, the total curriculum (total programs of an institution), hidden curriculum (activities run, but not included in the curriculum), planned curriculum and received curriculum (laid down in the syllabus and experienced by the students), and formal curriculum and informal curriculum (with the timetable and without timetable).

The curriculum model conceptualizes into the four main components: curriculum goals, curriculum objectives, organization and implementation of the curriculum and evaluation of the curriculum. Thus, the curriculum is content, process, development, change, control, assessment, evaluation, appraisal, of the teaching and learning.

There is confusion between curriculum and syllabus. They are interrelated in the academic sector, but conceptually different in their meaning and placement. Bodegas (2007) declared that the difference by the following words:

The curriculum includes the philosophy, purposes, design and implementation of a whole programme. A course ... is an integrated series of teaching learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. And syllabus is the specification and ordering of content of a course or courses. (p. 275).

Tribhuvan University (TU) is an oldest and the largest university of Nepal established in 1959. It includes 38 central departments, and 4 research centres, and covers an area of 154.77 hectares (3042-5-2 ropanis) by the central office and central department in Kirtipur. The TU comprises the following objectives (TU, 2016):

- To generate skilled human resources as per the need of the country for its overall development;
- To provide a standard (average compared to others) higher education;
- To protect the culture and tradition in order to develop the nation; and
- To take in extensive, empirical and timely creation of higher knowledge and research in the fields of science and technology, vocational, and arts.

Similarly, Faculty of Management (FOM, 2016) declares that the goals—to produce the skilled manpower, responsible entrepreneurs, research and development in the management, to innovate and promote the management, to fulfil the national requirement in management and to keep the relation between various disciplines with the other universities. Thus, the objectives of TU and FOM commits own responsibility of higher education in Nepal in order to flourish the nation in all aspects.

1.1 Problem statement

The curriculum of a university should agree with the national objectives, policy, requirement, and current environment of all aspects. TU is an oldest and largest university in Nepal fully financed by the Government. It has five institutes, four faculties, 38 central departments, four research centres, sixty constituent campuses, and 1053 affiliated colleges. It holds 87.9% in the contribution of the higher education and provides total employment 15,196 persons comprising 7,966 as teaching and 7,230 as supporting staffs (Adhikari, 2015).

According to the policy of TU, it reviews its curriculums methodically for its program every 10 years. But, scholars believe that in normal situations, 10 years is a long period, compared to other elements of change.

The scholars also indicate that system in problem the curriculum development and review. For example, Bhattachan (1996) questioned that quality education at TU in all the levels. Similarly, some scholars argue that political barriers to reform TU properly. For example, Mathema (2007) claimed that institutes of the higher education are under extremely politicized, which hinders the reform of the institution for the proper system. He also noticed that inequality in the education system in Nepal. Again, the questions arise in respect of TU for the better curriculum. Are the curriculums of TU able to meet the requirement of the

current global environment? Thus, we chose the given topic to analyse the curriculum of the Master of Business Studies (MBS) yearly system running under the FOM of TU.

1.2 Objectives

The main objective of the study is to analyse the curriculum of MBS under the FOM of TU. To examine the program objectives, eligibility conditions, course structures, and compare them with the standards of the other universities under the benchmarking criteria including the arguments of the expertise are the secondary objectives.

1.3 Methodology

The study adopts a qualitative approach using the literature review, obtaining the information from four major sources: (1) textbook or reference books, (2) journal articles, (3) curriculum of the TU, and (4) other online electronic resources.

As to the purpose of the paper, nature of the information, and the studied subject, we used the descriptive, narrative, and content analysis techniques to obtain the real picture in the study.

1.4 Significance and delimitation

The curriculum analysis of the MBS under the FOM of TU is equally important to the students, policy makers of the universities, experts, and researchers. The study covers only the curriculum of MBS run by the FOM under the TU.

The study does not analyse other courses of master level, such as Master of Business Management (MBM), Master of Business Administration (MBA) and MBS run by the FOM under the semester system in TU. Similarly, the study does not include the analysis of the curriculum maintained by other universities, like Kathmandu University (KU), Purbanchal University (PuU), Pokhara University (PU), and Midwestern University (MWU), those which also operate the Master level under the FOM.

2. Literature survey

The purpose of this section is to provide the background information about the area under the study to establish the importance of the subject matter, explain the knowledge, and problem which carves out a space for additional work to take the position for scholarly debate. Bolderston (2008) justified that the literature review may be an informative, critical, and synthesis of a targeted topic.

Similarly, in view of Randolph (2009), the review of literature is an important part of any study for delimiting the research problem, seeking new lines of inquiry, avoiding fruitless approaches, gaining methodological insights, identifying recommendations for further research and seeking support for the theories.

Thus, we tried to present the review of literature into the two parts. The first discusses the theoretical view of the curriculum and the valuable information of previous researches in the latter parts.

2.1 Theories of the curriculum

A theory denotes the rules and techniques that apply to a subject, especially when seen as distinct from actual practice. It is confusion in the case of a curriculum theory because there is no one definite and comprehensive theory to cover all the concepts of curriculum: some are explicit while others are implied.

Morris and Hamm (1966) categorised that the four theories for teaching pedagogies, i.e., curriculum theory, learning theory, instructional theory, and administrative theory. They argued that curriculum theories are not mutually exclusive and that each are distinct characteristics. The researcher revealed that several characteristics of curriculum theory.

- It has an ontological bias—concerns to what and why. It regards neither teaching nor learning, but solely concerns with the knowledge itself.
- It deals with alternative intellectual structures for organizing knowledge concerning what knowledge is of most worth.
- It moves toward the universal and the abstract.

The curriculum theory includes a number structure. Morris and Hamm (1966) categorized them into the six structures: (a) logical, (b) conceptual, (c) cognitive, (d) empirical, (e) existential, and (f) others (includes biological, psychological, ethological, and ecological structure).

Some scholars prefer to divide the curriculum theories into the four categories: structure oriented, value oriented, content oriented, and process oriented. Under this category, the first concerns for analysing the components of the curriculum, and their relationships. The second concerns primarily with analysing the values and assumptions of the curriculum. Similarly, the third concerns for determining the contents of the curriculum, and the final regards how to develop and recommend the curriculum and how they should be developed for the better structure and format.

There is a confusion between theory and theorizing of the curriculum. The justification of Huenecke (1982) is substantially clear to distinguish these two terms. He perceived, “Theory attempts to identify and describe, explain, and predict; it may also prescribe or suggest desirable elements, relationships, or outcomes. Theorizing strives to enlarge vision, to present new possibilities, and to bring deeper understanding” (p. 290).

Thus, scholars view the curriculum through different attitudes as the literature of the phenomenon.

2.2 Reviews of the previous studies

In this section, we discussed the previous studies except its theories in the following table as a synopsis to establish the knowledge and literature gap in the study.

Table 1: Summary of literature review

Authors	Objectives	Findings and suggestions
Portelli (1987)	To highlight the issues of defining curriculum	Found the investigation of the relationship between curriculum and other educational concepts and issues. The study emphasized the philosophical criteria for the vision of the curriculum. The researcher suggested the cooperation between the philosophers and theorists to solve the issues in clarifying the issues of curriculum.
Kliebard (1970)	To highlight the selection of educational objectives	Found and suggested the basic three sources of objectives: (a) subject matter as a source of objectives, (b) needs of the learner as a source of objectives, and (c) studies of contemporary life as a source of objectives.
Hansen (1995)	To enumerate the principles of the curriculum	Enumerated the five principles, i.e., the need for a conceptual framework, conceptualizing attitudes and beliefs about learning, an epistemological rationale, the curriculum development/planning process, and the political realities of curriculum development.

Boland, Featherstone and Chapman (1999)	To describe and compare the agribusiness master's programs in North America	Found that the lack of the course of agribusiness in the core course of finance, management, marketing management, and human behaviour. Additionally, the courses of agricultural marketing, production or managerial economics, and quantitative methods which require frequent.
Denham (2002)	To observe the behavioural models of instruction	Observed that the behavioural models of instruction and found the four major parts: (1) defining objectives of the learning experience; (2) identifying learning activities for meeting the defined objectives; (3) organizing learning activities for attaining the defined objectives; and (4) evaluating and assessing the learning experiences.
Verschut and Bakker (2010)	To explore the notion of curriculum coherence using the survey method (face to face expert interview and email survey)	Found evaluation criteria for coherence of the three common representations of a curriculum: the intended, implemented and attained curriculum.
Sharpe (2011)	To explore and define the program theory using the method of research synthesis	Explored the components of theory based evaluation, (i.e., the program activities or inputs, the intended outcomes or outputs, and the mechanisms).
Lunenburg (2011)	To examine the curriculum models using the review of previous models of literature	Found and examined the three models: Tyler's behavioural model (deductive), Beauchamp's managerial model (linear), and Saylor, Alexander, and Lewis's administrative model (prescriptive).
Lunenburg (2011)	To examine the curriculum using the research synthesis (review of previous literature)	Examined the curriculum as content, as learning experiences, as behavioural objectives, as a plan for instruction, and as a nontechnical approach.

Su (2012)	To investigate the nature of the curriculum using the method of research synthesis	The most important factor found that the environment and suggested that to consider the basic elements (i.e., objectives, contents, methodology, and evaluation methods) while making or reviewing the curriculum.
Priestley and Minty (2013)	To explore the sense, which the teachers make for new curriculum using the empirical study in Scotland.	It found the two orders: first for the excellence in principles and the second deeper conception about knowledge, learning and assessment.

The study of the stated literature review proves that gap in the study of analysis of the curriculum of the MBS under the FOM in TU. Thus, we chose the topic to fill the literature gap in the subject of analysis of the curriculum.

3. Result

This section of the study concerns to the outcome of the article. Thus, for the purpose of presentation of the result, we divided the whole result into the several segments to justify them properly in order to analyse the MBS curriculum of the FOM.

TU updates its curriculum of all the faculties and institutions in every ten years. Thus, to make it more fruitful and meaningful, we decided to evaluate the two curriculums (development and review of the dated 1999 and 2009) into one to check the standard of the shift from the 1999 to 2009. The various segments of the result consist program objectives, eligibility condition, administrative test, and course structure for the MBS first, and second year.

3.1. Program's objectives

The TU started the MBS program since the 2000 in Nepal. Before the introduction of the MBS, it had operated MBA since the 1989 to 1999 while there was a Master of Commerce and Business Administration (called M. Com.) since its starting the Master program in management.

The MBS program includes five objectives as depicted in the following table 3 for both the periods (1999 and 2009).

Table 2: MBS program objectives

Objectives		2009	1999
1.	Equip the students with required conceptual knowledge of business and management	√	√
2.	Prepare managers in the functional areas of management	√	√
3.	Develop knowledge and skill of the business environment in national and global perspective	√	√
4.	Encourage entrepreneurial capabilities in students to make them effective change agents in the Nepalese society	√	√
5.	Develop research capability in the students	√	√

Source: MBS curriculums, (1999) and (2009),

Note: √ denotes the existence of the objectives.

The FOM set the same objectives while designing its curriculum in 1999 and reviewing in 2009 for the MBS program in TU.

3.2 Eligibility condition and admission test

The FOM of TU sets the two major criteria to study in the MBS program: (a) admission test, and (b) successfully completed of the bachelor level. The admission test is known as the Central Management Admission Test (CMAT) requiring all the types of certificate for the eligibility condition to study the MBS level. The table 3 depicts all the criteria for the admission.

Table 3: Eligibility condition and admission test

Criteria for admission		2009	1999
1.	Successfully completed the BBS programme or a bachelor Degree in any discipline from TU or from any other Universities recognized by TU	Y	Y
2.	A student should and need to pass the Central Management Admission Test (CMAT) conducted by FOM to study the MBS program	Y	Y
3.	The area concentration in the CMAT: (a) verbal ability 20%, (b) quantitative ability 20%, (c) business and economics 20%, (d) logical reasoning 20% and (e) general awareness 20%	Y	Y
4.	The submission of the documents: the certificates all examinations passed, equivalent certificates, transfer certificates, two passport size photographs	Y	Y

Source: MBS curriculums, (1999) and (2009),

Note: Y denotes the existence of the criteria.

However, the Dean's Office of the FOM has already been abolished the CMAT examination for the MBS program.

3.3 Course structure

The course structure is the crucial phenomenon of the curriculum in any university. The structure of the MBS course consists 70, 20 and 10 percent of the core courses, specialization courses, and the writing based on research (thesis or project work) respectively.

Table 4: MBS course structure

Area of course	2009		1999	
	Fullmark	Weight	Fullmark	Weight
Core courses	700	70%	700	70%
Specialization courses	200	20%	200	20%
Thesis or project work	100	10%	100	10%

Source: MBS curriculums, (1999) and (2009).

3.4 Course structure in MBS first year

The course of the MBS program for the first year includes 450 marks of the fully core areas comprising nearly 200 marks of numerical and remaining of the theoretical based on the description. The courses are based on the traditional examination methods (100 marks examination of 4 hours duration).

Table 5: Course structure in MBS first year (core courses)

Code No.	Title of the Course	2009	1999
MSC 501	Research methodology and statistical methods	100	100
ECO 503	Business Economics	100	100
MGT 504	Organizational behaviour and human resource management	100	100
ACC 507	Management accounting	50	50
FIN 508	Corporate financial management	50	50
MKT 509	Marketing management	50	50

Source: MBS curriculum, (1999) and (2009).

3.5 Course structure in MBS second year

The courses of the MBS program for the second year based on the core area of 250 marks, concentration (specialization) of 200 marks and the writing of the thesis or project work of

100 marks. The provision for writing the thesis or project work depends on the completion of the first year course.

Table 6: Course structure in MBS second year

Code No.	Title of the Course	2009	1999
Core courses			
MSC 502	Production and operation management	100	100
MGT 505	Business policy and environment	100	100
MGT 506	Entrepreneurship development	50	50
Specialization*			
MSC 603-06	Management Science (4 subjects×100 marks)	200	200
ACC 611-14	Accounting (4 subjects×100 marks)	200	200
MGT 621-24	General management (4 subjects×100 marks)	200	200
FIN 631-35	Finance (5 subjects×100 marks)	200††	200†
MKT 641-44	Marketing (4 subjects×100 marks)	200	200
RCH 601 or 602	Thesis or project work	100	100

Source: MBS curriculums, (1999) and (2009).

*Note: * Specialization courses concern for any two courses from any one group*

† Includes four subjects in 1999

†† includes five subjects in the curriculum of 2009

4. Discussion

This section consists interpretation, opinion, and implication, including further research for the future. Thus, to discuss the result, the section includes the subsections.

4.1. Review norms of curriculum

TU reviews and updates its curriculum every ten years. However, the scholars feel a long period of time in this dynamic age. Most of the universities of the developed countries review the curriculum whenever they feel necessary to adjust with the development in science and technology. For example, Rhodes University (1998) claimed that reviews its curriculum every 3 years.

4.2. Social significance of the curriculum

A curriculum is a contract between the society, the state, and educational professionals with regard to flourish the educational activities as required by the society or a nation. But,

the curriculum of the FOM is not fully able to complete the required needs, skill, interests, new knowledge, research, and innovation in the assigned subjects as to the compared that the standards of other countries. According to the policy of the university, the courses which were offered in 1999 reviewed in 2009, but placed them without significant changed in subjects, contents and teaching pedagogies. Such continuity of the curriculum does not address the burning issues of the societies, as demanded by the environment. Hall and Ozerk (2008) claimed that the curriculum should be developed and review as to the benchmarking.

According to the benchmarking, the FOM includes fewer objectives compared to the universities of the developed countries on benchmarking. Similarly, it has weak eligible criteria for admission some universities have included the percentage of the lower level.

The whole course of MBS includes 70, 20, and percentage of core, specialization and writing areas. It shows that fewer courses on specialization and research writing. The other standards of the MBS programs are as average standard level, ignoring the teaching pedagogy and examination pattern.

4.3. Integration of curriculum

There are certain aims of programs on every level. The lower level educational knowledge should support to obtain the advance knowledge of higher level. Specially, the curriculums have to two types of integration: vertical and horizontal. The first refers to the consistency with Master of Philosophy (M.Phil) and other similar programs while the latter indicates the similar standards with other Master levels of the FOM such as MBA, MBS semester system, MBM, etc.

4.3.1 Vertical integration

Under the evaluation of vertical integration, we found some contents, chapters, and their aims of the course same in the MBS with the higher level, (i.e., M. Phil). Similarly, textbooks, reference books found for all levels. It shows some weaknesses in the development of the curriculum. However, such repetition facilitates to those students who comes to study to MBS from other disciplines.

4.3.2. Horizontal integration

The MBS program equals to the MBA, MBM, and MBS (semester system) which are also run under the FOM. They are substantial similarity in the content of the course between the programs, but there are considerable differences in teaching, and evaluating methods.

4.4. Pedagogy

Pedagogy is the combination of knowledge and skill of theory and practice for the teaching to input the new knowledge into the learners. The pedagogy includes some basic principles, such as learning environment, self-motivation, thinking, assessment practice, communication, etc. But, there is a substantial difference between teaching pedagogy for the master levels under the FOM. The MBS program of the yearly system entirely depends on the lecture method while others employ the participatory, multimedia use, and presentation of the papers. The scholars of the management field believe that a pedagogy should be grounded on clear outlined with strategy and suitable for teaching practice.

4.5. Evaluation methods

The evaluation methods of the MBS yearly system program are based on the annual external examination only. It does not include the any internal examination for marking and grading purposes. In addition, it does not include the presentation of the paper except thesis writing of the one hundred marks for the partial fulfilment. But, other horizontal programs of the FOM include the paper presentation and internal examination marks for the grading. Similarly, marking system between the programs is considerably different. The MBS program of yearly system bases on the percentage marking system while, other than MBS of the yearly system evaluates on Grade Point Average (GPA) for the single paper, Sessional Grade Point Average (SGPA) for the semester and Cumulative Grade Point Average (CGPA) for that level.

4.6. Benchmarking

In developed countries, they consider the benchmark to develop or review the curriculum for the purpose of equal knowledge, efficiency, and skill. Carswell, et al. (2015) suggested the following elements of the benchmark for the MBM.

- A methodical or systematic knowledge about organizations, their management and establishment,
- A skilful use of applicable knowledge in the complex situation considering the relationship with other business organizations,
- A critical awareness of current issues in business and management resulted from research and practice in the field,
- Sufficient understandings and appropriate techniques for the detailed investigation in the relevant field,
- A well creative in the application of knowledge with a practical understanding for the research and inquiry and their interpretation in business and management,

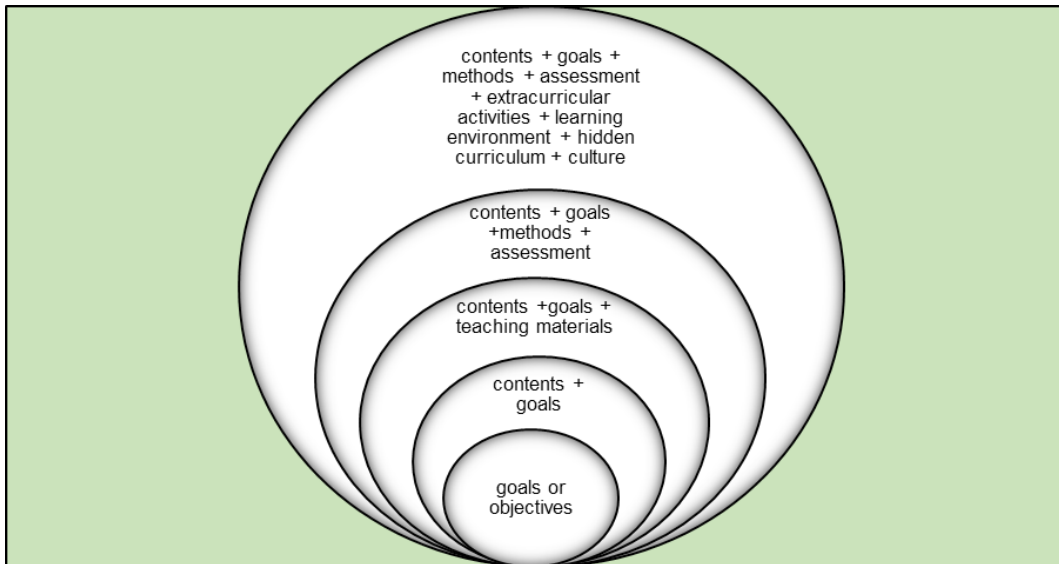
- Ability to acquire, analyse, and evaluate the validity and to synthesise a range of information,
- Conceptual understanding of: (a) evaluate the rigour and validity of published research, and (b) revise the approach into the practice,
- The ability to conduct the research into business and management with the business and management data and methodology,
- Ability of effective use of media in business and management sectors,
- Ability to operate the effective team roles,
- Ability to tackle with the international environment.

They further noted that the master graduate of Management should be able in the following facts if they are under a profession.

- Provide knowledge of specific subjects and wider intellectual skills,
- Deal with the complex issues systematically and creatively based on judgements in the absence of the complete data,
- Have the ability to manage change,
- Originality, insight, critical and reflective abilities,
- Make decisions in complex and unpredictable situations,
- Behave ethically and with integrity to manage the social responsibility,
- Evaluate and integrate theory and practice,
- Self-direct for planning and implementing projects,
- Take responsibility for continuing to manage and develop the own knowledge and skills.

4.7. Development process of the curriculum

The development of the curriculum requires certain processes. The universities of the developed countries follow this process considerably while developing or reviewing the curriculum for their universities. Su (2012) explained the development process of the curriculum based on L. Brady, and D. Nunan into the five stages: objectives, contents, methods, evaluation and the outcomes.

Figure 1: The essential elements of curriculum in an onion figure

Source: Authors elaboration based on explanation of Su (2012).

The grandfather of curriculum design, Tyler (1949) formulated that the behaviour model for the curriculum and instructional program asking four questions: (1) “What educational purposes should the school seek to attain?” (2) “What educational experiences can be provided that will likely attain these purposes?” (3) “How can these educational experiences be effectively organized?” and (4) “How can we determine whether the purposes are being attained?” He suggested that methods for studying those questions.

Many experts support the idea of R. W. Tyler in making, developing and evaluating of the curriculum. For example, Kelly (2004) suggested to adopt the process of Tyler while making the curriculum.

British Columbia, Ministry of Education (2013) observed that some guiding principles for developing the curriculum: (a) flexibility to innovate and personalize learning, reduction in the use of prescriptive nature of curriculum, (c) focusing for higher order learning for broad ideas, (d) explicating the cross curricular competence for lifelong learning, (e) inherent logic, (f) integrate the knowledge, and (g) appropriate evaluation program.

Thus, we suggest that to consider the theory, approaches, principles, norms and the methodology while developing or reviewing the curriculum of any level in TU.

4. Conclusion

The curriculum standard of the MBS yearly system under the FOM of TU found at an average. Generally, the curriculum of the MBS program covers the conceptual understanding, problem solving, and skilful thinking on problem of management. However, the curriculum of the MBS represents the average standard compared to that of the developed countries.

As compared to horizontal integration, the course found comparatively found strong in the syllabus and their contents, but relatively feeble in research methodologies, term papers writing, articles writing, report writing and other similar types of skills and knowledge. Specially, such practical works, research writing skills and knowledge make the learners more competitive in their assigned field and increase self-reliance of learners.

In developed countries, they adopt the curriculum development process, identify the various elements of planning, developing, implementing, and analysing, evaluating the facts, but the developing countries including Nepal are weak in such a process. Thus, we suggest that to take a long discussion among the scholars in the process of developing or reviewing the curriculum. Such interactive activities help to make the curriculum more competitive, coherent and knowledgeable for the growth and development.

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An Appraisal of Compulsory English Textbook of B.Ed. at Tribhuvan University

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Abstract

This is an exploratory study in which the researcher has conducted survey research on textbook analysis of Compulsory English (General English) prescribed for B.Ed first year. The main objectives of this study were to find out whether the textbook materials match the needs of students and objectives of syllabus and evaluate the textbooks of their usability and attitudes of teachers towards its teaching materials. The sampling of this study was sixty teachers of English from various constituent and affiliated colleges using non-random sampling procedure. The researcher used questionnaire and textbook analysis as tools to collect data. The findings of this study were: speaking and listening skills were not incorporated in the syllabus and there was no reasonable and justifiable allocation of weightage to each skill and aspect.

Key Words: *appraisal, compulsory English, textbook, teaching materials, communicative, and syllabus*

1. Introduction

1.1 Background of the Study

This study focuses on the appraisal of compulsory English which has been prescribed for B.Ed. first year at Tribhuvan University. The Faculty of Education has prescribed three books viz. *English for the New Millennium*, *Effective Academic Writing III*, and *Active Grammar 3* for Bachelor first year of English Education since 2016. The textbooks of compulsory English have been modified under the chairmanship of subject committee of English education. However, the syllabus was modified in 2011. Sheldon (1988) has agreed with the view of using textbook and urged that textbook is an important element of any English language teaching learning situation. Textbooks give significant advantages and huge return to teachers and learners. In the context of Nepal, most of the students are reluctant to buy and read textbooks. Instead, they prefer to use guidebooks, bazaar tablets, guess papers as textbooks to pass the examinations, but not for the sake of learning English for their career. Both the teachers and students give importance to passing the examination

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with the help of guide books and bazaar tablets. In fact, commercially products of the guidebook and guess papers do not aim at teaching and learning the broader communicative goals. The main concern of such unauthentic teaching and learning materials is only to help the learners to pass the examination. Haycroft (1998) argues that the use of textbook is psychologically important for students since it carefully calculates the outcomes so that students and teachers desire to achieve. According to Rubdy, (2003, p.39) “textbook can perform an extensive range of practical needs: it provide a rout map for both teachers and learners to look ahead to what will be done in a lesson as well as to look back on what has been done. It provides structure and reliability to help participants in social interaction; it frees the teachers to attend to their lesson planning and to concentrate on using their creative skills. It provides a sense of self-confidence and security to untrained and inexperienced teachers. Textbooks are up-to-date with existing theoretical approaches and methodological practices. The quality of sophistication in their design, content, and organization would be difficult to match with home grown materials; it can act as agents of change with new ideas and the way that enables teachers and learners to develop in agreement with these new ideas.

1.2 Statement of Problem

The newly modified prescribed syllabus for B.Ed. first year is more advanced and informative in terms of content of literature, grammar, and technical writing than previous syllabus of English. However, teaching faculties and students have realized rather complicated and overloaded teaching materials owing to irregularity of classes, overcrowded classes, and poor competence over English of students, and lack of vertical connectivity of plus two syllabuses of compulsory English with the newly changed syllabus of compulsory English of B.Ed. Furthermore, the students are very poor in English in general writing and reading. The faculties/teachers of English are not sound enough in academic writing. It would be a great challenge for them to teach three books successfully, particularly the academic writing. It is a dire considerable issue for them to teach and learn academic writing for those students who are even very poor in general writing.

1.3 Objectives of the Study

The objectives of the present study are as follows:

- To identify the comprehensiveness of textbooks in term of coverage of the contents and skills stated in the syllabus.
- To find out whether the textbooks matches the needs of students of B.Ed. and objectives prescribed in the syllabus.
- To evaluate the textbooks of their usability and attitudes of teachers towards their teaching materials.

1.4 Research Questions

- To what extent do the prescribed textbooks match the needs of students of B.Ed.?
- Do the prescribed textbooks meet the objectives stated in the curriculum?
- What are the teacher's attitudes towards the teaching materials in the textbooks?
- Are the contents and skills included in the textbooks adequate for the students?

2. Review of Related Literature

This study reviews and discusses the studies carried out in the areas of textbooks evaluation and traces theoretical background for the study. The review of literature of this study incorporates what textbook evaluation is, the methods and types of textbook evaluation, reasons for text, the strengths and weaknesses of textbooks and the roles of teachers in the process of textbook evaluation.

2.1 Introduction of Textbook Evaluation

Textbook evaluation is the identifying and getting information regarding the problems of the textbook items of content and skills included in the textbook. Problems are recognized in order to achieve the proposed objectives of the curriculum. Nunan (1988) argues that evaluation is essentially a decision making process by which evaluators can modify the course if the proposed learning objectives are not achieved successfully. Material evaluation is an evaluation process by which it values its objectives, and learners' objectives. More importantly, it also shows how a textbook can be improved to achieve the pre-determined objectives of the study. In fact, teaching materials have immediate influences on the process of learning and teaching. The evaluation of textbook is essential for the enhancement and effectiveness of any learning programme.

Tomlinson (2003, p.15) defines "materials evaluation is the process which involves measuring the values of a set of learning materials. It involves making judgments about the effect of the material on the people who are using them" Evaluation has also been defined as a process by which evaluators make the materials effective with the consideration modification for achieving curricular goals depending on their particular context (Brown & Rogers, 2002).

2.2 Methods of Evaluation

As per McGrath (2002), there are three methods of evaluating a textbook, viz. impressionistic method, checklist method, and in-depth method.

2.2.1 The Impressionistic Method

The impressionistic method is an attempt to obtain a general impression of the material. It typically focuses on reading the publisher's blurb and content pages of a textbook and subsequently, skimming throughout the book looking at its various features. We can only provide a very partial fragmenting and inadequate view of textbook applying the impressionistic method of textbook analysis. This method needs to look at some more specific features like the analysis of a single unit and treatment of language across the book.

2.2.2 In-depth Method

Unlike the impressionistic method, in-depth method incorporates a close examination of the various aspects of prescribed textbooks that relate to the learners' needs. It analyzes linguistic instructional motivational materials and socio-cultural aspects of a textbook. Employing pre-determined set of questionnaire, it focuses on specific features and close examination of specific units or aspects.

2.2.3 The Checklist Method

The checklist method has more advantages than aforementioned methods: the impressionist and in-depth method with regard to textbook analysis. This method is more systematic than the impressionistic and in-depth methods. All elements/aspects of the textbook are considered to be equally important for the learners. It is cost effective and allows a good deal of information to be recorded in short period of time. The information regarding the textbook is recorded in a convenient format. It provides a common framework for decision making. Cunningsworth (1995), Ellis (1997), Tomlinson (2003) argue that the most common form of textbook evaluation in practice may be the 'predictive' or 'pre-use' evaluation.

The other types of textbook evaluation are the 'in-use' evaluation and the retrospective or 'post use' evaluation. The 'in use' evaluation is designed to examine the materials that are being used currently. The retrospective or post-use evaluation is designed to examine the materials that have already been used. The present study is an attempt to analyze the compulsory English textbook at tertiary level in Nepal.

2.3 Strengths of Textbook Analysis

Generally speaking, it is impossible to find a conducive context of learning without a textbook. Hutchinson and Torres (1994, p. 315) argue that the textbook is a universal element for teaching and learning and no teaching and learning is complete without relevant textbooks. The teachers and learners can get substantial advantages if they use it properly since textbook can support them with convenient at contextual materials. Hutchinson and

Torres (1994) further state that textbook is not only a learning programme of language content, but also a vehicle for teacher and learner. However, Williams (1983, p. 251) observes that “the textbook can be a dictator to the teacher who in his or her preoccupation with covering the syllabus, feel constrained.” In addition, Haycroft (1998) states that the use of textbook is psychologically important for students because it carefully calculates the outcomes that students and teachers desire to achieve. Cunningsworth (1995, p. 7) has mentioned some potential characteristics of textbook which can serve a number of additional roles in English language teaching (ELT) curriculum.

- An effective resource for presentation materials
- An effective resource for self-directed learning
- A source of ideas and activities
- A reference source for students
- A syllabus where they reflect pre-determined learning objectives
- Support for less experienced teachers who have yet to gain in confidence

Garinger (2002) points out the following questions to be answered to find out the quality of a textbook’s exercises or activities:

- Do the exercises and activities in the textbook contribute to learners’ language acquisition?
- Are the exercises balanced in their format, containing both controlled and free practice?
- Are the exercises progressive as the students move through the textbook?
- Are the exercises varied and challenging?

Rubdy (2003, p. 45) proposed that the selection of materials involves two stages of analysis. The first stage consists of assessing the content of the book in relation to the stated aims. The second stage involves assessing the effectiveness of materials in terms of the specific needs and context in teaching learning process.

3. Methods

This is exclusively an exploratory study in which the researcher formulated a survey research design. The researcher designed this study qualitatively. He prepared separate sets of questions in the questionnaire to the teachers. Sixty teachers of English from various constituent and affiliated colleges of Tribhuvan University across the country including Kathmandu valley were selected to elicit the required data. He administered questionnaire and textbook analysis as tools in this study. He adopted non-random sampling procedures to

select the respondents for this study. The data were collected from affiliated and constituent colleges from *Kathmandu valley*, *Pokhara*, *Siraha*, *Surkhet*, and *Butwal*. He administered questionnaire to the faculties of English who have been teaching General English.

4. Results and Discussions

All of the data have been presented, analyzed and interpreted using mixed methods. They were asked to respond 14 closed-ended and 9 open-ended questions. Furthermore, data were collected through textbooks analysis of General English; subsequently, they were analyzed and interpreted descriptively. The analysis and interpretation of collected data were presented statistically and descriptively.

A majority of the respondents (91%) stated that teaching materials in the textbook of B.Ed. first year promote each of the four skills to some extent. Sixty six percent of the respondents disagreed that the teaching materials prescribed in the textbooks of General English are well balanced of the four skills, vocabulary, grammar and content. Likewise, Most of the respondents (55%) stated 'agree' that the teaching material and language used in the textbooks are relevant, as per the learners' proficiency level of English. However, only 45% of the respondents stated disagree in this regard. Fifty eight percent of the respondents agreed that the contents prescribed in *English for the New Millennium* are relevant and adequate to the learners; however, only 32% of the respondents stated that the contents prescribed in *English for the New Millennium* are not relevant and adequate.

Approximately, 50% of the respondents agreed that the recently prescribed English textbook of General English does not contain sufficient tasks and contents to develop communicative competence for learners. In similar vein, 25% of them strongly agreed in this regard. However, 25% of them stated 'disagree' in this regard. Most of respondents (80%) were neutral that the teaching materials in the prescribed textbook are relevant and practical to develop academic writing for the learners. Approximately, 58% of the respondents agreed that the prescribed textbooks for promoting the academic writing seems very ambitious and irrelevant for just students of undergraduate levels; but 42% of them argued 'disagree' in this regard. Majority of the respondents (58%) agreed that the recently prescribed textbook materials of General English are not arranged on the ground of relevancy, adequacy, and principle of grading and sequencing; however, rest of the respondents (42%) disagreed that the textbook materials of General English are not arranged on the ground of relevancy, adequacy, and principle of grading and sequencing. Approximately, 83% of the participants agreed that the syllabus of General English has not given equal importance to each skill and aspect properly; however, rest of them (17%) disagreed that the syllabus of General English has not given equal importance to each skill and aspect properly.

About 66% of the informants agreed that the syllabus of General English has absolutely neglected speaking skill (communicative competence) of the learners; but around 24% of them disagreed in his regard. Approximately, 10% of them also strongly agreed in this regard. Fifty eight percent of the respondents agreed that the allocation of weightage to each skill and aspect is not justifiable like grammar for 20%, vocabulary for 15%, reading for 30%, general writing for 15% and academic writing for 20%. However, approximately, 42% of them disagreed that the allocation of weightage to each skill and aspect is not justifiable. The majority of the respondents (58%) agreed that the prescribed textbooks for developing academic writing are not appropriate, relevant, and practical for just students of undergraduate level; but 41.66% of them were neutral in this regard. The majority of the respondents (66.66%) were positive that there is difficulty in the textbook to cover the objectives prescribed in the syllabus; however, 33.33% of them were negative that there is difficulty in the textbook to cover the objectives prescribed in the syllabus.

Majority of respondents argued that some of the units in *English for the New Millennium* are lengthy, irrelevant, unnecessary, less useful and rather technical and difficult as the proficiency level of learners in English. In addition, contents in academic writing are short, but unnecessary. In responses to the question if the students can attain the objective prescribed in the syllabus through this textbook materials, there are varieties of responses. Majority of respondents argued that the prescribed textbook materials can hardly obtain the objectives prescribed in the syllabus due to the lack of the appropriate circumstance and low proficiency in English to practice the prescribed materials. Moreover, most of them stated that textbook materials are not selected on the basis of age, experience, and culture as well as communicative skills of the learners that are generally neglected. However, they emphasized on the academic writing and reading skills. The majority of respondents strongly claimed that speaking and listening skills are to be incorporated for the development of communicative competence and performance of learners in syllabus of General English. The majority of respondents stated that the syllabus writers and textbook material developers should give reasonable allocation of the weightage of each skill and aspect in the syllabus.

In the similar vein, most of the respondents argued that the students who opted for major English are to be prescribed academic writing whereas the students of non-major English should be prescribed the writing course which can help them to develop general writing well. Majority of the respondents stated that the students of General English need general proficiency in English rather than academic writing. Moreover, general writing skill is a preliminary base for the academic writing. Some of the faculties agreed that they are not competent enough in academic writing. Most of the respondents accepted that academic writing is necessary for all the students, but this must be taught them only after they have attained certain level of proficiency in general writing. Students of major English can be benefited from the course of academic writing syllabus whereas non-major English students

would be benefitted with general writing course rather than academic course. Most of them argued that textbook material should be focused on language oriented rather than content oriented.

General English (Eng.Ed.411) course has been designed to develop students' proficiency in grammar, vocabulary, reading and academic writing. The main objectives of the course are as follow:

- To help the students uses grammatically correct English
- To expand students' repertoire of general and academic vocabulary
- To develop students' ability to comprehend and interpret different kinds of written texts
- To enable students to compose different kinds of writings for effective communication on matters of general and academic interests
- To enhance students' academic and creative writing skills

In order to meet the prescribed objectives of the course, three books are prescribed viz. *English for the New Millennium*, *Active Grammar, Level 3* and *Effective Academic Writing the Essay*. *English for the New Millennium* focuses on for unit II to III to enhance reading and writing skills. Likewise, *Active Grammar, Level 3* has been prescribed for unit I in developing the grammar portion of the students. The main purpose of prescribed book entitled 'Effective Academic writing the essay' is to promote the academic writing skills of the students. The readers are expected to develop the various essays writing skills and techniques with adequate citation and referencing based on the one of the prescribed writing styles, such as American Psychological Association (APA), Modern Language Association (MLA), Chicago etc. They are expected to be competent to avoid plagiarism to make their writing as academic as possible.

There are eleven sub-units in the prescribed book *English for the New Millennium* which contains 60 (sixty) topics including short fiction, factual writing, essays, interviews, one act plays, memoir and travel, journals, novel extracts and motion pictures, contemporary topics and poems. The positive aspect of the prescribed compiled books is that editors have selected and graded the teaching items from almost all countries' literary and non-literary contents so that the students of B.Ed. would be familiar with socio-culture of different nationals across the world. *Active Grammar, Level 3* has been prescribed to develop the competence in grammar of the students. The grammar components incorporate ranging from tense to transformation.

This course is for one academic year and it carries 100 marks. The distribution of marks allotment for each skill and aspect are: grammar for 20 marks, vocabulary for 15 marks,

reading for 30 marks, general writing for 15 marks, and academic writing for 20 marks. The prescribed course of compulsory English for B.Ed. first year has absolutely excluded the main two skills: listening and speaking. Communicative skills of the students have been completely neglected in the syllabus. Moreover, it might be over ambition to have expectation of the development of academic writing skills of B.Ed. first year students.

5. Conclusion

Approximately, 66% of the respondents agreed that teaching materials prescribed in the textbook of General English are not well-balanced of four skills, vocabulary, and contents. Further, the majority of the respondents agreed that textbooks of General English do not contain sufficient tasks and contents. About, 83% of the respondents argued that syllabus of General English has not given equal importance to each skill and aspect properly. Moreover, the majority of them (66%) agreed that the syllabus of General English has absolutely neglected speaking skills of the learners. About 58% of the respondents agreed that the allocation of weightage to each skill and aspect is not reasonable and justifiable. Moreover, most of them stated that textbook materials are not selected on the basis of age, experience, and culture.

In addition, communicative skills are generally neglected, but emphasized on the academic writing and reading skills. The majority of respondents strongly claimed that speaking and listening skills are to be incorporated for the development of communicative competence and performance of learners in syllabus of General English. The majority of respondents stated that the syllabus writers and textbook material developers should give reasonable allocation of the weightage of each skill and aspect.

The majority of the respondents argued that the students who opted for major English are to be prescribed academic writing whereas the students of non-major English should be prescribed the general writing course. The majority of the respondents stated that the students of General English need general proficiency in English rather than academic writing. However, general writing skill is preliminary base for the academic writing. Most of the respondents argued that the recently prescribed textbook materials cannot help learners obtain the objectives prescribed in the syllabus. The textbooks of the compulsory English should be modified based on the responses of informants for the betterment of prospective teachers.

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About the Author: Dr. Purna Bahadur Kadel has been teaching as a faculty of English in the Department of English Education under the Central Department of Education. He earned Ph.D. in English education from The English and Foreign Languages University, Hyderabad, India. He has published a dozen of articles in national and international journals. He is an executive member of Nepal English Language Teachers' Association (NELTA).

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Appendices

Appendix I

Questionnaire for the Teachers Teachers' Profile

Section 'A'

Name:

Age:

Name of College/University currently working at:

Academic Qualification:

Teaching Experiences:

Level taught

Section B

Please tick against appropriate answer below that best suits your choice.

- 1) To what extent do the teaching materials in the textbook of B.Ed first year promote each of the four skills and aspects?
a. To a great extent b. to some extent c. not at all
- 2) The teaching material prescribed in the textbooks of General English are well balanced of the four skills, vocabulary, grammar and content
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 3) The teaching materials used in the textbooks are relevant to the learners' proficiency level of English.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 4) The contents prescribed in 'English for the New Millennium' are relevant and adequate to the learners.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree

- 5) The language used in the textbook is adequate to learners' proficiency level of English.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 6) The recently prescribed English textbook of General English does not contain sufficient tasks/contents to develop communicative competence for learners.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 7) The teaching materials in the prescribed textbook to develop the academic writing are relevant and practical for the learners.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 8) The prescribed textbooks for promoting the academic writing seem very ambitious and irrelevant for just students of undergraduate level.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 9) The recently prescribed textbook materials of General English are not arranged on the ground of relevancy, adequacy, and principle of grading and sequencing.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 10) The syllabus of General English has not given equal importance to each skill and aspect properly.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 11) The syllabus of General English has absolutely neglected speaking skills (communicative competence) of the learners.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 12) The allocation of weightage to each skill and aspect is not justifiable (grammar for 20%, vocabulary for 15%, reading for 30%, general writing for 15% and academic writing for 20%)
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree
- 13) The prescribed textbooks for developing academic writing are not appropriate, relevant, and practical for just students of undergraduate level.
a. strongly disagree b. disagree c. neutral d. strongly agree e. agree

- a. Yes b. No

-
-

- They can express fairly well through speech%
- They can write reasonably good English, but cannot speak%
- They can speak as well as write correct English%
- They can neither write nor speak manageable English%

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- 20) Do you think that students of B.Ed first year need to develop academic writing rather than general proficiency in all skills and aspects? Which is more important either general writing or academic writing for them?

.....
.....
.....

- 21) Do you think that academic writing should be prescribed to the students of major English but not for the non-major English?

.....
.....
.....

- 22) What changes should be made in the textbooks of General English?

.....
.....

- 23) What type of problems do you face while teaching academic writing to them?

Appendix II

Questionnaire for the Teachers

Teachers' Profile

Section 'A'

Name: Prem Poudal

Age: 34

Sex: M

Name of College/University currently working at: MRC, Patanchal

Academic Qualification: M. Phil in Education

Teaching Experiences: 10 years

Level Taught: Bachelors and Masters

Section B

Please tick against appropriate answer below that best suits your choice.

- To what extent do the teaching materials in the textbook of B.Ed first year promote each of the four skills and aspects?
 - To a great extent ☒ b. some extent c. not at all
- The teaching materials prescribed in the textbooks of General English are well balanced of the four skills, vocabulary, grammar and content.
 - Strongly disagree ☒ b. disagree c. neutral d. strongly agree e. agree
- The teaching materials used in the textbooks are relevant to the learners' proficiency level of English.
 - Strongly disagree ☒ b. disagree c. neutral d. strongly agree e. agree
- The contents prescribed in 'English for the New Millennium' are relevant and adequate to the learners.
 - Strongly disagree b. disagree c. neutral d. strongly agree e. agree
- The language used in the textbook is adequate to learners' proficiency level of English.
 - Strongly disagree ☒ b. disagree c. neutral d. strongly agree e. agree

③ Strongly disagree ⑥ disagree ⑦ neutral ④ Strongly agree ② agree

- The recently prescribed English textbook of General English does not contain sufficient tasks/contents to develop communicative competence for learners.
 - Strongly disagree b. disagree c. neutral d. strongly agree e. agree
- The teaching materials in the prescribed textbook to develop the academic writing are relevant and practical for the learners.
 - Strongly disagree ☒ b. disagree c. neutral d. strongly agree e. agree
- The prescribed textbooks for promoting the academic writing seem very ambitious and irrelevant for just students of undergraduate level.
 - Strongly disagree b. disagree c. neutral d. strongly agree e. agree
- The recently prescribed textbook materials of General English are not arranged on the ground of relevancy, adequacy, and principle of grading and sequencing.
 - Strongly disagree b. disagree c. neutral d. strongly agree e. agree
- The syllabus of General English has not given equal importance to each skill and aspect properly.
 - Strongly disagree b. disagree c. neutral d. strongly agree e. agree
- The syllabus of General English has absolutely neglected speaking skills (communicative competence) of the learners.
 - Strongly disagree ☒ b. disagree c. neutral d. strongly agree e. agree
- The allocation of weightage to each skill and aspect is not justifiable (grammar for 20%, vocabulary for 15%, reading for 30%, general writing for 15%, and academic writing for 20%).
 - Strongly disagree b. disagree ☒ c. neutral d. strongly agree e. agree
- The prescribed textbooks for developing academic writing are not appropriate, relevant, and practical for just students of undergraduate level.
 - Strongly disagree ☒ b. disagree c. neutral d. strongly agree e. agree
- Is there any difficulty in the textbook to cover the objectives prescribed in the syllabus?
 - Yes b. No
- What is your opinion regarding the units in the textbook (length, usefulness and difficulty)? Mention if any.

Some of the units are too lengthy and some have very difficult language pattern

- What is the tentative general level of students' proficiency in the four skills of English of B.Ed first year?
 - They can express fairly well through speech ...%
 - They can write reasonably good English, but cannot speak ...%
 - They can speak as well as write correct English ...%
 - They can neither write nor speak manageable English ...% (most of the students)
- Do you think that students can attain all the objectives prescribed in the syllabus through this textbook material?

I don't think so since the text materials and the students level do not actually match. They need intensive support but course length requires teachers to teach in a rush.
- What do you think about the exclusion of speaking skills (communicative competence) from the syllabus of B.Ed first year?

may be the designers didn't think about the listening and speaking skills.
- Do you think that recently changed syllabus of B.Ed first year has given equal importance and weightage to four skills and aspects?

No. The 4 skills listening and speaking are not given proper focus. vocabulary focus is almost
- Do you think that students of B.Ed first year need to develop academic writing rather than general proficiency in all skills and aspects? Which is more important either general writing or academic writing for them?

I think the students need the both.
- Do you think that academic writing should be prescribed to the students of major English but not for the non-major students?

I think academic writing is necessary for all the students but this must be taught only after they attain certain level of proficiency.
- What changes should be made in the textbooks of General English?
 - All skills must be focused, though reading and writing may be given more weightage.
 - Course materials must be very much simplified.
- What type of problems do you face while teaching academic writing to them?
 - Students' low level of proficiency.
 - Course cannot be finished within stipulated time.
 - Course difficult.
 - irrelevance of some of the chapters.

Questionnaire for the Teachers

Teachers' Profile

Section 'A'

Name: Peter Fay BonstalAge: 45Sex: maleName of College/University currently working at: T.U. P.N. campus, Port HarcourtAcademic Qualification: M. Ed., B. ATeaching Experiences: 22 years (school + university)Level Taught: B. Ed + M. Ed (at present)

Section B

Please tick against appropriate answer below that best suits your choice.

- 1) To what extent do the teaching materials in the textbook of B.Ed first year promote each of the four skills and aspects?

☒ a great extent ☒ to some extent ☐ not at all

- 2) The teaching materials prescribed in the textbooks of General English are well balanced of the four skills, vocabulary, grammar and content.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 3) The teaching materials used in the textbooks are relevant to the learners' proficiency level of English.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 4) The contents prescribed in 'English for the New Millennium' are relevant and adequate to the learners.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 5) The language used in the textbook is adequate to learners' proficiency level of English.

☒ strongly disagree ☐ disagree ☒ neutral ☐ strongly agree

☐ agree

- 6) The recently prescribed English textbook of General English does not contain sufficient tasks/contents to develop communicative competence for learners.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 7) The teaching materials in the prescribed textbook to develop the academic writing are relevant and practical for the learners.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 8) The prescribed textbooks for promoting the academic writing seem very ambitious and irrelevant for just students of undergraduate level.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 9) The recently prescribed textbook materials of General English are not arranged on the ground of relevancy, adequacy, and principle of grading and sequencing.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 10) The syllabus of General English has not given equal importance to each skill and aspect properly.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 11) The syllabus of General English has absolutely neglected speaking skills (communicative competence) of the learners.

☒ Strongly disagree ☐ disagree ☒ neutral ☐ strongly agree ☐ agree

- 12) The allocation of weightage to each skill and aspect is not justifiable (grammar for 20%, vocabulary for 15%, reading for 30%, general writing for 15%, and academic writing for 20%).

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 13) The prescribed textbooks for developing academic writing are not appropriate, relevant, and practical for just students of undergraduate level.

☒ Strongly disagree ☐ disagree ☐ neutral ☐ strongly agree ☐ agree

- 14) Is there any difficulty in the textbook to cover the objectives prescribed in the syllabus?

☒ Yes ☐ No

- 15) What is your opinion regarding the units in the textbook (length, usefulness and difficulty)? Mention if any.

Some of the units are unnecessarily long and irrelevant.

- 16) What is the tentative general level of students' proficiency in the four skills of English of B.Ed first year?

☐ a. They can express fairly well through speech 30%

☒ b. They can write reasonably good English, but cannot speak 40%

☐ c. They can speak as well as write correct English 20%

☐ d. They can neither write nor speak manageable English 10%

- 17) Do you think that students can attain all the objectives prescribed in the syllabus through this textbook material?

I don't think so because there is no appropriate circumstances to practice the prescribed material in the classroom. The level of students is very low and the classrooms are not conducive for study.

- 18) What do you think about the exclusion of speaking skills (communicative competence) from the syllabus of B.Ed first year?

Reading and writing are over emphasized. Speaking skill should not have been ignored that much.

- 19) Do think that recently changed syllabus of B.Ed first year has given equal importance and weightage to four skills and aspects?

No. I don't think so. Primary skills are ignored.

- 20) Do you think that students of B.Ed first year need to develop academic writing rather than general proficiency in all skills and aspects? Which is more important either general writing or academic writing for them?

They need more practice in general writing since this is general English. The students are studying English. Academic writing is not a must for them.

- 21) Do you think that academic writing should be prescribed to the students of major English but not for the non-major students?

Yes.

- 22) What changes should be made in the textbooks of General English?

Some activities to develop communicative competence. Less focus on academic writing. How to Give a Good Speech? of previous course.

- 23) What type of problems do you face while teaching academic writing to them?

Students don't have basic knowledge writing skill.

Thank you

Quality Performance in Semester vs. Annual Education System

*Dr. Eka Ratna Acharya**

Abstract

Objective of this paper is to explore the comparisons of quality performance between semester and annual system in higher education. It is a survey report conducted among both systems students of Government and Community Campuses. This paper is based on a research conducted on 110 students (60 students were selected for answering questionnaire and 50 for their scoring marks status) in Kathmandu Metropolitan. The data was analyzed and interpreted in percentage and expressed in table & Pi diagram. The report conclude that the semester system is better for quality performance in higher education.

Key words: *Quality performance, semesters, annual, higher education.*

Introduction

The development of education is the barometer of science and technology. So the vision of the university is to be the centre of excellence in the field of teacher education and educational research in the SAARC region, and to provide the competent human resources in order to help take off onto the road of educational development for Nepal. For this universities tried to use the better education systems, like semester, tri-semesters and annual systems.

Different faculties and institutions of Tribhuvan University have to develop itself as a centre of excellence for teacher education, educational development and research. It is felt that Authority of Tribhuvan University intending to develop it as a research university and it plays vital role as one of the contributing partners to the national development through education system. So it is always thinking for the good education systems that support to the nation with producing trained teachers, high academic human resources like-education administrators, curriculum designers, planners, good bureaucrats and researchers, etc.

In this context, it is hope that this paper supports to TU to fulfill its objectives and it also highlights the better education system for Higher Education programs. Students are at the

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heart of the education system. So their needs and their performance enhancement is the main goal of any institutions and hence it should choose such appropriate education system. In different educational systems, students have got different opportunity to benefit the program and make achievements. Students come to know they would have to take exams in short periods in semester system; and in annual system, students get chance for examination only at the end of the session. These separate programs have different opportunities and different experiences. As a result, different views on these systems were found. But, it is necessary to find out which one is better.

In Nepal, Teacher education was started with the establishment of Basic Teacher Training Program in 1947. Nepal National Educational Planning Commission (NNEPC) 1954/55 recommended for College of Education which was materialized in 1956. The main objective of the College of Education (COE) was to produce trained manpower to teach at the primary and secondary schools. Thus, with the establishment of the College of Education, teacher training in the country took a definite shape. In 1971, National Education System Plan was introduced in the country and COE was renamed as the Institute of Education (IOE).

Now, Tribhuvan University introduced the “Semester System” to change the structure which would bring quantum jump in teaching, research and innovation as the research university. The University aims to improve the learning processes to benefit the students so it has introduced semester system rather than remaining with the annual system to enhance value to the students. The semester system is beneficial for students, teachers and all stake holders of education. Different education system provides different opportunities for the students for continuous learning and assessment, feedback and a better patrolled understanding of the subject. The more focused class interaction because of continuous engagement between students and teachers is as the back bone of the system. This opportunity would provide regular study habits among the students with teacher’s supports.

The main focus is that the performance would not be judged at the end of academic year rather conducting examinations twice a year would help in regularly evaluating the student progress. In semester system the load of examination to the students should be halved since they would be required to prepare half of the content as they are currently required to prepare for the final examination. As a result, it would facilitate in-depth study and understanding of their concerned subjects (Acharya, 2015).

Basic Concept of Education System

Education is the process of facilitating learning, or the acquisition of knowledge, skills values, believes, and habits. So for fulfilling these process or to promote these fact and support the human life fruitfully. On the basis of these facts few important terms related to education system are explained here.

Quality performance-Quality of performance can be assessed through measurements of physical products, statistical sampling of the output of processes, or through surveys of purchasers of goods or services in education system or any else services.

Semester-A system divides the academic year into two terms, which are usually 14–20 weeks each. In Nepalese context one semester consists six months. The Oxford English Dictionary defines ‘semester’ as the two divisions of an academic year. This is exactly before in Nepalese context.

Trimester-The education system divides the academic year into three terms which is usually 16 weeks.

Annual-The education system takes exam at the end of every year or twelve months schedule is termed as annual system in education.

Quarter-An education system divides the academic year into four quarters, each of which is usually 12 weeks long is consider as the quarter.

Exam-The term test and monthly test taken by the teacher and final test taken by the Dean’s office or the Office of Controller of examination of University or the authorized body of university is considered as exam, literally examination for evaluation and grading.

Review of the Views on Education Systems

Annual and Semester both systems aim for the same and have the common goals and dedicated for goal oriented education. For this reason, the ‘learning outcome’ is the main issue for learners endeavor to achieve goals.

Educational system all over the world has never been consistent over the year. Through advancement and exposure to new concepts, Educationists investigate possibilities to teach texts in various feasible manners. According to Myron Tribes (1994), there are innumerable suggestions for reforms and changes in educational system, and there are many number of good ideas and research results. Among them the educational institutions should be choose better systems and ideas.

Acharya (2015) expressed that an annual system is a traditional system gives students an ample chance of two years to understand and grasps concepts, and sit for comprehensive exams at the end of two academic years. This exam includes both subjective and objective portions but it predominantly tests on subjective or comprehensive knowledge.

Acharya (2015) examined the annual and semester systems' betterment with comparing achievement level of students and their views about annual and semester system and suggested that semester system is better for quality performance in education. TU and other universities handled semester systems in Engineering, BBA, M.B.B.S and MBA, etc. Recently, semester system has been introduced in Master's level at Central Department of Mathematics, and all the faculties and institutions and as the result report the semester system is appeared as participatory and higher score than annual system.

Aggarwal (1997) suggests that only the system of education is good which is superior in effective learning. The criterion for success in effective learning is a good performance.

Ralph (2003) concluded that exemplary university teaching is discernible and the quality of components that define it can be assessed. Anas Imtiaz Permalink (2008) stressed as, the semester system is the norm everywhere now, and for good reason in learning process.

Dewey (2009) states that learning is concerned with the development of experience of a whole person. It includes the education of students acquiring knowledge, attitudes, skills and values that are the parts of life. It includes caring of individual intellect, social, emotional and physical growth for development. Darkar (2010) emphasized measurable learning in literacy and education must satisfy the basic learning needs and facilitate the lives style and overall experience.

Omar Matias (2010) viewed that 'education' in the wider scope is any action or experience that has an influential effect on the attitude, character, mind, or physical ability of an individual; furthermore, education is the continuous process by which individual or group deliberately transmits or exchanges its accumulated knowledge, values and skills from one generation to another generation.

Bhattarai (2014) has suggested that with availability and use of ICT and audio-visual aids, books, journals in library, policy and program and enhancements of facilities to the teachers for better achievement in semester system. Similarly Pabla (2014) said that a good management is necessary for education system frequently in semester.

Shreshtha (2015) addressed the revision and reframing Mathematics Curriculum so as to meet the changes that would occur while shifting from the one System to another and also focused to guidelines for teaching, learning methods and materials.

Framework for the Education System and Interpretation of the Result

By observing the examination system of semester and annual system and marks obtained, by students with their performances in job opportunity as the collective result of the system.

The performance of the students can be measured on the basis of exam result which is schematized as below.

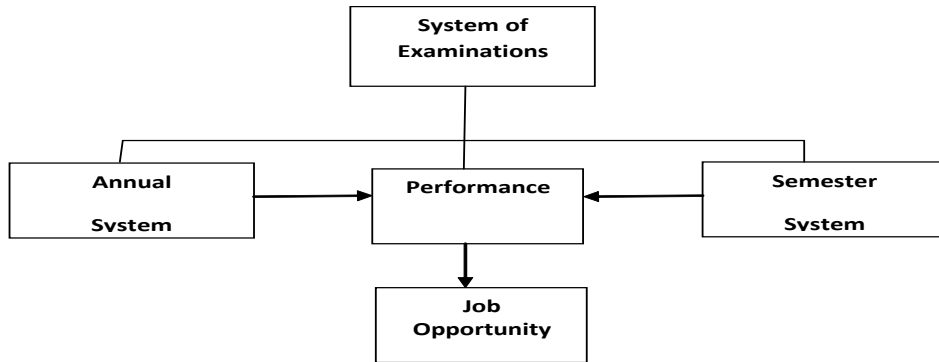


Table 1: Interpretation of the Views of Annual System Students on Semester System and Annual System in Percentage Basis

All together 30 Annual systems students participated to fill the questionnaire. According to the views, the percentage of students was interpreted in the following table.

	Concerned Statements	A	B	C	D	U	Preferred
1	Examination provides good grading criteria	83.33	6.66	10	0	0	Semester
2	Students can obtain better marks	80	3.33	16.66	0	0	Semester
3	Students can get better job opportunities	33.33	23.33	43.33	0	0	-
4	Students are Provided thorough understanding of concepts	80	10	10	0	0	Semester
5	Students are focused better to academic goals	70	6.66	20	0	3.33	Semester
6	Students are found busier in academic activities	86.66	10	3.33	0	0	Semester
7	The Students are tested through different techniques	80	6.66	13.66	0	0	Semester
8	The students show better presentation skills in	90	6.66	3.33	0	0	Semester
9	The Students are academically sounded	60	20	3.33	10	6.66	Semester
10	The students are continuously assessed	43.33	33	23.33	0	0	-
11	The teachers give consideration and concentration	80	10	10	0	0	Semester
12	The teacher have non- academic burden	20	50	13.66	13.66	3.33	-
13	The system is better for learning	96.66	0	3.33	0	0	Semester
14	The system is costly	90	0	6.66	0	3.33	Semester

The above table shows that semester system is better than annual and other systems on the basis of annual students' views.

Analysis of the Marks ledger of the Annual System Students

Twenty-five annual students' one years (2071)'s marks ledger is used as the basic unit. On documents analysis found that in final annual examination 14 were failed and 11 were passed among 25. The failed percentage was 56 % and passed percentage was 44%. This table shows the quality achievements level was less than 50% in annual system.

Table no.2 Interpretation of the Views of the Semester System

S.N	Total Marks	Remarks
1	65	F
2	230	P
3	61	F
4	165	F
5	265	P
6	20	F
7	284	P
8	260	P
9	163	F
10	79	F
11	222	P
12	197	P
13	126	F
14	89	F
15	163	F
16	169	F
17	216	P
18	81	F
19	245	P
20	209	P
21	212	P
22	299	P
23	152	F
24	194	F
25	176	F

(Source: Exam section-JMC, Kathmandu). Note: P = Passed, F = Failed

Students on Semester System and Annual System

Here also all together 30 Semester system students were participated to answer the questionnaire. The views of the students have been interpreted in the following table.

Table no.3 : These facts show that semester system is better than annual and other systems as the basis semesters' system students' views.

	Concerned Statements	A	B	C	D	U	Preferred
1	Examination provides good grading criteria	90	3.33	3.33	3.33	0	Semester
2	Students can obtain better marks	46.66	13.66	33.33	0	0	-
3	Students can get better job opportunities	60	0	30	10	0	Semester
4	Students are Provided thorough understanding of concepts	40	33.33	23.33	3.33	0	-
5	Students are focused better to academic goals	70	13.66	16.66	0	0	Semester
6	Students are found busier in academic activities	100	0	0	0	0	Semester
7	The Students are tested through different techniques	70	6.66	20	0	3.33	Semester
8	The students show better presentation skills in	80	6.66	13.66	0	0	Semester
9	The Students are academically sound	80	16.66	3.33	0	0	Semester
10	The students are continuously assess	90	0	10	0	0	Semester
11	The teachers give consideration and concentration	60	10	30	0	0	Semester
12	The teacher have non- academic burden	20	60	16.66	3.33	0	Annual
13	The system is better for learning	80	6.66	13.33	0	0	Semester
14	The system is most costly	90	0	10	0	0	Semester

Marks Ledger of the Semester Students (BBA)

Twenty-five semester students' one years (2071)'s marks ledger is used as the basic unit. On documents (marks ledger) analysis found that in semester examination 7 were failed and 18 were passed. The failed percentage was 28% and pass percentage was 72%. According to

percentage base quality achievement level was high in Semester system which interpreted in the following table.

Table no.4: The Views of Semester and Annual System (Total) Students in Percentage Basis

S.N	SGPA	Remarks
1	2.78	P
2	3.18	P
3	2.94	P
4	3.28	P
5	-	F
6	-	F
7	2.88	P
8	3.12	P
9	3.12	P
10	3.02	P
11	3.14	P
12	3.00	P
13	2.98	P
14	3.38	P
15	3.46	P
16	3.20	P
17	-	F
18	-	F
19	-	F
20	3.42	P
21	-	F
22	-	F
23	3.48	P
24	3.84	P
25	3.60	P

(Source: Exam section-PYC, Kathmandu). Note: P = Passed, F = Failed; SGPA (Average of grade point obtained in a single semester)

Table no.5

	Concerned Statements	A	B	C	D	Undecided	Preferred
1	Examination provides good grading criteria	86.66	5	6.66	1.66	0	Semester
2	Students can obtain better marks	63.33	11.66	25	0	0	Semester
3	Students can get better job opportunities	46.66	11.66	36.66	5	0	-
4	Students are Provided thorough understanding of concepts	60	21.66	16.66	1.66	0	Semester
5	Students are focused better to academic goals	70	10	18.33	0	1.66	Semester
6	Students are found busier in academic activities	93.33	5	1.66	0	0	Semester
7	The Students are tested through different techniques	75	6.66	16.66	0	1.66	Semester
8	The students show better presentation skills in	85	6.66	8.33	0	0	Semester
9	The Students are academically sound	70	18.33	3.33	5	3.33	Semester
10	The students are continuously assess	66.66	16.66	16.66	0	0	Semester
11	The teachers give consideration and concentration	70	10	20	0	0	Semester
12	The teacher have non- academic burden	20	55	15	8.33	1.66	Annual
13	The system is better for learning	88.33	3.33	8.33	0	0	Semester
14	The system is most costly	90	0	8.33	0	1.66	Semester

Among the total students 60 (30+30) the number of students agreeing semester system is more effective than annual and other systems. The number of students was less than half of the total students in statement no. 3 (Students can get better job opportunities). But this was greater than the numbers of students in other systems.

Pi Diagram Representation of the Students Performance in Percentage Basis

The pass percentage of students was higher in Semesters system than Annual system. On the other hand, the pass percentage was less than fail in Annual system. So the quality performance is higher in Semester system than in the Annual system. These facts are shown in following diagrams.

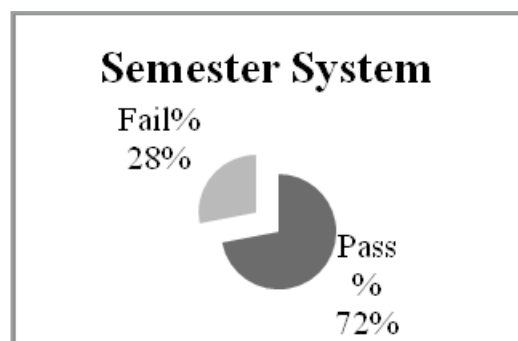


Figure 1

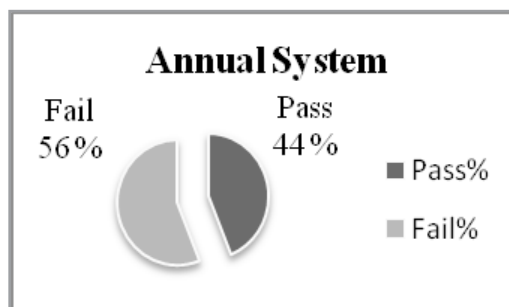


Figure 2

Findings and Conclusions

After simple statistical analysis of the collected data, yielded the following results: 72 % of students were passed in semester system and only 46 % students passed in annual system. The obtained marks of semester's students are higher than annual system. As shown in the views of students through questionnaires and their marks scores, there is good performance in semester system than in annual system. On the basis of findings conclude that the semester system is one of the better education systems in comparisons to annual and other systems in higher education.

Recommendations

This research paper is explored for comparative analysis of the betterment of the annual and Semester system. It seems that Semester system enhance for quality education to students with motivation and job opportunity. This is a small scale study so it will prefer for large scale in different levels of education.

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An Overview of Higher Education in Chemistry in Tribhuvan University of Nepal

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Abstract

Higher education in Nepal has been started formally in Tribhuvan University since 1959. In almost fifty-five years of its beginning, many underdeveloped countries has progressed a lot giving higher priority in chemistry and chemical education but in Nepal it is still traditional and in the preliminary stage. The development of a country cannot be expected until and unless the establishment of new chemical industries and giving priority of chemistry based quality education in universities. This paper gives an overview of chemistry education in Tribhuvan University of Nepal and its impacts on national development.

Introduction

In Nepal, the higher education in science has been found to be started after the establishment of Tri-Chandra Campus (TC) at Ghantaghar, Kathmandu in 1918. It was at first affiliated by Patna University of India. Now TC is also one of the constituent campuses under Tribhuvan University. Tribhuvan University (TU) is one of the largest and oldest university in Nepal. It was conceived and founded in 1945 long after the establishment of Tri-Chandra Campus. Tribhuvan University was established in 1959 as a first national institution for higher education in Nepal. It was the only university in the country for quite long period of time (Amatya, 2014). Right now, it has 38 central departments for undergraduate and graduate studies and 4 research centers in which 13 central departments belongs to the Institute of Science and Technology (IoST) of Tribhuvan University (TU Today, 2011).

Chemistry is regarded as the heart of all scientific disciplines since it is very closely related with most of others scientific fields like biology, biochemistry, environment, physics, medicine, microbiology and others. For long time in the past century, chemical industries had been considered as an index of national development. The chemistry and chemical education in the country is not very old compared to the world chemistry education. Formal chemistry education in our country has been started in 1921 in Tri-Chandra Campus with the introduction of Intermediate of Science (I.Sc.) program. It was up graded to Bachelor's of Science (B.Sc.) in 1947. Master of Science (M.Sc.) degree in chemistry was started at

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first in 1965 with organic chemistry as the initial program. Late Prof. Prasanna Man Singh Pradhan was the first Lecturer-in-Charge ship of the master's program in the university (CDC Souvenir, 2011).

The chemistry building within the University Campus was inaugurated in August 1966. The master's degree program in inorganic and physical chemistry were introduced in 1966 and 1967 respectively. The late Prof. Dr. Dhruba Man Amatya was formally appointed as the first head of the Central Department of Chemistry in 1966 and he remained in this post till 1984. After then, Prof. S. P. Dhaubdel, Prof. C. L. Gagurel, Prof. J. K. Shrestha, Prof. M. D. Manandhar, Prof. R. R. Pradhananga, Prof. T. P Pathak, Prof. K. N. Ghimire were appointed as the heads of Central Department of Chemistry. Recently, Prof. M. R. Pokhrel has been leading the Central Department of Chemistry as a head since 2014 (CDC Souvenir, 2011). Central Department of Chemistry (CDC) was the only one department till 2008 to provide highest level academic qualification (Master's and Doctoral) of chemistry in various chemistry related fields. Since 2009, Master's level chemistry education has also been started in Chemistry Department in Tri-Chandra Campus, Kathmandu (90 seats, 2009). Later on the M.Sc. chemistry program was also started in Mahendra Morang Adarsha Multiple Campus, Biratnagar (30 seats, 2010), Birendra Multiple Campus, Bharatpur (60 seats, 2011) and Amrit Science Campus, Kathmandu (30 seats 2014) respectively. Master's level in chemistry education has specialization basically in organic, inorganic and physical chemistry (TU Today, 2011 & Dhakal, 2014).

All of these master's degree programs in chemistry are conducted under the guidelines and plan of Institute of Science and Technology (IoST) headed by Dean. CDC conducts the academic programs according to the IoST plan. IoST is one of the oldest and largest technical institutes in terms of the intake of students and the number of campus running programs in science. Science teaching/learning in higher education level has a national history of more than eight decades and a half.

Objectives

The CDC has been playing the leadership role for establishing and uplifting the chemistry education and research activities in Nepal. Chemistry graduates in the country nowadays are involved in academia and industries both in national and international arena. The production of skilled, competent and educated manpower with master and doctoral degrees in chemistry is the objective of the university. The CDC conducts the courses designed by the IoST and gives feedback to the Dean office for further revision and modification. Promotion of research activities in chemistry and related fields to improve and upgrade the chemistry curricula of the university at different levels in accordance with the national requirements maintaining international standards in collaboration with various national

and international institutes concerned with chemistry are also the responsibilities of Dean of IoST. Further, CDC also coordinates between the different constituent and affiliated campus for the uniformity in the course and teaching methods as well as forms the relation between chemistry related governmental and non-governmental organizations by organizing talk programs, seminars, meetings and conferences (Ghimire & Yadav, 2013).

Course Design and Admission Requirements

As in other subjects in the university chemistry has also both the semester and annual programs. The courses designed for the master's degree in chemistry is of two years duration according to the annual examination system. The total marks for theory and laboratory works for two year is 1000 (500 marks in each year). Student should pass separately in theory and practical. In the second academic year the students may chose a special subject for their specialization; basically physical chemistry, organic chemistry and inorganic chemistry. Further, the second year student may chose one of the following papers as an elective subjects; spectroscopy, nuclear chemistry, natural product chemistry and food chemistry. Similarly, they also have options to appear in practical examination or to take dissertation in the final year. According to the new global advancement in chemistry, the department is doing groundwork to introduce modern and effective courses as an elective in the future.

Since 2013 the university has lunched semester system programs also in chemistry as in other technical subjects. In chemistry, it was at first introduced only in Central Department of Chemistry. It is also a two year program but is completed in four semesters. The courses offered at the beginning are also almost the similar but there are lots of changes in the student performance evaluation systems. In semester system the student performance is evaluated in grading system collectively of internal marks and the marks secured in the final examination. The semester system program in chemistry was found to be more effective than the yearly system examination. Tribhuvan University now has implemented semester system program in all the campus inside and outside the Kathmandu valley. Further the Dean, the University and the Central Department are trying to revise, improve and implement new courses for the benefit of the students according to the new discoveries and developments in the world (Panta, 2013 & Regmi, 2014).

The candidates seeking to enroll in master's degree must hold a bachelor's or equivalent degree in chemistry as major from TU or from other national or international universities recognized by TU. The candidates must be qualified in the entrance test examination conducted by the Dean of IoST. The candidates who want to enroll in PhD in chemistry must hold at least master's or equivalent degree in chemistry from TU or from universities recognized by TU.

Research Facilities

Now, Tribhuvan University has opened the space for the interested and eligible candidates in chemistry for M.Sc. dissertation as well as for the PhD research in various related fields in all of their affiliated and constituent campus. The general criteria for the M.Sc. dissertation are made by the corresponding departments. For the PhD research, the candidate should submit and defend a tentative proposal with the working plan at Central Department of Chemistry, TU under the supervision of at least a permanent academic professor. There is no age limit and other massive conditions for the PhD research but they must pass the M.Sc. chemistry with full marks. The research site may be the different colleges or the research centers but they are registered finally in the Dean office of IoST, TU only after formally passed and forwarded by the Central Departmental Research Committee (CDRC). The research scholars should submit and present the progress report twice in a year most usually in every six months. The number of research scholars in CDC has been increasing day by day with maximum involvement of the young students. Due to the increasing interest of the young researchers the CDC has concentrated to provide more and more instrumental facilities for the researchers. Recently, the CDC has facilities of proton-nuclear magnetic resonance spectrometer (60 MHz, P-NMR), Fourier transform infrared absorption spectrometer, gas liquid chromatography, high performance liquid chromatography, planar chromatogram, atomic absorption spectrophotometer, differential thermal analysis and thermogravimetry (DTA-TG), XFS spectrometer, UV-VIS spectrometer, medium pressure liquid chromatograph, potentiostat, galvanostat, polarimeter, flame photometer, polarizing optical microscope, Vicker's microindenter and others. Most of these instruments are in working condition and few are going to be repaired very soon and are in the process (CDC Souvenir, 2011).

Nowadays, CDC is engaged in research and development activities in various fields of chemistry such as applied enzymology, biotechnology, chemistry of clay minerals, corrosion and surface science, electrochemistry/electrodes, environmental chemistry, natural product chemistry, natural and synthetic zeolites, organic sulphur chemistry, polymer and materials chemistry, reaction mechanism, separation chemistry and technology, synthetic chemistry, geopolymer chemistry and others. Very soon, CDC is also going to enroll post doctoral researcher in various chemistry related field in the future. Nowadays, researches activities in chemistry are also increasing in chemistry departments of other campus as well and are also publishing their research results in very high impact journals. With the initiation of CDC, the IoST has collaboration and student exchange programs with many international institutes in Japan, Korea, France, China and others for the promotion of research activities in the country.

Physical Infrastructures and Curriculum

In twenty first century it is very important of being well furnished physical infrastructures in the university and in the research centers. The universities should provide a quality education according to the national need and the priority. The students have their rights to study in safe building equipped with electronic multimedia. There must be electricity for 24 hours for the research students. The university should have a minimum level of basic requirements like drinking water, electricity, food stuffs, peace environment, security and others. The IoST has very keen on it to build the university campus as a center of excellence (Panta, 2013 & Adhikari, 2014).

The basic curriculum and the syllabus of M.Sc. chemistry are very old. Although there are simple revisions at different times but still the curriculum is lacking to correlate the academia –industry collaboration to fill the national need. Most of the university graduates are engaged in teaching fields both in schools and +2 levels. More emphasis has been given to theoretical portions rather than the practical. The university graduates could not produce the practically skilled and efficient manpower to work in industries and for the development of chemical technologies for the progress of science and technology in the country. So, there is very urgent need to rethink in our syllabus according to the need of the country in the twenty first century considering with international standards so that the University graduates can work independently to innovate the new technologies based on the local available resources for the benefit of the country. According to the new global trends and researcher's interest, new subjects such as material science, polymer chemistry and nanochemistry should also be included and considered in the syllabus of chemistry in higher education.

Conclusion

Although Tribhuvan University is the biggest university in the country, it could not be able to produce the skilled manpower in science sufficiently to meet the national need and international standards. This is because the country still could not prioritize the most important sectors for the development of the country. To develop the country not only the science but also the management, engineering as well as all other sectors should interlink with each other in the universities through collaborative research. The interdisciplinary research in the university would help to preserve and protect the innovative ideas to extend in technology.

Chemistry education and the establishment of chemical industries play a vital role in national development. For this it is very essential and urgent to revise and rethink about our curriculum, physical infrastructure as well as proper teaching methodology in the departments in the university. Till now, we cannot provide the real chemistry education for

the university student according to our culture, society and resources (Amatya, 2014). Even today we could not make the people aware about the chemicals and chemical technologies and we are still emphasizing the syllabus which was built more than about 40 years ago. More emphasis is given in theoretical courses than the practical approach. Before 20 years ago, most of science teachers in the school and in university were the foreigners (most of them were from India) but nowadays most of the teachers are the Nepalese university graduates. The most urgent need is to develop and design our university chemistry curriculum according to the national need that can fill the gap between the industry and academia through collaboration.

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The Hero Journey from the Terrestrial to the Celestial Sphere

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Abstract

Images of heroes and icons with their mythic currency and continuity spread across the world in today's corporate world than that of the past. Sports heroes integrate people in support to maintain peace and order in societies. Despite irreconcilable differences, athletes in playgrounds, in the Olympics and the World Cup, compete in a true spirit of sportsmanship even if their home countries have perpetually been in conflict. Warriors in frontiers combat enemies to protect their nations or ideologies. Narratives, fictional or cinematic, rework these heroes of history and the real world. In ancient times, people used to assemble in public places to share their common interests while occasionally sporting traditional games. Those days, family folks used to travel to holy sites, such as mosque, church or temple, while men and women in recent years go on trekking and rock climbing. Contrarily, today's youngsters persistently engage in electronic devices, including video games and social network sites. Besides, pilgrimages to sacred sites have lately been replaced by their trips to concerts, discotheques, fashion centers and shopping malls in the modern time corporate world. Certain activities, including pilgrimages and business trips become popular cultures when people make them significant parts of their lives. This paper, in retracing the quest myth, illustrates the representation of the hero in different narratives, such as historical and mythological, oral and print, or visual and electronic, with different roles in varied frontiers in response to society's needs and people's expectations.

Keywords: marketplace, popular culture, business world, capitalist society, journey

Definitions and ideas of the hero

Sounds and images of disco, jazz, hip-hop, and pop-rock enter streets and hotels from Lhasa to London, Tokyo to New York, and Kathmandu to Hong Kong. In today's high-tech media world, images and icons of heroes and legends, motivated by commercial and popular appeal, are circulated with a greater speed, becoming simultaneously a shared mythic currency and continuity. We have real world heroes rescuing victims, building infrastructures, making institutions, and ultimately championing noble causes. Similarly, we have military heroes saving our countries, and sports heroes integrating people while

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winning trophies for their teams. We have leaders and statesmen making their nations better places to live for future generations. We tend to connect ourselves to popular icons in movies and concerts; however, these elevated figures as architects of cultures and civilizations, undergo a process of transformation of consciousness through the heroic journey from the terrestrial to the celestial sphere. Fictional representations of heroes rework those leaders and icons in arduous actions in the real world.

Men often tend to affiliate with heroes and icons. In response to people's needs, the hero voluntarily undertakes strenuous physical actions to accomplish specific goals. A man or woman of rigorous actions and outstanding accomplishments, the hero sacrifices his or her self for a noble cause, such as rescue people from dangers, transform the world, protect ideas, and ultimately champion the greater purpose of humanity. The term "hero" in representing a national identity exemplifies an iconic role in the service to the entire human race. A man of sincere dedication and exceptional courage, the hero often takes necessary actions to transform the world. At times, the hero of one society secures a high status with symbolic value in other societies over centuries, and thus, bringing together people of two different worlds. In this line of speculation, Marshall Fishwick retraces aesthetic representations of the hero: "In classic times, heroes were god-men; in the Middle Ages, God's men; in the Renaissance, universal men; in the eighteenth century, gentlemen; in the nineteenth, self-made men. Our century has seen the common man and the outsider become heroic" (61). People in different periods have different needs and expectations from their leaders and statesmen. In that sense, either the designated leaders or chieftains should be able to meet their subjects' expectations or those who can address their necessities can become their heroes.

The hero worship cult can be traced back to the 776 BC Athens Olympics in the honor to Zeus in Olympia. In *Ancient Greek Athletics*, Stephen Miller explores connections between gods and heroes in the light of sports performances in the Hellenic civilization:

Our modern culture is filled with sport heroes who have achieved superstar status through talent and accomplishment on the athletic field. Athletes could also be considered heroes in antiquity, but not because of their athletic accomplishment. By ancient standards, a hero was the offspring of humans of a god and a human who achieved a quasi-divine status. Most important, the ancient hero had to be dead, at which point a hero cult would arise. The hero could then use his intimate connection with the underworld to provide a point of contract for his worshipers, who needed it for, among other things, cursing enemies. (A cruse had to be carried to the underworld in order to become effective.) The hero also acquired an aura of magic and the supernatural and was considered especially adept at curing health problems. This is the standard we must use in order to determine whether ancient athlete was rated a hero. (160)

Ever since the beginning in Ancient Greece, the Olympics would have religious and political connotations. Contemporary city-states would promote their political alliances while asserting their powers and influences through games. At the same time, a splendid statue of Zeus in Olympia was constructed in the honor of gods and heroes. The athlete heroes participated in different events in a true spirit of sportsmanship, connecting themselves with God. In the ancient Greek world, sportsmen were truly warriors prepared to protect their city-states against enemy forces. In order to test their ability and prowess, athlete heroes representing their city-states partook in games connecting themselves with gods.



Figure 1 Gymnasts Lee Eun-ju of South Korea and Hong Un-Jong of North Korea, in pose for a selfie, an impromptu photograph, a rare occurrence between two Koreas



Figure 2 Johnny Clegg, a white South African, and his black South African band

The body art of dancing integrates people irrespective of their races and colors. In *Dancing*, Gerald Jonas features special moments of such a fusion in choreographic spaces. Jonas further notes that an international fusion of dance traditions is an accelerating trend in the modern world. Moreover, she considers the dancing a product of this fusion, taking American rock-and-roll a meditating cultural exchanges on a global scale in a case of point. Johnny Clegg, a white South African, and his black South African band called Savuka mix American-style rock with Zulu music and dance (Jonas 180). These black and white pop culture icons exhibit a blend of opposites through the visual art of dancing.

Kevin Boon defines the hero as a mythic figure, a link between the divine sphere and the realm of the mortal. Boon then elevates the hero to the position of god for bringing the divine power to earth and transcending the real world.... Originally a Greek term, the hero refers to the courageous person and the demigod (302). The Sanskrit term for the hero is *vira* (Hodous and Soothill 41), a brave warrior loyal to the authority, such as king and emperor. The Sanskrit *vira*, a valiant fighter, committed to society or nation, and the Latin *virtue* meaning “true” or “pure”, a shared etymological root, connote an idealized person of action and audacity. Often used to refer to the hero, the Greek term *arête* connotes virtue and nobility, and courage and excellence (Miller 240). *Oxford Companion to World Mythology* defines the hero as a representative of culture in quest of a significant boon for his people (Leeming 178). In *Plato and the Hero*, Angela Hobbs considers Achilles, conscious of death at the fiercest battle of the Trojan War (1194-1184 BC), the hero in terms of courage and resolution (214). Homer’s hero is audacious Achilles, and the Platonic hero a philosopher-king. Similarly, Stephen Halliwell highlights the Aristotelian hero’s vital role in epic and tragedy (148). The lead character in a narrative, fictional or non-fictional, the hero with his or her exceptional range of selfless actions embodies the best that humanity can offer. The hero is, therefore, someone who expends his or her entire life in meaningful purpose of a society or the entire world.

The birth of the hero

The entire human civilization rises with the hero worship cult. There are heroes and makers of cultures and civilizations who, at the expense of their personal interests and purposes, are motivated to build a society and a nation. People come and go, but the heroes make significant contributions to the world, and the heroic action would rather be recognized after the death. In *Myth of the Birth of the Hero*, Otta Rank defines the hero as:

The newborn hero is the young sun rising from the waters, first confronted by lowering clouds, but finally triumphing over all obstacles. The taking into consideration of all natural (chiefly atmospheric) phenomena--as was done by the first representatives of this method of myth interpretation --and the regarding of the legends, in a more restricted sense, as astral myths (Stucken, Winckler, and

others) are approaches not so essentially distinct as the followers of each individual direction believe to be the case. Nor does it seem a basic improvement when the purely solar interpretation, as advocated especially by Frobenius, was no longer accepted and the view was advanced that all myths were originally lunar. Hüsing holds this theory in his discussion of the myth of Cyrus the Great; Siecke also claims this view as the only legitimate, obvious interpretation of the birth myths of the heroes; and it is a concept that is beginning to gain popularity. (32)

Rank connects the hero to nature. He parallels the newborn hero with the rising sun. In the way rising sun faces obstacles of clouds around, the hero confronts multiple hurdles in the process of his birth. Connecting the hero with the sun gives a resonance of the heroic journey in the threshold of adventures.

People of all cultures worship their heroes in multiple forms. Some people revere them as their creators and protectors while others worship them as gods. Multiple forms of gods and goddesses in shrines and temples manifest individuals' values and belief systems. The Christian Jesus Christ embodies Ab al-Qsim Muhammed. Muhammed is the Prophet in Islam, Christ the Son of God in Christianity, and Siddhartha Gautama spiritual leader and proponent of Buddhism. Along this line of the heroic representation, Rank, in *Art and Artist*, unfolds inherent connections between myth and psychic energy, divinity and humanity, and death and resurrection. Further, Rank considers the tragic hero's self-willed death:

The spiritual development found its cultural expression in Christianity, although the idea of the sacrifice or self-sacrifice of a man or divine hero had been prepared in classical religion and mythology, as witness the partition of Osiris, the mangling of Bacchus, the mutilations of Attis. The Oriental mystery religions which lived on in the Eleusinian and Orphic cults of Greece all have the death and resurrection of a god as their subject. But in the mysteries the god becomes man and suffers the fate of mortality, while in Christianity man again becomes god—that is, achieves psychical immortality. (289-90)

In his belief in the Oriental god-incarnate human, Rank considers the hero a deity or demigod. The divine figure invokes the Christian suffering hero, such as Jesus Christ. Most theoretical conjectures revolve around the hero as a divine figure, a link between the humanity and divinity, humans and the gods, while others identify the hero as a redeemer of the world. The hero, appearing in different historical epochs, shares archetypes in actions and characters.

Joseph Campbell reworks on Lord Raglan's and Carl Jung's ideas of the hero. Raglan's hero makes his trip from his homeland to an unknown territory and back to his society (Raglan 189). Like Raglan's hero, Jung's hero is transformed through the ritual journey, a

process of conversion shared by gods (Jung 128). Similarly, Campbell, in *The Hero with a Thousand Faces*, drawing insights from myths and history, traces the universality of the hero's journey:

The mythological hero, setting forth from his common day is lured, carried away, or else voluntarily proceeds, to the threshold of adventure. There he encounters a shadow presence that guards the passage. The hero may defeat or conciliate this power and go alive into the kingdom of the dark (brother-battle, dragon-battle; offering, charm), or be slain by the opponent and descend in death (dismemberment, crucifixion). Beyond the threshold, then, the hero journeys through a world of unfamiliar yet strangely intimate forces, some of which severely threaten him (tests), some of which give magical aid (helpers). [. . .] At the return, the hero re-emerges from the kingdom of dread (return, resurrection). The boon that he brings restores the world. (246)

Numerous narratives, such as myth and folklore, originate from dreams and the unconscious. Arts, visual or non-visual, originate from myths: myths rework archetypes. Further, myths themselves are arts, or they are represented in media, such as novel, film, and television. Myths, dreams, and arts initiate from the same psychic center of the unconscious. There are underlying universal patterns of myths of different societies of all times, so the mythological hero remains universal in his origin and character traits.

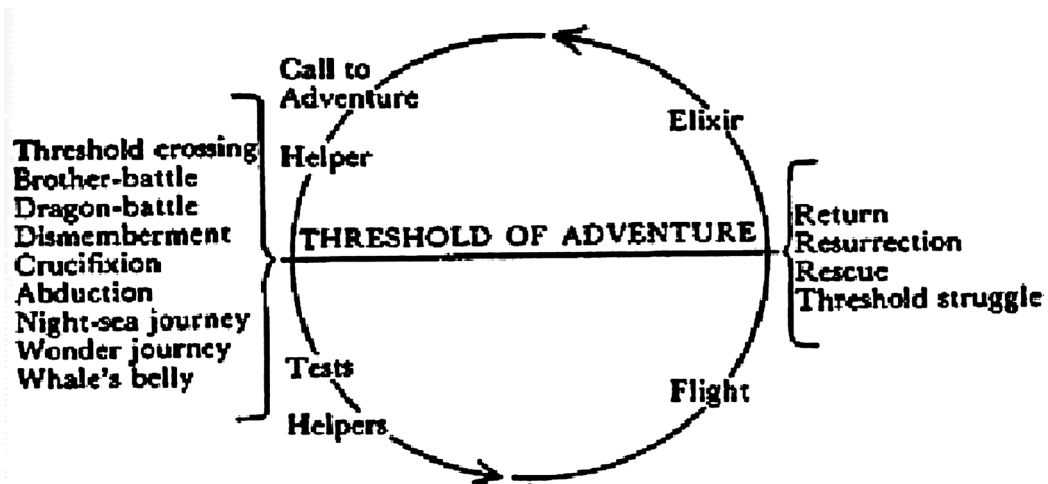


Figure 3 Campbell's three significant stages of the hero journey

The Campbellian monomyth hero shares patterns of the hero journey with those of various media and archetypes. Campbell clearly illustrates the three significant stages of the hero's

journey: departure, achievement and return. The hero in his adventure to the unknown zone is usually supported by helpers, such as parents, teachers, mentors, friends, and assistants. Contrarily, the hero perpetually confronts opponents, including villains and rivals. Moreover, the hero's outward journey to the unknown zone invokes the inward journey from the conscious to the unconscious. Like Campbell's hero, the folklore hero travels through trials until he returns to society bringing with him boon for people. The mythological hero shares underlying patterns and motifs between the archetypal hero and the media representation of the hero of history and fiction.

The archetypal hero and the mythological hero

History can be mythologized, and myth can be historicized. Legend stands somewhere between myth and history. The pop star as the hero figure reworks the mythological hero, and the latter rehearses the archetypal hero. In the Jungian archetypal model, the hero shares with other characters primordial images and universal psychic motifs reflected in myths and dreams. The Jungian archetypes of love, quest, and journey originate from the collective conscious and manifest as dreams, myths, and arts. The collective conscious consists of archetypes while the individual consciousness is formed of subliminal perceptions and repressed desires. Archetypes in various manifestations reveal the inner psychic energy, but they are based on the same essence. Some of the characters like mentor, outcast, and trickster share character traits and actions with the hero.



Figure 4 The geometric image of circle and square representing harmony and perfection

In line with the Jungian model of collective unconscious, man shares his or her subliminal psychic energies with species beyond humans, i.e. *the Homo sapiens*. In a real sense, individuals share their character traits with their ancestors. Besides, they share their motifs and actions with birds and animals. For an example, man shares dancing steps from birds and animals and dynamics of natural phenomena, such as fish swimming in the stream and swan walking on land.



Figure 5 The circular structure of the earring, jewelry in the image of encircling snake itself,

connecting art and archetype

The process of the hero's journey, the transformation of consciousness, and the nature of the quest have geometric circular structures. Similarly, the visual art of dance not only exhibits underlying connections in diverse cultures but also mimics birds and animals. The dancer recreates physical movements of birds and animals to express happiness and suffering, and initiation and celebration to entertain the audience. The dance can be both personal and collective because the dancer, through various steps and moves, articulates cultural experience and personal perfection. The conscious manifestation of the dancer's personal and collective consciousness, the dancer merges into action. Likewise, the hero's journey transforms physical movements of species but also an unconscious impulse to move in an artistic way.

The dancer's training to recapture physical actions and visual movements of birds and animals replicates the impulse to move inherent in human and species. For example, the swan dance imitates the dancing of a swan, and the peacock dance mimics a peacock. Gerald Jonas asserts that dances transcend dancers and choreographers. Watching the dance, whether live or recorded, keeps audiences aware of the body movements in the dynamics and vitality of the dancer (238). Some of these dances reflect social and physical conditions

in which certain groups live by the shared values. Watching dance allows audiences to unite with the dancer while the performer



Figure 6 The swan dance in circular structure

becomes one with the performance. For example, in the swan ballet, the dancer reproduces the swan's movements in varied dancing steps that he takes from the bird. The dancer reveals underlying connections between art and nature, or human action and natural phenomenon through dancing steps and actions of bird or animal.

In the Jungian archetypal theory, the hero connects the individual consciousness to a profound sense of human experience. In Jung's hero myth, a symbolic manifestation of human psyche that appears as the supernatural being functions as an individual's ego-consciousness. In *Man and His Symbols*, Jung proposes the archetypal model of the hero whose weakness is balanced by the strength of a strong mentor figure. For an example, the wise master or the mother-goddess persistently supports the hero or legend. In the Greek hero myth, Theseus had Poseidon, the god of the sea; Perseus had Athena; Achilles had Cheiron, the wise centaur, among others (Jung 101) as their guardians and mentors. Similarly, Jung considers the hero's victory in the battle against giants (105), combat with monsters, and journey into the darkness (111), and rescue of "damsel in distress" representing anima (114) as the archetypal actions. The hero, integrating his physical strength and spiritual power, uses the body and magic to rescue humans and protect the world. The hero identifies these common heroic actions with the universal dimension of mythology when he accomplishes extraordinary deeds. On the list are Hercules, Sisyphus and Prometheus in persistent champion of the cause of man in challenge to the theological authority of God.

Prometheus steals fire from heaven to give to mankind, whereas Sisyphus readily undertakes an absurd task of repeatedly rolling a boulder up the hill. If he stops, he dies. The repetitive tasks without progression sound absurd to ordinary minds, but it is a direct challenge to the theological authority. Of course, it is the hero's assertion of man's supremacy over God, the humanity over the divinity, and life over death. Hercules is a powerful mythological hero who demonstrates his heroic grandeur and prowess early in his childhood.

At one point, Margalit Finkelberg affirms that the hero prizes honor and glory over life and dies young (1). Further, Klapp Orrin considers the hero a man of success, defiance, and prowess:

Because the hero exceeds in a striking way the standards required of ordinary group members, as has been said, he is a supernatural deviant, his courage, self-abnegation, devotion, and prowess, being regarded as amazing and "beyond the call of duty." Because of the requirement of transcending the mediocre, he must prove himself by exceptional acts, and the most perfect examples of heroes are to be found in legendary or mythical personages who represent in a superhumanly exaggerated way the things the group admires most. Because of their superior qualities, heroes dominate the scene of human action, symbolizing success, perfection and conquests of evil, providing a model for identification by the group—one might say its better self. (57)

Orrin appraises the hero's role in connecting the mortal to the immortal, transforming the real world into an ideal place, where mythic characters take up superhuman deeds. The hero appears in the frontier between the divine and the human, the material world and the celestial space.

Robert Segal reworks Freudian interpretations of heroes, identifying them as creative artists intending to alleviate from their feeling of guilt in initially separating themselves from the self, figuratively the mother's body (xvii). In Segal's argument, an inventive person rises from creative processes, whereas an ordinary person intending to conform to convention surrenders to the establishment. At another point, Segal asserts that social conformists accept themselves as idealized by others, neurotics assert themselves by rejecting established practices, and ordinary people discard themselves in accepting the world (xviii). The hero, rising above average persons as their exemplar to champion humanity, reveals his creative ingenuity in action.

Rank's mythic hero while blending the mortal and immortal connects the human to the divine.

Representation of the hero in narratives

A courageous man dedicated to the cause of the entire humanity is considered a hero. The hero, whether male or female, expends his or her personal life to support other people, serve the community, and advocate an idea. The hero is often recognized after his or her death, and his or her supporters start following their rolemodel's ideas and principles. The hero with his or her extraordinary actions accomplishes specific goals to transform the society. In *Anatomy of Criticism* (1957), Northrop Frye illustrates five fictional modes based on representations of heroes. In Frye's analogy, first, an individual who is superior to other men and environment in kind is in the mode of myth. The lead character in various narratives, fictional or historical, becomes a divine figure, such as God, Angel, Goddess, or Prophet. Secondly, superior to men or environment in degree, the hero or legend, somewhere between the humane and in the mode of romance, the hero is superior to other men or environment in degree. In the mode of romance, the protagonist is a figure of romance or legend, such as the legendary outlaw hero in a series of English ballads Robin Hood and Sir Gawain, the Green Knight in the fourteenth-century medieval English chivalric romance, in King Arthur's Round Table (33). Thirdly, the hero is superior to other men in a high mimetic mode, in which the central character accomplishes tasks larger than himself, such as in epic and tragedy (34). Unlike these heroes in these three modes of narratives, chief characters in fictional works, such as film and novel perform actions of those ordinary people in the everyday world. Fourthly, these heroes, in Frye's analogy, are of low mimetic mode since they behave like ordinary individuals running family and leading a mundane life. Those heroes in the mundane world in routine daily are common men (34). Lastly, principal characters' actions are those of lowly people, such as insane and alienated ones, and thus, remaining below the status of ordinary folks in streets and marketplaces. Frye's major figure in an ironic mode is "inferior in power or intelligence to ourselves, so that we have the sense of looking down on a scene of bondage, frustration, absurdity, the hero belongs to ironic mode" (34). These fictional characters in ironic mode remain somewhere between the spheres of the hero and the villain. Unlike the villains, the heroes in the ironic mode of fictional representations tend to alienate themselves from the domain of ordinary individual in the public sphere; however, they are in difficult and complex situations of their own societies.

In paradigms of fictional representations of heroes in these five modes, Hemingway's Frederick Henry *A Farewell to Arms* and Fitzgerald's Jay Gatsby in *The Great Gatsby* resemble those of the low mimetic mode. Totally motivated to dating and courting in modern cities, heroes in American fiction are nobody other than common men who persistently involve in routine lives of personal interests and individual motivations. They have nothing to do with noble actions in the best interest of humanity; nor do they rise above personal interests in order to transform the world or society they live in. Like ordinary folks, these

individualistic protagonists have to engage in self-help schemes to earn money for their lavish lifestyles.

Like many of those self-cantered individuals, the common man lives in illusions of a better future in the modern world. Living in a capitalist society, the modern hero exhibits characters in false impressions of transformation with money, job, and authority. In intent to transform their positions, the modern heroes consider heroines market products. Hemingway's Frederic in *A Farewell to Arms* coming out of the war zone tends to live peacefully with Catherine. Similarly, Fitzgerald's Gatsby in *The Great Gatsby* in an expectation to secure Daisy spends money extravagantly, and thus, converting the heroine into a commodity in the marketplace.

Frye's fictional character in the low mimetic mode is a modern common man. He remains above the hero in the ironic mode and below the protagonist in the high mimetic mode. The modernist hero in fictional narratives, including drama, film or fiction represents worldly mundane life. However, the hero in the ironic mode is somewhere between the character in the low mimetic mode and the villain in film and fiction. Also called an antihero, the lead character lacks characteristics of the hero in a traditional sense of the term and that of the villain. Unlike the villain, the antihero does not harm others, but destroys himself. Samuel Beckett's Murphy in *Murphy*, Franz Kafka's Gregor Samsa in *The Metamorphosis*, and Leopold Bloom in James Joyce's *Ulysses* embody antiheroes. The antihero suffers not because of the tragic flaw within him not any external force, but the corporate world that makes him the victim of machines and technologies. Besides, he is alienated from other people in a highly organized mechanical society.

Luce Irigaray, in *Critical Theory Today* Lois Tyson asserts that much of women's subjugation in a patriarchy occurs in the form of psychological repression enacted through the medium of language. It means all the meanings of the words have been defined by patriarchal language without realizing it. Women do not speak their own active original thoughts but follow passively previously spoken ideas. In Irigaray's perception, the woman is just a mirror of their own masculinity. Men have defined females in terms of their own needs and desires, and thus, consider them commodities in the marketplace. At one point, Irigaray mentions women's two choices: (i) to keep quiet so that a woman does not say anything that does not fit within the logic of patriarchal belief or (ii) to imitate patriarchal representation and play inferior role given her by patriarchy definition of sexual difference. Irigaray further elaborates the male gaze upon the female since the latter is an object with material value. The man looks, the woman is looked at. It is the one who looks has power and control to name things (100-1). The woman is just an object to be seen and to be used. Thus, in a patriarchal society, women are just tokens and commodities in a male economy. For example, if a man wants to impress other people having a beautiful woman on his arm

is only interested to impress other men. In *The Great Gatsby*, Gatsby wants to impress other men in the society having Daisy back.

Irigaray argues that only way to get beyond patriarchy is to use the same vehicle that is language. Women should be grouped as only- women and stop speaking and thinking in line with the patriarchy ideology. Irigaray asserts that women should use women's language to resist the patriarchal authority. She finds it in the female body in contrast between the male sexual satisfaction and the female sexual satisfaction. Irigaray observes the female sexual pleasure in terms of "far more diversified, more multiple in its differences, more complex, more subtle, than is commonly imagined" (28). Precisely, the female language is multiple in its meanings. It is more complex and subtle than the patriarchal language.

In Hemingway's novel, Catherine always tries to attract Frederic at any cost. She does not mind to merge her identity within him, and even tries to look like him cutting her hair short. Acting like her male counterpart, Catherine commodifies herself in the best interest of the hero. She becomes a commodity in the marketplace that Frederick can purchase with money. Similarly, Gatsby invests on Daisy, buying materials, such as car, house and clothes. In that sense, he is spending money on Daisy in his anticipation that the heroine would favour him.

The hero journey, quest and transformation

The modern individual's journey to the shopping mall, fashion center, and beautify pageant parallels man's pilgrimage to the holy site. In the past, people used to make their spiritual journey to mosque, temple, and church, whereas young people in modern time sail to the marketplace to purchase industrial products. Next, modern man in highly mechanized urban space works in the corporate world, including manufacturing industries, financial institutions, or construction sites. In a similar way, primitive man used to on fishing, hunting, or farming in the field. Likewise, modern man in the industrial economy works for private firms and organizations, including service or production sector, whereas he or she in the agro-based subsistence economy hail to field for planting crops or harvesting crops.

In performance art, artists in film and theater act for their audiences, but they have different approaches to interact with their viewers. Theater artists directly perform before audiences, whereas film actors present themselves before the camera, and several shots are rearranged, edited and revised. In *The Work of Art in the Age of Mechanical Reproduction*, Walter Benjamin draws a clear analogy between the spectacle and spectators:

When they perform before the camera, they presumably consider their audiences and, thus, entrepreneurs in the film industry. Acting before the camera allows them to get to the market for which they are fairly paid. Their performances, while considering customers

in the business, become market products. In that line of argument, the theater artists seem more realistic than those of the film artists. Before the camera, the hero and heroine expose their bodies not as they like to but as the camera man directs, the story or script demands, and producers expect, primarily considering audiences who pay to consume for those exposed products.

The pop star heroes in their profession and performances remain in a close circuit. Not only performances in the professional field but also personal life in the private world turns out spectacles for fans and audiences. Consumers take artists in their real lives for cultural objects just like dance or music, and thus, becoming artifacts. In *Myth, Media and the Screen: Understanding the Heroes of Our Time*, John Izon cites Richard Dyer's *Stars* (1998) to make a semiotic analysis of the pop star in the marketplace in the modern capitalist world:

An actor is a sign whose principal denotative function is to delineate a character in a drama. Movie stars have this function too, but simultaneously they signify themselves. The audience does not forget the player behind the role as they may do with the actor. Furthermore, the roles of movie stars extend beyond the characters they play in the cinema and encompass their lives off screen. (79)

Izon considers an actor a sign that has multiple meanings. The actor in real life in his dress up, food habit, and leisure activities performs in the real world life. In other words, celebrities not only perform on the stage, screen or field but also in the real world life in the private and public spheres. Precisely, audiences keep on watching their favorite artists as if they are artifacts on the stage or screen.

A similar kind of semiotic analysis can be seen in Izon's analogy between movie stars and pop stars: "Like movie stars, pop stars connote some significance more subtle than they denote" (80). Fans in particular and audiences in general take pop stars as their spectacles. Fans and supporters not only watch stars onscreen but also behind the screen, so pop stars, including film and sport in their personal lives become entertainment objects. Izon's myth and screen embodies a link between the country and city, tradition and modernity, and folklore and popular culture. Media, including film and theater rework archetypal mythological narratives. When they come down to videos and cinemas, the culture industry involves technology, business and economics. Relationships of modernity and metropolis with formative influence on Raymond Williams's *The Country and the City* (1973) can be retraced to the European Industrial Revolution (1760-1840). In "Introduction" to *City Flicks*, Preben Kaarsholm links the Indian film industry to modernity and globalization of capital:

In a variety of ways, more generally, the association of modernity and metropolis has been a commonplace in critical discourse. The big city has been a recurrent and flexibility faithful metaphor of modern life, and it has been assumed that particular characteristics of perception, psychology and consciousness are integral parts of metropolitan life: that urban dwellers represent either refinement, politesse and gentility at a higher level, or else, as members of ‘the urban crowd’ as envisaged by Gustave le Bon and Simmel in Europe at the turn of the 19th and 20th centuries, represent decadence and a nervousness of disposition which threaten to undercut the foundations of civilized social behavior. (2)

The film industry embodies the technologized city life in which people pay for their leisure. While watching movies on screen, audiences not only pay for the cinematic product but also television in the private domestic space or the film hall in the urban space. In the modern time city space, people sport the television while watching the soccer on the screen. Further, audiences intend to consume industrial products, such as Coca-Cola, beer, potato chips, and pop corns. Precisely, the industrial products become significant parts of individuals in the marketplace, and thus, prompting to mass production for money and capital.

Conclusion

The circular structure of the hero journey in myth and dream represent harmony and perfection. The hero, in his or her three stages of the journey, makes a full circle which signifies wholeness. In the journey, from the start point to return, the hero undergoes a process of revelation with the death. It could be the death of someone whom he intends to offer the boon he has achieved. Learning starts with the loss of the most loved one. Precisely, transformation of consciousness operates in giving up, ultimately in sacrificing the self. The pop culture icon in film or concert represents the real life hero, historical or mythological, to unify humans of diverse cultural settings. In the real world, fans tend rework pop stars, including sports heroes; these iconic figures perform the heroes of myth and history.

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Industrial Linkages of Urban Centers with their Hinter Land Areas

Gopikrishna Pandey (Ph.D)*

Abstract

Urban centers are the foci of supply for industrial activities for rural development. They provide certain level of functions and services to the people living in their surrounding areas. Therefore, they are considered the engine of growth that provides goods and employment services to the benefit of their vast rural hinterland. The central place concept provides a sound theoretical basis for describing urban-rural relation system in any region. In essence, the theory argues that the emergence of towns would stimulate the efficient production and exchange of goods through providing access for hinterland people to the town based services. Particularly in developing countries with predominant agricultural economy, the main function of urban centers is to cater industrial development and related services. Since the late 1990s, the urban and regional development policy has focused to develop rural area through developing small towns and urban centers. This paper examines that how urban industries provide employment opportunities for local as well as for rural people, like wise it collects rural raw material and supply finished goods to the hinterland areas. The information was acquired through extensive field survey in Tansen and Butwal towns with their two hinterland villages. The tools of observation and interview were applied to collect the necessary information. A sampled household survey was conducted in the hinterland VDCs to collect the industrial information. Tansen and Butwal towns have caused great impact on the surrounding areas due to their relative locations and functional linkages. The industrial activities in the two hinterland rural areas have been changing due to the impact of the two study towns.

1 Introduction

Urban center is an index of transformation from traditional rural economics to modern industrial unit. It is a long term process. It is progressive concentration of population in urban unit. Kingsley Davis has explained urbanization as a process of switch from spread out pattern of human settlements to one of concentration in urban centers. It is a finite process a cycle through which a nation pass as they evolve from agrarian to industrial

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society (Davis and Golden, 1954). urban centers come into existence to meet the demand of rural hinterlands. The extent of hinterland areas and their degrees of integration with the urban centers create a distinct spatial pattern. The spatial extent of any hinterland is dependent upon the system of transport and communication linkages as well as the range of goods and services provided by the competing urban centers. Urban centers provide goods and services to surrounding rural areas. This creates functional and spatial linkage of the urban centers with the surrounding rural areas. Generally, neither towns nor rural villages are in essence self sufficient to provide all goods and services required for their inhabitants. This creates a system of flow of goods and services between them. The basic concept in the rural urban linkages is that it can not develop an urban center as a separate entity. Therefore, there is a very close relationship between urban center and rural areas. Functional linkages between towns with their hinterland areas are a two way phenomena. If the surrounding rural areas receive services from the urban centers the later are dependent on rural areas for the supply of agricultural crops, dairy products and a variety of industrial raw materials. The extant of rural urban relationship is markedly conditioned by accessibility.

This article deals with functional role of urban centers with their hinterland areas. There are two types of linkages of towns with hinterlands areas. One is economic linkage and other is service linkages. The economic linkage covers commercial and industrial linkage. The role of urban centers in rural development is shown on the basis of industrial functions and thier linkages with the hinterlind areas. Tansen and Butwal absorb rural raw materials for industries and supply finished goods for local inhabitants and hinterland areas. It also provides employment opportunities for the rural people. Therefore, these centers worked as collection centers and distribution of finished goods, off farm employers for selected VDCs. There is a symbiotic relationship between town and hinterland VDCs. Urban industries not only take raw material from rural areas but also provide employment opportunity for the rural people. Most of the people migrate from surroundings VDCs to towns for employment in town for their livelihood. Two types of labour forces like unskilled labourers and skilled workers with high educational background are employed in industries. But Butwal has established large and medium sized scale industries. Therefore, they are generating more employment opportunities for local as well as for rural people. The number of industries and number of industrial employment are also explained.

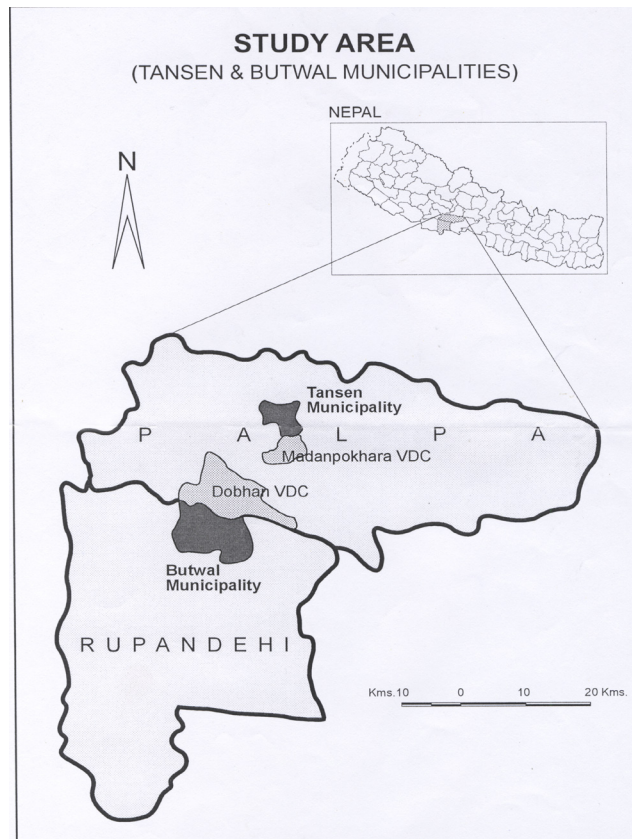
1.2 Study area

Although, there are different types of 29 urban centers along with the Siddhartha Highway, Tansen and Butwal urban centers are the most important ones in locational strategy. Therefore, these urban centers have great impact on rural development. Besides these towns, their surrounding VDCs Madanpokhara and Dobhan have also been chosen to show the urban impact on their hinterland areas. Tansen is the Headquarters of Palpa district and it lies in Lumbini zone in Western Development Region (WDR) of Nepal. Geographically,

Tansen is located at $83^{\circ}35'$ East longitude and $27^{\circ}23'$ North latitude and lies on the southern gentle slope of the Mahabharat Lekh (Range) (which is locally known as Shrinagar Danda) at an altitude of about 1372 meters above sea level. The town has covered an area of 3979 hectares. It is surrounded by Barangdi and Chapapain VDC in the north, Chirtungdhara VDC in the east, Telgha VDC in the west and Madanpokhara VDC in the south (Figure 1.1) .

Butwal is a medium sized urban center. It is a secondary gateway town and a fast growing urban center along the Siddhartha Highway. Its present location is the meeting place of two distinct physiographic regions, the southern Tarai plain and the Northern Chure hills. It has a great periphery area. It is also located at transport nodal point. Both Tansen and Butwal towns have distinct character. All these important components are the determinant factors for the selection of these two urban centers. For a detail study of impact of urban centers, two important VDCs, Madanpokhara and Dohban were selected. These two VDCs are the major rural areas where urban impact is clearly visible. These two VDCs have more economic and social linkages with Tansen and Butwal urban centers.

Figure : 1.1



1.3 Methods and materials

The primary source of data is the main basis of this study. The detail information for this study has been acquired from the extensive field survey. For detailed field survey two urban areas Tansen and Butwal and two VDCs Madanpokhara and Dobhan have been selected. Field data were collected from two different methods; one was observation method and the other an interview method. Observation method was used for the collection of primary data in Tansen and Butwal. One of the main concerns of this study was to describe the functional role of urban center in rural development. In order to fulfill this objective, it is necessary to enumerate all types of functional unit or establishment located in the urban centers. The inventory sheet was used to enumerate (record) all functional establishment units located in the municipalities. Hence, a record of each and every functional establishment of these two urban centers was made on the structured inventory sheet. Interview method has been used for industrial survey. The interview was conducted on the basis of sample. Selection of sample for the collection of data has been under taken in two municipalities Tansen and Butwal and two VDCs Madanpokhara and Dobhan in different periods.

There are different types of industries operating in Tansen and Butwal. For the industrial survey cotton textile, carpet factory, spinning mills, furniture center, agro-mills, grill industry, dairy industry, bakery, sweater weaving and knitting, metal craft, brick klin, bamboo industries were selected for interview. These industries have provided employment opportunities for the rural people. These industries were selected accordingly to industrial officers, member of chamber of commerce and local industrialist etc. There are 187 and 474 industrial units operating in Tansen and Butwal respectively. In Tansen a total of 11 industrial units have been interviewed. These units are two handloom Dhaka industrial units, 1 metal craft, 1 sweater weaving and knitting units, 1 electric Dhaka loom, 1 rice mill, 1 dairy processing unit, 1 furniture center, 1 brick klin factory, 1 bakery factory and 1 grill industry were taken for interviewed. In Butwal out of 14 units, 2 cloth industries, 2 handloom Dhaka units and 2 furniture making factories were taken for interviewed. Similarly, 1 spinning mills, 1 carpet industry, 1 sweater weaving and knitting, 1 rice mill, 1 dairy industry, 1 metal, 1 brick klin and bamboo industries were taken for industrial survey in Butwal. In these industrial survey information with regard to the year of establishment of industrial units, nature of industry, number and types of employees, source of raw materials and supply areas of finished products, credit facility and other infrastructure were gathered through the interview with industrial manager and entrepreneurs. The collection of information is done on the basis of questionnaire. The place of origin of workers and economic background and ethnic status of workers were also collected. Lastly, the owners of industries were asked about the major problems they are facing in running the industries and their suggestions if any, to improve the situation.

1.4 Source of Industrial Raw Materials for Industries in Tansen and Butwal

Table 1.1: Source Areas of Industrial Raw Materials for Industry in Tansen

Types of raw materials	Name of VDCs
Wood and timbers	Madanpokhara, Masyam, Yamgha, Dharmpani, Dobhan
Fresh milk	Madanpokhara, Yamgha, Bauwghumba, Pokharathok Chidipani, Nayarnamtale, Humin, Tanhu
Bamboos	Dharmpani, Yagha, Ciirtungdhara, Madanpokhara
Paddy	Madanpokhara
oil seeds	Masyam, Madanpokhara, Pokharathok

Source: Field Survey, 2005.

Table 1.1 shows that source areas of raw materials for industry in Tansen. Fresh milk, wood and timbers are most important raw materials to be supplied from the hinterland areas. Madanpokhara, Masyam and Dharampani are the most important VDC to supply wood and timber for furniture in Tansen. Madanpokhara VDC is also the most important source areas for supply of wood and timber and fresh milk for furniture industries and dairy industry in Tansen. According to the staff of dairy industry about 250 liters fresh milk is obtained from Madanpokhara VDC per day. The second most important VDC is Yamga to supply fresh milk to Tansen. About 190 liters milk is supplied there. Barangdi is the third important VDC to supply milk in Tansen. Paddy and oil seeds are obtained from Masayam, Pokharathok and Madanpokhara (Table 1.1).

In case of source areas of Butwal, Dobhan, Shankarnagar, Motipur, Devdeha, Farsatkar, Koldanda, Ramapur and Dobhan VDC are very important source areas in terms of supply of fresh milk and vegetable. Devdaha and Shankarnagar are also important VDCs to supply fresh milk in Butwal. Shakarnagar and Devdaha VDCs are also important to suppliers of fresh milk (Table 1.1) From Motipur, Semlar, Devdaha, Dobhan, Ramapur and Suyrepura about 7000 liters of fresh milk is supplied in Butwal per day. (At the time of field survey in 2005). In Butwal wood and timber have been obtained from Dobhan, Devdaha, Khirani, Ramapur and Belbas. Among them Devdaha and Dobhan VDCs are important suppliers of wood and timber.

Paddy for Butwal Rice mills is brought from the Shankarnagar, Valbari and Tamanagar VDCs (Table 1.2). Among them Devdaha and Shankarnagar VDCs are very important in terms of supply of paddy.

Table 1.2: Source Areas of industrial Raw Materials for Industry in Butwal

Types of raw materials	Source of VDCs
Woods and timber	Madanpokhara, Dobhan, Devdaha, Khireni, Ramapur, Belbas Semlar, Farsatkar, Anandaban,
Fresh milk	Devdaha, Shankarnagar, Motipur, Semlar, Ramapur, Dobhan, Khireni, Saljhundi, Suryapura
Bamboos	Bhumahi, Murgiya, Khireni, Devdaha
Paddy	Madhaulia, Padsari, Nayamill, Krishnagunj, Valbari, Kerbani, Tamanagar
oil seed	Semlar, Khireni, Parasi, Bardhaghat, Kattya, Bishnupura,

Source: Field survey, 2005.

1.5 Supply of Goods from Tansen and Butwal

Tansen and Butwal supply manufactured goods like utensils, Palpali Karuwa, Palpali Dhaka topi, Dhaka Shawl, sweater weaving and dairy products primarily to different parts of the country as well as to surrounding VDCs. About 80 percent of Palpali Karuwa is supplied in main markets of Nepal from Tansen. The finished products of Dhaka, Cholo, topi (cap) are supplied to neighboring areas. Most of the villagers frequently visit Tansen to purchase handloom Dhaka and other cotton clothes. About 70 percent of milk collected in Tansen consumes in the same market and 20 percent milk products are (cream, butter, ghee and Khuwa, (local name Kurawni) supplied to surroundings VDCs and 10 percent supplied to neighbouring districts VDCs.

About 80 percent of the sweaters produced in Butwal is supplied to surrounding VDCs and other major urban centers in Nepal, while the remaining 20 percent are retained for sale in Butwal. Similarly, about 60 percent of the milk collected in Butwal supply to Kathmandu, to fulfill their high demand of milk and 20 percent is for consumption for local people. Almost 20 percent milk products are for surroundings VDCs.

1.6 Employment in Industry

There is a symbiotic relationship between town and hinterland VDCs. Urban industries not only take raw material from rural areas but also provide employment opportunity for the rural people. Most of the people migrate from surroundings VDCs to towns for employment in town for their livelihood. Two types of labour forces like unskilled labourers and skilled workers with high educational background are employed in industries. But Butwal has established large and medium sized scale industries. Therefore, they are generating more

employment opportunities for local as well as for rural people. The number of industries and number of industrial employment are also explained.

1.5.2 Industrial Employment in Tansen

In Tansen there is altogether 187 manufactured and mills. About 1,140 workers are employed in 187 manufactured/mills. Among them handloom dhaka, power loom dhaka, metallic craft and sweater weaving industries are very important to generating employment opportunities for the local, surrounding as well as for neighbouring districts villages people. In Tansen most of the industries are operated in a small scale and they do not provide sufficient employment opportunities for the rural people. Only a few industries like handloom cotton and Dhaka cloth have provided employment to the rural people.

Table 1.3: Number of workers employed in Selected Industries of Tansen

Type of Industry	No. of industries	Total No of workers	% of workers
1. Handloom Dhaka	2	267	55.0
2. Metallic craft,	1	40	8.3
3. Sweater weaving + Knitting	1	30	6.2
4. Electric loom Dhaka	1	60	12.4
5. Rice mill	1	12	2.5
6. Dairy processing	1	10	2.7
7. Furniture	1	20	4.0
8. Brick Klin	1	18	3.7
9. Bakery	1	14	2.9
10. Gird industry	1	11	2.3
Total	11	482	100

Source: Field Survey, 2005.

Table 1.3 shows the total number of selected industries and total numbers of workers in Tansen. Altogether 482 workers are employed in eleven selected industries in Tansen. Among them 267 number of worker are engaged in Handloom Dhaka industries. It accounts for 55.0 percent of the total worker (Table 1.3). About 12.4 percent workers are employed in electric loom Dhaka industry. Metallic craft and sweater weaving have employed about 8 percent and 6 percent respectively. Other remaining industries employed less than 4 percent.

Table 1.4: Distribution of Hired Workers in Tansen's Selected Industries By Ethnicity

Type of Industry	No of Hired workers	Ethnicity of workers				
		Number and % of workers				
		Newar	Magar	Brahmins/ chhetri	Damai Kami	Others
1. Handloom Dhaka industry	239	144 (60.0%)	48 (20.0%)	24 (10.0%)	11 (5.0%)	12 (5.0%)
2. Metallic craft	29	16 (55.2%)	6 (20.7%)	2 (6.9%)	3 (10.3%)	2 (6.9%)
3. Sweater weaving + knitting	21	9 (42.9%)	6 (28.5)	4 (19.0)	-	2 (9.6%)
4. Electric loom Dhaka	48	12 (25%)	14 (29.1%)	9 (18.8%)	6 (12.5%)	7 (14.6%)
5. Rice mill	8	2 (25%)	3 (37.5%)	2 (25%)	-	1 (12.5%)
6. Dairy industry	9	3 (33.4)	2 (22.2%)	4 (44.4%)	-	-
7. Furniture	16	4 (25%)	8 (50%)	3 (18.0%)	1 (6.2%)	-
8. Brick Klin	13	3 (23.0%)	4 (30.8%)	2 (15.3)	2 (15.3%)	2 (15.3%)
9. Bakary	12	2 (16.7%)	2 (16.7%)	6 (50%)	-	2 (16.6%)
10. Giril industry	9	2 (22.2%)	2 (22.2%)	1 (11.1%)	3 (33.3%)	1 (11.1%)
Total	404 (100%)	197 (48.8%)	95 (23.6%)	57 (14.0%)	27 (6.4%)	29 (7.2%)

Source: Field Survey, 2005.

A number of workers belong to different ethnic groups have been employed in industries. Table 6.18 gives the general background of ethnic distribution of hired workers in individual industries of Tansen. Alltogether 404 numbers of hired workers are employed in 11 selected industries in Tansen. Among them 144 workers of Newar community are

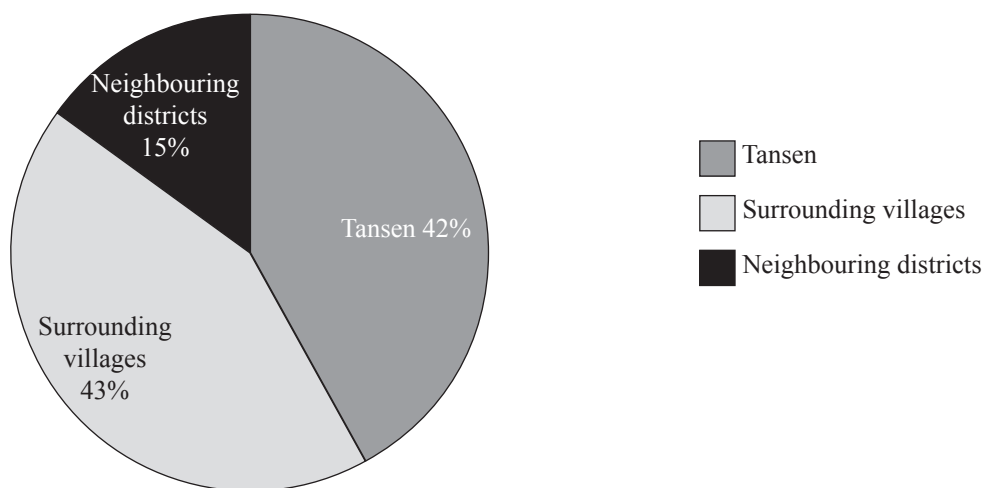
engaged in Handloom Dhaka industry. The Newar workers have dominated and it accounts for 49 percent in Tansen (Table 1.4). The second important caste is Magar it accounts for 23.6 percent of the total number of hired workers, Kami and Damai accounts for only 6.4 percent of the total workers. Rice mills are least important to provide employment opportunities for the rural and local people. It has only 8 numbers of hired workers.

Table 1.5 gives place of origin of hired workers in individual industries in Tansen. Out of total of 404 workers 175 numbers of workers have been visiting from surrounding VDCs. It accounts for 43.3 percent of the total (Table 1.5). Local workers accounts for 42.0 percent (Figure 1.1).

Table 1.5: Place of Origin of Hired Workers Industries of Tansen

Types of Industry	Place of Origin Hired Workers							
	Tansen		Surrounding VDC		Neighbouring District VDC		Total Hired Workers	
	No	%	No	%	No	%	No	%
1. Handloom Dhaka industry	104	43.6	110	46.0	25	10.4	239	59.1
2. Metallic Craft	17	58.7	8	27.6	4	14.0	29	7.5
3. Sweater weaving + Knitting	12	57.1	7	24.1	2	9.6	21	5.4
4. Electric loom Dhaka	15	31.2	19	39.6	14	29.12	48	12.0
5. Rice mill/ oil mill	3	37.5	4	50.0	1	12.5	8	1.0
6. Dairy industry	3	33.3	4	44.4	2	22.3	9	2.3
7. Furniture	4	25.0	9	56.2	3	18.8	16	4.0
8. Brick Klin	5	38.4	6	46.3	2	15.3	13	3.1
9. Bakery	2	16.8	5	41.6	5	41.6	12	3.3
10. Giril industry	5	55.5	4	44.5	-	-	9	2.3
Total	170	42.0	175	43.3	59	14.7	404	100

Source: Field Survey, 2005.

Figure 1.1: Place of Origin of Hired Workers in Tansen's Industries

1. 5.3 Industrial Employment in Butwal

In Butwal there is altogether 474 of manufactured /mills. Among them Butwal spinning mills, Butwal Kapada, Udyog, Butwal Dagha Bitaran Corporation and cloth industries are very famous in terms of provide of employment opportunities for the rural people as well as for local people. About 2,940 workers are employed there. They belonged to local people, people of surrounding VDCs as well as people of neighbouring districts.

Table 1.6: Hired and Family workers in Selected Industries of Butwal

Type of Industry	No of industries	Total No of workers	%
1. Spinning mills	1	550	50.1
2. Cloth industry	2	160	14.6
3. Carpet industry	1	70	6.4
4. Sweater weaving+ Knitting	1	50	4.7
5. Handloom industries	2	75	6.8
6. Rice mill.	1	18	1.6
7. Dairy industry	1	55	5.0
8. Furniture	2	65	5.9
9. Metal industry	1	16	1.4
10. Brick Klin	1	27	2.5
11. Bamboo Industries	1	11	1.0
Total	14	1097	100

Source: Field Survey, 2005.

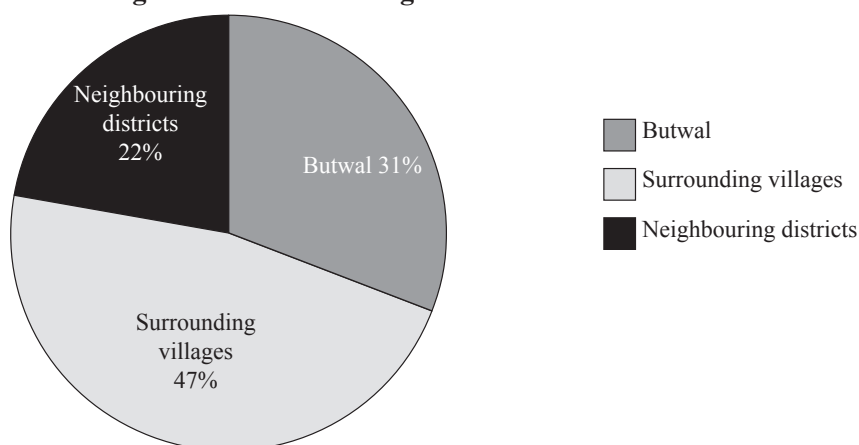
In selected industries of Butwal total number of workers is 1097 (Table 1.6). Among them 550 workers are engaged in the spinning mills. It accounts for 50.1 percent of the total workers. Next important industries in terms of employment 160 numbers of workers are engaged in it. It accounts for 14.6 percent of the total workers (Table 1.6). The small numbers of workers are engaged in bamboo industries. It accounts for 1.0 percent of the total worker. Table 6.20 shows that ethnic distribution of hired workers in individual industries of Butwal. Out of 1097 total number of hired workers about 550 workers are engaged in spinning mills. About 109 numbers of hired workers are Brahmin/Chhetri in the mills. In total it accounts for 22.0 percent (Table 1.9). Newar is the second important caste in the employment of Butwal industries. It accounts for 189 percent and Kami, Damai and sarki workers have been found to be very low.

Table 1.7: Place of Origin of Hired Workers in Butwal

Types of industry	Place of Origin Hired workers							
	Butwal		Surrounding Villages		Neighbouring district Village		Total Hired workers	
	No	%	No	%	No	%	No	%
1. Spinning mills	104	25.4	270	49.2	140	25.4	550	50.1
2. Cloth industry	70	43.8	65	40.62	25	15.6	160	14.6
3. Carpet industry	25	35.8	35	50.0	10	14.2	70	6.3
4. Sweater weaving	27	54.0	18	36.0	5	10.0	50	4.6
5. Handloom industry	28	37.3	32	42.6	15	20.1	75	6.6
6. Rice mills	4	22.2	6	33.3	8	44.4	18	2.0
7. Dairy industry	6	11.0	39	71.0	10	18.0	55	5.0
8. Furniture making	14	21.6	27	41.6	24	37.0	65	6.0
9. Metal industry	9	56.2	5	31.2	2	12.5	16	1.4
10. Brick Klin	6	22.2	14	51.8	7	26.0	27	2.4
11. Bamboo	8	73.0	3	27.0	-	-	11	1.0
Total	337	30.8	514	47.0	246	22.2	1097	100

Source: Field Survey, 2005.

Table 1.7 shows the origin place of hired workers employed in industries of Butwal. Altogether 1097 hired workers have been employed in 14 industries with an average of 78 workers in per industry (Table 1.7). The average number of workers is very high in industries of Butwal. Fourty seven percent hired workers came from surrounding VDCs (Figure 1.3). The second important source areas of workers are from local town. It accounts for 30.8 percent of the whole. However, neighbouring districts VDCs have accounted for 22.2 percent. It is the least proportion among the source areas of workers.

Figure 1.3: Place of Origin of Hired Workers in Butwal

Source: Field Survey, 2005.

1.6.3 Industrial Linkages of Madanpokhara and Dobhan with Tansen and Butwal

Detailed study on industrial linkages of Tansen with Madanpokhara and Dobhan VDCs is analysed here. Tansen and Butwal have provided important employment opportunities for the people of Madanpokhara and Dobhan VDCs. In Tansen, most of the industries are small scale industries and they do not provide sufficient employment opportunities. But Butwal urban center has operated large and medium size scale industries.

Table 1.8: Number of Workers from Madanpokhara and Dobhan VDC in Industries of Tansen

Types of industry	Madanpokhara VDC worker No./%	Dobhan VDC worker No./%	Total worker No./%
HandloomDhaka industry	25 (49.0%)	14 (48.3%)	39 (48.7%)
Metallic craft	4 (7.8%)	-	4 (5.0%)
Sweater weaving + knitting	3 (5.9%)	2 (6.9%)	5 (6.3%)
Electric loom Dhaka	8 (15.8%)	5 (17.3%)	13(16.3%)
Rice mill/oil mill	2 (3.9%)	2 (6.9%)	4 (5.0%)
Dairy industry	1 (1.9%)	1 (1.9%)	2 (2.5%)
Furniture	3 (5.9%)	2 (6.9%)	5 (6.3%)
Brick klin	3 (5.9%)	2 (6.9%)	5 (6.2%)
Bakary	-	-	-
Giril industry	2 (3.9%)	1 (1.9%)	3 (3.7%)
Total	51	29	80 (100%)

Source: Field survey, 2005.

Table 1.8 gives flow of workers from Madanpokhara and Dobhan VDC in selected industries of Tansen. Eighty workers are employed from Madanpokhara and Dobhan VDC. Out of the 80 workers almost 51 workers are from Madanpokhara VDC. Twenty four workers are employed in Handloom Dhaka industries from Madanpokhara VDC. It accounts for 49.0 percent of the whole (Table 1.8). Out of 29 workers of Dobhan VDC 14 workers are employed in Handloom Dhaka industry in Tansen. These industries have provided employment to large number of workers. Bakery industry also not provides employment opportunities to the rural people.

The second important industries are electric loom Dhaka which has provided employment to people of Madanpokhara. It accounts for 15.8 percent (Table 1.8). Very few number of workers are employed from Dobhan VDC in the electric handloom industries.

Table 1.9: Flow of Worker from Madanpokhara and Dobhan VDC in Industries of Butwal

Types of industry	Madanpokhara VDC workers no. %	Dobhan VDC worker no. %	Total worker no. %
Spinning mills	40 (44.9%)	55 (47.4%)	95 (46.3%)
Cloth industry	10 (11.2%)	18 (15.5%)	28 (13.6%)
Carpet industry	8 (9.0%)	10 (8.7%)	18 (8.8%)
Sweater weaving + knitting	4 (4.6%)	5 (4.3%)	9 (4.4%)
Handloom industry	9 (10.2%)	7 (6.0%)	16 (7.8%)
Rice mills	-	-	-
Dairy industry	8 (9.0%)	6 (5.3%)	14 (6.8%)
Furniture making	2 (2.2%)	9 (7.7%)	11 (5.3%)
Metal industry	2 (2.2%)	1 (0.8%)	3 (1.5%)
Brick klin	6 (6.7%)	3 (2.6%)	9 (4.5%)
Bamboo	-	2 (1.7%)	2 (0.8%)
Total	89 (100%)	116 (100%)	205 (100%)

Source: Field survey, 2005.

Table 1.9 indicates number of workers employed in Butwal from Madanpokhara VDC. A total of 205 workers are employed from Madanpokhara and Dobhan VDC in Butwal industrial units. Among them, 116 workers are from Dobhan VDC and 89 workers from Madanpokhara VDC. A large number of workers from Dobhan VDC are employed in spinning mills in Butwal. It accounts for 47.4 percent of the total. From Madanpokhara VDC 40 workers are engaged in spinning mills. It accounts for 44.9 percent (Table 1.9).

1.7 Conclusion

To shed light on the role of urban centers in rural development, empirical work of the kind proposed here is important. The linkage between a healthy urban center and hinterland areas is the precondition for balanced regional development. Urban centers are the foci of demand for industrial activities for rural development. They provide certain level of functions and services to the people living in their surrounding areas. Therefore, they are considered to be the engines of growth for the benefit of their vast rural hinterland. The industrial survey was conducted in Madanpokhara and Dobhan VDCs. The industrial information of VDCs was obtained through household survey based on sample size.. The change in employment pattern is the major impact on the hinterland study VDCs. has positive impact on rural people with more profit from its employment opportunities and supply of rural raw material in the market. It has brought change in their entire life style.

The impact can also be linked to increase in the number of industrial employment in the hinterland VDCs. This suggests the role of urban centers in rural development is not only important but effective as well, if they are properly linked up. Urban centers and their hinterland areas should be linked up in spatial, economic and industrial dimensions. In fact, both locations should not be isolated from development perspective. These urban centers bring industrial raw materials from rural areas and supply finished goods to villages. The hinterland areas are also the sources of industrial workers. 1440 workers are employed in Tansen and 2940 workers are employed in Butwal. Out of total 44 percent of workers from surrounding VDCs are employed in Tansen and 47 percent in Butwal. The local workers shares 42 percent in Tansen and 31 percent in Butwal respectively. From neighbouring districts 15 percent and 23 percent of workers are employed in Tansen and Butwal respectively. Since the late 1990, urban and regional development policy has focused to develop rural areas through developing urban centers. This deliberate policy intervention is sought to strengthen the connection between urban centers hinterland areas in the country. The findings of this study have important policy implication. It will have a wide relevance in the context of Nepal. A case study of the present research can help better understanding on the industrial role of urban centers on hinterland development. This study on variables can be important fields for further research in terms of the urban rural integrated development.

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Attitude of Mathematics Teachers toward Action Research

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Abstract

The main objective of this paper is to explore the attitude of secondary level mathematics teachers in action research in mathematics. Action research is a form, which refers to a practical way of looking work that is done by practitioner-based research involves the thinking and reflecting on works. It helps to increase the achievement of students and develop the proficiency of teachers. It is the latest trends in the field of education, which is the process that individual or several teachers collect evidence and make decision about their own knowledge performance belief and efforts in order to upgrade their working efficiency.

Key words: *Action research, practice, field, teacher, students.*

Introduction

Attitude is the affective byproducts of an individual experience, have their bases in his inner urges, acquired habits and the environmental influences by which he is surrounded (Crow, 1973, p. 240). Attitude results from personal desires and group simulation. It operates specific behavior patterns and is associated closely with emotional reactions.

Social psychology dictionary of education defines the attitude as ‘the attitude is the degree of positive or negative effort associated with some psychological object, which may be slogan personal intuition, ideas towards which people can differ with respect to positive or negative effect with the conceptual understanding’.

Action research was developed mainly by academics in education, who find it as useful way of working in professional education, particularly in teacher education. Action research is today prominent not only in teacher professional education, but also in management education and organization studies, school and health care work and other professional contexts (Ferguson, 2011, p. 11). It provides a systematic way to look at the problem that they face in their day to day classroom activities.

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If a teacher conducts the action research, it can enhance the professional status of teaching. Moreover, results of action research project are often shared and reported by classroom teachers within the educational community through conferences, workshops, and publication. Action research is directly related to the solution of problems, here and now in the local setting. Action research is an attempt by the classroom teachers to focus on problems that they confront. It is the research in action, a form of educational research in which the teacher, principal and other administrators solve their problem using scientific step of research (Rao, 2007, p. 7).

Action research is a process that promotes the positive impact that teachers and administrators have on students achievement, which is also called as ‘on the job’ research (Rao, 2007, p. 10). The main propose of Action research is to identify the relevant problem, search their cause and give the solution of the problem. It helps to increase the achievement of students and develop the proficiency of teachers. Action research is the latest trends in the field of education, which is the process in which the individual or several teachers collect evidence and make decision about their own knowledge performance belief and efforts in order to understand and improve them. Thus the main reason for teacher engaging in action research is to learn and improve their own teaching activities (Upadhyay, *et al.* 2010). Action research is conducted by a teacher in order to enable him/her to achieve his/her purpose more effectively and improve his own teaching strategies.

Action research is very useful tools to improve the classroom activities and professional career of teacher. It helps to increase the proficiency of teacher and achievement level of students. The literature portrays action research as an effective professional development strategy to improve teachers' practices however; it is not clear that how teacher perceive it. Action research is found as very beneficial, practical and as a useful kind of professional development tools in teaching because of its direct applicability to a teacher's classroom practice in teaching mathematics. Many professional development programs teach various courses on action research. This study follows up the secondary level mathematics teachers to certain what is their attitude towards action research.

Objectives

- The main aim of the study was to find the attitude of teacher in action research. The resultant purpose of this study is to support the improvement of students' achievement and to increase the quality of mathematics education. So, it is necessary to understand the actual attitude and experience of mathematics teacher towards action research. To find the attitude of secondary level mathematics teacher towards action research in teaching mathematics. To find the teacher experiences on action research in teaching

learning activities of mathematics. Thus, for this study following research questions were formulated.

- What is the attitude of secondary level mathematics teachers towards action research and how they experience on action research in teaching mathematics?

Review of Literatures

Parajuli (2013) explained in his research entitled "Attitude of Primary Level Mathematics Teachers towards Teaching Mathematics and Their Classroom Practices" with objectives to identify the teachers' attitude towards teaching mathematics and their classroom practices. This was the survey type research and data were gathered by opinionnaires interpret with Likert's five point scale. From his research, he concluded that there was positive attitude of primary level mathematics teachers to teaching mathematics and there was the moderate correlation between teachers' attitude and their classroom practices.

Cohen, *et al.* (2010) described in "Research Method in Education" about action research. According to them, action research is a powerful tool for change and improvement at the local level. Action research can be used in variety of areas such as, teaching method, learning strategies, evaluative procedures attitudes and values, continuing professional development of teacher. Action research is formed for the connection to research and practices. The contribution of action research is not only practice but also for the theory of education and teaching which is accessible to teachers, and make educational practice more reflective. It combines diagnosis, action and reflection and focus on practical issues found in participants.

André du Plessis (2010) prepared a paper as a guiding manual for handled the action research entitled "Can I improve my mathematics teaching?" In this paper he explained the concept of action research and the steps and research cycle; identify a burning issue in mathematics, classroom implementation, gather data to determine influence of class implementation analyze data to determine whether the action or implementation had the desired effect or outcome for conducting action research in school.

Upadhyay, *et al.* (2010) explained that, Action research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performance, beliefs and efforts in order to understand and improve them. Thus, the main reason for teacher engaging in action research is to learn and improve their own teaching activities.

Sarah Ultan Segal (2009) completed his research entitled "Action research in mathematics education: a study of a master's program for teachers". He summarized his research work as,

Action research is a methodology that has been found to be valuable as a problem-solving tool that can be provide opportunities for reflection, improvement, and transformation of teaching. The continued practice was highly dependent on time and support for action research within the school. Teachers often expressed the importance of having an action research community while conducting their capstones.

Best and Kahn,(2007), discussed about action research as, action research is done for immediate application. It focuses on the problem in the local setting and the findings are generalized in the local context. The main aim of action research is to improve the school practice but at the same time it develops the habits of thinking, ability to work harmoniously with others and professional sprit. Action research is not more than the application of common sense by applying scientific methods and thinking to real life problems and based on limited personal experiences, it improves the teacher's subjective judgments.

After reviewing all of the above-mentioned researches, it is found that no researches have been done particularly on teachers' attitude towards action research at secondary level. Moreover, action research is very useful tools for teacher to improve their teaching and develop professional status. Therefore, the researcher aimed to find the attitudes of mathematics teachers on action research at secondary level.

Design of the Research

It is the survey method for study by using the questionnaire as a tool of data collection and uses descriptive statistics to analysis and interprets the data. Hence the research design of this study is descriptive survey.

For the research, all the mathematics teaches of secondary level who are currently teaching either compulsory mathematics or optional mathematics in Baglung District and conducted action research is considered as the population. There were 102 public and 29 private secondary schools on this academic year. There were 102 secondary level mathematics teachers in Baglung district (District Education Office, Baglung). But among 102 mathematics teacher 73 of them conducted action research so that the teacher who had conducted the action research in their teaching strategies was considered the target population of the study. The total number of respodents teacher as the population of this study was 73.

Sampling Procedures

According to district education office Baglung, out of 102 secondary level mathematics teacher 73 teachers were participated in teacher professional development (TPD) programme

and they conducted the action research and submitted to district education office (DEO). The researcher focused on those teachers who were participated in TPD programme. For the researcher convenience and the representative sample the researcher selected the sample by the method of stratified sampling. In Baglung Municipality there were 8 public secondary schools and respective mathematics teacher so researcher included all of them in research sample that represents the urban area's mathematics teacher of Baglung District. Next, the researcher selected the sample from the Galkot area and western part of Baglung which represent the rural area of Baglung District.

From the rural area researcher selected 32 schools in those schools there are 32 mathematics teachers. The reason to select the Galkot and Western part of Baglung was that Galkot is as the meeting point as rural and urban area. Thus the sample of this study was 40 teachers.

Tools

One of the most important parts of the study is data collection. The researcher tried to fulfill the objectives of the study by analysing and drawing conclusion from the collected data. This is the survey type research which usually gives the factual information. Survey research generally use different types of data collection tools but in this study the Likert scale type of questionnaire was used for the data collection. The researcher himself develop the set of questionnaire. First, researcher collect different statement related to action research to select most appropriate statements to measure the attitude towards action research among them then finalize the questionnaire. Each statement had five option of Likert scale. They were strongly agree (SA), agree (A), neutral (N), disagree (D), strongly disagree (SD). The researcher sent the representative to the sample schools to collect the data. The representative gave the questionnaire and told him/her the way of response to the questionnaire.

Analysis and Interpretation procedure

After collecting the data from sample teachers, the data was tabulate by using the following scale for statistical analysis. The scoring process of the questionnaires is illustrated in the following table.

Table No. 1

Alternatives	Positive statement	Negative statement
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (U)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

The study was carried out to examine the attitude of mathematics teachers towards action research in Government secondary school of Baglung District. Especially the objectives of the study were to find the attitude of secondary level mathematics teachers towards action research and to find the teachers' experience on action research. To achieve these objectives of the study, the researcher gathered data by the method of questionnaire survey and Likert type five points attitudes scale as a tool. The population of this study was considered as all the secondary level mathematics teachers of Government school in Baglung District who participated in TPD programs launched by DEO Baglung. The sample of the study was considered as 40 secondary level mathematics teachers. Out of 40 teachers, 32 were from rural area and 8 were from urban area's school of Baglung District. A set of Likert type questionnaire was developed as the tools for data collection which are listed in Appendix-A, the result of the views of each statement also calculated there. Questionnaires were as tool, developed by the researcher by handled the pilot study in 15 secondary level mathematics teachers in Kathmandu Metropolitan for the reliability of tool and found that the correlation coefficient 0.42 and reliability coefficient 0.59, which is acceptable by A. K. Singh. The *t*-test, mean attitude score and percentage was used to determine the attitude of mathematics teachers towards action research.

As per analysis of *t*-test, mean attitude score and percentage of each statement the majority of mathematics teachers were in favor of positive statements. It means that the entire teacher had positive attitude towards action research in teaching learning activities of mathematics. From that, teachers were aware about the usefulness of action research but they do not use action research regularly due to many reasons like as timing, lack of extra facilities and lack of regular monitoring.

Findings

From the research on the basis of respondents recommendations through questionnaire the researcher found that before using the action research in classroom, students were involved in off task work but after using action research or in the time of implementing action research students were involve in learning activities in mathematics due to asking questions about students, time expending other than learning, preparing homework of mathematics. Action research also helps students to motivate on task activities of mathematics. This motivation helps to improve achievement of students in mathematics. After statistical analysis of the collected data, the researcher derived the following results as findings of the study on the basis of statistical calculation (Appendix-A).

- The secondary level mathematics teachers had positive attitude towards action research.
- The total mean calculated from mean attitude score of each statement was 3.94 and standard deviation was 0.391.

- The tabulated value of t at 5% level of significance and 39 degree of freedom was 1.645 and computed t - value was 12.72.
- Most of the teachers know about action research but they don't use it regularly to solve classroom problem.
- Teachers feel that action research is the tool to solve the classroom problem.
- After using action research the achievement level of student in mathematics is improved.
- Teachers want extra facilities and payment for action research. Also they want the strong implementation of Government policy and regular monitoring from related sides.
- Teachers were used to conduct action research very less number and mainly to show the administration, which helps them to get some facilities such as promotion in job.

Conclusions

On the basis of findings the following conclusions were drawn about the attitude of mathematics teachers towards action research: The secondary level mathematics teachers had positive attitude towards action research. All teachers know about action research but they do not use it to solve classroom problem. They conduct action research only to get some facilities from administration. In addition, teachers want the training programs about action research. They want the opportunities to collaborates among mathematics teachers through workshop, training. In short the teachers had positive attitudes towards action research in teaching mathematics. And the regularity and monitoring is required to effective implementation of this research in teaching mathematics to improve and enhanced the high achievements level in mathematics.

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Literature in Language Syllabus: A Study

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Abstract

Although the issues of human life reflected in literary texts and the message depicted in them can help literature to enrich the value of society, this writing attempts to look at literature from pedagogic point of view. Literature, since it offers numerous advantages in language teaching, indeed has a place in language syllabus and the courses can be designed accordingly. Since literature is rooted in language and language sets life through its literature, language and literature are, therefore, not poles apart but closely interconnected. This fact further justifies for the inclusion of literature in language syllabus. This paper attempts to find out different roles of literature in language teaching along with judicious use of it and explores how the inclusion of literature in language syllabus is relevant.

1.1 General Background

Literature, mainly a written discourse, includes the genres: poetry, drama, essay, fiction. Although the root of all these genres is language, we still have debate about the inclusion of literature in language syllabus. Is literature supportive in language teaching? Should literature be a part of syllabus in language teaching? These issues have been found at the center of discourse. Consulting with the rearranged syntax and metaphorical language used in literature, Verghese (1957) views that literature, because of its structural complexities, can have nominal contribution to the teaching of language. Some stakeholders, who plead against the inclusion of literature in language syllabus, strongly show their resentment that the literary texts because of their structural complexities, do not support the present approach of language teaching. In order to make our courses approach friendly (i.e., communicative approach of language teaching) our syllabus should be free of historical dominance and privileged central educational position of literature and have the dominance of linguistically inspired image of writing (Mac Cabe, 1984 as cited in Hall).

There are views in favour of using literature in language teaching. The key concept is that literary texts as best studied against the background of other texts and the material existence of them is language. As we have argued that the one area of learners' language expertise can be earned through literature and such expertise is competence. Literary texts can be useful to enhance learners' language skills and be supportive to modern pedagogy.

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Leech and Short(1993); Fiudernik and Simpson (1993) as cited in Hall (2005) write that modern stylistics and pedagogy have given much attention to speaking in language syllabus and classroom activities with the focus that speaking is an exact representation and the literary texts: drama, fiction bring a wide range of voice into social contact, the narrator in such texts is a kind of ventriloquist. Discourse, a language use relative to social, political and culture formation, is understood in its wider sense. Literary discourse can acquaint the students with wider variety of language use. To quote Jawarsk and Coupland (1991, p. 27) "Literary discourse is the source of many utterances since it typically makes the use of wide range of styles, varieties, registers and range of language necessarily of interest to the students."

1.2 Literature in the Language Syllabus

We have discussion about the place of literature in language teaching. Does literature occupy an important place in the language classroom? Should literature be a part of syllabus in language curriculum? These issues have been the points of discussion from history to date. Teaching language through literature or language through language or teaching literature to develop literary skills: critical commentary, literary appreciation --- etc. is a question which yet remains at the forefront of dispute. Some experts, since the complex nature of literature, i.e, undesirable freight of connotation, view that the role of literature is problematic in a new pattern of language teaching and can have nominal contribution in language course. Gautam (2000) consulting some texts of literature, mainly poems from the syllabus of English at Higher Secondary level raises the question on the use of teaching the lofty works of Shakespeare, Milton and W.B Yeats to develop communicative competence of learners, when our students are unable to speak or write even simple English correctly.

There are views expressed in favour of including literature in language syllabus. Since literary language is not completely separate from other kinds of language, using literature in language teaching can help improve students' overall knowledge of language. Hall (2005, p.20) views, "Fortunately not all or even most literature is textually or linguistically difficult. The language of literature is not fundamentally different from ordinary language but very much related to it". The seminal view is expressed by Lazar (1993, p.19), "Literature should be used with students because it is motivating, stimulus for language acquisition, students enjoy it, and it is a fun, it is found in many syllabuses and the like." It shows that literature can provide us with authentic materials for language teaching and occupies an important place in language syllabuses. "The teaching materials which literature includes now are not classics but written more recently with adequate language features and relevant themes. Literature has been appearing as one of the useful components of English course in the past and at present as well" (Regmi 2009, p.3). Further we can extend the importance of including literature in language syllabus. Thiango (1986) as cited in Basnett and Grundy

(1993) views that literature not only conveys the values of the authors' own culture but also manifests some universal values.

As we have mentioned earlier, the inclusion of literature in language syllabus is still under the discussion. The present writing attempts to find out the place of literature in language syllabus and role of it in language teaching.

2. Objectives of the Study

The research had the following objectives:

- a. To find out the place of literature in language syllabus.
- b. To explore the role and use of literature in language teaching.
- c. To suggest some measures to correct the situation

3. Literature Review

Some research works related to the present study are reviewed below:

Poovey (1986) as cited in Dhakal (1998) writes that literature should not be excluded from the language syllabus since it properly promotes students' level of comprehension, provides actual orientation to second language and also enables students' exposure to good English.

Maley and Duff (1989) are of the view that most texts of literature attempt to provide motivating and communicating materials and they support teaching techniques.

Nissani and Lohani (1996) synthesizes that the best road to language proficiency lies in its literature, nothing is emotionally gripping so that it is remembered for a long time.

The students need to have linguistic competence in advance to play with the literary text. Supporting this view, Kansakar (1997) is of the opinion that our learners should necessarily be equipped with adequate knowledge of vocabulary and the patterns of grammar before we use literature in language classroom. Stating language and literature as two parts of the same coin, Dhakal (1998) concluded that the role of literature in language teaching is supportive to develop learners' creative and interpretive abilities. For this, literature-language integrated approach should be used while teaching literature in language classroom.

The seminal view is found in other research works. Following the early researchers, Kandel (2010) synthesized that the teaching of literature in language classroom is relevant since it is useful resource and provides with authentic materials to teach different aspects of

language: vocabulary, pronunciation, grammar, language functions etc. and it can develop learners' language skills.

The present study attempts to highlight the place of literature in language syllabus and the role of literature in language teaching.

4. Methodology

In order to answer the issues related to the inclusion of literature in language syllabus and its role in language teaching, the descriptive and analytical research design was used. Both primary and secondary sources were used for collection of data.

As a primary source, twenty English teachers teaching English at three campuses: Central Department of English Education, Kritipur, MahendraRatna Campus, Tahachal, Kathmandu and Sanothimi Campus, Bhaktapur were selected. The respondents were provided with a set of questionnaires (see Appendix), the filled up questionnaires were collected, and analyzed using simple statistical method, i.e, percentage and the conclusions were drawn accordingly. As a secondary source, relevant books, journals, were used mainly to establish the theoretical bases.

5. Analysis and Interpretation

This section presents the analysis and interpretations of collected data to measure the specified objectives. An analysis is done in terms of views of the informants. The ten questions (see Appendix) were asked to collect teachers' views and their responses have been mentioned below:

The first question to the teachers was whether the teaching of literature has any place in language syllabus. Ninety five percent teachers replied in affirmative. It shows that literature can have important place in language syllabus. In response to the second question, seventy percent of the informants viewed that the prescribed course has adequate contents which basically contain the majority of recent texts with more language features. Thirty percent of them were not satisfied with the contents and they recommended for change. In response to the third question, ninety five percent of the teachers replied in the affirmative. But five percentage of them were of the opinion that the teaching of language through literature, in addition to develop language skills in learners, can foster the literary skills: writing literary appreciation, critical commentary, assimilating their life experiences with the theme of texts. In connection with the fourth question, a comfortable majority, i.e, seventy percent viewed that the reasons would be; literature has the unique manifestation of language with its wider varieties of use, the language of literature is authentic, motivating and literature

itself is a useful resource in language teaching. The respondents had seminal view to the query mentioned in question number five.

In response to the sixth query, eighty percent of the teachers viewed that literature has the wider variety of language use, the students will more easily be familiar with unmarked pattern of language than with marked patterns. For them unheard patterns can be more interesting and memorable than heard patterns. In answer to theseventh question, most of them, i.e, sixty percent viewed that the new vocabulary teaching is the most difficult problem. Twenty percent of them replied the contexts and ten percent replied the sentence patterns, the next ten percent the theme.

In reply to the eighth question, eighty percent of them viewed that the items mentioned in the course were adequate to teach language skills both primary and advanced and different aspects of language. In connection with the ninth question, eighty percent replied that authentic texts having more language features and relevant themes are suitable to teach language. In response to the last question, seventy percent of them viewed that the course of literature, the prescribed texts can support present approach, method of language teaching since the approach or method is also the reflection of each era.

6. Conclusions and Findings

From the aforementioned discussion and analysis, the conclusion can be drawn:

- a. Since ninety five percent informants viewed that literature has important place in language syllabus, it should be included in language syllabus. The course of literature prescribed in the syllabus has adequate contents and such contents are useful to teach vocabulary, pronunciation, languagefunctions and skills. The learners through the texts of literature can develop their creative and interpretive skills.
- b. Seventy percent of the teachers expressed their view that the course of literature prescribed in B.Ed. (i.e. Literature for Language Development) has adequate contents and is supportive to develop students' communicative competence. It is interesting, motivating and provides the students with authentic materials.
- c. Eighty percent of the informants replied that the learners will remember unmarked patterns of language more easily than marked and such patterns manifested in literature can be more interesting. For majority of teachers, the teaching of new vocabulary is the most difficult part while teaching literature in language classroom.
- d. About the selection of literary texts to teach language, eighty percent of the informants viewed that authentic, having more language features and thematically relevant texts were suitable to teach language. For seventy percent of them the texts prescribed in B.Ed course were supportive to present approach/ method of language teaching, they are enough to carry out activities in language classroom.

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Appendix

Questionnaires for Teachers and their Responses

S.N	Questionnaire item	Response	No of responses in %
1.	Does the teaching of literature have any place in language syllabus?	a. Yes	95%
		b. No	-
		c. if no, please comment	5
2.	Does the course of literature prescribed in B.Ed (i. e Literature for Language Development) have adequate contents?	a. Yes	70
		b. No	
		c. Comment(s)	30
3	Do you believe that the teaching of language through literature can foster learners' language skills?	a. Yes	95
		b. No	-
		c. Comment(s)	5
4.	What do you think would be the reason behind including literature in language syllabus?	a. Literature has the unique manifestation of language with it's wider varieties of use	70
		b. To teach culture	10
		c. To provide them with authentic and motivating materials	20
5.	Literature is good resource in language teaching because it is:	a. Yes	90
		b. No	10
	a. Motivating	a. Yes	95
		b. No	5
6.	Some ELT experts view that the inclusion of literature in language syllabus can be counterproductive because of its structural complexities. Do you agree with this statements?	a. Yes	20
		b. No	80
7.	What is the main difficulty in teaching literature in language classroom?	a. Vocabulary	60
		b. Context(s)	20
		c. Theme(s)	10
		d. Sentence patterns	10
8.	Do the texts of literature prescribed in Explorations in English help to teach language?	a. Yes	70
		b. No	15
		c. To some extent	15
9.	In your opinion, what kinds of texts of literature are suitable to teach language to our students?	a. Authentic texts having more language features	80
		b. Lofty texts of great English authors	15
		c. Literary texts in English by Nepalese authors only	5
10.	Do these texts of literature and language used in them really support present approach or method of language teaching? Give your opinion	a. Yes	70
		b. No	20
		c. To some extent	10

Phosphorus Distribution in Bed Sediments of Phewa Lake of Pokhara Valley Nepal

Sirjana Adhikari*
Udhab Raj Khadka**

Abstract

Phosphorus is an essential nutrient element in any ecosystem. However, the increased discharge of phosphorus in water-bodies due to increased anthropogenic activities causes algal bloom called as eutrophication. Phosphorus in lake-water binds to the sediments and gets deposited at the bottom which may release back to the lake-water with the change in physicochemical properties. In Phewa Lake, the preceding researches in distribution of phosphorus in sediment from various depths seem to be not carried out. Therefore, in the present study attempt has been made to determine three forms of phosphorus, i.e. Total Phosphorus (TP), Inorganic Phosphorus (IP) and Organic Phosphorus (OP) in sediment from different depths of Phewa Lake. For the purpose, duplicate samples from 16 locations having varying lake-depths were collected using grab sampler and analyzed for TP, IP and OP by colorimetric method. In the lake, TP was found to be in relatively high concentration (5.2 g/kg dw, dry weight) in sediment from the deeper part of the lake and OP was found to be higher (4.8 g/kg dw) in sediment from the less deep part. TP was found significantly higher (5.2 g/kg dw) and OP accounted for >80% of TPs at all sites indicating higher amount of decaying organic matter in the lake. IP accounts for about 10% of total phosphorus (0.85 g/kg dw) explaining higher availability of phosphorus in the lake sediments, which may be due to extensive use of chemical fertilizers in the catchment. Thus, for the sustainable utilization and management of the lake, further detailed study about release of phosphorus from bottom sediment is critically important.

Keywords: eutrophication; nutrient release; phosphorus; lake sediments

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Introduction

Phewa Lake, one of the lakes of national and international significance, was formed by obstructive depositional process as fluvio-glacial sediments were deposited in the central valley (Dhital, 2015). The lake has a mean depth of 8.6 m and maximum depth of 22.5 m (Sharma *et al.*, 2013). Change in trophic state of Phewa Lake from oligotrophic to mesoeutrophic and further to eutrophic from 1973 to 1990 and till now shows that the lake is in high risk of eutrophication (Heyojoo & Takhacche, 2014; Shrestha & Janaauer, 2001). Expansion and intensification of agriculture, with rapid urbanization in the Phewa Lake watershed has been considered to be the most prominent factors of soil erosion leading to sedimentation in the lake reducing its capacity and life span. It has been projected that the lake will be completely anoxic condition by next 135 to 175 years (Heyojoo & Takhacche, 2014; Sthapit, 1995). Phosphorus is the nutrient directly related to the biological productivity of the lake. Thus, increased discharge of phosphorus in water-bodies causes algal bloom called as eutrophication (Kelly *et al.*, 2013). Phosphorus in lake-water binds to the sediments and gets deposited at the bottom which may release back to the lake-water with the change in physicochemical properties of water, making the lake sediment act as both sink and source of this nutrient, which may vary with the lake-depth (Sondergaard *et al.*, 2005). In Phewa Lake, the preceding researches on distribution of phosphorus in sediment from different depths seem very rare. Therefore, in the present study effort has been given to determine three forms of phosphorus, i.e. Total Phosphorus (TP), Inorganic Phosphorus (IP) and Organic Phosphorus (OP) in sediment from different depths of the lake.

Materials and Methods

Study area

Phewa Lake lies in the Pokhara Valley of Kaski district (Fig. 1). Pokhara Valley is well known for its lakes and natural beauty. Phewa Lake is one of the lakes of the Pokhara Valley lake-cluster (Fig. 2), which has been enlisted as the lake of international importance (Ramsar site) in 2016. The general morphometric characteristics of lake have been summarized in Table 1.

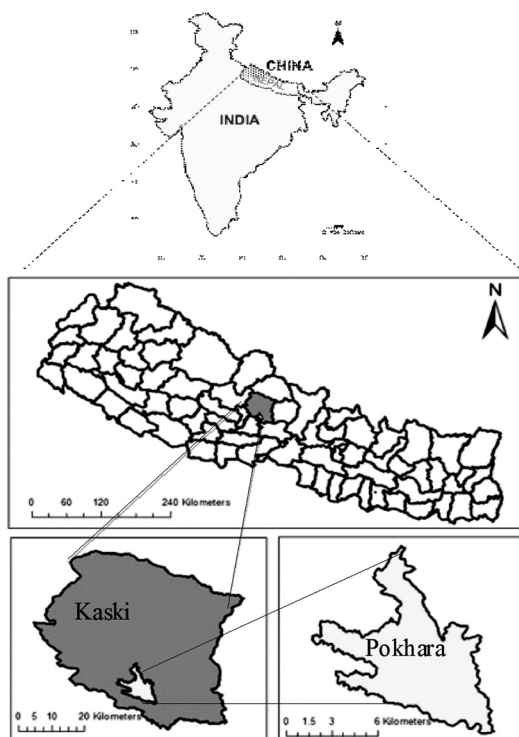


Figure 1: Location of Phewa Lake in Pokhara Valley of Kaski district

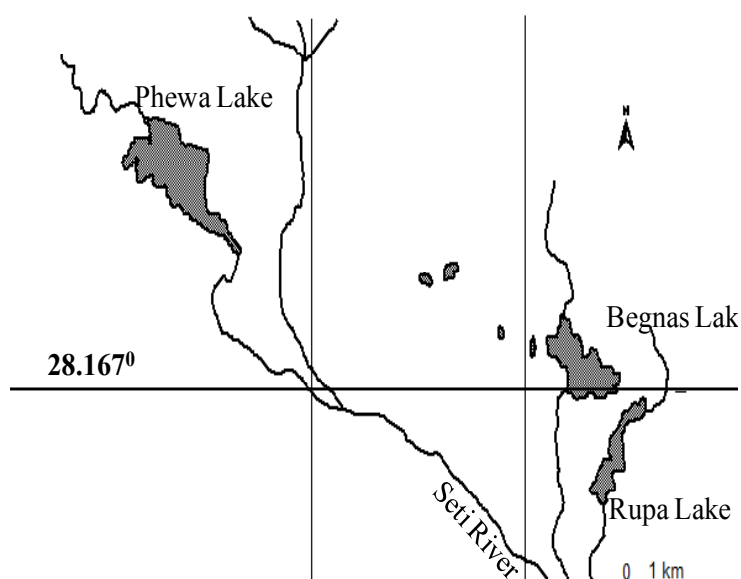


Figure 2: Distribution of lakes (black shaded areas) in Pokhara Valley (Adapted from Hickel, 1973)

Geology

Phewa Lake is formed of the complex and rugged ridges, spurs and valley bottom and the lake was considered to be originated by the fluvio-glacial deposition. The lake consists of phyllite, quartzite, amphibolite, and slate, together with a huge succession of carbonates as bedrock in the valley, and the stratigraphic division, i.e. Pokhara formation comprises fluvial gravel, silt and sand accumulated by the Seti River, along with some lacustrine sediment of limestone, calcareous shale, gneiss, granite, and schist (Dhital, 2015). The lake is elongated irregular in shape (Balla & Sthapit, 1998) with an area of 4.105 km² (Heyojoo & Takachhe, 2014) at an elevation of 782 m (Sharma *et al.*, 2013).

Land use

In the Phewa Lake watershed, 43.6% of the land is covered by forest, 43.4% of land is cultivated, 4.4% of land is covered with water body and 8.6% of the land is covered with built-up areas. Within the watershed, mostly wetland, agriculture with terrace farming, single crop and double crop, built-up area, dense forest, and barren land are found around Phewa Lake (Bhandari *et al.*, 2014). The lake water is used for different domestic, industrial, religious and recreational purposes. Hills covered with vegetation are present in the southern part of the lake, whereas the built-up area occupies the northern shore of the lake. Different rivers and rivulets such as Adheri Khola, Tholne Khola, Betani Khola, Lauruk Khola, Kahare Khola, Khapaudi Khola, Orlang Khola, Bulaundi Khola, Mure Khola, Handi Khola, Chisa Khola and Harpan Khola are the feeders of Phewa Lake.

Climatic condition

In the Pokhara Valley, summers are humid and mild with most of the precipitation during the monsoon season (July-September). Lumle, 40 km north from the Pokhara city, receives the highest rainfall (>5600 mm/year) in the country (Panthi *et al.*, 2015). Meteorological data, from 2002 to 2014, of Malepatan station shows that the maximum temperature of the valley ranges from 26.45°C to 28.02°C and minimum temperature ranges from 14.57°C to 15.95°C. Similarly, annual precipitation ranges from 2719.9 to 4231 mm (Table 2).

Table 1: General characteristics of Phewa Lake

Attribute	Lake Phewa	References
Latitude	83°55'44"E to 83° 58'10"E	Balla & Sthapit (1998)
Longitude	28°11'44"N to 28° 13'40"N	Balla & Sthapit (1998)
Mean area increment	-2 ha per year	Heyojoo and Takhachhe (2014)
Net Reduction in area (km ²)	0.475	Heyojoo and Takhachhe (2014)
Siltation Rate (m ³)	175000 to 225000	Heyojoo and Takhachhe (2014)
Mean Depth (m)	8.6	Sharma et al. (2013)
Maximal Depth (m)	22.5	Sharma et al. (2013)
Lake Volume (m ³)	393.2×10 ⁵	Heyojoo and Takhachhe (2014)
Watershed Area (km ²)	123	Heyojoo and Takhachhe (2014)

Table 2: Temporal variation in temperature and precipitation in Pokhara Valley (12 years data from Malepatan station)

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2013	2014
T max (°C)	26.45	26.6	27.008	27.29	27.81	27.18	27.43	28.02	27.72	26.99	27.15	27.21
T min (°C)	15.14	15.02	15.58	15.19	15.95	15.59	15.27	15.67	15.43	15.33	14.57	15.26
Annual Rainfall (mm)	3925	4166.9	4086.7	2719.9	2984.5	4197.5	3640.1	3033.7	4002.6	3768.4	3062.6	4231

Source: DHM (2016)

Sample collection and preservation

A total of 16 sediment samples from different water-depths were collected from Phewa Lake purposively. Representative samples from the lake were taken, where five sites were towards the inlet side, four sites were towards the outlet side and seven sites were around the mid-part of the lake near by the Barahi temple (Fig. 3a). Depth identification was done with the help of the bathymetric map (Shrestha & Pradhan, 2008). The mean and maximum depth varies between 8.6 m and 22.5 m (Table 1); whereas depth in the southwestern part of the lake is greater than the northern part (Fig. 3b). There are very less anthropogenic activities towards the deeper part of the lake compared to the southern shallow part which

is affected by settlement and other anthropogenic activities such as sewage from houses, hotels and tourism waste.

The sediment samples were collected with the help of Ekman grab sampler, in November 2015, traversing the lake using rowboat. The rope tied in the sampler was marked at an interval of one meter and the sampler was let down to the lake. After the grab sampler reached the bed of the lake, it was closed, pulled upward and the sediment was released to a clean plastic bucket. The sediment sample was well mixed and about 300 g of wet sediment was collected in two different polythene bags and labeled properly. The sediment samples were brought to the laboratory of the Central Department of Environmental Science, Tribhuvan University, Kathmandu, and left for drying at room temperature. The samples were oven dried prior to analysis. For analysis, the sediment samples were crushed into fine powder, sieved and stored until further analysis.

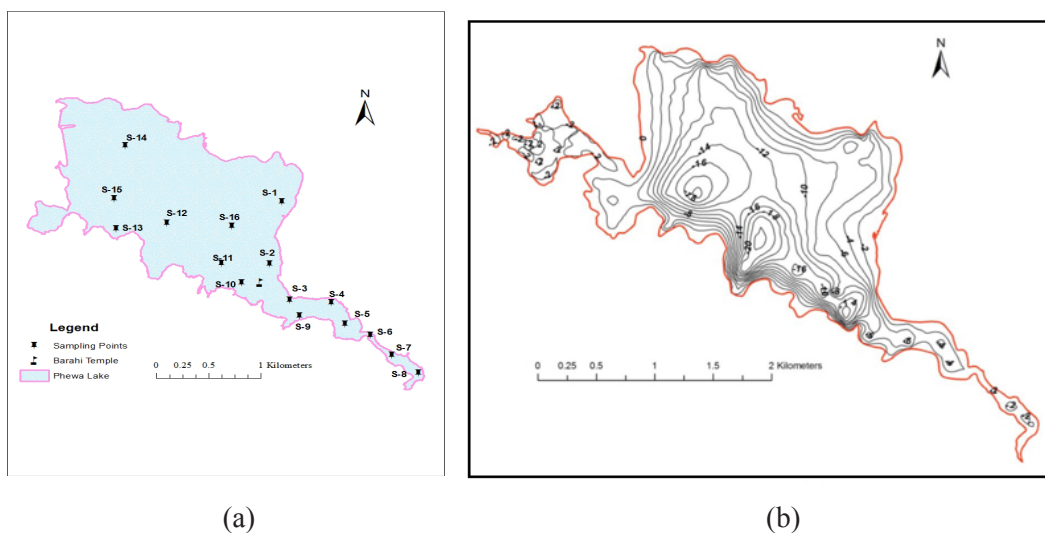


Figure 3: Map showing sampling locations (a) and bathymetric map of the lake (b) (Shrestha & Pradhan, 2008)

Sample analysis

Temperature of the sediment samples was measured on-site. Parameters like pH, electrical conductivity (EC) and moisture content were analyzed prior to the analysis of phosphorus content. Temperature, pH and EC were analyzed using electrometric method (Hanna Wagetch pH and EC meter) and moisture content was analyzed using air and oven drying method. IP and TP were analyzed using standard colorimetric methods (APHA, 2005). The OP was calculated as the difference of inorganic phosphorus from total phosphorus. The

obtained data was analyzed using excel, and spatial interpretation of different forms of P in the lake was made using Kriging method in Arc GIS 10.1.

Results and Discussion

Physicochemical characters of sediments

Maximum temperature of the sediment was 16.8°C, whereas minimum temperature was 15.6°C with an average value 16.09±0.3°C (Table 3). In the sediments, minimum value of pH was 5.36 and maximum value of pH was 6.6 with a mean value 5.9±0.41, indicating the acidic nature of lake sediments (Table 3). Sediment from the deeper part of the lake was found to be more acidic compared to the shallow part. It may be due to the higher deposition of organic matter in the deeper part (Kemker, 2013). In the sediments, minimum and maximum values of EC ranged from 51.55 µs/cm to 222.5 µs/cm with the mean value 129.6±62.8 µs/cm. In the lake sediments, maximum moisture content was found to be 1.16% and minimum moisture content 0.43% with the mean value 0.77± 0.22% (Table 3).

Phosphorus distribution

Inorganic phosphorus was unevenly distributed along the lake sediments. Maximum concentration of inorganic phosphorus was 0.39 g/kg dw (dry weight) and the minimum concentration of inorganic phosphorus was 0.06 g/kg dw with an average concentration of 0.2±0.09 g/kg dw. The maximum concentration of total phosphorus (TP) in the lake sediment was 5.34 g/kg dw, whereas the minimum concentration was 3.84 g/kg dw with the mean concentration of 4.53±0.44 g/kg dw. Concentration of organic phosphorus in the lake sediments was greater than the concentration of inorganic phosphorus. Similarly, organic phosphorus ranged from 5.16 g/kg dw to 3.54 g/kg dw with the average concentration of 4.33±0.47 g/kg dw (Table 3).

Table 3: Physicochemical parameters and phosphorus concentration in lake sediments

Parameters	Unit	Maximum	Minimum	Average ± S.D.
Temperature	°C	16.8	15.6	16.09± 0.3
pH	---	6.65	5.36	5.91± 0.4
EC	ms/cm	222.5	51.6	129.6± 62
Moisture	%	1.16	0.43	0.77± 0.2
TP	g/kg dw	5.34	3.84	4.53± 0.4
IP	g/kg dw	0.39	0.06	0.2± 0.09
OP	g/kg dw	5.16	3.54	4.33± 0.5

Depth-wise distribution of phosphorus

Inorganic phosphorus was found to be higher in the deeper part of the lake and lower in the shallow parts (Figs. 4, 5; Table 4). Within lake, IP was found to be higher towards the mid-western part of the lake (Sample sites 12, 13), whereas OP in the lake seems to be increasing towards the east from the inlet of the lake (Fig. 6). In the lake, OP distribution also followed the similar trend as TP (Fig. 7). The result showed inorganic, organic and total phosphorus was less towards the inlet and the outlet of the lake, where lake was shallow, and the concentration increased towards mid-part of the lake. All forms of P showed direct relationship with depth of the lake. In the deeper parts, concentration of phosphorus was found to be higher and it was found to be lower towards the lower depth of the lake (Fig. 4). Similar findings has been reported by Noges *et al.* (2007) which has shown the positive relationship between phosphorus content in sediment and lake-depth.

The concentration of phosphorus in sediments from the Phewa Lake exceeds the concentration of phosphorus in sediments from different other similar lakes (Table 5). For instance, in lake Mälaren, the TP was reported to be 1.6 ± 0.31 g/kg dw (Håkanson, 2004); in Jamsil Submerged Dam, it was reported to be 0.8 ± 0.22 g/kg dw (Kim *et al.*, 2003) and in lakes of Florida basin, the TP was reported to be 0.79 ± 0.18 g/kg dw (Kenny *et al.*, 2010), indicating Phewa Lake to be highly polluted by phosphorus deposition in sediments (Table 5).

Land use affects the nutrient concentration in any lake watershed (Vitousek *et al.*, 1997). Effluents from settlement areas, agricultural land, and erosion from the forest and the turbulent Harpan Khola (River) might have contributed to high amount of phosphorus in the sediments. Concentration of total phosphorus is highest in the middle part of the lake increasing towards the eastern part extending to both shores towards the north and south (Fig. 7). Soil from the forest containing high amount of P can be a major factor, which has contributed in increasing the concentration of P in the lake. Other forms of P, i.e. IP and OP also shows the trend of being less towards the inlet and outlet of the lake and moderate towards mid-part (Figs. 5, 6).

Table 4: Depth-wise concentration of phosphorus (g/kg dw)

P Forms	Depth (m)					
	≤3	6	9	12	15	≥18
IP	0.38	0.27	0.32	0.39	0.56	0.73
TP	4.57	4.73	4.83	4.55	4.67	4.33
OP	4.20	4.46	4.51	4.15	4.11	3.60

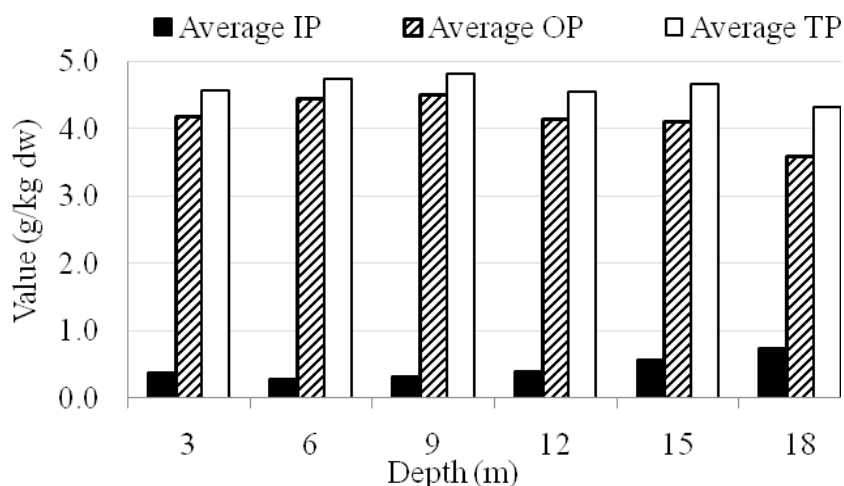


Figure 4: Depth-wise concentration of IP, OP and TP

Table 5: Comparative concentration of total phosphorus different studies

Name of the lake	P-concentration \pm S.D. (g/kg dw)	n	References
Phewa Lake, Nepal	4.53 \pm 0.44	32	Present study
Lake Mälaren, Sweden	1.6 \pm 0.31	14	Håkanson (2004)
Jamsil Submerged Dam, Korea	0.8 \pm 0.22	20	Kim <i>et al.</i> (2003)
Lake Beauclair, Harris, Weir and Yale, Florida	0.79 \pm 0.18	76	Kenny <i>et al.</i> (2010)

SD = standard deviation;

n = number of samples

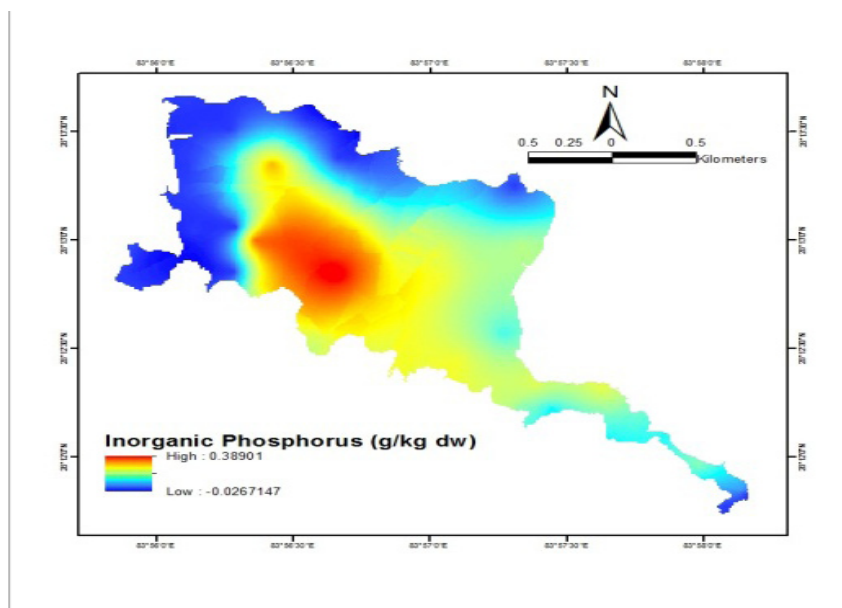


Figure 5: Distribution of inorganic phosphorus

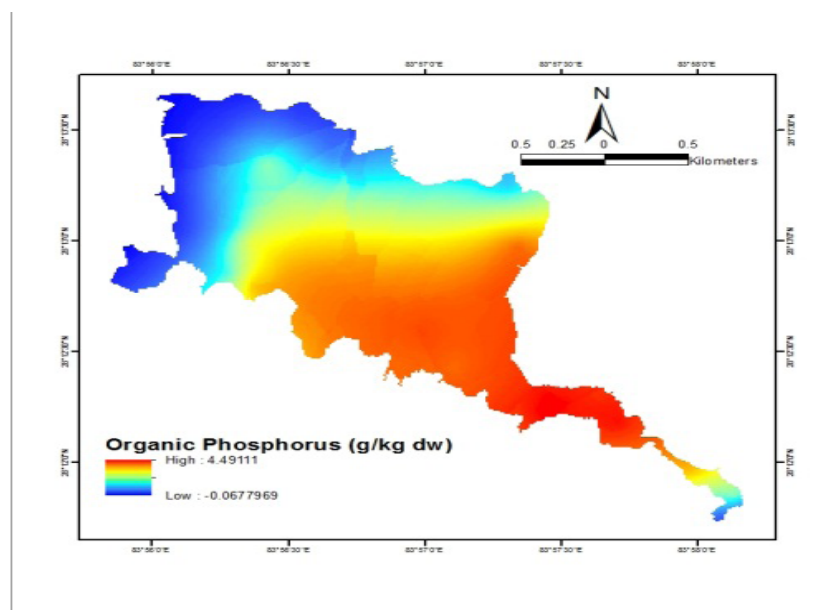


Figure 6: Distribution of organic phosphorus

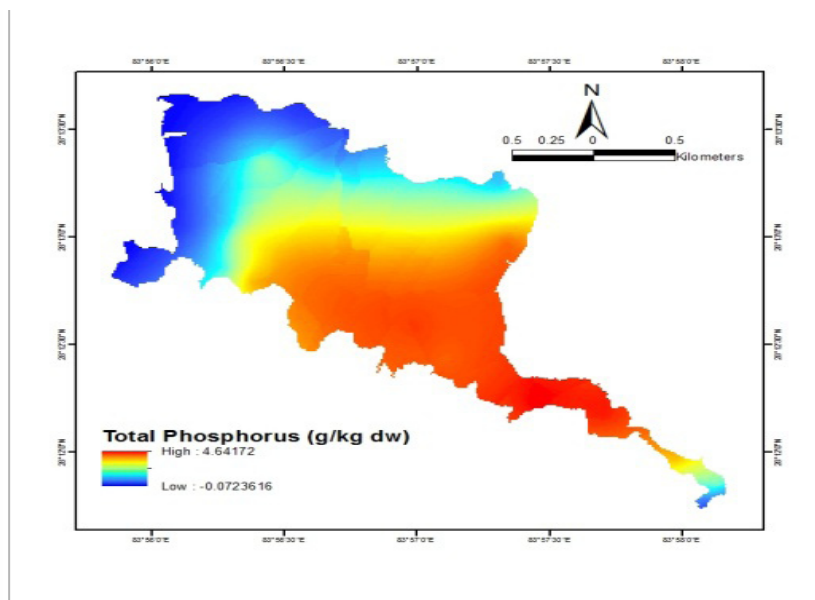


Figure 7: Distribution of total phosphorus

Conclusion

The present study revealed that the sediments were acidic in nature with a substantial variation in concentration of phosphorus at different sampling sites. Phosphorus concentration was found to be relatively less towards the inlet and outlet sides of the lake, whereas it was relatively high in the middle part. Inorganic phosphorus was found to increase with depth, i.e. 0.39 ± 0.09 g/kg dw at 18.00 m. OP and TP increased up to nine meter depth and decreased slightly beyond that. Both organic and total phosphorus had concentration more than 5.00 g/kg dw in the lake sediments, making the sediments highly enriched by phosphorus. Variation of phosphorus concentration site-wise and depth-wise can be attributed to the different land-use such as settlement, agriculture, forest, and barren land in Phewa Lake watershed, as there is influence of land-use in the nutrient distribution of the lake. Therefore, further studies about the nutrient input in the lake and release of phosphorus from the lake sediments is necessary for future lake management and restoration.

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Satisfaction of Channel Member of Distribution (A Case Study of Dairy Development Corporation DDC Nepal)

*Surya Prasad Poudel**

Abstracts

The time and place value of producers' product is created by channel member of distribution. The satisfied channel member of distribution enhances in sales of producers. The satisfaction of Channel member of distribution is measured by economic, social and power factors. So the economic and social variables are important for analytical purpose. In this light the purpose of this study is to describe the satisfaction level of channel member of distribution in different variables and their level of satisfaction as it gets assigned between channel members of distribution.

Primary Data were gathered from the administration of standard data from distribution of five point Like Scale. The questionnaires were designed under the guideline of Ruekert and Churchill (1984) and analyzed opinion of 79 channel members of distributors of DDC Nepal with the help of different descriptive and inferential statistical tool. The analysis shows that more than 60% channel members have working experience for more than 10 years in DDC. Channel members of distribution have got mixed satisfaction to go along with different variables. Similarly they have significant differences in satisfaction as per the first factor (customer service, promotional activities and product wise margin). In the case of the second factor (product quality and financial consideration) they have not significant differences in satisfaction, which has been found to be only 5 percent level of significance on ANOVA test. The reliability and validity of internal construct of each item is measured by Crown Batch Alpha Value more than 0.60.

Key words: *Channel member of distribution, satisfaction, behavior, margin, financial consideration*

Introduction

It is the well known fact that the products or services are produced by producers and consumed or used by ultimate customers. The place of production and consumption

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happen to be far from each other in the age of transportation and communication. In our time distributions or direct sales between producers and customers happen to be rare. The middlemen work for delivery of goods and services from producers to customers. They have important role in flow of goods and services from producer to customer at appropriate time and place. At the same time they provide information and financial return from customers to producers. In this regard, they can be classified into title holders and non-title holders. The title holder middlemen are called as the wholesalers, retailers, dealers, franchises etc. Likewise, transportation companies, banks, independent warehouses, advertising agencies etc are known as non-title holder middlemen because they have roles for facilitating in distribution and sales of goods in indirect ways.

The producers use different channel members for regular supply of goods toward the customers in anticipation of boost up in sales. Other producers, who have limited product, tend to sell their product directly to ultimate customers. Jeffkins (1993) argues the point that: to understand distribution one needs to include every activity involved in the transfer of goods and services from the producer or supplier to the final user or consumer, and the activities of such involvement could be named as warehousing, delivery, depots, distribution, selling etc. In the era of mass production, diversified product at competitive market sales is impossible without channel members of distribution. In this context, marketing channels can be viewed as set of independent organizations involved in the process of making a product or service available for use or consumption (Louise and Adel 1982 p. 129). There is different level of channel of distribution in practice. However, the level of involving channels of distribution is a matter of goal of organization. Wore Alderson rightly expresses "The goal of marketing is the matching of segments of supply and demand" Boachie-Mensah (2009) takes distribution as the process of making goods and services available in the right quantities and locations to those who want to buy them. Distribution can involve a single step or multi steps.

The middlemen have role in advertising producers' products and providing financial support to producers, and in delivery of goods. Middlemen are business men, who invest their money and time for operating such business. They have demanding benefits and facilities from the producer. There is trade off of benefits and sales between the channel members of distribution and the producers. The strategy of middlemen selection is important to decision maker due to heavy increase in cost in competitive market. In business, mutual benefit is the understanding point between producers and channel members of distribution. So middlemen's demand of different types of monetary and nonmonetary benefits from producers does not seem to be otherwise. Ruekert and Churchill (1984, p.226) comment that "recent research in channels of distribution has emphasized the importance of the behavioral dimensions of channel interaction". Underscoring its importance in the modern market system, previous researchers have paid their efforts to finding the level of satisfaction of channel members on economic, social, power factors. Channel member

satisfaction has been typically defined as a channel member's appraisal of all outcomes, its working relationship with another firm, and economic and social outcomes. Geyskens and Steenkamp ('2000) define Channel member satisfaction as the member's appraisal of all outcomes, its working relationship with another firm, including economic as well as social outcomes. The study of Geyskens, Steenkamp, and Kumar (1999) reveal that satisfaction is not a unitary construct. They conclude that the satisfaction focuses primarily on economic outcomes of the relationship, which proves to be substantially and consistently different from the results of studies adopting a more social view of satisfaction. Indeed, social satisfaction is the outcome of relationship between the channel members and producers. A channel member satisfied with the social outcomes of the relationship "appreciates the contacts with its partner, and, on a personal level, likes working with it, because it believes the partner is concerned, respectful, and willing to exchange ideas" (Geyskens, Steenkamp, and Kumar, 1999).

Dairy Development Corporation (DDC) Nepal is a Government owned leading milk and milk product manufacturer and supplier in Nepal. The corporation has been producing different types of products and generating a huge amount of sales according to its accounting statements. It has been supplying the products to its customers by the help of different types of middlemen. To meet its marketing goal, the company has procured 1844 Milk sales booth, 16 Distributers, 123 Dealers/Franchisees and 9 Milk sales centers in the major cities in Nepal. Currently the corporation has eight schemes of milk collection and manufacturing milk related products. The corporation is found to own all the milk sale centers, but other members of channels are merchant suppliers of DDC Nepal.

Statement of the problem

DDC Nepal has been producing different milk and milk products for the objectives of profits, and likewise supplying such products to the consumers with the help of channel members of distribution. Obviously, the middlemen have objective of achieving economic and social satisfaction with long term relation. Under economic benefits they expect of higher sales with significant margin, discount, commission, transportation facilities etc from the producer. Similarly, some middlemen are ready to supply and sell the products and services at low margin due to respectful behavior, and also willing to exchange ideas etc from the partners. Reflecting the powerful impacts after the government of Nepal has taken liberalized and open market policy, now monopoly market is on the way for losing its privilege. As a result, native private sector and international milk producers are competing for supply of milk and milk related product in Nepalese milk market. The milk market of Nepal is going to be competitive with increasing trend of consummation habit fuelled by faster rate of urbanization and health awareness in people.

Satisfied channel members boost up sales of a business organization. They work for financial and social satisfaction. But in DDC there appears to be the problem of economic and social satisfaction for the channel members. As they report, members of distribution are demanding more and more discount, commission, facilities, respect, advices etc from the producers, but the producer is looking towards downsizing on the related costs. The corporation staffs, on the other hand, claim that they have expectation of high volume of sales activities with handful collection of funds and information from middlemen. Understandably, such expectations of each partner may create conflict. Lamb *et al.* (2006) have explained the conflict as channel conflict, as a clash of goals and methods among the members of a distribution channel. The major sources of channel conflict are differences in goals, differences in views on the desired product lines carried by channel members, multiple distribution channels, and inadequacies in performance (Jobber, 2004). All these factors create conflict between producers and middlemen. Are channel members of supply of DDC Nepal satisfied on economic and social factors?

- a) Are channel members of distribution satisfied from the behavior of employees and subordinate of DDC?
- b) What is the perception on product quality of DDC among channel members of supply?
- c) Are channel members of distribution satisfied in financial consideration, including product wise margin?
- d) Is promotional activity of DDC capable to increase satisfaction in channel members of distribution?
- e) What is the position of relationship between producers and channel members of distribution?
- f) Is there difference in satisfaction among channel members of distribution?

Objectives of the study

The main objective of this study is to show satisfaction level of channel members of distribution on the basis of economical and social factors in relation to DDC Nepal. The specific objectives of this study are

1. To show the relational satisfaction between DDC and its' distributors.
2. To explore the satisfaction level in channel member of distribution along with different factors.

3. To analyze the satisfaction level of different channel members of distribution of DDC Nepal.

Significance of the study

This study comprises the analysis of satisfaction on the basis of different economic and social factors of channel members of distributors of DDC Nepal, Dealers, Distributors/ Franchises, Milk sale booths. This study expects to be useful and be the milestone for the DDC Nepal to know satisfaction level of channel member of distribution. Furthermore this study will support to the board of directors and chief executive directors of the DDC to formulate the plan, policies, and strategies of the DDC Nepal regarding channel members' satisfaction. It may also pave a stone for further study on this topic in the future.

Limitation of study

Satisfaction is multi dimensional factor, so it can be measured by use of different variables. This study focuses on channel members of distribution satisfaction on limited factors: economic and social factors. Regarding the fact that these concepts have not very much clearly defined, this study focuses on six variables for analysis. Besides, the study covers limited area rather than all channel members opinion of DDC Nepal. Moreover, it is a case study, so finding from this study could not be generalized in overall situation of the industry, but will certainly provide some ideas from the perspective of satisfaction of middlemen, which will be useful to the decision maker of DDC Nepal.

Review of literature

Ruekert and Churchill (1984, p.226) have defined channel members' satisfaction as "... comprises the domain of all characteristics of the relationship between a channel member (the focal organization) and another institution in the channel (the target organization), which the focal organization finds rewarding, profitable, instrumental, and satisfying or frustrating, problematic, inhibiting or unsatisfying". The satisfaction is a typical assessment criteria used in channel marketing (Mohr 1996). Channel members satisfaction is important factor of study in marketing. The researchers of this field have mostly analyzed in economic, social and power factors. The studies have concluded that economic factors have major role than in other channel satisfaction. Economic satisfaction is achieved when members of the channel network system value channel relationships, the objective achievement rate, partner efficiency and productivity, and the growth in financial resource allocations; non-economic satisfaction arises from factors such as the importance members place on their interactions with partners, how strongly their missions and goals are connected, the proactive sharing and discussion of their operational designs, and the level of respect experienced (Wu. And Lee 2012)

A meta-analytical study by Geyskens, Steenkamp, and Kumar (1999) has revealed that satisfaction is not a unitary construct. They found that the results of studies where satisfaction focuses primarily on economic outcomes of the relationship proved to be substantially and consistently different. Understanding this distinction between 'economic satisfaction' and 'social satisfaction' is important because a channel member's activities may produce economic satisfaction with its counterpart, while undermining the counterpart's social satisfaction, or vice versa. Further, economic satisfaction and social satisfaction may have distinct consequential and interactive effects. Thus, by distinguishing the economic and social component of satisfaction, versus treating channel member satisfaction as a unidimensional construct, the role of satisfaction in managing effective long-term relationships may be understood better from the results of studies adopting a more social view of satisfaction.

Economic satisfaction of the channel member's can be evaluated on the basis of the economic outcomes that flow from the relationship with its partner such as sales volume, margins, and discounts. Ruekert and Churchill (1984 p. 224) defined *economic satisfaction* as "a channel member's positive affective response to the economic rewards that flow from the relationship with its partner, such as sales volume and margins". Economic satisfaction refers to the 'evaluation of the economic outcomes that flow from the relationships' with a partner, such as margins and discounts (Geyskens & Steenkamp, 2000, p.13). In an article Geyskens, Steenkamp, and Kumar (1999 p. 224), have explained economical satisfaction as "an economically satisfied channel member considers the relationship to be a success with respect to goal attainment. It is satisfied with the general effectiveness and productivity of the relationship with its partner, as well as with the resulting financial outcomes." The economical factors have influencing role in channel members' satisfaction. The more reward that flow to a channel member from the relationship with its partner, the higher its economic outcomes (Busch, 1980; Wilkinson, 1979). A study of Scheer and Louis (1992) has concluded that punishments generally decrease the channel member's outcomes. The impact of economical factor is explain as economic satisfaction stresses effectiveness, financial outcomes and productivity of the relationship (Rodríguez del Bosque et al., 2006; Geyskens & Steenkamp, 2000).

Ruekert and Churchill (1984 p. 224) have explain noneconomic factors as a channel member's positive aspects of its relationship, in that, interactions with the exchanger partner are fulfilling, ratifying and easy. *Social satisfaction* is evaluated psychological aspect of channel member's relationship, in that interactions with the exchange partner are fulfilling, gratifying, and facile. The various research studies had shows that increases in social satisfaction also encourage constructive responses between channel members and discourage destructive responses when problematic incidents occur between them. When channel members are highly socially satisfied, "they have at least one reason to think that recovery is possible" (Withey and Cooper, 1989, p. 523). Geyskens et al, (1999 p 224), had concluded that a channel member satisfied with the social outcomes of the relationship

“appreciates the contacts with its partner, and, on a personal level, likes working with it, because it believes the partner is concerned, respectful, and willing to exchange ideas”. Other researchers have considered satisfaction in more social terms they have defined it as an evaluation of interaction experiences (Crosby, Evans, and Cowles, 1990; Scheer and Stern, 1992), the extent to which social interactions are gratifying (Dwyer and Gassenheimer, 1992; Gassenheimer and Ramsey, 1994), and a reflection of the psychosocial well-being of the firm (Gassenheimer et al., 1994).

The satisfaction on channel members shall lead satisfaction on the success of the producers. Channel members satisfaction also connected with productivity of the relationship with its partner, as well as with the resulting financial outcomes (Geyskens, Steenkamp, et al 1999), channel member’s response to the perceived discrepancy between prior expectations and profits, the degree to which a firm’s expectations concerning financial and behavioral goal attainment are met in the relationship. Economic and social satisfaction is mainly investigated in the context of channel member relationships (Huang et al 2015)

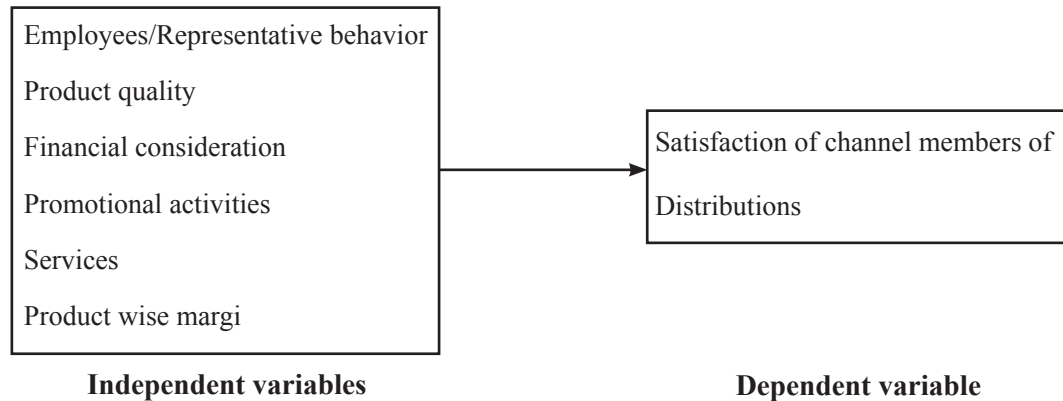
Hunt and Nevin (1974), for example, propose that channel member satisfaction will lead to (1) higher morale, (2) greater cooperation, (3) fewer terminations of relationships, (4) fewer individual and class action lawsuits, and (5) reduced efforts to seek protective legislation.

Ruekert and Churchill, JR (1984) had developed certain construct and items of analysis for research on channel member satisfaction. The research fellow on this area had still followed these construct and questionnaire. They had tested all these construct by use of statistical tools. In this research, they had developed and tested five factors with 21 items by use of statistical tools. In this research they had tested all the construct and questionnaires’ reliability and validity by application of statistical tools. The primary data were collected under the guideline of this questionnaire.

Model of Study/ Conceptual framework

Satisfaction of channel member of distribution is multi dimensional construct. The construct of channel member satisfaction is of sufficient importance both theoretically and managerially to warrant more rigorous measurement (Ruekert and Churchill 1984). It may be different for different members involving in channel of distribution of the producer. Numerous factors could be identified and discussed regarding satisfaction of channel members of distribution. But those members who are involved in channel of distribution have expectation of economical benefits and social recognition from their work because they are the people who drive the work with financial and social values. This study focuses on satisfaction of channel members of distribution on employees/supply representative

behavior, product quality, financial consideration, promotional activities, services and product wise margin.



Research methodology

This research has been proposed along both descriptive and applied methods. Primary data have been collected for analytical purpose from channel members of distribution in Kathmandu valley OfDDC Nepal. Structured questionnaires were distributed to 250 people: Dealers, Distributors and Franchisees, Milk sale booths out of total population of 1142 in Kathmandu Valley. These samples were distributed on the basis of convenient sampling method. The questionnaires were designed under the guideline of Ruekert and Churchill (1984). For the purpose of identification of satisfaction level in economic and social factors in distribution of the channel members, the other six factors were tested with different items by using five point of Likert scale. They were very satisfied (1), satisfied (2), Undecided (3), Unsatisfied (4), Very unsatisfied(5). Only Eighty Three respondents participated, and out of them, four respondents were found to be unsuitable, so discarded. In this way, only 79 respondents opinion were analyzed for the purpose. Cronbatch alpha of each variable was more than 0.6 which meant that the reliability of the construction of questionnaire was valid. Distributors did not participate in this study because they were rather uninterested to fill up the requested questionnaire. Different statistical tools like frequency, mean, standard deviation, factor analysis, etc were used for analysis. Hypotheses were also formed to identify the association of the variables in terms of CAP of the DDC.

Hypothesis of the study

Channel member of distributions satisfaction is enhancing sales through regular flow of goods and services to customer and providing information and financial support to manufacturers. Under this assumption our hypothesis is

H0: There is no significant difference in average satisfaction among channel members of distribution of DDC.

H1: There is significant difference in average satisfaction among channel members of distribution of DDC.

Analysis

1. Distribution profile of the channel members of distribution

Table 1 in appendix shows the different types of channel members of distribution of DDC participated in this study. The respondent rate of them was as high as: 6.3 percent from Dealers, 21.5 percent from Franchisees, 72.2 percent from Milk sale booth. But Distributors did not respond to fill up and participate in the research. Milk sale booth occupied larger position as many as 72.2% out of 79 participants.

2. Relationships of channel members of distribution with DDC.

The period of business operation by channel member of distribution was also another measuring factor of relational satisfaction. Satisfied partners could work together for a long period in business. So the channel member of distribution was classified into four groups for purpose. Table 2 in appendix, shows that 36.7% channel member of distribution have been working for more than 15 years with DDC Nepal. Another 24.1% channel members have the experience of working together for 10 to 15 years. Only 9% channel members have joined DDC for less than 5 years. To recognize the important fact in this regard--majority of the channel members of distributions have been operating their business for more than 10 years with DDC. The relationship between channel members of distribution and DDC does not prove to be weak.

3. Analysis of Channel member distributors' satisfaction at employees and supply subordinate behavior

The employees' behavior is a factor which influences the channel member of distribution. So the satisfaction of channel members of distribution on employees and subordinates has been analyzed. The table 3 in appendix shows the opinion of channel members of distribution on five items of the study. Most of the channel members of distribution have a feeling that employees and supply subordinates of DDC is helpful. Its mean rank is 1, with 2.37 mean. Employees' have shown their specific need, which stands up in the 2nd rank with 2.68 value of mean. The mean ranks of employees are polite in third position with mean value 2.98 that means the channel members feel the language of employee and supply subordinates do not happen to polite. The least satisfaction of customer from employee

gives suggestion with 5th rank. Most of the customers are satisfied with employees because they are helpful.

4. Satisfaction of channel members of distribution on Product Quality

The quality of product is another factor of channel member satisfaction measurement. So, satisfaction on quality of DDC product is measured with the help of 6 items factor of product quality. The table 4 in appendix shows the opinion of channel members of distribution on product quality. Most of the members have the appreciative feeling that DDC products are favorites among their customers. The mean value is 1.38 with rank 1. The item perception of quality products from other dairy mean value is 1.58, which is in 2nd rank. The mean rank of Dairy development products performs much better in action than their competitors,' is third position, with equivalent value to 1.95. The customer of DDC feels the same; the businessmen also feel the good worth to heighten the reputation of their shop, which is in the 4th position. They have ranked the customers willing to pay for higher for DDC product than the competitors, which comes up in the 5th and the least satisfaction of customer from adopted product development policy by DDC comes up in the 6th rank. Channel members of distribution are very satisfied and satisfied in some items. Similarly majority members are undecided about product development of DDC Nepal.

5. Satisfaction of channel member of distributions' on financial consideration

Channel members of distributions are businessmen. Obviously they expect return from their business. The satisfaction of channel members of distribution enhance in revenue generation of the business organization. There are different influencing factors of customer satisfaction on financial consideration. Table 5 in appendix shows the five items of financial consideration and their satisfaction based on these items. Majority of channel members of distribution are satisfied with present payment policy with mean value 2.46, the first rank. The second mean rank present credit policy at 2.92. The satisfaction on the margin shows that most of them are unsatisfied, which gets 3rd rank with mean score 3.49. Margin on DDC is low in comparison to time devotion, which gets 4th rank with 3.62 mean value and high margin on DDC product than competitors' product which comes in the 5th rank. The finding makes clear that majority of customers are dissatisfied in margin provided by DDC.

6. Channel members of distribution Satisfaction on Product-wise Margin

There are different products of DDC with the same nature. So these products can be categorized into six classes for analysis. Table 6 in appendix shows the product wise satisfaction of channel members of distribution on margin from these products. The mean rank of Ice cream is 1 with mean value 1.43. The deviation is found to be 52.17 percent from mean. The satisfaction of them is in the margin from yoghurt. It has got mean value

2 and standard deviation 0.894. The third ranked mean value is pannier with 2.14 mean values and 33.97 percent deviation at mean. The mean ranking of Ghee, Sweets and Milk are 4th, 5th and 6th respectively. But fluctuation in opinion is less than in other products. Channel member of distribution are satisfied from margin of Ice-cream, yoghurt and pannier respectively. But majority of them are undecided on margins of sweets and milk.

7. Satisfaction of channel member of distributions in promotional activities.

Promotional activities have found to be contributing in sales of product of the corporation. It has also helped to channel members of distribution in sale. So the producer has also launched seller motivational promotional activities. But in this study, 4 items of satisfaction are developed. The table 7 in appendix shows the satisfaction of channel member of distribution on different items. The mean rank of promotional activities is less than rival 1 with 2.76 mean. The 2nd rank position of DDC has better advertising program, which gets the mean value of 2.89, and the scattered opinion from the mean is 39.17 percent, and mean value of DDC has provided at advertising allowances is 3.03. Majority of channel members of Distribution are undecided about promotional activities of DDC.

8. Satisfaction of channel member of distributions on service.

Service provided by manufacturer to channel customer of distribution is another influencing factor of satisfaction. It can be measured by use of multi item variables. In this study, I have tried to measure by use of three items. The table 8 in appendix shows, the opinion of channel members of distribution satisfaction in service. The mean value of easy in payment is 1.44 it has mean rank 1. The channel members' opinion about goods supplied at proper time is 2nd rank with mean value 2.04. But the third rank of sufficient quantities is supplied with mean of 2.24, which means that customers are very satisfied in payment and satisfied on other variables.

Test of hypothesis

Factor Analysis: The First Factor is influenced highly by the satisfaction from Promotional activities, Customer services and Product margins. These variables having KMO value more than 0.5 factor loading value. The Second factor gets influenced highly by the satisfaction for financial consideration, i.e. Product quality. It is the factor loading more than 0.5 in each variable. However, Behavior of employees and supply subordinate has equivalent loadings for both factors, but in the opposite manner.

The table 10 in appendix shows calculated value of ANOVA out of product margin, customer service and promotional activity of the company. The calculated P value of F test is too small as compared to tabulated value of 5 percent level of significance. There is a sufficient evidence to reject the research hypothesis. There is a significant difference in

mean satisfaction between and within group of customers at this variable. The post hoc test on least significance difference (LSD) method suggests that the mean satisfaction differs significantly from and among the customers (Milk sales booth, Dealers and Franchises) (or between and within customers groups). But calculated value of P, value of significance between dealers and Franchisees, is found too high than tabulated value, so they have no significant differences in satisfaction on above variables.

The table 11 shows calculated value of ANOVA between financial consideration and product qualities of the study. The calculated P value of F test is much higher than tabulated value at 5 percent level of significance. There is sufficient evidence to support the research hypothesis. There is no significant difference in satisfaction among the groups of customers on this variable (Milk sale booth, Dealers and franchisees). The post hoc test on least significance difference (LSD) method also supports the result of ANOVA.

Findings

- More than 60% channel members of distribution have been operating their transactions with DDC Nepal for more than 10 years. The result indicates that there is relational satisfaction between the producers and the channel members.
- The results of descriptive statistics on variables show that:
 - Majority of the channel members of distribution are satisfied with helps of employees and subordinate of DDC. But they are undecided on behavior of politeness in language, suggestions on problems and friendliness.
 - Average channel members of distribution of DDC product are very satisfied on the favorites of their customers. Similarly they are satisfied with quality of the product, better reputation of their shop, and higher quality than other producers' product. But they are undecided on product development of the DDC.
 - Majority of the supply members of distributions are satisfied on present payment policy. They are not interested to comment on current credit policy, but are unsatisfied on margin provided by DDC.
 - Majority of the channel members of distribution are very satisfied on margin of Ice cream, satisfied on margin of yoghurt, ghee and pannier but are unsatisfied on margin of milk and sweets.
 - On promotional activities majority channel members of supplies are undecided.
 - Channel members of distributions are very satisfied with payment policy, and similarly with satisfied goods supplied at times.

- Channel members are undecided about promotional activities of DDC Nepal.
- With the help of factor analysis with six variables are categorized into two groups under test of KMO 0.5 values. The first factor includes product wise margin, promotional activities and customers' services. The P value of F test is too small as little as 5 percent level of significance. The satisfaction of customers Milk sales booth, dealers and franchisees on these variable is significantly different. But Post hoc test partially accepted the result of ANOVA. At 5% level of satisfaction' there is no significant difference in satisfaction between dealers and franchisees. On the other hand, the factor two includes product quality and financial consideration. From the analysis of ANOVA test, there are no significant differences in satisfaction in these variables between dealers and franchisees and Milk sale booths. The satisfaction on given variables are not similar among different supply members of distribution.

Conclusion and Recommendation

Channel member of distribution are creating time and place value of the producer's product and services. Different stage of channel members could be used in business organizations. The stage depends on the goal of business organization. They are businessmen, so they have common interest of benefits or return from their business. The satisfaction of channel members can be broadly categorized into economic and social factors. The major factor is economic factor identified by previous research. This research also supports that they are not satisfied on margin on product rather than other factors. Majority of them have feeling that the products of DDC have boosted up their business and prestige in their profession because they are satisfied with quality of the product. The point is that social factor is satisfactory in DDC Nepal products. The opinion of majority channel members of distribution is undecided on promotional activity by the company. The internal construct of items having value of Cron Batch Alpha is more than 0.6 in each factor. The reliability of the study is supported by this fact.

The relational satisfaction can be justified by more than 60% channel members of distribution having worked experience with DDC more than 10 years. The satisfaction level of channel member is significantly different in product margins, customer services and promotional activities of the study. The research shows that the satisfaction level of channel member of distribution is not significantly different in financial consideration and product quality.

- The behavior of employees and subordinates needs to be improved, as they arise while dealing with the customers. The product development program needs to be launched according to market research.
- Channel members of distributions are unsatisfied on margin. Therefore it is recommended to take measures after having dialogues with them.

- Promotional activities of DDC will be helpful to increase its competition in the future. The majority channel members of DDC have relation of more than 10 years. The satisfaction level of these members is different in variables. There is significant difference in satisfaction among channel members of distribution on product margins, customer services and promotional activities. The research shows that the satisfaction level of them is not significantly different in financial consideration and product quality. This research can be applicable for DDC in future planning, policy formulation and strategy development. And, as it deserves limitation, the findings of this study should not be generalized to other organization.

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Appendix

Table: 1.Frequency table of Channel members of distribution profile

		Frequency	Percent	Cumulative Percent
Valid	Dealers	5	6.3	6.3
	Franchisees	17	21.5	27.8
	milk sale booth	57	72.2	100.0
	Total	79	100.0	

Survey : 2070

Table: 2 Period of business operation

		Frequency	Percent	Cumulative Percent
Valid	Less than 5 year	9	11.4	11.4
	5 to 10 year	22	27.8	39.2
	10 to 15 years	19	24.1	63.3
	Above 15years	29	36.7	100.0
	Total	79	100.0	

Survey: 2070

Table: 3 Items of employees and supply subordinate behavior

Behavioral Satisfaction	V.s	S	Un.D	Un.s	v. uns,	Mean	M.rank
Employees are helpful	17	37	5	19	1	2.37	1
Employees understand my specific needs	17	28	6	19	9	2.68	2
Employees give suggestion to my problems.	10	21	7	29	12	3.15	5
Employees are polite	9	25	17	22	6	2.89	3
Employees are friendly	5	27	8	31	8	3.13	4

Survey: 2070

Cron bach Alpha: 0.82

Table: 4 Items of product quality

Product quality	VS	S	U	US	V. US	Mean	M. Rank
They are favorites among our customer	57	18	1	2	1	1.38	1
They are good worth and heighten the reputation of my shop	18	41	14	5	1	2.11	4
A product development policy as customer need	6	30	26	14	3	2.72	6
My customers are willing to pay for higher for DDC product than the competitions'	21	34	17	4	3	2.16	5
Perception of superior qualities than products from other dairy	41	33	2	3	0	1.58	2
Dairy development product perform much better in action than their competitors'	30	36	2	9	3	1.95	3

Survey: 2070

Cron bachs' alpha: 0.687

Table: 5 Items of customer satisfaction on financial consideration

Financial consideration	V S	S	U	US	V.US	mean	M. rank
High margin on DDC products than competitors' product	1	8	2	32	36	4.19	5
Margin on DDC is low with compare to time devotion	1	18	6	39	15	3.62	4
I am very happy with the margins I received on DDC product	1	19	8	42	9	3.49	3
Present credit policy of DDC	16	17	1	17	18	2.92	2
Present payment policy of DDC	20	35	4	8	12	2.46	1

Survey:2070

Cron Bach Alpha: 0.651

Table: 6 Items of customer satisfaction on product margin

Product wise margin	V s	S	Un	US	VUS	mean	M. rank	SD
Milk	1	21	5	38	4	3.33	6	1.024
Ghee	4	13	1	3	1	2.27	4	1.077
Pannier	2	16	1	2	0	2.14	3	0.727
Yoghurt	6	11	2	2	0	2	2	0.894
Ice-cream	14	6	0	1	0	1.43	1	0.746
Sweets	0	4	9	6	2	3.29	5	0.902

Survey: 2070

Cron Bach Alpha: 0.773

Table: 7 Test of channel members satisfaction on promotional activities

Promotional activities	V S	S	U	US	VUS	mean	M. rank
DDC has better advertising program	3	39	8	22	7	2.89	2
DDC has provided advertising allowance	2	34	8	30	5	3.03	3
Promotional activities lesser than rival	4	38	11	25	1	2.76	1

Survey: 2070

Cron Bach Alpha: 0.617

Table: 8 Test of channel members satisfaction on customer service

Satisfaction on customer service	V S	S	U	US	VUS	mean	M.rank
Goods supplied at proper time	23	42	2	12	0	2.04	2
Sufficient quantities are supplied when order	16	43	1	17	2	2.32	3
Easy to payment	54	20	0	2	2	1.44	1

Survey: 2070

Cron Bach Alpha: 0.682

Table: 9 Rotated Component Matrix^a

	Component	
	1	2
Behavior sum of employee and supply subordinate	-.481	.469
Product quality	.146	.699
Financial consideration	.027	.745
Product wise-margin	-.541	.150
Promotional activities	.910	.267
Customer services	.910	.267

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Table : 10 ANOVA for first factors

BART factor score 1 for analysis 1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.174	2	9.087	11.544	.000
Within Groups	59.826	76	.787		
Total	78.000	78			

Table : 11 ANOVA for Second Factor**ANOVA**

BART factor score 2 for analysis 1

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.303	2	.651	.645	.527
Within Groups	76.697	76	1.009		
Total	78.000	78			

Perception of Clients towards Ayurvedic Health Facilities in the Central Ayurveda Hospital

*Sadhu Ram Aryal**

Abstract

This research was conducted in the Central Ayurveda Hospital, Nardevi, Kathmandu. The main objective was to find out the perception of the patients/clients of the hospital on the services provided from Ayurvedic health facilities. In total, 422 patients/clients were sampled – following systematic random sampling method. The analysis of socio-demographic statistics revealed that patients of different age groups visit the hospital (from 6 days old baby to 84 years old man). More patients were between 18 to 42 years old. Comparatively, greater population of male patients had approach in Ayurvedic health facility than the population of females. The result has shown that people with higher caste had greater approach in health system, and both educated and uneducated people come to Ayurveda health centre. A large number of patients were found satisfied with the doctor's behaviour; and a small number of patients were still dissatisfied. Altogether 95.97% patients think Ayurvedic drugs are effective and 4.03% think these drugs are not effective.

Key Words: *Ayurveda, perception, patient, client, satisfaction, dissatisfaction, traditional healing*

Introduction

Ayurveda is the indigenous and traditional healthcare system. It practiced as the major healthcare system in Nepal since time immemorial. WHO has defined the traditional medicine as: “It is the sum total of the knowledge, skills and practices based on the theories, beliefs and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health, as well as in the prevention, diagnosis, improvement or treatment of physical and mental illnesses”. The WHO Traditional Medicine Strategy paper 2002-2005 explains that traditional, complementary and alternative medicine attracts the full spectrum of reactions, ranging from uncritical enthusiasm to uninformed skepticism. Yet the use of traditional medicine remains widespread in developing countries. In many parts of the world, policy-makers, health professionals and the public are wrestling with the question about the safety, effectiveness, quality, availability, preservation and further development

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of this type of health care. Meanwhile, in many developed countries, complementary and traditional medicine is becoming more popular. The percentage of the population, which has used complementary and traditional medicine at least once, is 48% in Australia, 50% in Canada, 42% in USA, 38% in Belgium and 75% in France (WHO, 2005).

Expenditure on TM (traditional medicine)/CAM (Complimentary and alternative medicine) is growing rapidly in many parts of the world. In Malaysia, about US\$ 500 million is spent annually on this type of health care, compared to about US\$ 300 million on allopathic medicine. In the USA, total out-of-pocket CAM expenditure was estimated to be US\$ 2700 million in 1997. In Australia, Canada and the United Kingdom, annual CAM expenditure is estimated at US\$ 80 million, US\$ 2400 million and US\$ 2300 million respectively (WHO 2008).

In Nepal, Ayurvedic health services are being provided by the government through pharmacies since 1973 BS. The Department of Ayurveda was established under the Ministry of Health in 2038 BS. But there has not been much development of Ayurveda science in Nepal. Although Ayurveda science has tremendous potentials, no clinical researches have been conducted in this regard. Most of the ethno-botanical researches, researches on indigenous knowledge etc. are conducted by either botanists or anthropologists. For the sake of development of the Ayurvedic science and procurement of efficient manpower, Ayurveda Health Policy (AHP) has emphasized the establishment of specific institutions. It has proposed the establishment of a National Ayurveda Study Center for quality service, management of manpower, research on Ayurveda and resource management etc. However even after a decade of policy promulgation, there has been no significant progress in this regard (www.ayurvedtoronto.com). The country has only one central level Ayurveda Hospital in Kathmandu with 118 beds and one regional hospital with 30 beds in Dang. Besides this, 14 Zonal Ayurveda Ausadhalayas, 61 District Ayurveda Health Centers and 216 Ayurveda Ausadhalayas (dispensaries) are in operation. There is no significant difference between Zonal Ayurveda Aushadhalaya and District Ayurveda Health Center. Till now a dozen of private Ayurveda hospitals are running in the country. Most of them are located in Kathmandu. Similarly, Ayurveda Campus Kritipur, Bijauri Campus Dang, and Birgunj Ayurveda Campus are also running their own teaching hospitals. (Bajracharya 2010)

Objectives of the Research

The general objective of this research was to assess and describe the perception of the patients/clients of Central Ayurveda Hospital, Nardevi on the services provided from Ayurveda Health Facilities. Specific objectives were to:

- a) find out the socioeconomic status of the patients of Ayurveda health centre;

- b) identify the relationship between patient and Ayurveda health workers, pharmacists and other related persons regarding their behaviors;
- c) assess the perception of the respondents towards Ayurveda drugs; and
- d) analyze the perception of respondents towards health services given in the Ayurveda health facilities.

Methodology

The research was cross sectional and descriptive. It attempted to explore the perception of Ayurveda care-seekers who receive services from Ayurveda health facilities. The total patients/clients in Central Ayurveda Hospital in year 2070/2071 were 1,15,410. (Source: Nardevi Ayurved Hospital). The number of the patients/clients of Central Ayurveda hospital, Nardevi who came within a month was considered as the sampling frame. For this purpose, the total number of patients who received services from the Hospital in the fiscal year 2070/2071 was taken as standard and divided by 12 months to calculate the number of patients for a month. Thus it was calculated that approximately 9617 patients come there in a month. For the selection of individual patient/client as sample, systematic random sampling was done.

It was calculated 422 Sample size by taking following value:

Level of confidence: 95%, for this level of confidence the “Z” value is 1.96

Margin of error (D): 5% = 0.05

Baseline value of indicator: 0.5

Probability of Response Rate (p): 90% = (0.9)

Then sample size (n) = z^2pq/D^2

$$= (1.96)^2 * 0.9 * (1-0.9) / (0.05)^2$$

(Where the non-probability (q) = 1-p, so q=1-0.9)

$$= 384.16$$

$$= 384$$

As we are taking the response rate only 90%, for 100% achievement, 10% of 384 are added to 384.

So, 384+10% of 384 = 384+38 = 422

In the hospital, there were 8 departments, so sample of patients has been selected by PPS (proportionate to population size) method.

Proportionate to Population Size

Departments in Central Ayurveda Hospital	Sample Size
Kaya Chikitsa I	90
Kaya Chikitsa II	79
Kaya Chikitsa III	110
Shalya & Shalakya	54
Balaroga	17
Stri-prashuti	22
Panchakarma	20
Acupunture	30
Total	422

(Field Survey, 2015)

In this study data, were collected through interview schedule which included close and open type questionnaires.

Interview Schedule: Scheduled questionnaire was administered to the patients/clients of the hospital, after briefing the objective of the study. The schedule had contained the questions about doctor-patient relationship, Ayurveda drugs and health facilities. Besides, opinions/ views were collected openly from the patients/clients for the development of Ayurveda health services in Nepal.

Interview: Experts in the concerned field were interviewed regarding the status of Ayurveda health facilities and manpower.

Observation: A direct observation method was adopted during the study period in the hospital. This method helped to find the variance between practicing and saying.

After collecting the desired information or data through interview schedule, they were verified manually to reduce possible error and categorized into different relevant headings and subheadings. Both quantitative and qualitative analysis was done. The quantitative data obtained from structured questionnaires were first processed through validation, editing and coding. Secondly, the processed data have been presented in tabular form. Finally, data were interpreted with additional information. In short, the nature of this study was basically descriptive and explanatory. Simple statistical tool i.e. numbers and percentages have been used to present data, which has enabled to present a scenario of the prevailing perception of the patients on the services provided from Ayurveda health facilities.

Analysis and Interpretation

For analysis, some important data are presented in the table as follows.

Table 1: Reason for Visiting Nardevi Hospital

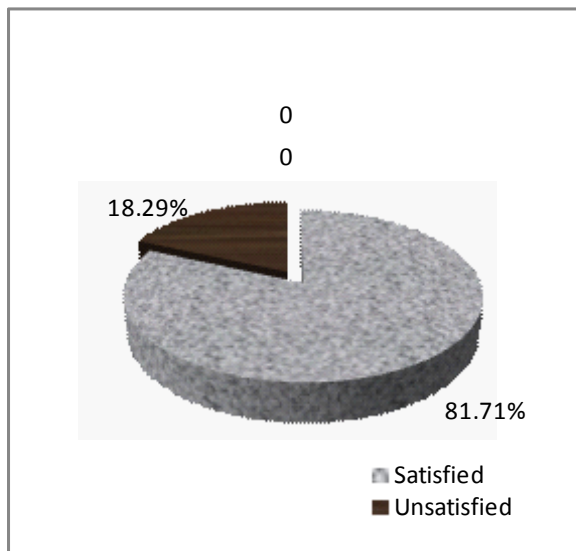
S.N.	Reasons	Number	Percentage
1	Jaundice	59	13.98
2	Problems in abdomen	165	39.09
3	Problems of bone & joints	88	20.85
4	Respiratory problems	19	4.50
5	Piles	6	1.42
6	Skin Problems	7	1.65
7	Gyeno & Obs. Problem	22	5.21
8	Urinary Problems	10	2.36
9	Fever	6	1.42
10	Diabetes/Sugar	7	1.65
11	Hypertension	8	1.89
12	Sinusitis	17	4.02
13	Others	8	1.89
Total		422	100

(Field Survey, 2015)

Above table shows, it was found that 13.98% people visiting the hospital had Jaundice, 39.09% had problems in abdomen, 20.85% had problems of bone and joints, 4.50% had respiratory problems, 1.42% had piles, 1.65% had skin problems, 5.21% had gyeno problems, 2.36% had urinary problems, 1.42% had fever, 1.65% had diabetes (sugar), 1.89% had hypertension, 4.02% had sinusitis (*Pinas*) and 1.89% had other problems like headache, eyes and ear problems. Results show that more people have the problems of gastrointestinal tract like gastritis, constipation, piles, jaundice etc.

Respondents' Satisfaction towards Doctor's Behaviour

Patients' satisfaction towards doctors' behaviour is important for uplifting positive perception of the patients towards Ayurveda; so the researcher asked to them if they were satisfied by the doctor's behavoiur and saying. The result is presented in the following figure.

Figure:1 Satisfaction of the Respondents towards Doctor's Behaviour

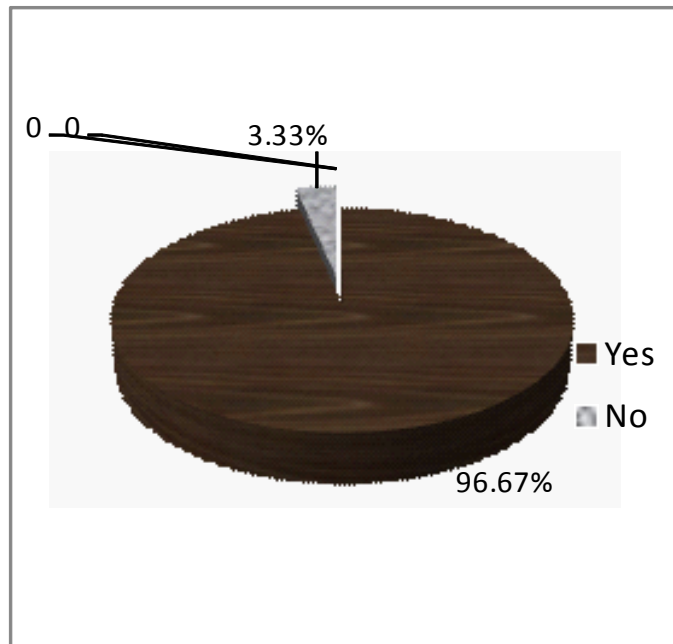
It has been found that 81.71% patients were satisfied by doctor's saying whereas 18.29% were dissatisfied from them. Among 328 patients, 268 were satisfied by the doctor's saying regarding their health problems whereas 60 were dissatisfied.

Table 2: Practice of Investigation in Ayurveda Hospital

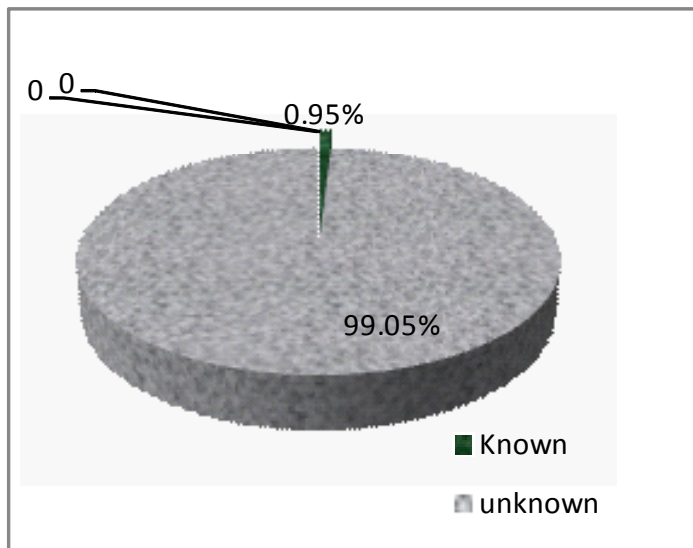
Types of Investigation	Number	Percentage
Blood	172	40.75
Stool	75	17.77
Urine	88	20.85
Semen	7	1.65
X-ray	36	8.53
USG	44	10.42
Total	422	100

(Field Survey, 2015)

It has been found that doctor has suggested 40.75% patients to investigate blood, 17.77% stool, 20.85% urine, 1.65% semen, 8.53% X-ray and 10.42% USG. This shows that most of the diseases in hospital are confirmed by blood test.

Figure :2 Condition of Drugs Prescbring by the Doctor

It has been observed that the doctor had prescribed different types of medicine to 96.67% patients. 3.33% patients were suggested to change their habits like doing exercise regularly, changing the eating pattern, etc. This shows Ayurvedic doctors also try to solve health problem by changing behavioral pattern.

Figure 3: Knowlwdge about side Effects of Drugs

It has been found that only 0.95% patients had the knowledge of side effects of Ayurvedic drugs, whereas 99.05% had no idea of side effects. It shows that people are not aware of safety of Ayurvedic medicine; and it can be concluded that most of the patients are positive towards Ayurvedic drugs.

Table 3: Perception of Respondents towards Quality of Ayurvedic Drugs

S.N.	Quality of Drugs	Number	Percentage
1	Good	75	17.78
2	Medium	319	75.59
3	Bad	28	6.63
Total		422	100

(Field Survey, 2015)

Altogether 17.78% patients said Ayurvedic drugs have good quality, 75.59% said these drugs have medium quality and 6.63% said they have bad quality.

4.3.8 Negative Perception towards Ayurvedic Drugs

If the medicine is disliked by patients, there is more chance for not taking it properly. So it is better to find cause and try to remove it. It is important to know the cause of disliking Ayurvedic drugs. The patients who said that the quality of Ayurvedic drugs is bad were asked again why they think so.

Table 4: Negative Perception of Ayurvedic Drugs

S.N.	Causes	Number	Percentage
1	Packing is not good	4	14.29
2	Unpurified	6	21.43
3	Mixing is not good	16	57.14
4	Others	2	7.14
Total		28	100

(Field Survey, 2015)

It was found that 14.29% patients dislike these drugs because they think packing of these medicines is not good; 21.43% dislike because it is not purified, and 57.14% dislike due to its mixing.

Table 5: Perception on Cost of Ayurvedic Drugs

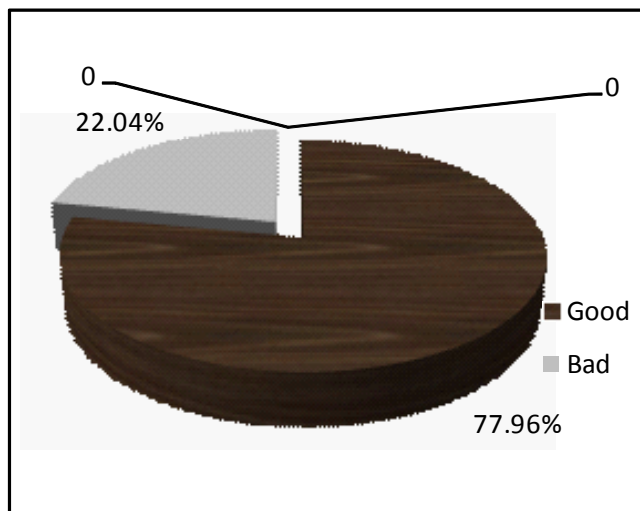
S.N.	Cost of Ayurvedic medicine	Number	Percentage
1	Expensive	227	53.79
2	Cheap	21	4.98
3	Medium	141	33.41
4	Don't know	33	7.82
Total		422	100

(Field Survey, 2015)

It has been found that 53.79% patients think Ayurvedic drugs are expensive, 4.98% think they are cheap, 33.41% think the cost is medium, and 7.82% do not have any idea of its cost.

Perception towards Ayurveda Health Facilities

It is very important to know what kind of health facilities are provided from Ayurveda health centres and hospitals. A hospital will be popular if the health facility given by it is good. The health facilities are directly related to uplift the perception of patients towards Ayurved health centre, so the researcher administered the question about it among the respondents. The result is presented below.

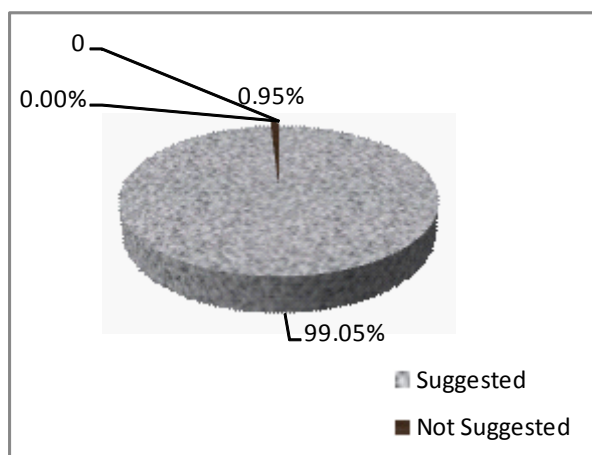
Figure 4: Attitude towards Health Facilities of Ayurved Centre

Altogether 77.96% patients think the facility of hospital is good, and 22.04% think it is bad. This shows that more patients like the facility of the hospital.

Suggestions to Develop Ayurveda

The patients were asked what the government/NGO should do to develop the Ayurvedic health facilities. People think that the government should have a strong vision and policy towards Ayurveda. It is a national treatment therapy, so it's a duty of the government to develop it. Different departments should be established in hospitals. Many Zonal hospitals should be established; so that people can easily take the services of Ayurveda. Some said the medicinal plants of Nepal should be conserved. Some said Government should educate the people about the Ayurveda and herbal medicine. Ayurveda Hospital should be established in different parts of the country, so that it will accessible for all Nepalese people.

Figure 5: Suggesting Condition for Taking Ayurvedic Facilities



It has been found that 99.05% patients will suggest others to take Ayurvedic treatment because it is safe and effective. 0.94% said they will not suggest others to take these facilities because it takes a long time to cure diseases. This shows that the perception of care seekers is positive towards Ayurveda.

Discussion of Results

The patients had come from different parts of the country. The highest number of patients were from Bagmati zone (57.78%) and lowest from Mahakali zone (0.08%). 49.28% were Brahmin and Chhetris, 39.57% were Janajati/aadibasi, 7.58% were dalits and 3.55% were others. Regarding their education, 18.48% were illiterate, 24.17% were literate, 12.55% were educated at pre-primary level, 14.69% were secondary level, 17.77% were higher secondary level, 11.37% were Bachelor's level, 0.94% were in Master's level. Regarding the occupation of the patients, 22.51% were housewives, 17.06% were farmers, 4.26% were labourers, 5.92% were businessmen, 9% were job holders, 19.43% were students,

5.21% were self-employed, 15.11% were unemployed and 1.42% were involved in other jobs. The greatest number of patients (about 39.09%) had come to hospital due to problems of abdomen, 20.85% had bone and joints problems, 13.98% had Jaundice, 4.5% had respiratory problem, 1.42% had piles, 1.65% had skin problems, 5.21% had gynecological problem, 2.36% had urinary problem, 1.42% had fever, 1.65% had sugar, 1.89% had hypertension, 4.02% had sinusitis and 1.89% had other illnesses. These patients had got information of hospital from their friends (31.75%), relatives/neighbors (24.17%). 0.47% cases were referred cases. After examination the doctors had told 77.72% patients about their disease. 44.31% patients had simple diseases which can be treated by a short course of treatment. 27.96% had chronic diseases, which required long term treatment. 2.36% had incurable diseases and 3.08% were suggested to go to higher hospital. Among them 63.51% were satisfied by the doctor's saying.

After analyzing the data it was found that 27.96% patients were called for recheck after one week, 64.92% after two weeks, 5.45% after one month and 1.65% were not called again. 69.66% patients were suggested for different types of investigation. Among this blood test has been suggested for a large group of patients (43.83%). After examination the doctor had given medicine to 96.68% patients. The doctor/pharmacist had told 93.87% patients how to take medicine. 71.56% patients explained how to take medicine. 99.05% did not know the side effects of Ayurveda drugs. 17.77% liked the quality of Ayurveda drugs, 49.52% liked the tablets form of medicine. Regarding the cost of medicine, 53.79% respondents said Ayurvedic medicines are expensive. 95.97% patients said Ayurvedic drugs are effective. Among the old patients, 85.96% said that they had ever cured from Ayurvedic medicine.

Regarding the services from hospital, 77.96% patients had liked it. 54.97% had said hospital facility is sufficient to solve their personal health problem. 45.02% had suggested elaborating laboratory, to start emergency services, to give the specialist services etc. Patients emphasized on development of Ayurveda. They said government should have a strong vision and policy on Ayurveda. Medicinal plants should be conserved. Some suggested farming the medicinal plants and using them in medicine. Some patients suggested developing Ayurveda as evidence based system. Though 22.03% disliked the services of hospital due to lack of specialist, incomplete laboratory, insufficient drugs and lack of infrastructure, many people had positive perception towards Ayurveda – as 99.05% patients suggested other people to take Ayurveda health facilities.

Conclusions

Patients had focused on development of Ayurveda – pointing out the need to have a strong vision and policy on Ayurveda. Most people have positive perception towards Ayurveda. The patients and clients think it is safe and effective and has no side effects. Most of the patients think Ayurvedic medicine takes a long time for treatment. Though it is a national

health system, government has not given emphasis on the development of Ayurveda. For improving and making all-round development of Ayurvedic System of medicine, extensive research should be conducted on different aspects of Ayurveda such as literary and conceptual research, educational research, drug research, clinical research and experimental research, so that it would be possible to make this system more effective, reliable and acceptable. The quality of Ayurvedic drugs and the products in market which are selling in the name of Ayurveda should be checked by government. The specific treatment of Ayurveda such as Panchakarma therapy, Ksharsutra etc should be available in hospital. All departments must have specialist doctors with a good knowledge of Ayurveda. Lab should be well established in the hospital.

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War, Class, and Market: Counter-epic Path in Barrett Watten's *Progress*, *Under Erasure*, and *Bad History*

Dr. Saroj Koirala*

Abstract

The three counter-epic poems by Watten candidly deal with various public issues. Resistance to war, class struggle against oppression, labor exploitation by corporate tycoons, international political developments, human rights, and governance are some of Watten's landmark poetic issues. Marching towards the epic-standard in length and gravity his works break other epic indicators. Moreover, the prime concern of his works is to criticize the mentalities that appreciate war. Unlike other war poems his works look at it from the perspective of others. Furthermore, he exploits many other poetic devices like collage, satire, and mathematical propositions in order to reinforce his message.

Keywords: *Antagonism, class, collage, exploitation, market, terror, voice.*

Contemporary poets normally prefer writing short poems. They rarely venture to compose long poems of epic lengths. But, Barrett Watten is an exceptional poet who has been fascinated towards the poetry of epic length. Moreover, his book-length poems can better be called counter-epics as they fundamentally meet the standard of length at the cost of many other traditional requirements. Yet, his counter-epics surely contain some serious matters of contemporary life. The devastation and cultural decay caused by war, class concerns, globalization of information and knowledge, human rights are some of such issues which almost reach to the epic height.

Progress

Progress (1985) beginning with the term "Relax" and ending with "slowness" spreads over 200 pages. The terms are significant as they indicate the passive state of the society and the academia towards various surrounding events and circumstances that can affect public life. The work makes frequent direct comments on several socio-cultural issues. The matters of war and horror, governance system of state, performance of great political figures, issues of class conflict, international politics, and human rights issues are elaborately discussed.

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The poem whole-heartedly opposes the idea of war. In order to eliminate destructive wars it is engaged in revealing the abuses of battling.

I undelimit knife of the times.
 War is resident vocabulary.
 The academics are pigeons
 With recessive traits,
 Breeders.... (56)

It is suggested that the development of history is not under control; every phase of history is under the domination of war. The academics who oppose war are helpless like pigeons. This has remained a tendency from the past to the present.

Watten believes that over engagement with war has not only weakened the ideals of the state but it has also seriously damaged the ideals.

And doubt it, to control by dis-
 Orientation.
 Eisenhower
 Did not come to power.
 Terms for the period, state....

 Figure. State is served from
 States of affairs? You
 Speak for themselves,
 Materials,

 the voice comes out.... (23)

He opines that political power is gained by disorienting the people and he raises a doubt whether political power honestly serves the nation, and also urges to give voice to the voiceless. Watten seems to believe that if the real conditions of the people at the margins are spoken, they will automatically get their voice. The poet is guided by the principle that a work can achieve the social recognition only if includes material realities shared with the rest of the world (Arnold 148). Because of the repression of public voice the state mechanism has been weakened.

Progress is full of sights and sounds of terror. The assaults in the battlefield, massacre, aircraft bombing and accidents are scattered throughout:

Equals high hurdles analogy.
Thou shalt give first aid
 To victims.
 A mile away,

A helicopter down in a hedge.... (43)

The stanza pictures a horrible scene of war. In the assault area people are being killed and injured. Some volunteers are providing the first aid treatment to the injured people in an area, whereas in a nearby section the bomb-dropping helicopter has been destroyed by a launcher. In the next section of that area:

The sky retaliates by expansion.
 The other end of a mirror,
 At solstice,
 a rifle range.

Speak now! In fifteen minutes.... (45)

It is again a scene during the aerial attack. The sky is showing the forthcoming distress; it is repaying the injury by expanding. The next sight is of the sun at the furthest equator (21 June, and 22 December). The enemy is near the range. So the speaker urges to make an urgent speech because it is uncertain what happens after fifteen minutes. Repeatedly the poem indicates the factors responsible for such destruction and horror:

Collapse to shoot.
 Followed by
 Growth of finance capital
 Turning on to blow air jets

In straight up and down lines.... (71)

Along with the display of the horror of bullets and fighter planes this stanza indicates the market system as responsible for all the damage and destruction. Instantly, the poem predicts devastating attacks on the centers of contemporary civilization.

Red, white, and blue in French.
 The Empire State Building
 In a bottle of glue.
 To be
 A city destroyed by potential....

Where life ends in an equation. (72)

Watten opines that the great building is vulnerable and can be a spot of massacre. Indeed, the attack on the WTC twin towers in 2001 is a case in point and testifies to Watten's point. The possibility of urban destruction is shown in the latter part too.

The poem talks about the horror felt by the offending party too. Regarding the dropping down of the fighter aircraft it states, "*I is an other/ In accumulations of clouds / To make an ambush for pilots... / By operator seated at controls*" (167). The poem, indeed, extensively projects the horror of attack, counter-attack, aircraft explosion, and accidents. Some other instances of such description are, "*While a bomb goes off in bed.*" (35), "*A target to be aimed at/ Is the object of his attack.*" (36), "*Such sunlight the enemy thrills.*" (37), "*Soldiers leave trenches,/ advance.../ On a memorable fancy, to desert.*" (38-9), "*Sound is to territory,/ as/ Firing weapons is to talk,*" (43) "*A version of every missile/ That sent up,/ must come down.*" (200), "*23 of 114 men have to be shot/ To make a point*" (204), and so on.

In addition to the description of war, *Progress* shows sympathies with the working class people who are the worst sufferers of the devastation. Likewise, it reveals a general distrust of the elites and the middle class people (Ashton 154). About the middle class bourgeoisie it comments, "*And nothing is more wretched.../ Than articles of middle class*" (114). These articles are abused to the uttermost possible degree. In addition, the term "articles" is used as a pun to mean the "goods," as well as the "writing". Whatever may be the indication, it is antagonistic to the workers. As an instance of the dominant class's mockery of the workers, the poem reveals:

Rule Britannia playing off set
As Kissinger's hat trick
To the ruling class,
trash
To appear as John Foster Dulles....

And they have to do their work
In order to be punished.
I react,
Wrongly construed

As parts scattered on ground.... (130)

The first person speaker "I" stands for the working class, which is a disunited and fragmented force. Therefore, this class is unable to resist the pro-elite programs and activities. The state

policies are for the dominants, not for the proletariats. In addition, the terms “off set” and “hat trick” are used with the intention of punning. Borrowing the very terms from economic philosophy the poem further reads, “Girders/ Built by aggressive superstructure a base....” (215). And also indicates at the inevitability of class struggle to eliminate the bias and exploitation, “Do not stop./ Up to the level / Of victory in the struggle/ For representation on TV” (117). It is not, thus, merely a projection of the hardships of working class but also an urge to be united and struggle.

Like the direct treatment of class variation, *Progress* extensively deals with various social issues related to class concept. At the front of such concerns the problems of workers, labor exploitation, abuses of market system, and stock market appear. The statement “Giants of labor hold up chains” (58) itself indicates that the poem is going to elaborately discuss that the labor sector is under the strict control of corporate tycoons. The poem further equates labor with total production. Indeed, any production without labor is unimaginable. Therefore, the ideas which favor this means of production will defeat the opponent. There is also an indication of the labor’s devaluation in the market system despite the fact that labor is equal to the product. As Marx said the workers are going to win the world, Watten reinforces such possibility. The capitalists—who trade up on labor and the workers—are going to lose the world.

The poem also features the problems of factory workers and their exploitations:

A temporary advance
As current automation plan
Expels workers from factory....

The factory moves to Oklahoma,
An open-air fire obscured
Against dark green trees,

Brown dirt. (132)

The entry of any automatic machines in the factories is sure to replace the human hands. As a result, the workers become unemployed and the owners restore their control over the system. In addition to being a critique of capitalist hegemony and sympathy for the unemployed workers, the passage shows concern for environmental degradation and the assault of factory pollution over nature too. Watten is also bothered by the underpayment to factory workers.

Salary \$750 with no benefits,
 Rent \$460 with no lease.
 In Cuba the rent is cheap,
 Especially in the army,
 but....

\$50 a day would raise my joy

To an ecstatic peak. (156)

Using factual data the passage shows that nearly two third of their income goes just on shelter. Watten compares the expense of an American worker with that of a Cuban. He also suggests doubling their salary which will enable them to get \$50 per day. After some more discussions, he jumps to a radical solution that will end up all forms of exploitations and poverty. "Here is private property,/ to be/ Expropriated for public use" (168). If the private property hoarded by the capitalists is spent on public interests several social problems get automatically eliminated.

The poem also indicates the causes of workers' problems. These solely come from capitalism that is manipulated by the market system and the share market.

Because I am in prison.
 Wheels
 Under rollicking madhouses
 Dance to commodity market

In search of feedback element.... (107)

The producers (workers) and the lower strata consumers are in the prison of the market system. The big business houses are totally focused on commodity market. They run on the basis of the feedbacks received from the market without any regard to the workers and the consumers too. The poem further illustrates their tendency through the very jargons of the share market (Yu 129). Here, Watten is trying to reveal the fact that the vulnerability of society is also the vulnerability of the share market system and capitalism.

Furthermore, *Progress* talks about human dignity and rights as a part of social commentary. The poem raises the issues of freedom, identity, and voice. For Watten freedom is the fundamental form of human rights. The freedom of man should not be violated at any cost. He writes, "One man in a cage/ Equal to a thousand birds/ Not to be free in nature.../ Soldiers fire cannons to scare/ Birds" (138-9). The stanza declares the superiority of human

beings and the necessity of liberty and dignity. The “man in a cage” is the projection of political imprisonment. Such practice of control is bad; the birds in cage and not free in nature is an evil act from the perspective of ecology. The soldiers’ act of scaring the birds with cannons suggests terror both in humanity and ecology. Watten also reveals his concern for what the immigrants from weaker countries are getting in America. “Peasants from Uruguay on super-/ Human express trains wait/ For underwear to be checked” (200). The extract shows the violation even of fundamental rights.

Another significant feature of human rights is getting voice or to be heard. The hindrances to expression always deprive the people of their inalienable rights. The poem unfolds, “While a voice fills the room,/ The speech stands alone” (33). When an authoritative voice dominates then the speech of ordinary people gets paralyzed. In poetry it happens, and also in society. Therefore, Hess names the approach “social reflexivity” (20).

As an extension of social commentary, *Progress* at times features the hopeless and dull life in the metropolitan centers. “I live in New York./ Nonsense/ Neither hopes nor fears” (63). Indeed, the city life has lost its charm because of several disturbing factors. One of them is the widespread pollution as the poem names, “Traffic and noise of equipment” (74). Likewise, life is bothered there by different cultural disturbances. About marriage it mentions, “A story of deaths at weddings” (66). The expression raises a series of complex questions; Death of what? The people attending the wedding? Death of the people who are getting married, or the death of marriage itself in divorce? Anyway Watten is criticizing the vulnerability of cultural practices in urbanized American society.

In addition to the concerns with US politics and the universal issues of class opposition, the poem contains observations of international politics. The pictures projected talk about the crises in different nations on the one hand, and on the other American interference there. The poem reads, “In Peru/ A romantic can have visions,/ Limited by money and food” (32). Peru during that time was under the whirl of Shining Path insurgency. The insurgents have a utopian vision in the mind like the romantics do. Their ideal is opposed to, bothered by, and also promoted by the existing starvation in the nation. The word “limited” again is a pun, meaning “insufficiency” and “company.”

The poem further mentions, “Leveling any message to be // As an equivalent to state./ The revenge of the weak” (127). To offer a critique of the misuse of power the autocracy of an individual in the name of democracy has been insulted. The italic ‘*I*’ stands for American government and in specific the powerful President. In the surrounding lines it is shown that the weaker nations like Panama are under the political oppression of powerful nations like the USA. The poem shows Watten’s distress at the nations being split and suffering from civil war, particularly the division of Germany. Opposing the American policy of international interference he desires the unification of Germany. The German people’s

wish for and necessity of unification is being disturbed by the national and international vested political interests. People want unification but the governments are acting like cruel monsters. The split of the nation is absurd here; two bodies and one head.

Politics is observed also through the angle of international hegemonic influence of capitalism and imperialism. In the context of Taiwan the poem reads:

An angry farmer carrying a book
And a stick,
to learn what
An imperialist in Taiwan is,

Why not remember the lesson.... (146)

The farmers get the lessons about nationality throughout life. But, amid those lessons they suffer from the hegemony of capitalist and imperialist market system which is no more than a cluster of “empty signifiers” (Prevallet, web). The “book” indicates the attempt at knowing whereas the opposite idea “stick” reflects anger, and struggle. The political concerns of Taiwan with China and America have placed this nation in difficulty.

The poem contains the names of about two dozen different nations of the world. These names are taken in reference to various political issues, events, discourses, and times. Some such nations are Mexico, Canada (24), Korea (26), Peru (32), England (46, 106), Vietnam (53), South Africa (56), Tunisia (65), Ethiopia, Hong Kong (67), Morocco (69), Japan (76), Spain (92), Mongolia (93), Ireland (152), Cuba (156), France (164), Uruguay (200), Singapore (206), Afghanistan (209), Burma (212) and so on.

The poem at places makes use of the italic font. The italic is often put together with the concepts of other disciplines, “*Walk I one mile @ 45° angle....*” (37). Ideas from mathematics and science are abundantly used; “Nine minus seven equals two” (78). After sometime the poem reads, “I get an A minus,/ typical/ Of men of educated class/ Residing in Southern England....” (106). Amid the straightforward discussion of examination results the pun of the term “class” is emphasized. It may mean the academic achievement as well as the economic status. Thus, pun appears as a major tool of language manipulation.

The higher forms of mathematical propositions are used to talk about dialectics, struggles, and utopian changes.

(+) where a plus sign indicates
(—) a minus sign in reverse,
Each unit a multiplicity
Of events,

counted on a line.... (186)

The socio-political events take place not only in addition and subtraction form but also in multiplication. The poem further reads, “Substituting graduate students/ For revolutionaries,/ the Y/ Of Xs becoming an X of Ys” (189). The late-teen and post-teen university students are the most potential components of revolutionary changes. In fact, they work as the true vehicles of revolution like the very common sign X equals Y .

In order to make the notions stronger Watten engages his poems with philosophically heightened expressions. In *Progress*, the abstract philosophical idea “skepticism,” for instance, has been defined as “a social disease” (52). He also questions the rules of nature and law, “Little fish eat big fish then/ The entire pond,/ sun dries” (179). The reversal of the general belief has come in the sense of number. The elite class in little number exploits the big number workers, and afterwards the whole system. The decay of nature appearing at surface stands for the ruin of the social system. In several other occasions the poem includes philosophically rich poetic expressions.

Satire and humor are used at places. The poem contains several satirical and humorous comments. It satirizes the narrowness of knowledge as “Frog in bucket speaks of well....” (75). Similarly, the fragility and weaker structure of social system has been ridiculed in the statement “Ephemeral as a card palace” (113). Satire is primarily made upon the power-centers.

Watten’s poetry is engaged with the play of poetic form by deviating from the existing conception about it. So, there are numerous comments on the definition, nature, and expected role of poetry. In the poem he writes, “The poetry,/ by/ Making him think certain ways....” (22), and “The materials of poetry / Are prose as I render it” (99). His idea about poetry is that it should make people think, and this genre should cover the elements of prose too.

Watten’s writing maintains a dense structure of collagist composition. *Progress* gets its collagist recognition by its use of the ideas from different disciplines. Likewise, it has an extensive incorporation of philosophers, political leaders—both American and non-American—and other figures. Dozens of times the poem talks about the political performances of the state leaders. Some major philosophers it contains are Nietzsche (33), Aristotle (69), Spinoza (73), Marx and Engels (110), Descartes (147) and so on. It also talks about the policies of the US presidents like Kennedy (56), Nixon (62), and Roosevelt (83). And the foreign political leaders it refers to are Stalin (21), Churchill (39), Trotsky (50), Mussolini (71), Brezhnev (77), Khrushchev (85), Chiang Kai-Shek (87), Franco (91), Lenin (95), Ho Chi Minh (98), Napoleon (124), Castro (190) and so on. Most of the political leaders dealt with are radicals and communists. ***Under Erasure***

As done in *Progress* the horrible consequences of war are touchingly shown in *Under Erasure* (1991) too. In this poem Watten sees the innocent African kids as the victims of war. About their helplessness because of the parents' murder, the poem reads, "*And the lost Children of Ethiopia/ Can phone home,/ but no one to answer...*" (280). The devastation of war is not limited merely to death and destruction, but a long term corruption of humanity itself.

The poem also makes frequent queries and comments on class issues. In the overall discussion the poet inclines towards the proletariats and makes fun of the bourgeois. The observations like, "While bourgeois tabloids are produced at a rate" (242) show the manipulation strategies practiced by this class. In the same context the poem further mentions, "A tortured, desolate landscape suffused with power/ They make more memory in continuing to travel along/ Bourgeois guilt in every object of ambiguous scale..." (249). It is not only the landscape but the society and culture are also being damaged by the bourgeois domination. The memory of such degradation has been a common feeling among the bourgeois people. The achievement of bourgeois and big capitalists has always been opposed to the workers. The poem shows such opposition as "Here is a blank circle that can stand for anything/ The world upside down being the bosses' revolution/ In a contradictory production to be unmade again..." (268). Thus, opposing the worker's gain the dominants head for regression and restoration of the exploitative system.

Analogous to *Progress* this work too is engaged with different forms of exploitation and segregation of the lower strata people. It constantly keeps the owners and workers in antagonistic relationship. The pathetic condition of the inferior workers unbearable even to survive is shown with a direct approach.

The message in headlines you could not accept
They think antagonism to see workers on strike
History strung like beads it counts to replace

In an uncertain diagnosis the prognosis repeats

Family of tombstone carvers' motto: "We survive!" (235)

When the workers go on strike, it becomes unbearable to the industrialists. They try to oppress the struggles so rudely that the news is itself difficult to believe. It also reveals the dismissal of the factory mishap that caused the labor casualty as "*Publicity,/ as if each were unaware/ Of an industrial accident in 1946...*" (239). Referring to the past situation, the poem reveals the misconduct done against the workers.

In addition to general class contradictions in society the poem also regards the abuses of the market system.

Spiraling up toward corporate life

A reflex of nature,

the power of loss...

In democratic lines,

protected speech

Specifying rights to their property... (267)

Like the rule of nature capitalist market culture encourages the upliftment of financial position. It looks only on capital accumulation keeping the eyes closed to social and cultural matters. Such financial upgrading in reality is not a progress but a loss. The capitalist culture in the name of democracy just battens the capital hoarding principle.

The poem also explores several domestic and international political issues. Focusing the “necessity of forgetting” the poem reads, “We stormed the citadel under banner of amnesia/ Winning absolute victory over the Germans in 1943/ Fantasy that could leave nothing out but the pain...” (226). The battle against Germany was begun with an expectation that it will be forgotten soon. But, even the victory did not bring any joy. It just left sorrow. In addition to the inclusion of international issues the stanza opposes the very idea of war. The world political matters are more openly discussed in the context of Soviet leader V. I. Lenin.

His center of power locates our dispersed parents

Leading family members toward empire after defenses

Became promotional leaflets to be bombarded by mail...

Splits concept from state,

Regulating

Trains to a military perfection... (278)

The rising power of the USSR initially directed America to become an imperial power. But, eventually the military power exercise invited quarrels and devastations to both sides. The poem also combines the political pollution with the decay of nature, “Because we destroyed environs of Leningrad in 1942...” (166). The politics-guided change of the city of Leningrad affected not only the cultural scene but also the ecological elements. The poem’s engagement with international political issues can be gauged in terms of the inclusion of several other places like England (227), Beirut (239), Nicaragua (270), Ethiopia (280), Berlin (280), Deutschland (282).

The poem is innovative enough in the way matters are projected too. It makes an extensive use of the italic print. About a third of the poem is italicized. The normal font and italics not only separate the ideas and issues, but also create dialectic between these two. Three line stanzas with irregularly regular alternation of italicized slim construction and normal compact form create dialectic of two shapes. Arnold perceives this as the “dialectic between part and whole” (151). Furthermore, some stanzas bear some deviations too. Some normal font words occur within italic stanzas, and some italic words occur within the normal font stanzas. It suggests the partial and momentary intrusion of one class into another.

Under Erasure uses the speeches of people within quotation marks. These statements are not much allusive, though they create a collagist difficulty. Comments on chess game are used several times like “(Knight jumps over pawn for any player of the game)” (263). The moves and the pieces often denote political meanings. Likewise, the inclusion of references to the sword of Damocles (258), Kant (274), Kierkegaard (275), Whitman (276), Lenin (277), Bush (283), Byron, and Napoleon (284) strengthen the collage structure. Bob Perelman prefers to call this method “acknowledgeable acrobatics” (869).

The poem also contains commentaries on poetry and poetics. It urges the reader to meditate on the nature and role of poetry, “What is a poem? Try to find a negative for *this*/ Another holds an open scroll and you read within...” (232). Such comments reveal the poet’s conviction that art and society should always move together.

Bad History

As a counter epic *Bad History* (1998) defies the nationalist narrative and presents the war history as bad. Though the poem is not based on witness, it enjoys the ease to defy the tradition of anti-war poetry. So, it begins another tradition in war resistance poetry that is written from the home-front, far away from the warfront. Traditional anti-war poems used to respond only to the event itself, and ignored the conditions that caused the war. But, *Bad History* defies the conventional subjective position of the nationalist epic. Philip Meters explains the poem’s counter-epic tendency as:

Bad History counters its own epic tendencies in three basic ways. First, it problematizes the history-making procedure of epic by enacting a “poetics of interference” and by stretching an account of the Gulf War beyond the forty-three-day television event known as “Operation Desert Storm.” Second, it articulates a subjectivity vacillating between complicity and resistance, creating a text at war with its own positionality. Third, even though it forgoes the rhetorical oppositionality of anti-war verse, it nonetheless resists through form. (web)

Indeed, Watten's experiment follows some of the established norms of counter-epic whereas breaks a number of them resulting in the doubling of counters.

The poem's inaugural Part A, "The 1980s"—Philip Johnson's "postmodern office building"—does not have much connection with war. The building stands for the postmodern cultural spirit. Discussion of the war is suspended. The description is rather critical. The use of references like "ironic control," "disavowal of any consequences," "little tomb," "prison bars" (1) develop a feeling of gloom, doom, and hopelessness (Hess 12). The observation "cynically juxtaposing corporate-induced localism" (1) is a critique of market. Likewise, "the artificer has reduced all construction" (1) makes fun of the architecture that anticipates the war. The opening part establishes an epic-like impersonal communal voice.

Following the Part A, "The 1980s," the first section bears the book title "Bad History." This section not only enters the issue of war but also goes into its philosophical interpretations. At this moment the poet makes his presence but without violating the objective supremacy.

A bad event happened to me, but its having occurred became even more complicated in my thinking about it.... Take the War, for example; I no longer know for certain which war is meant.... It is always "the era between two wars." So there was a very long war before a period of time in which that war had just been over for a very long time—even though it took its place as immediately preceding that time. Then a very short war called that very long time to question. (5-6)

The observation comes from an indeterminate worried voice, and the locus of discussion (war) too is indeterminate. No specific war is mentioned to develop a sense of an ongoing permanent war without an ending. It also reveals the confusion of conscious Americans who are living at the empire's center without opposing the war. The poem, afterwards, exposes a saddening truth of the war campaign as, "Only later did we find out that the success rate for Patriot missiles was only 6 percent. How can we be so thoroughly trained to disbelieve the evidence of our senses?" (9). It is a betrayal to the people by the state and the media.

Another section "Iraqi" traces the differences between the Arab and non-Arab civilians entangled in the crossfire. It features several examples of inhuman assaults against the civilians and their massacre. Not only the ordinary people of Iraq but the citizens of other neighboring countries are murdered in the attacks. At one point Watten defines the Iraqi identity as, "Iraqi: various scenarios for wearers of a mark of distinction and/or shame" (15). Afterwards, he opines that identification is a risky job mentioning an illustration of a murder. It is the story of a Jordanian woman whose husband, driving a cab to Amman, was killed by an American machine-gun because he looked like an Iraqi. It is an instance of the repression of identity and atrocity.

In the fourth section "Museum of War," Watten criticizes the ever-going preparation for war. Here, Watten is talking not about a physical museum but a kind of virtual museum. He also mentions several heartbreaking scenes where the innocent people met their untimely deaths. In a mistaken bombing at a public shelter "at least 300 children and parents were incinerated in a structure we knew had been built for civilians..." (19). After a next attack, "...a flatbed truck containing nine bodies, their hair and clothes burned off, skin incinerated by heat so intense it melted the windshield" (20). These are, indeed, horrible scenes of human atrocity.

The poem mixes Marxism and romantic lyricism particularly in section V, "Intellectuals." At this moment there is a shift from war picture to meditations on resistance and irresponsibility. Watten opines that it is the duty of intellectuals to save the masses from destruction, but ironically they are busy finding their stability on the instability of the common people.

The sixth section, "Against All," again presents the agony of war in a philosophical way. "Always already, all wars are ready. But this is the war of all against all. The war has begun again, the war to renew all wars. Everywhere is war. Echoes answer war already—echoes always answering war. 'War is not the answer.' We need to escalate!" (25). Indeed, the wars are scattered everywhere. The weapons do not fight themselves, but the war comes from the human mind. No war is fought against a particular enemy; any war brings disasters to all either directly or indirectly. A war is initiated by another previous war and will be similarly followed too. Therefore, war can never be an answer to war. So, the resistance to war ought to be practiced. Indeed, this poem is a war of words against the war of weapons.

American poets have played a unique role in shaping and representing war resistance and the contemporary American peace movement during a period of imperial power exercise. Poetry, and its counterpart song, has been a very popular and successful medium of war resistance and peace movements in the American society (Bugeja 96). Watten's poetry too is a significant contribution to the peace movement which is obviously an essential aspect of a healthy democratic society. Though the war resistance poetry bears a permanent oppositional status, its immediate effect falls as a barricade upon the next "necessary war." Obviously, the measurement of the peace movement's success should not be based on to what extent it helped avoiding war, but it should be based on its consistent efforts of revealing the warfare evils, and the abuses of imperial military culture. As far as the role of poetry as a component of war resistance and peace movement is concerned, the evaluation ought to be made on the basis of how much it has contributed to consciousness-raising against war. By arguing against the mythologies of pro-war discourse these poems encourage the citizens to distrust their own deeply-held knowledge about war. Watten's poems convincingly perform this job.

In Watten's war resistance poetry, language is a symbolic action with poetic implications. Here, poetry is used as a medium and a tradition of the imagination of conscience. Poetry's capacity of attending language and rhetorical possibilities makes it successful to inspire peace activism and interrogate war resistance. These poems can be equally celebrated by both the groups standing for and against war (Izenberg 142). Particularly, they encourage the readers to listen to the other. They open the door to experiencing the other as Watten writes in *Progress* "I am able to be all" (152).

Likewise, *Bad History* is an obvious example of American invasion of Iraq and interference in the politics of the Middle East. Indeed, speaking against inhuman war and oppressors, capitalism and imperialism, and sympathizing with the repressed and working class, Watten has been "able to be all" as declared in *Progress*:

I am able to be all.

Progress?

To identify a body by pain

Of cultural space inscribed

In habits of comportment.... (152)

Bad History abundantly applies the language found in critical writing, press, dream narration, romantic lyric and financial prospectus. It combines several discourses like art criticism, media, lyric, financial management. Sentence is used as the central formal device instead of line. The non-narrative and cross-discursive techniques from multiple and often disparate discourses are combined and deformed too. The conventions of scholarly works and that of newspapers are used together. The centered newspaper-like column leaves large margins at both sides. The white margins are unspoken thoughts that are required to be inferred by the reader. Similarly, the hidden preceding and following column increase a sense of missing. The large annotative entries at the book's end make it clear that Watten has borrowed the ideas from extensive sources of different disciplines. In totality, he has skillfully performed a game of form to fit the poem's newness on the thematic level.

Bad History applies several innovative techniques. The use of footers, newspaper-like columns, and the following appendix are some noteworthy examples of the formal innovations. The footnotes mark various dates like Jan. 16, 1991; March 1, 1991; Jan. 18, 1990; April 19, 1993; and finally Dec. 27, 1993. The entries of the dates are given with forward and background leaps. The first date 16 Jan. 1991 is clearly the day when bombing started but the other dates do not speak for themselves. Relevance of these dates should be investigated and understood by the reader. As a suggestive critique of war details on media, there is no direct relationship between the content and the dates mentioned. The non-referred dates try to create a historical counter narrative. When the reader tries to solve

the problem he participates in the making of history itself. For example, 1 March 1991 is the next day of the official declaration of war's end. Similarly, the appendix of secondary sources and column structure defy the mainstream rule-governance. In sum, the method resists the determined language of official history.

The cover page of *Bad History* itself expects active participation of the reader. The cover page image, art work titled "Decoy #1" by Michal Rovner, creates a problem of interpretation. At the left margin, there is an unclear human figure raising both arms. The color used is gray, and no other thing is visible. It is not easy to say whether the figure is male or female, front part or back, Iraqi or American, showing victory or surrender. To some extent it is like an aerial picture of a shooting-destination that is to be ruined by the launcher. Such blocking of particularity urges the reader to be active and imagine on his own behalf. Furthermore, the cover illustration resembles the approach reader should apply to go through the poem. As in the case of the cover page, the meaning of the poem depends on the inference skill of the reader. Like the picture the poem avoids decisiveness and a narrative.

Watten believes that every time is always an era between two wars. Therefore, "there are three wars at least, each antedating, following, and confirming the others" (Hess 9). And his poetry demonstrates a formal resistance of such widespread wars. To develop a distrust of it he explains the horrible scenes of the battlefield, air attacks, and explosions. War is abused by showing several types of devastations it invites. As a pacifist, he imagines a state without battles. Watten's deep interest in class, contempt of capitalism, and pro-proletariat attitudes can be observed in his poetic works.

Watten's poetry is rich and innovative enough to collaborate with its thematic resistance. The collage structure composed of ideas taken from other disciplines, philosophies, and leaderships present a grand challenge against what the writing is directed. Critical attitudes and metaphoric commentaries are simultaneously used there. Mathematical formations and philosophically thoughtful assertions appear as Watten signature. All these tools and techniques make the readers active.

His works always reveal serious demands on reader's attention. In both *Progress* and *Under Erasure* the stanzas end with ellipses. The ellipses indicate that there is no true completion and function as abrupt fade-outs (Blazer, web). Such incompleteness is to be worked out by the reader. The ongoing continuity is the vacancy left for the active participation of the reader. The pronouns like I, we, you, he, they are unspecific. These pronouns which do not follow any noun are regularly changing from place to place. But, the readers with the exercise of inference can assume their indications from the context.

To recapitulate, the craft of Watten's writing begins with its project of linking poetry with other disciplines. It expands the frontiers of poetry by including the external world.

In addition, Watten's theoretical writing or poetics, and his poetry are almost alike. The theory supports the project of poetry, and poetic writing illustrates the theoretical principles formulated. As Watten himself identifies a constructivist author in terms of two aspects—negativity and fantasy—his poetry does both the jobs. Indeed, his poetry and poetics work like sensitized eyes as claimed in *Progress* “And I was one thing,/ A Sensitized eye in society” (163). For this purpose he frankly criticizes the literary war meta-narratives and socializes his identity and writing itself.

The uniqueness of his principle is the tenet that every time in history is a period between two wars. Likewise, preparedness of the developed countries for war is always the immediate cause of war is a noteworthy notion. Apart from this, the distant cause of war and terror is the capitalist market system. So, Watten frankly criticizes the corporate sector. Labor, for him, is equal to product but, unfortunately, this community has been exploited and controlled by corporate tycoons. He is concerned with the underpayment to factory workers and the ever existing antagonistic relationship between owners and workers. To minimize the possibility of war, therefore, Watten advocates for the use of private property in increasing social benefits.

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ELT Situation in Nepal

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Abstract

The main purpose of this article is to show the present position of English Language teaching in Nepal. English is the global language of present age which is serving for many people as the point of entry into the world of higher education, science, international trade, politics, tourism and so on. The article presents a brief history of ELT status of Nepal in Nepalese ELT, challenges and issues of it. Finally, conclusion is followed by some suggestions for improvement.

Key words: *Professionalism, Mentoring, Reflective teaching, bilingual and bicultural, Action research and reflective teaching etc.*

Introduction

English language teaching and learning has actually become a subject of social prestige and dignity in Nepalese context. English language teaching formally began in Nepal along with the establishment of Durbar Higher School by the then Prime Minister Janga Bahadur Rana in Kathmandu in 1954 A.D. English was introduced in the higher education with the establishment of Tri-Chandra College. English in the academic field of Nepal got momentum after the establishment of SLC Board in 1990 B.S. and Tribhuvan University in 2016 B.S. respectively. "ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year T.U. started B.Ed. Programme in English Education" (Awasthi, 2003, p. 22)

English has occupied a dominant position in Nepalese syllabus for years. In the beginning, Nepalese education system seems to have been influenced from Indian education model. However, it is being used from primary to higher levels as a compulsory subject. Then, in 1919 A.D., it was included in the higher education with the establishment of Trichandra College. After that the English language has gradually occupied a vital position in the educational fields of Nepal. Nowadays, the English language has become the major means of communication with each other, specially in urban areas of Nepal. According to the census report of Nepal 2011, there are 2032 speakers of English in Nepal.

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Crystal (1987) states, "English is the main language of the books, news papers, airports and air traffic control, international business and academic conference, science, technology, medicine, diplomacy, sports, international competitions, pop music and advertising." English language is one of the richest languages in vocabulary in the world. Over 400 million people are using it as their mother tongue and other 400 million as their second language whereas other 700 million people are using it as their foreign language. It is being used in scientific periodicals, important books and media. The ELT situation of Nepal has not improved in spite of the good deal of investment. In exam oriented teaching, reading and writing skills are focused by the teacher in English language classes, however, the primary language skills are neglected so it seems difficult to produce competent language learners with communicative competence. Until and unless we introduce new concepts in ELT methodology and make certain changes in the existing ELT, curriculum, textbooks, examination systems, training etc we cannot bring change in the existing ELT situation.

Status of English in Nepal

Nowadays, learning English has become very common practice. In Nepal, English has the status of a foreign language. After the involvement of private sectors in education, they have run private schools and colleges in parallel with those of the government system. They have shown better performance in English. The new generation by means of knowledge of English has been able to grab many opportunities in different sectors available in the country and abroad. So, a large number of population is migrating from the country in search of work to abroad every day which shows the gradual changing situation of English.

Bhattarai (2006, p.14) writes,

In Nepal, English has a status of a foreign language for years. It has been used mostly for academic purposes and it will remain so for years to come. There is no particular speech community as such that uses English for oral day to day communication; however, we can see that the new generation is developing almost bilingual and bicultural skill in English. Many activities are being held in English for its upliftment such as international seminars, research reports, theses, publication of books, academic journals etc. ELT situation is being improved day by day; however, it hasn't reached up to the level of complete satisfaction. While teaching, the teachers especially in +2 level and bachelor level skip listening skill and communicative activities. On the other hand, hundreds of community schools have started using English medium books published by different publishers. Also, many colleges are running English medium classes.

Kansakar (1998, p. 22) writes, "Since the teaching of English in Nepal has assumed greater importance in view of the developmental needs of the country. ELT now has become an essential component in Nepal's educational strategy."

In spite of theoretical knowledge, the novice teachers need some help, guidance and coaching for better performance in real teaching. But more than 90% teachers do not get chance to practice their knowledge in schools and rest of them do not act proper mentorship from their teachers in right time as a result they are deprived of getting an appropriate platform to develop them professionally. Eagle (1999, P.304) states, "Without knowledge in the English language it has become almost impossible these days to get a good job. In my opinion, proficiency in the English language is essential to get anyone of 90% of the available jobs."

Nepalese ELT

In Nepalese ELT, thousands of people jump into the field of teaching without any plan and without having the practical idea to impart knowledge to their students. The students are always compelled to follow the instruction in the way their teachers do in the course of teaching. Most of the teachers think attending class regularly, listening to teachers, paying attention to the teacher, doing homework and class work etc. are the school activities but playing games and sports, listening music, watching TV, visiting places etc. are unschooled activities.

The students who follow teachers they are only followers or trained parrots but they can never be creative learners. Actually, most of the teachers are fear factors to the students. They are making educational institutions like prisons where they hardly treat them as their friends. The teachers should be ready to change them in pace of time because once acquired knowledge does not work all times. Without drastic modification in the trend and attitude of teachers, we cannot expect professional teachers.

Challenges of Nepalese ELT

Almost all people from different backgrounds want to learn English despite their different capacities. One of the serious challenges that Nepal is facing is the effective teacher development. In spite of long institutional efforts of the government, the competent and well trained English language teachers are not found. The government has claimed that about 90% teachers of community schools are trained. Even if the main problem is trained teachers are not encouraged to use new ideas and techniques while teaching to the students. Moreover, they are not provided refresher trainings, short-term workshops by the experts regularly to update and refresh their teaching skill. Another challenge they face is the lack of adequate and appropriate teaching and learning materials for both teacher and students.

Because of poor physical facilities, teachers seem unable to implement their knowledge and skill as effectively as they are supposed to do. Teachers are personally incompetent and have negative attitude about their profession.

Nepalese ELT is still facing challenges and opportunities. There is lack of skill manpower; many teachers are facing the problems in the implementations of practical examinations from lower to advanced levels. Throughout the country, practical examinations are not run in the time spirit of the courses. Some teachers do not have the basic skills and others do not have the realization of ethical issues of their professionalism. There is not strict follow-up and monitoring mechanism. Most of the teachers encourage their students' exam-oriented study. So, students lack the creativity. The inadequate resources and inappropriately trained teachers and prescribed text books seem to be inadequate and insufficient to provide knowledge to enable the learners to communicate. The teachers do not have the access of sufficient teaching equipments and teaching materials to empower ELT Professionals. Teachers have to review and evaluate their teaching skills through action research, reflective teaching, planning, workshops, presenting papers at seminars and conferences, writing different articles on different issues of teaching English in journals and so on.

Different Issues and Challenges of Nepalese ELT

Ineffective teacher development is one of the serious challenges that Nepal facing is the problems of skill man power. Many English teachers are trained, however, they are unqualified. They do not have the proper skill and practical way of teaching English as they have certificates of training without being trained effectively. Schools do not have conducive environment for sharing of knowledge and skill acquired from teacher training during teaching learning process. Most of the teachers are trained ineffectively as trainings are focused on quantitative target. Teacher training has become just for training and getting certificate. There is no follow up after training. There are many challenges in the implementation of real teaching field throughout the country. Micro teaching and practice teaching provide useful opportunities for teacher learning. But our students do not attend these classes regularly due to lack of Professionalism in them.

Many English teachers lack professionalism in teaching. In practice level, they do not implement their knowledge and they do not feel proud of themselves being teachers. Language teaching is a profession, which means that language teaching is seen as career in a field of educational specialization it requires a specialized knowledge base obtained through both academic and practical experience, and it is a field of work where membership is based on entry requirement and standards (Richards and Farrell 2011, p. 168).

Some issues and challenges of Nepalese ELT are as follows:

Lack of professionalism

Many teachers do not share their problems and experiences of their teaching participating them in national and international ELT conferences and workshops and do not present their work in teachers' journal. Until and unless teachers regard teaching as a noble profession, they can't enjoy teaching. In order to achieve professionalism teachers need to understand the use of various methods to English language teaching and learning and apply those which are most appropriate to their context while teaching different contents.

Lack of reading habit

Another important issue of ELT is that many English teachers lack reading habit. They do not read new materials to update their knowledge and awareness. A good way of supporting your development as a teacher is to read ELT magazine, journal or newsletters which offer different topics of interest with practical teaching and learning tips and ideas with exactly the same issues as you have.

Lack of co operation and sharing

As we know, there is no operation without co operation. However, most English teachers do not co-operate each other. The most effective means of development for a teacher involve some kind of co operation with other teachers on different issues. The most obvious form of co operation involves attending each other's classes, sharing experiences, ideas, criticism, praise or suggestion. Doing so, teachers can give feedback on different significant issues of teaching by joining on a national association or local teachers group. However, they usually do not share their ideas in professional sharing blogs or forums from home and abroad to update, help others and learn from the vast amount of ELT resources that are available online so they need to share their knowledge of language teaching frequently with others. Developing cooperation sharing ideas with colleagues is a key success.

Lack of efficiency in English teachers

The teachers, who have good efficiency in ELT, can use the existing teaching aids and methods expertly, adapt instruction to their need, monitor and give appropriate feedback to their learners. It is therefore success of teaching always depends on English teachers' efficiency.

Lack of competent and professionally motivated teachers

ELT situation of Nepal is getting worse day by day. In one hand, most English teachers are not competent in language teaching and on the other hand, they are less motivated

professionally in their profession. Teachers should motivate the students to acquire knowledge and develop their all round personality but it is nearly impossible by such demotivated teachers.

Lack of regular mentoring

Mentoring is very essential for producing better and efficient teachers. Helping, guiding, assisting and coaching to novice teachers by the experience one is mentoring. Darish (2003, p.47) states, “Mentoring is a means of assisting and guiding the work of others.” In our context, despite the burning necessity, teachers have not formally practiced mentoring so it is not effective to adjust them in the new situation and cope with the problems. However, this sort of mentoring is lacking in Nepalese ELT.

Exam oriented teaching and learning system

Both teachers and learners teach and learn English from examination point of view. They learn just to pass the exam but not to gain practical knowledge in English. Listening and speaking skills are tested in the S.L.C. examination in some extent; however, they are not tested in all levels. So, testing system does not seem to motivate the learners for learning English naturally.

Lack of proper supervision and monitoring

Without strict follow up and monitoring mechanism, effective ELT cannot be imagined. The authorities of the government neither make strict policy to reform the education system regularly nor, monitor and supervise the teachers for effective implementation of their knowledge in the schools where they have been teaching.

Lack of institutional commitment

Commitment of a teacher plays vital role for good teaching which contributes to a warm and supportive climate in the institutions where they are teaching. Those who are committed to their profession can involve themselves by heart and contribute for better teaching.

Lack of sound language learning environment

Until and unless we create peaceful learning environment in educational institutions, we can't bring any change in ELT where teaching learning process can't take place easily. Friendly learning environment motivates learners in learning language and creates pleasant learning environment.

Inadequate resources

In spite of highly developed IT technology, the entire English teachers do not have equal access of it all the time all over the country. Moreover, they do not have the access of minimum basic resources textbooks, teaching aids-tapes, CD, cassettes, TV, etc. in the classroom to teach language effectively and purposefully. For example, prescribed textbooks seem to be inadequate and insufficient to provide knowledge to enable them to communicate.

Lack of learner focused teaching

Most of the teachers maximize teacher talking time in the class rather than student talking time as a result the students can't develop communicative competence in them.

Learner focused teaching is reflected in such things as the degree of engagement learners have with the lesson, the quantity of student participation and interaction that occurs, the ability of the teacher to present subject matter from a learner's perspective and to address, learners needs, how well the teacher is able to reshape the lesson based on learner feedback, and how he or she responds to learner difficulties (Richards and Farrell, 2011, p.23).

There is still lack of education according to the nature, need, abilities and interest of the child in Nepalese ELT.

In order to make education life related, it must be provided according to their needs and nature. The teacher has to visualize the need and interest of the learners to provide them useful knowledge which will lead them on the right path by their proper guidance.

Lack of stable ELT policy

Lack of stable ELT policy is another challenge for teachers and students both. Different commissions have recommended different policies for ELT time to time but none of them are out of controversy. Teacher training policy varies from time to time without any justifiable reason. Sometimes 150 hours training is regarded as basic requirement to be a trained teacher while sometimes it ranges five to ten months and so on.

Lack of authentic research and survey

ELT policy in Nepal does not have the authentic research and survey. We are making policy following the policy of foreigners. It is therefore we are unable to stand on our own feet and satisfy the desires and needs of our learners.

Lack of exposure

Many students and teacher do not get sufficient exposure from their academic studies. About twenty percent students do not attend class regularly so they do not get maximum exposure from their practice teaching and other academic activities during their study.

Poor infrastructure

Still some schools lack good infrastructure. Some classes from school level to university level are overcrowded whereas there are fewer than ten students in English as well. Lack of proper classrooms and furniture indicate the poor physical facilities.

Lack of adoption of reflective teaching

Reflective teaching helps to evaluate and change teacher own practices, empower them to take greater control over their own professional growth. Reflective journal writing and diary wiring provide a good opportunity for the student teachers to analyze, interpret and evaluate the understanding of the things in question. However, many teachers do not adopt reflective teaching.

Some Suggestions

- Teacher training policy should be out of controversy and it should be qualitative rather quantitative.
- Micro teaching and practice teaching programmers should be run effectively for improving the quality of teaching and learning.
- English language teachers should be made professional by providing short in-service training courses.
- Exam oriented teaching and learning should be discouraged by asking creative questions to the students.
- Strict follow-up and monitoring mechanism should be implemented effectively to reform the education system.
- Peaceful learning environment should be created to bring change in ELT for well being of the students.
- Adequate resources should be provided to all the English teachers all over the country.

- Student talking time should be maximized to develop communicative competence in them.
- ELT policy should be made free from controversy. Policy should be made by experts.
- Authentic researches and surveys should be carried out to make ELT effective.
- Students and teachers should be provided maximum exposure during their study.
- Poor infrastructure should be improved on the basis of priority.
- Reflective teaching should be adopted to evaluate and change teacher's own practices, empower them to take greater control over their own professional growth.

Conclusion

In order to improve and uplift the present ELT situation, teachers should update their skills, to be professional, sufficient and proper physical facilities need to be provided to the schools. Moreover, teacher training programmes should be conducted effectively, regularly and adequately for improving quality of teaching and learning. High exposure, regular feedback need to be provided to all the learners and teachers should have and positive attitude and feeling on their profession. They should be appointed from fair competition without any political influence. Mentoring and monitoring mechanism along with reflective teaching should be implemented effectively all over the country. It is clear from the study that ELT situation in Nepal is poor however; it can be improved and boosted up if the aforementioned suggestions are implemented in time by the authorities. By identifying the prevalent ELT barriers and resolving those barriers and issues through strategic planning, constant follow up and effective monitoring with adequate resources can bring change in ELT in the days to come.

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नेपाली भाषा शिक्षणका सन्दर्भमा साहित्यको उपयोग

डा. ऋषिराम शर्मा*

सार

भाषा शिक्षणलाई केन्द्रविन्दु मानेर साहित्य शिक्षणको कार्य गरियो भने साहित्यको माध्यमबाट भाषा शिक्षण हुन्छ । भाषा शिक्षण भनेको भाषाका पढाइ, लेखाइ, सुनाइ र बोलाइ सिप शिक्षण हो र भाषा शिक्षणका सन्दर्भमा साहित्य शिक्षण भनेको साहित्यिक पाठलाई भाषा शिक्षणका यिनै सिपलाई सबलीकृत गर्ने उद्देश्यले शिक्षण गर्नु हो । यस लेखमा नेपाली भाषा पाठ्यपुस्तकमा रहेका केही साहित्यिक पाठहरूबाट उदाहरण दिँदै पढाइ, लेखाइ, सुनाइ र बोलाइ शिक्षण सिपमध्ये साहित्यको उपयोग विशेष गरी लेखाइ सिपमा सबैभन्दा बढी हुने, त्यसपछि साहित्य पढाइ सिपमा उपयोगी हुने र सुनाइ बोलाइ सिपसँग सम्बन्ध कार्यकलाप पनि साहित्य शिक्षणका माध्यमबाट गर्न सकिने कुरा प्रस्तुत गरिएको छ । साहित्यिक पाठलाई भाषाका यी सिप विकासमा प्रयोग गर्न सकिने ठानी भाषा पाठ्य पुस्तकका पाठबाट अभ्यासका लागि उदाहरण समेत दिइएको छ ।

विशेष शब्दावली : नियन्त्रित नमुना, कार्यपीठिका, पुनरुत्पादनमूलक नमुना, पाठानुकूल, चरित्र सम्बोधक, प्रकृतिको मानवीकरण, अतिशयोक्ति ।

१. विषय प्रवेश

भाषा शिक्षण भाषाका विभिन्न सिपहरूको शिक्षण हो भने साहित्य शिक्षण भाषाको साहित्यिक, विशिष्ट एवं सौन्दर्यपरक रूपभित्रको कथानक चरित्र, परिवेश, उद्देश्य, भाव, भाषा र लय जस्ता तत्त्वको शिक्षण हो । यसरी भाषा शिक्षण र साहित्य शिक्षण दुवै स्वतन्त्र शिक्षण प्रक्रिया हुन् । भाषा शिक्षणमा उक्त भाषाको सिप (सुनाइ, बोलाइ, पढाइ, लेखाइ) र संरचना (वर्ण, अक्षर, रूप, शब्द, पद, पदावली, वाक्य, सङ्कथन) र सिर्जनात्मक (कथा, निबन्ध, अनुच्छेद आदि) पक्षको शिक्षणमा जोड दिइन्छ भने साहित्य शिक्षणमा साहित्यका विभिन्न तत्त्व (कथानक पात्र, परिवेश/समाज संस्कृति, भाव, भाषा, शैली, लय) को शिक्षणमा जोड दिइन्छ । भाषा शिक्षणमा भाषा सामान्यको र साहित्य शिक्षणमा भाषा-विशिष्टको सिकाइमा जोड दिइन्छ । त्यसैले भाषा शिक्षणका क्रममा भाषा-पाठ्यक्रममा राखिएका साहित्यिक पाठहरूको उपयोग कसरी गरिन्छ, तिनको प्रयोजन र विधि के हो, तथा उक्त विधिको प्रयोगात्मक अभ्यास कसरी गराउन सकिन्छ भन्ने कुराको अध्ययनसँग प्रस्तुत लेख सम्बद्ध

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रहेको छ । यस लेखमा भाषा-पाठ्यक्रमका (माध्यमिक, उच्च माध्यमिकका) पाठ्यपुस्तकमा रहेका साहित्यिक सामग्रीको अध्यापनका प्रयोजन, विधि र प्रयोगको अध्ययन गरिएको छ ।

२. भाषा शिक्षणमा साहित्यको उपयोग

माध्यमिक तहका भाषा पाठ्यपुस्तकमा विशेष गरी कविता, कथा, निवन्ध, एकाङ्की र जीवनीहरू समावेश गरिएको हुन्छ । ती सबै विधाको शिक्षणबाट शिक्षार्थी भाषिक सिप आर्जन गर्न सक्छन् । अधिकारी (२०६३) का अनुसार भाषा शिक्षणमा साहित्यको उपयोग भन्नाले साहित्यलाई भाषा शिक्षणको प्रयोजनका लागि माध्यम बनाउने भन्ने बुझिन्छ (पृ. १३५) । शर्मा र पौडेल (२०७०) का अनुसार साहित्य शिक्षणबाट भाषा सिक्न उपयुक्त परिवेश प्राप्त हुने सहज रूपमा भाषिक क्षमता बढाउन मद्दत पुग्ने र सिकाइमा उत्प्रेरणा जगाउन सघाउ पुग्ने हुन्छ (पृ. २१३) । भाषाको क्षमता तथा सिपहरूको प्राप्ति तथा अभिवृद्धिका लागि साहित्यिक सामग्री उपयोग गर्नु भनेको साहित्य शिक्षण गर्नु होइन । यसरी भाषा-पाठ्यपुस्तकका साहित्यिक कृति शिक्षण गर्दा साहित्य शिक्षण गर्ने होइन, साहित्यलाई माध्यम बनाई भाषा शिक्षण गर्नु हो । पढाइ, लेखाइ, सुनाइ, बोलाइ जस्ता आधारभूत भाषिक सिप शिक्षणमा साहित्यले महत्वपूर्ण भूमिका खेल्न सक्छ (मुरट, २००५ : ५७) । यसरी साहित्यका माध्यमबाट भाषिक सिप शिक्षण गर्नु नै साहित्यका माध्यमबाट भाषा शिक्षण गर्नु हो । साहित्यका माध्यमबाट शिक्षणका यी चारै सिपहरूको यहाँ चर्चा गरिएको छ ।

२.१ साहित्य र पढाइ सिप शिक्षण

साहित्यका माध्यमबाट पढाइ सिप अभिवृद्धिमा अहम् भूमिका निर्वाह भएको हुन्छ । शिक्षार्थी आफ्नो स्तर अनुस्र्मको साहित्य पढेर एकातिर आनन्दको अनुभूति गर्दछ भने अर्कातिर त्यसबाट उसलाई बौद्धिक खुराक समेत प्राप्त हुन्छ (अधिकारी, २०६३:१३४) । शिक्षकले भाषा शिक्षण गर्दा विद्यार्थी केन्द्रित गतिविधि सन्चालन गर्दै साहित्यिक पाठलाई बोध पाठ्यांशका रूपमा कक्षामा छलफलका माध्यमबाट प्रत्यक्ष प्रश्नोत्तर कार्यकलाप गर्न सक्छन् । जस अन्तर्गत कार्यविधिका कथानक र पात्रहरूका बारेमा प्रश्नहरू हुन सक्छन् र जुन प्रश्नहरू खास सन्दर्भबाट तयार पारिएका हुन्छन् (मुरट, २००५:५७) । यसरी आख्यान सम्बन्धित पाठबाट बोध प्रश्नोत्तर गराउँदा शिक्षार्थीले पाठका चरित्रसँगको कार्यपीठिका (सेटिङ) अर्थात् परिवेश, सारवस्तु तथा लेखकीय दृष्टिविन्दुसँग सम्बन्धित मौखिक प्रश्नहरूको उत्तर दिन सक्छन् । साहित्यिक सामग्री रोचक हुने हुँदा तिनको उपयोगले पठन अभिरुचि र शब्द भण्डारमा वृद्धि हुन्छ (शर्मा र पौडेल, २०६३:२१३) । विद्यार्थीहरूलाई पढाइप्रति रुचि जगाउन सामान्य पाठ्य सामग्री भन्दा साहित्यिक पाठ्यसामग्री धेरै उपयोगी हुन्छ किनभने सामान्य पाठ्य सामग्री शिक्षार्थीका लागि कम रुचिकर हुन्छ भने साहित्यिक सामग्री बढी रुचिकर हुन्छ । साहित्यिक सामग्रीका माध्यमबाट पढाइ सिप अभिवृद्धि गर्न यी कार्यकलापहरू गराउन वाञ्छनीय हुन्छ ।

२.२ पढाइ सिप शिक्षण सामग्री र कार्यकलाप

पढाइ सिप शिक्षण सामग्रीका रूपमा चरित्र सम्बन्धी पठन अनुच्छेद र कार्यपीठिका सम्बन्धी पठन अनुच्छेद दिई त्यसबाट विभिन्न कार्यकलाप गराउन सकिन्छ ।

(क) चरित्र सम्बन्धी पठन अनुच्छेद

<p>धर्मानन्द पाध्ये अलि ठटेउला किसिमका मानिस थिए वीरसिक्का पद्धते, गाउको बुज्जुक हुँ भन्ने घमण्ड गर्थे, मानिसलाई लडाएर तमासा हेर्ने स्वभाव थियो । एक छिनपछि गुमानेका गोरु धनजीतेका बीउमा पसे । आज भोलि रोप्नुपर्ने बीउ, धनजीते आगो भो । घुम भैमा मिल्काएर गोरुलाई लगारी लगारीकन चुट्न लाग्यो ।</p> <p>(गुरुप्रसाद मैनाली, छिमेकी)</p>	<p>१. धर्मानन्द कस्ता किसिमका मानिस थिए ? २. धर्मानन्द कुन कुरामा घमण्ड गर्थे ? ३. धर्मानन्द साक्षर थिए कि निरक्षर ? ४. धर्मानन्दको स्वभाव कस्तो थियो ? ५. धनजितेले गोरुलाई लगारी लगारीकन किन चुट्न थाल्यो ? ६. धर्मानन्द पुरुष हुन् भन्ने थाहा पाउने व्याकरणिक सूचक के हुन् ?</p>
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(ख) कार्यपीठिका सम्बन्धी पठन अनुच्छेद

<p>पशुपतिनाथका मन्दिर वरिपरि तिल राख्ने ठाउँ थिएन । 'सदबीउ' छर्ने यात्रुहरूको छिचोली नसक्नु घुइँचो थियो । यस्तैमा पश्चिम ढोकानिर अकस्मात सुभद्रालाई देखेर नौलीले गहभरि आँसु पारेर भनी - "ओहो बजै ! हेर, कति दुब्ली, चिन्नै नसक्ने हुनु भएछ ! अलिबेरसम्म त ठम्याउँनै सकिन्न, कहाँ बस्नु भएको छ हँ ?"</p> <p>"यही पर गौरी घाटमा, फुपूकहाँ ।"</p> <p>"खर्च-बर्च नलिइकन आधारतमा हिड्नुभएछ । थाहा पनि पाइन्न । यतिका दिनसम्म के खाएर गुजारा गर्नु भो ?"</p> <p>(गुरुप्रसाद मैनाली, नासो)</p>	<p>१. यस अनुच्छेदको पहिलो वाक्यमा कुन ठाउँको वर्णन गरिएको छ । २. सदबीउ छर्ने यात्रुहरूको घुइँचो भएको ठाउँ कुन हो ? ३. सुभद्रा बसेको ठाउँको नाम के हो ? ४. सुभद्रालाई नौलीले अकस्मात देखेको ठाउँ कुन हो ? ५. यस अनुच्छेद समूहको शीर्षक के हुन सक्छ ? ६. यसमा घर छाडेर हिड्ने व्यक्ति को हुन् ? ७. घर छाडेर हिड्ने व्यक्ति कति बजे हिडेको देखिन्छ ? ८. यस घटना पछि घर छाडेर हिडेकी व्यक्ति फेरि घर फर्कन सकिन्न त प्रतिक्रिया लेख ।</p>
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यी कार्यकलापका माध्यमबाट साहित्यिक सामग्रीको उपयोग पात्रको चरित्र र परिवेशसँग सम्बन्धित प्रश्नोत्तरका रूपमा पनि गर्न सकिन्छ ।

३. साहित्य र लेखाइ सिप शिक्षण

लेखाइ सिप शिक्षणको अत्यन्त प्रभावकारी एवं उत्प्रेरणादायी स्रोत साहित्य हुन सक्छ । साहित्यिक सामग्री रोचक हुने हुँदा तिनको उपयोगले लेख्य अभिव्यक्ति क्षमता बढाउन पनि सहयोगी हुन्छ (शर्मा पौडेल, २०६३:२१३) । लेख्य अभिव्यक्तिको महत्त्व बढी भएका भाषामा अभि साहित्यिक सामग्रीहरूको उपयोगिता बढी नै हुने हुन्छ (अधिकारी २०६३:१३८) । साहित्यिक सामग्रीहरूबाट लेखाइलाई शिक्षण कार्यकलापमा अत्यन्त उत्प्रेरक एवं प्रभावकारी भूमिका खेल्न सक्छ । यस्तो लेखाइ (क) नमुना लेखनका रूपमा र (ख) विषयवस्तुसँग सम्बद्ध लेखनका रूपमा दुई प्रकारको लेखनमा वर्गीकरण गर्न सकिन्छ भन्ने मुरट (२००५:५७) को भनाइ छ ।

३.१ नमुना लेखनका सिपका रूपमा साहित्य

साहित्यिक कृतिको अध्ययनबाट नियन्त्रित नमुना लेखन, निर्देशित नमुना लेखन र पुनरुत्पादन नमुना लेखन गरी तिन किसिमका नमुना लेखन गराउन सकिन्छ ।

३.१.१ नियन्त्रित नमुना लेखन

विशेष गरी प्रारम्भिक कक्षाहरूमा नियन्त्रित नमुना लेखन बढी उपयोगी हुन्छ । यसमा कुनै अनुच्छेदको पुनर्लेखन गराएर विद्यार्थीलाई नमुना लेखनको अभ्यास गराउन सकिन्छ, यसरी पुनर्लेखन गरी साहित्यिक कृतिको प्रथम पुरुष दृष्टिविन्दु भएको अनुच्छेदलाई तृतीय पुरुष दृष्टिविन्दुमा बदलेर लेखाउन सकिन्छ ।

प्रथम पुरुष (म) दृष्टिविन्दु	तृतीय पुरुष (ऊ) दृष्टिविन्दु
वास्तवमा म बनारसमा गए देखि मैले आफ्नु साथी दौतरी कसैलाई पनि चिठी लेखेको थिइनँ । त्यस वखत मलाई आफ्नु अल्छी स्वभावका उपर सारै खेद लाग्यो । (गुरुप्रसाद मैनाली: चिताको ज्वाला)	वास्तवमा ऊ बनारस गए देखि उसले आफ्ना साथी दौतरी कसैलाई पनि चिठी लेखेको थिएन । त्यस वखत उसलाई आफ्नो अल्छी स्वभावका उपर सारै खेद लाग्यो ।

त्यस्तै कुनै कविताबाट व्यक्ति/शीर्षक पुरुष वचन नाम परिवर्तन गरेर पनि यस्तो लेखन गराउन सकिन्छ, जस्तै:

म (एकवचन)	हामी (बहुवचन)
लाग्दछ मलाई रमाइलो मेरै पाखा पखेरो हिमाल चुली मुन्तिर पानी भर्ने पँधेरो (माधव धिमिरे)	लाग्दछ हामीलाई रमाइलो हाम्रै पाखा पखेरो हिमाल चुली मुन्तिर पानी भर्ने पँधेरो

त्यस्तै माथिको कविताशमा हिमाल चुलीका ठाउँमा 'भन्ज्याडको' शब्द फेर बदल गरेर लेखन गराइ लेखाइ सिप अभिवृद्धिका लागि पुनर्लेखन गर्न सकिन्छ । यसका साथै पद्य कविताको पदक्रममा लेखिएका यस कविताशलाई व्याकरणिक पदक्रम अनुसार लेख्ने अभ्यास गराउन सकिन्छ।

कविताको पदक्रम	व्याकरणिक पदक्रम
लाग्दछ मलाई रमाइलो मेरै पाखा पखेरो हिमाल चुली मुन्तिर पानी भर्ने पँधेरो (माधव धिमिरे)	हिमाल चुली मुन्तिर पानी भर्ने पँधेरो (भएको) मेरै पाखा पखेरो मलाई रमाइलो लाग्छ ।

नियन्त्रित नमुना लेखनका यस्ता अभ्यास भाषा पाठ्यपुस्तकका पाठमा आधारित रही गराउन सकिन्छ र विद्यार्थीहरूको सिर्जनात्मक लेखन सिप वृद्धि गराउन सकिन्छ ।

३.१.२ निर्देशित नमुना लेखन

यो माध्यमिक तहका विद्यार्थीहरूका लागि उपयुक्त विधि हुन सक्छ । यसका लागि विद्यार्थीहरूलाई केही बुँदा दिएर उक्त बुँदामा आधारित रही अनुच्छेद, निबन्ध, संवाद, मनोवाद जस्ता सिर्जनात्मक लेखन सिप शिक्षण गराउन सकिन्छ । माध्यमिक, निम्न माध्यमिक तहका कक्षाहरूमा यो विधि उपयोगी हुन सक्छ । विद्यार्थीहरूलाई बुँदा दिँदा कुनै भाषा पाठ्यक्रममा रहेको साहित्यिक पाठलाई आधार बनाउन सकिन्छ । वा उक्त पाठको सिर्जनात्मक अभ्यास अन्तर्गत दिइएको प्रश्नलाई पनि प्रयोग गर्न सकिन्छ । उदाहरणका लागि 'सबैको नेपाली पाठमा रहेको 'आइमाई साथी' निबन्ध पढिसकेपछि विद्यार्थीहरूलाई 'आइमाई साथी' अथवा 'केटी साथी' शीर्षकमा निबन्ध लेखनको अभ्यास गराउन सकिन्छ । त्यस्ता निर्देशित लेखनका लागि हरेक अनुच्छेदसँग सम्बन्धित बुँदाहरू दिन सकिन्छ । यहाँ छवटा अनुच्छेदमा लेख्ने गरी निर्देशित लेखनका बुँदा दिइएको छ ।

(क) आइमाई साथी र आइमाईका पुरुष साथी हुनु राम्रो, हाम्रो समाजले यस्तो साथी बनाउने कुरा नराम्रो सोच्ने, अहिलेसम्म तिम्रा आइमाई साथी कति बने, बनेनन्, तिम्रो समाजले कस्तो ठान्यो ? (ख) आइमाई साथी बनाउँदा के कस्ता अप्ठ्यारा आए ?, आइमाई साथी बनाउँदा सहज/असहज कस्तो अनुभूति भयो ? (ग) आइमाई साथी बनाउँदाका तितामिठा अनुभव के के हुन् एक, दुई घटनाको छोटो विवरण दिने, आइमाई साथी बनाउँदा आफ्नो घर परिवारबाट के कस्तो सहयोग, आइमाई साथी बनाउँदा साथीको घर परिवारबाट के कस्तो प्रतिक्रिया र सहयोग प्राप्त ।

(घ) आइमाई साथी बनाउनु राम्रो/नराम्रो ?, आइमाई साथीसँग मिलेर समाज सेवाका के के काम गर्नुभयो ?, आइमाई साथी बनाउँदाका फाइदा/बेफाइदा के के हुन् ? (ङ) आइमाई साथी बनाउँदा के कस्ता कुराहरूमा विशेष ध्यान दिने, सतर्क रहने, (च) निष्कर्ष ।

त्यस्तै कक्षा १० को भाषा पाठ्यपुस्तकमा रहेको 'सहिदहरूको सम्मनामा' कविता पढ्न लगाई वीर पुर्याहरूको सम्मनामा कविता लेख्ने कार्यकलाप गराउन पनि सकिन्छ ।

३.१.३ पुनरुत्पादनमूलक नमुना लेखन

नमुना लेखन सिपको तेस्रो प्रकार पुनर्लेखन नमुना हो । यसलाई पुनरुत्पादन ९अभ्युपगमअष्टन तजभ :यमबि नमुना पनि भनिन्छ । कुनै पनि साहित्यिक कृतिलाई पढ्नु एकातिर अर्थबोध गर्नु हो भने अर्कातिर काव्यवस्तुको पुनःसर्जना पनि हो (सिंह, २००७:१५६) । कुनै कृतिको पुनर्लेखन, पुनरुत्पादन, सारांश लेखन तथा कुनै रचना आफ्नो भाषामा ढालेर अर्कै प्रकारको रचना बनाउनु नै पुनर्लेखन/पुनरुत्पादन नमुना हो । आफूले सुनेको वा पढेको कुनै अंशलाई अनुच्छेदका रूपमा पुनरुत्पादन, आफ्नै भाषा र शब्दमा गराउने अभ्यास यस अन्तर्गत पर्दछ । कविताको भाव लेखन, यथार्थवादी कथा र नाटकको सारांश लेखन, कथावस्तु, चरित्र र वातावरणलाई कालक्रम वा घटनाक्रमका रूपमा मिलाउने जस्ता कुरा यस अन्तर्गत पर्दछन् । उदाहरणका लागि कथावस्तुको घटनाक्रम मिलाउने अभ्यासका रूपमा 'छिमेकी' कथाबाट घटनाक्रम नमिलेका बुँदाहरू दिइएको छ विद्यार्थीलाई छिमेकी कथा पढ्न लगाएर घटनाहरूलाई क्रम मिलाएर लेख्न लगाउने कार्यकलाप गर्न सकिन्छ, बुँदाहरू यसप्रकार छन् ।

धर्मानन्दले भगडा बढाउन गुमानेलाई उकास्नु, धनजितेको हेरचाहमा लागेको गुमानेलाई आशामरु साहुले बढी पैसाको लोभ देखाएर सहर पठाउन खोज्दा गुमानेले अस्वीकार गर्नु, सन्धो भएपछि धनजिते र गुमाने पहिले भैं घनिष्ठ छिमेकीका रूपमा रहनु, भगडापछि दुवै विच बोलचाल बन्द हुनु, गुमाने र आशामरुविचको कुराकानीले धनजितेको होस खुल्नु, धनजितेलाई गुमानेसँग गरेको व्यवहार प्रति पछुतो हुनु, गुमानेका गोरुले धनजितेको ब्याडमा पसेर बिउ खाइ दिएको निहुँमा गुमाने र धनजितेबिच भगडा पर्नु, धनजितेलाई व्यथाले सिकिस्त पारेपछि मात्र गुमाने धनजितेको हेरचाहमा खट्नु, गाउँमा आँटेको महामारी फैलिनु । यी बुँदाहरूको घटनाक्रम मिलाई विद्यार्थीले कथाको पुनरुत्पादन गरी लेखाइ सिप प्राप्त गर्न सक्छन् ।

३.२ विषयवस्तुसँग सम्बद्ध लेखाइ सिपका रूपमा साहित्य

कक्षा र स्तर अनुकूल एवं उपयुक्त किसिमको साहित्यिक रचनाबाट शिक्षकले विद्यार्थीहरूलाई विषयवस्तुसँग सम्बद्ध लेखाइ सिपको अभ्यास गराउन सक्छन् । यसरी अभ्यास गराउँदा विद्यार्थीहरूले उक्त साहित्यिक कृतिका निष्कर्षहरू दिन सक्छन्, उक्त साहित्यिक सामग्री पढेर आफ्नै अवधारणा

बनाउन सक्छन् । आफूले राम्ररी बुझेर साधारणीकरण गरी आफ्नै मौलिक लेख लेख्न सक्छन् । यस्तो विषयवस्तुसँग सम्बद्ध लेखाइ सिपको शिक्षणका पनि दुई प्रकार छन्

(क) साहित्यिक कृति भित्रबाट लेखाइ सिप र

(ख) साहित्यिक कृति बाहिरबाट लेखाइ सिप

३.२.१ साहित्यिक कृति भित्रबाट लेखाइ सिप

साहित्यिक कृतिभित्रको लेखाइ सिप शिक्षण भित्र परम्परागत गृहकार्य र कक्षाकार्यहरू पर्दछन् । जस अन्तर्गत प्रश्नोत्तर, अनुच्छेद लेखन, निबन्ध लेखन, गृहकार्य जस्ता कुराहरू आउँछन् । साहित्यिक पाठ भित्रको शैली, साहित्यिक तत्त्वका बारेमा विद्यार्थीको सोचाइ बुझिसकेपछि शिक्षकहरूले उक्त साहित्यिक पाठको सारवस्तु मूलभाव केन्द्रीय कथ्य वा विचार सम्बन्धी कुरा छलफल र व्याख्यान मार्फत विद्यार्थीहरू माझ उठाइ दिनु पर्छ । तत्पश्चात् विद्यार्थीहरूले उक्त सार, विचार र भावलाई आफ्ना जीवन अनुभवसँग जोडेर मौलिक उत्तर लेख्न सक्छन् । यस्ता लेखाइ सिप अन्तर्गत बोध प्रश्नोत्तर, भावार्थ सम्बन्धी अभ्यास, सप्रसङ्ग व्याख्या, व्याख्या जस्ता कुरा पर्दछन् । यी अभ्यासहरू कक्षामा नियमित रूपमा गरिने कार्यकलापहरू नै हुन् । आफूले पठन गरेको साहित्यिक पाठबाट कक्षामा छलफल गरिसकेपछि विद्यार्थीहरूले यस्ता लेखाइ सिपमूलक अभ्यास गर्न सक्छन् । यस्ता लेखाइ सिपलाई पाठ्य साहित्यिक रचना भित्रबाट गराइने लेखाइ सिपको रूपमा लिइन्छ । यस्तै लेखाइ सिप अन्तर्गतको बोध प्रश्न नमुना यहाँ दिइएको छ ।

पहिले त शत्रुको मुख के हेर्नु भनेर गुमानेले वास्ता राखेन परन्तु स्वास्नी समेत थला परेपछि गुमानेको चित्त रहन सकेन । उसले विचार गर्‍यो- “यस्तै दैव लाग्छ र पो छरछिमेकी खोज्नु परेको नत्र ओडारमा गएर बसे पनि त भो नि । जहाँ पनि त बस्ने न हो । दिनदशा आपत् विपत् कसलाई पर्दैन ? बलको तुजुक थियो, मलाई सधैं यत्तिकै पुग्छ भनेर घमण्ड गर्थ्यो, परमेश्वरले घमण्ड तोडे । बैगुनीलाई गुनले मार्नु भन्छन्, एउटै गाउमा बढेर यो उमेर भो, दाँतरी हो, यस्तो आपत्मा पनि देखेको नदेख्यौ गरे पाप लाग्दैन ?”

(मैनाली, छिमेकी)

(अ) यस प्रसङ्ग भन्दा अगाडि गाउँमा के कस्तो समस्या आइ परेको थियो ? (आ) गुमानेको चित्त किन फेरियो ? (इ) छरछिमेकीको आवश्यकता किन पर्छ ? (ई) धनजितेलाई के कुरामा घमण्ड थियो ? (उ) ‘बैगुनीलाई गुनले मार्नु’ भनेको के हो ?

पाठ्यपुस्तकमा रहेका साहित्यिक रचनाबाट पनि यस्तै खालका प्रश्नहरूको उत्तरको अभ्यास गराई साहित्यिक कृतिबाट लेखाइ सिप शिक्षण अभ्यास गराउन सकिन्छ ।

३.२.२ साहित्यिक कृति बाहिरको लेखाइ सिप

साहित्यिक पाठ पढि सकेपछि विद्यार्थीहरूलाई उक्त पाठको पठनपश्चात् अनुभूति हुने प्रतिक्रिया स्वरूपको लेखाइ सिपको अभ्यास गराउन सकिन्छ । यस्तो सिपलाई रचनात्मक/सिर्जनात्मक सिप पनि भन्न सकिन्छ । उक्त कृतिको कथानक, चरित्र, कार्यपीठिका (ठाउँ/समय), शैली र आलङ्कारिक भाषा आदिका बारेमा लेखाइ कार्यकलाप गराउन सकिन्छ । यसका पनि चार प्रकार छन् ।

(क) पाठानुकूल लेखाइ (Adding the Work)

(ख) पाठ परिवर्तित लेखाइ (Changing the Work)

(ग) नाटकीय प्रेरणामूलक लेखाइ (Drama inspired writing)

(घ) चरित्र सम्बोधक लेखाइ (A letter addressed to another character)

(क) पाठानुकूल लेखाइ (Adding the Work)

यस अन्तर्गत पाठसँग सम्बद्ध कुनै काल्पनिक प्रसङ्ग लेख्न लगाउने, कथा समाप्त भए पछि कथालाई पुनः अघि बढाएर कथा लेख्न लगाउने संवादलाई नाटकीय रूपमा लेख्ने जस्ता कार्यहरू समावेश हुन्छन् । यसका लागि गराउन सकिने कार्यकलापहरू यस प्रकार छन् ।

पठन गराउने	लेखाइ कार्य
नेपाली हामी रहौला कहाँ नेपालै नरहे (कविता)	नेपाल रहेन भने हाम्रो अस्तित्व के होला पाठमा आधारित रही आफ्ना भावना लेख ।
शत्रु कथा	कृष्णरायलाई लट्ठी प्रहार गर्ने मान्छे को हुन सक्छ, कथालाई अघि बढाई उक्त व्यक्ति पत्ता लगाई उक्त कथा लेख ।
छिमेकी कथा	यस कथामा भएका संवादलाई नाटकका रूपमा रूपान्तरण गर ।

पाठको अनुकूलका अनेक प्रसङ्गहरू जोडेर पाठसँगै सम्बद्ध रहने काल्पनिक प्रसङ्गको लेखाइ शिक्षण अभ्यास गर्न सकिन्छ ।

(ख) पाठ परिवर्तित लेखाइ (Changing the Work)

यस अन्तर्गत लेखकले पाठको समाप्ति वा उपसंहार जसरी गरेका छन् त्यससँग तुलना गर्दै विद्यार्थीले आफ्नो ढङ्गले कथाको समाप्ति वा उपसंहार गर्ने कुरा पर्दछ । लेखकले कथा, कविता

कसरी टुङ्ग्याएका छन् त्यसलाई विद्यार्थीले आफ्नै किसिमले टुङ्ग्याउने गरी पुनर्लेखन गर्ने अभ्यास गराउनु पनि सिप बढाउनु हो । यसमा पाठको प्रसङ्ग बदलेर विद्यार्थीले आफ्नै ढङ्गले कथा टुङ्ग्याउन सक्छ । उदाहरणका रूपमा पाठ पढिसकेपछि गराउने लेखाइ सिप अभ्यासका कार्यकलाप यस प्रकार हुन सक्छन् ।

पाठ	प्रश्न
एक चिहान (उपन्यास)	एक चिहान उपन्यासमा शिवनारानको पुरै परिवार बाढीले बगाएर एक चिहान गराई उपन्यासकारले उपन्यास टुङ्ग्याएका छन् अब तिमीले लेखकले टुङ्ग्याएको यस प्रसङ्गलाई बदलेर आफ्नै ढङ्गले उपन्यास टुङ्ग्याऊ ।
हार र जित (कथा)	हारजित कथामा लेखकले मनोहर र घुरहु महतो मध्ये कसको हार भयो र कसको जित भयो यो प्रश्न अनिर्णित रूपमै राखी कथा टुङ्ग्याएका छन्, कथाकारको यो टुङ्ग्याउनीलाई बदलेर आफ्नै तरिकाले कथा टुङ्ग्याऊ ।

पाठमा भएको कुरा वा घटेको यस्ता घटनलाई परिवर्तन गरेर आफ्नो किसिमले पाठलाई परिवर्तन गरी लेख्न लगाउन खालको शिक्षण पनि लेखाइ शिक्षणको उपयुक्त कार्यकलाप भन्न सक्छ ।

(ग) नाटकीय प्रेरणामूलक लेखाइ (Drama inspired writing)

नाटकीय लेखनसँग प्रेरित गर्ने लेखाइ कार्यकलापबाट पनि लेखाइ सिप वृद्धि हुन्छ । नाटक, कथा, उपन्यास र कहिलेकाँही कवितालाई यस्तो लेखाइमा उपयोग गर्नु सकिन्छ । विद्यार्थीले नाटक, कथा, उपन्यास कविताका चरित्रहरूका चेतना, तिनीहरूका चाल, दृष्टिकोण र भावनाहरूका बारेमा लेख्न सक्छन् । यस्तो लेखनले विद्यार्थीहरूमा चरित्रसँग घुलमिल र एकाकार भई उनीहरूका भावनाहरूलाई प्रस्तुत गर्ने खालको लेखनसिप अभिवृद्धि हुन सक्ने देखिन्छ । यस्ता अभ्यासका लागि कार्यकलाप यसरी गर्न सकिन्छ ।

पाठ	प्रश्न
१. हर्कबहादुर (कविता) (कवि: दिनेश अधिकारी)	१. हर्कबहादुर कविता पढ र हर्कबहादुरको चेतनाको स्तर कस्तो छ लेख । २. हर्कबहादुर कस्तो सोचाइ र भावना भएको पात्र हो ?
२. कान्छी, भट्टी र देश (कविता) (कवि कृष्ण सेन) 'इच्छुक'	१. भट्टीमा आउने ग्राहकहरू प्रति कान्छीको दृष्टिकोण कस्तो छ ? २. ग्राहकहरूले जिस्क्याउँदा कान्छीका मनमा के कस्ता भावना उठेका होलान् ? ३. कान्छीले जिन्दगीभर भट्टी पसल थापेरै बस्ली त ? उसको आगामी कदम के हुन सक्ला ?

पाठका चरित्रसँग एकाकार भई वा पाठका घटनासँग प्रत्यक्ष सम्बद्ध भई विद्यार्थीहरूलाई प्रेरणामूलक र नाटकिय लेखनको शिक्षण कार्यकलाप गराउन सकिन्छ ।

(घ) चरित्र सम्बोधक लेखाइ (A letter addressed to another character)

पाठमा रहेका कथा, नाटक, उपन्यास र कविता समेतमा रहेका चरित्र (पात्र) हरूलाई सम्बोधन गर्दै चिठी लेख्न लगाएर पनि लेखन कार्यकलाप गराउन सकिन्छ । यसरी विद्यार्थीले पत्र लेख्दा चरित्रले जे जस्ता काम, कुरा, व्यवहार र क्रियाकलाप गरेका छन् तत्सम्बन्धमा केही व्यक्तिगत सुभाव, सल्लाह दिन सक्छन् । पात्रले बेहोर्नु परेका समस्या, दुःख, कष्ट, पीडा, अवस्था आदिबाट छुटकारा पाउने उपाय समेत सुभाएर विद्यार्थीले पाठका चरित्रलाई चिठी लेख्न सक्छन् । यस्तो कार्यकलाप पनि लेखाइ सिपसँग सम्बद्ध कार्यकलाप नै हो । पाठ पढिसके पछि यस्तो कार्यकलाप गराउन सकिन्छ ।

पाठ	प्रश्न
विदा (कथा) (कथाकार: गुरुप्रसाद मैनाली)	१. छोरीको विहेमा कुल घरान खोज्दै हिडेका अगमसिंह खत्रीलाई उपयुक्त दुलाहा कस्तो हुनु पर्छ सुभाव दिंदै पत्र लेख । २. एउटीसँग प्रेम गर्ने र अर्कीलाई विहे गर्ने नरेन्द्रलाई जुन समस्या परेको छ, त्यस समस्याबाट छुटकारा पाउने र प्रभासँग नै विहे गर्न के गर्नु पर्छ ? सुभाव दिंदै एक पत्र लेख ।
कान्छी, भट्टी र देश (कविता) (कवि कृष्ण सेन 'इच्छुक')	१. भट्टी पसलकी कान्छीलाई भट्टी पसल छाडेर पढ्न तिर लाग्न सुभाव दिंदै एक चिठी लेख ।

पाठ्यपुस्तकका अन्य पाठमा रहेका पात्रहरूलाई सम्बोधन गरी पत्राचार गराउने र ती पात्रसँग घुलमिल गराउने कार्यकलाप यस अन्तर्गत पर्दछ ।

३.३ साहित्यिक कृति र भाषाशैली लेखाइ सिप

साहित्यिक पाठमा प्रयुक्त सामान्य भाषाभन्दा विचलनयुक्त र सौन्दर्यमय भाषा शैलीकै कारण विद्यार्थीहरूका लागि यो उपयोगी रुचिकर हुन्छ । त्यसैले साहित्यिक कृति अध्यापनका क्रममा उक्त कृतिका प्रयुक्त त्यस्तो सौन्दर्ययुक्त अर्थात् आलङ्कारिक भाषा सम्बन्धी लेखाइ सिप गराउनु पनि वाञ्छनीय हुन्छ जसले गर्दा विद्यार्थीहरूले पनि त्यस्तो शैलीसँग परिचित भई त्यस्तै शैलीका वाक्य रचना गर्न सिकून्, शब्द प्रयोग गर्न सिकून् र आफ्नो सिर्जनात्मक लेखनलाई सौन्दर्यमय एवं काव्यिक रूप प्रदान गर्न सिकून् । साहित्यिक कृतिभित्र प्रयुक्त हुने त्यस्तो काव्यमय भाषाका अलङ्कार,

बिम्ब, रस, भाव, प्रतीक, व्यङ्ग्य जस्ता अर्थ तहका भाषिक तत्त्व र अनुप्रास, समामान्तरता, पुनरावृत्ति जस्ता शब्द र वर्ण तहका भाषिक तत्त्वको प्रयोगको खोजी गरी सोही अनुरूपका वाक्य रचना गर्ने लगाउने अभ्यास कार्यकलाप गर्न सकिन्छ । साहित्यिक कृति भित्र भएका यस्ता शैलीगत वैशिष्ट्यहरूलाई लेखाइ सिप शिक्षण कार्यकलापका सन्दर्भमा सामान्यतया अधिकांश रूपमा प्रयोग हुने उपमा, रूपक, अतिशयोक्ति, समासोक्ति जस्ता अर्थालङ्कार, विम्ब, उखानटुक्का, अनुकरणात्मक शब्द तथा मानवीकरण जस्ता तत्त्वका साथै अनुप्रास, समामान्तरता र पुनरावृत्ति जस्ता तत्त्वहरूको खोजी र प्रयोग सम्बन्धी अभ्यास गराउन सकिन्छ । 'मेरो देश' कविताबाट केही नमुना उदाहरण यस प्रकार छन् ।

पाठांश	सौन्दर्यको कारण	आलङ्कारिक साहित्यिक रूप	अभ्यास कार्यकलाप
१. जहाँ मुटुको स्पन्दन भै उफ्री उफ्री खेल्दछन् मृग शावकका हुल	मृग शावकको उफ्राइलाई मुटुको धड्कनसँग तुलनाको कल्पना	उपमा अलङ्कार (Simily)	१. उपमा प्रयोग भएको एक वाक्य लेख । २. 'मेरो देश' कविताबाट उपमा प्रयोग भएको एक वाक्य खोज ।
२. जहाँ बारै महिना मानिसका गालामा फुल्छन् आरुका फुल	मानिसका गालामा आरुका फुल फुल्नु जस्तो अतिशय असम्भव कुराको कल्पना	अतिशयोक्ति (Hyperbole)	अतिशयोक्ति प्रयोग भएको एक वाक्य लेख ।
३. जहाँ हिउ परेको रातमा जून, धरतीलाई भेट्न हिमकणहरूका साथ मुस्कुराउँदै ओरालो भर्छ धरतीलाई सर्वाङ्ग हाँसेको पाएर भन् बढी मुस्कुराएर आकाशमा फर्कने गर्दछ	जुन मुस्कुराउँदै ओरालो भर्नु/धरती सर्वाङ्ग हाँस्नु/जून भन् बढी मुस्कुराएर फर्कनुमा प्रकृति/निर्जीव वस्तुलाई मानव जस्तै मुस्कुराउने, हाँस्ने जस्ता कार्यका रूपमा चित्रणगत सौन्दर्य	प्रकृतिको मानवीकरण	प्रकृतिको मानवीकरणका कुनै चार वाक्य कविता (पाठ)बाट खोजेर ल्याउ ।

साहित्यिक कृति सामान्य लेखाइ भन्दा विशिष्ट सौन्दर्ययुक्त लेखाई बन्नाको कारण खुल्ने गरी विद्यार्थीलाई यस्ता अन्य अभ्यास गराउन सकिन्छ ।

४. साहित्य र बोलाइ तथा सुनाइ सिप

भाषाका कक्षामा साहित्यको अध्ययन मुख्य रूपमा पढाइ र लेखाइसँग नै सम्बद्ध हुन्छ । पढाइ र लेखाइका जस्तै समान रूपमा बोलाइ र सुनाइ सिपसँग सम्बन्धित कार्यकलाप पनि कक्षामा गराउन सकिन्छ । बोलाइ र सुनाइ सिपका लागि गर्न सकिने कार्यकलापहरू यी हुन सक्छन्:

१. मौखिक पठन (Orel reading)

२. नाटकीय रूपान्तर (Dramatization)

३. समूह कार्य (Group Activites)

४.१. मौखिक पठन (Orel reading)

भाषा शिक्षकले साहित्यिक पाठलाई मौखिक पठन अर्थात् बोल्न, सस्वर पठन गर्न लगाएर र आफैले स्वयं पढी विद्यार्थीलाई सुन्न लगाएर पनि शिक्षण कार्यकलाप गर्न सक्छ । सुनाइ सिपका लागि जुन अनुच्छेद छ त्यसलाई शुद्ध उच्चारण साथ आकर्षक र उत्प्रेरक तरिकाले शिक्षकले पढेर विद्यार्थीलाई सुनाउन सक्छ । रेकर्ड गरिएका श्रव्य, दृश्य सामग्रीहरूलाई पनि कक्षामा सुनाउन सकिन्छ । विद्यार्थीलाई बोलाइ र सुनाइ क्षमता अभिवृद्धिका लागि ठूलो स्वरले साहित्यिक पाठ पढ्न लगाउन सकिन्छ । विद्यार्थीले सुनाइ सम्बद्ध पाठ पढ्नु, सुन्नु भन्दा पहिले सुनिरहेको समयमा र सुनिसके पछिको उच्चारण क्षमतासमेत जान्न सक्छन् । यसले विद्यार्थीको उच्चारण क्षमता सुधार हुन सक्छ ।

४.२. नाटकीय रूपान्तर (Dramatization)

नाटकीय रूपान्तर भनेको कथा, उपन्यास र कविता जस्ता पाठका पटकथा निर्माण गरी कक्षामा नाटकीय रूपमा रूपान्तर गरी अभिनयात्मक अभ्यास गर्नु हो । यसबाट पनि बोलाइ र सुनाइ कार्यकलाप सम्पन्न हुने हुँदा बोलाइ सुनाइ क्षमता अभिवृद्धि हुन्छ । पाठभित्रको कुनै कथाका चरित्रका सन्दर्भमो चरित्रले के भन्नु पर्छ र कसरी भन्नुपर्छ भन्ने विद्यार्थीले अनुमान गर्नुपर्छ । विद्यार्थीले तयार पारेको पटकथामा नाटकीय रूपमा प्रस्तुत गर्दा चरित्रले जे भन्नुपर्छ र जसरी भन्नुपर्छ त्यो र त्यसरी नै विद्यार्थीहरू नाटकीय रूपमा बोल्दछन् र सुन्दछन् । चरित्र र कथावस्तुसँग सम्बद्ध प्रश्नोत्तर र कथा भित्रका संवादलाई राम्ररी भन्न र सुन्न विद्यार्थीहरू सक्षम हुन्छन् । यसरी नाटकीय रूपान्तर गर्दा शब्द भण्डार, वाक्यांश र संवादलाई सङ्केत गर्न सक्छन् । विद्यार्थीहरू नाटकीय संवादमा सहभागी आफ्ना अगाडि उभिएको सहयोगीका साथमा दृश्यहरूको पूर्वाभ्यास गर्न सक्छन् । यद्यपि तिनीहरू याद गर्न सक्तैनन् । तिनीहरू एक आपसका हेराइका माध्यमबाट अर्थ र अनुभूति प्रकट हुने गरी पटकथाका पङ्क्तिहरू राम्ररी भन्न र सुन्न सक्छन् । यस अतिरिक्त उनीहरू दृश्यात्मक अर्थ अनुहारको हाउभाउ, इसारा र अन्य भौतिक पक्षहरूमा चर्चा गर्न सक्छन् । कथामा पढाइ सुरु हुनु भन्दा अगाडि नै यो

नाटकीय रूपान्तर गर्नुपर्दछ । यस्तो क्रियाकलापले बोलाइ र सुनाइ सिप अभिवृद्धिमा सघाउ पुग्न सक्छ । सुनाइ बोलाइ सिप शिक्षण अभ्यास अन्तर्गत यस्ता कार्यकलाप गराउन सकिन्छ ।

(क) हाउभाउ सहित हर्कबहादुर कविता वाचन गर ।

(ख) हाउभाउ र अभिनय सहित “बौलाहा काजीको सपना” नाटकका निश्चित अंशलाई वाचन गर ।

४.३. समूह कार्य (Group Activities)

सामूहिक कार्यबाट पनि बोलाइ र सुनाइ कार्यकलाप सम्पन्न हुन्छ । यस्तो कार्यबाट समूहकार्यमा सहभागी हुने छलफलमा सक्रिय सहभागिता जनाउने हरेक विद्यार्थीहरू विषयको तथ्य र विचारबारे बोलेर वा सुनेर कार्यकलाप गर्न सक्छन् । सामूहिक कार्यले सम्पूर्ण सहभागितालाई प्रेरित गर्दछ । सम्पूर्ण विद्यार्थीहरू अनेक कोणबाट आफ्ना विचार राख्न सहभागी हुन्छन् । यस्तो कार्य सामान्य कक्षा छलफल, सस्याना समूह कार्य, वादविवाद आदिबाट पनि सम्पन्न गर्न सकिन्छ । यी सबै समूह कार्यले विद्यार्थीहरूलाई बोलाइ क्षमता र उच्चारण अभ्यासमा महत्त्व दिने जस्ता दुवैखाले सिपको विकास गर्न सघाउ पुऱ्याउछन् । यसरी सामूहिक कार्य गराउँदा विद्यार्थीहरूले गरेका उच्चारणगत त्रुटिहरू कार्यकलापकै समयमा शिक्षकले सच्चाइदिनु पर्दछ । यस अन्तर्गत सस्याना समूह बनाई कक्षामा समूह प्रस्तुतीकरण एन्चयगउ एचभकभलतबतष्यल० र कविताका लागि समूह वाचन एन्चयगउ चभबमष्लन० जस्ता कार्यकलाप गराउन सकिन्छ । जस्तै:

१. घर, परिवार र विद्यालयभित्र छात्र र छात्राका बिचमा समान व्यवहार छ त ? आ-आफ्नो समूहमा छलफल गर र निश्चित धारणा बनाई प्रत्येक समूहका एक-एक सदस्यले आ-आफ्नो समूहका तर्फबाट आफ्ना विचार कक्षामा प्रस्तुत गर ।

५. निष्कर्ष

साहित्यको उपयोग भाषा शिक्षणमा अत्यन्त प्रभावकारी र रोचक हुने निश्चित छ । साहित्यिक पाठलाई भाषा शिक्षणका लेखाइ सिप शिक्षणमा सबैभन्दा बढी उपयोग गर्न सकिने स्थिति छ । पढाइ सिप शिक्षण कार्यकलाप पश्चात् गरिने लेखाइ सिप कार्यकलापका रूपमा साहित्यलाई विद्यार्थीको नमुना लेखन सिपको विकास, विषयवस्तुसँग सम्बद्ध लेखाइ सिपको विकास र साहित्यिक कृतिको भाषा विशिष्टको प्रयोगसँग सम्बद्ध लेखाइ सिपको विकासका रूपमा प्रचुर उपयोग गर्न सकिन्छ । साहित्यको पाठकै माध्यमबाट नमुना लेखनका रूपमा नियन्त्रित, निर्देशित, पुनरुत्पादनमूलक लेखन सिपको विकास एकातिर हुन्छ जुन सिर्जनात्मक कार्य र रचनासँग पनि सम्बद्ध छ भने अर्कातिर विषयवस्तु सम्बद्ध लेखाइका रूपमा साहित्यिक कृतिमा आधारित रही उक्त पाठ भित्रका बोध प्रश्नोत्तर, भाव, सारांश जस्ता लेखन अभ्यास मार्फत लेखाइ सिप विकसित गर्न सकिन्छ । साहित्यिक कृति

अध्ययनपश्चात् उक्त कृति भित्रका पाठमा केही थपेर पाठान्तर्गत लेखन सिप, पाठको सन्दर्भलाई परिवर्तन गरेर लेखाइने सिपको विकास, पाठलाई नाटकीकरण गरेर लेखाइने लेखाइ सिप र पाठका कुनै चरित्रलाई सम्बोधन गर्दै पत्र लेख्न लगाई विद्यार्थीहरूमा लेखन सिपको विकास गराउन सकिने स्थिति छ । त्यसैले भाषा कक्षामा साहित्यको सर्वाधिक उपभोग लेखाइ शिक्षणका लागि हुने र विद्यार्थीले पनि साहित्यको माध्यमबाट लेखाइ सिप आर्जन गर्न सक्ने निश्चित छ । सुनाइ, बोलाइ सिपका लागि मौखिक पठन, नाटकीय रूपान्तर गरी गर्न लगाइने पठन, र समूह कार्य (कक्षा प्रस्तुतीकरण र टिप्पणी)का माध्यमबाट सुनाइ बोलाइ सिपको विकास पनि साहित्यका माध्यमबाट हुन्छ । यसरी नेपाली भाषा शिक्षणका कक्षामा साहित्यको उपयोग गरी भाषिक सिप शिक्षण गर्न सकिने कुरा प्रस्ट हुन्छ ।

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समालोचनाको वक्रोक्तिपरक पद्धति : परिचयात्मक दिग्दर्शन

गङ्गाप्रसाद अधिकारी*

सारकथन (Abstract)

प्रस्तुत लेखमा संस्कृत काव्यशास्त्रीय परम्परामा स्थापित वक्रोक्ति सिद्धान्तका आधारमा नेपाली साहित्यका विविध विधाको अध्ययन विश्लेषण गर्ने र कृतिकारका रचनागत वैशिष्ट्यको निर्धारण गर्ने विधिका साथै त्यसको प्रस्तुतिगत ढाँचा समेतको निष्पण गरिएको छ । वक्रोक्तिवाद संस्कृत काव्यशास्त्रीय परम्पराको एउटा वस्तुवादी सिद्धान्त हो । संस्कृत काव्यशास्त्रीय परम्परामा त्यति चर्चामा नरहेको तर साहित्यका वर्ण, पदका प्रकृति र प्रत्यय, वाक्य, प्रकरण र प्रबन्ध समेतको साङ्गोपाङ्ग अध्ययन गरिएको वक्रोक्तिवादका आधारमा कृतिका प्रायः समग्र पक्षको अध्ययनका साथै वक्रोक्तिका गुण र मार्गका आधारमा कृतिकारको रचनाधर्मिताको समेत मूल्याङ्कन गर्न सकिन्छ । यस लेखमा वक्रोक्तिवादको संक्षिप्त परिचय प्रस्तुत गर्दै वक्रोक्तिवादी साहित्य सिद्धान्तका आधारमा साहित्यका विविध विधाको अध्ययन विश्लेषण के कसरी गर्न सकिन्छ भन्ने विषयमा विवेचना गर्नुका साथै त्यसका लागि आवश्यक अध्ययनको ढाँचा समेत प्रस्तुत गरिएको छ । यस अन्तर्गत कृतिपरक समालोचनाका लागि वक्रोक्तिका वर्णविन्यास वक्रता, पदपूर्वार्द्ध वक्रता, पदपरार्द्ध वक्रता, वाक्य वा वस्तुवक्रता, प्रकरण वक्रता र प्रबन्ध वक्रता गरी यी छवटा आधारमा कृतिको अन्तरङ्ग विश्लेषण गर्ने र वक्रोक्तिका गुण र मार्गका आधारमा कृतिकारका कृतिगत विशेषताको समेत विश्लेषण र निष्पण गर्ने संक्षिप्त ढाँचागत स्वरूपको निर्देश गरिएको छ । यस लेखमा समीक्ष्य कृतिका प्रायः सबै पक्ष र कृतिकारको कृतित्वको समेत निष्पण गर्न सकिने अनि पूर्वीय साहित्यतत्त्वका साथै पाश्चात्य पद्धतिका कतिपय पक्षहरू पनि यसभित्र समेटिन सक्ने भन्दै यो समालोचना पद्धति व्यापक र समन्वयात्मक रहेकाले अन्य समालोचना पद्धतिहरूभन्दा उपयोगी पनि रहेको निष्कर्ष प्रस्तुत गरिएको छ ।

१. विषयपरिचय

वक्रोक्तिवाद एउटा काव्यशास्त्रीय सिद्धान्त हो । दसौं शताब्दीका आचार्य कुन्तकले प्रतिपादन गरेको यस सिद्धान्तको आधारग्रन्थ 'वक्रोक्तिजीवितम्' हो । वक्रोक्ति शब्द 'वक्र' र 'उक्ति' मिलेर बनेको

*प्राध्यापक, मेची बहुमुखी क्याम्पस, भद्रपुर, मेची, नेपाल ।

छ । अभिधार्थमा 'घुमाउरो भनाइ' भए पनि काव्यशास्त्रीय सन्दर्भमा भने यसले सामान्य व्यावहारिकभन्दा भिन्न विशिष्ट कलात्मक अभिव्यक्तिलाई बुझाउँछ । कुन्तकका मतमा उक्त विशिष्ट प्रकारको कलात्मक अभिव्यक्ति नै काव्य वा साहित्य हो ।

पूर्वमा आचार्य भरतदेखिकै साहित्य चिन्तनको लामो परम्परा छ । पूर्वीय विद्वान्हस्बाट प्रणयन भएका रस, अलङ्कार, रीति, ध्वनि, वक्रोक्ति आदिमध्ये कतिपय साहित्य सिद्धान्तका आधारमा साहित्यको विश्लेषण गर्ने गरिएको भए पनि त्यसको कुनै व्यवस्थित ढाँचा भने बसेको पाइन्न । यी सिद्धान्तलाई व्यवस्थित पद्धतिमा ढाल्ने हो भने यिनका आधारमा कृतिको सम्यक् मूल्याङ्कन गर्न सकिन्छ । नेपाली समालोचनामा भित्रिएको पाश्चात्य ढङ्गको समालोचना पद्धतिसँगै पूर्वीय सिद्धान्त अन्तर्गतका यी विभिन्न पद्धतिको पनि प्रयोग हुने हो भने नेपाली समालोचना विविधतायुक्त र अभि समृद्ध बन्न जानेछ । अतः यस लेखमा पूर्वीय सिद्धान्तमध्ये वक्रोक्ति सिद्धान्तका आधारमा साहित्यको अध्ययन गर्ने ढाँचा/पद्धतिको मोटामोटी स्वरूपको दिग्दर्शन गर्ने प्रयास गरिएको छ ।

२. वक्रोक्ति : सैद्धान्तिक स्वरूप

वक्रोक्तिकार कुन्तकले प्रसिद्ध अर्थात् व्यावहारिकभन्दा भिन्न प्रकारको विचित्र प्रकारको वर्णन शैलीलाई वक्रोक्ति भनेका छन् । कविकर्मको कुशलता त्यसको सौन्दर्यपूर्ण उक्ति अथवा 'विचित्र अभिधा' (वर्णन शैली) नै वक्रोक्ति (वक्रोक्तिजीवितम्, १ : १०, वृत्ति) हो । अर्थात् त्यस्तो उक्ति शैली वक्रोक्ति हो जो लोकव्यवहार वा शास्त्रमा प्रयोग गरिनेभन्दा भिन्नै प्रकारको, कविप्रतिभाबाट सृजित अभिव्यक्तिको चमत्कारले गर्दा सहृदयीहरूको मनलाई आनन्द दिने हुन्छ । कुन्तकका मतमा यस्तो विचित्र काव्यतत्त्व नै वक्रोक्ति हो र यो नै काव्यको आत्मा हो । त्यस्तो काव्यको काव्यत्व अलङ्कारयुक्त शब्दार्थमा मात्र रहन्छ अलङ्कार नभएको रचनामा रहँदैन (वक्रोक्तिजीवितम्, १ : ६) । वक्रोक्तिवादी मान्यतामा अलङ्कार विश्वनाथ आदि काव्यशास्त्रीले भने जस्तो साहित्यको आभूषण मात्र नभई काव्यको मूल तत्त्व नै हो । अलङ्कार काव्यमा जडिने वस्तु मात्र होइन, काव्यको स्वरूप रचना गर्ने मुख्य तत्त्व नै हो । अतः अलङ्कार नभए काव्य पनि हुँदैन ।

काव्य किन वा केका लागि ? भन्ने विषयमा विचार गर्दा वक्रोक्तिवादले अन्तश्चमत्कारको प्राप्ति, चतुर्वर्ग (धर्म, अर्थ, काम, मोक्ष) को प्राप्ति र व्यवहारिक ज्ञानलाई काव्य सृजनाको प्रयोजन मानेको देखिन्छ । अन्तश्चमत्कार भनेको मनमा फुर्ने भाव हो । मनभित्र उब्जेका त्यस्ता भाव वा अनुभूतिलाई स्रष्टाले वाणीको रूपमा व्यक्त गर्दा काव्य/साहित्य बन्दछ । साहित्यले आफ्नो अस्तित्व प्राप्त गरेपछि त्यसका धर्म, अर्थ आदि अन्य प्रयोजनहरू सिद्ध हुन्छन् । यसरी वक्रोक्ति सिद्धान्तका अनुसार सहृदयी पाठक/भावकका अन्तस्करणमा चमत्कार वा आनन्दको अनुभूति गराउनु, धर्म अर्थ आदि पुरुषार्थको मार्ग देखाउनु र व्यावहारिक व्यक्तिलाई निरन्तर नयाँ नयाँ व्यवहारको ज्ञान दिनु काव्यका यी तीन प्रयोजन हुन् ।

काव्य सिर्जनाको उत्पादक हेतु वा कारण चाहिँ स्रष्टामा रहेको शक्ति (प्रतिभा) हो । यसकै बलमा स्रष्टामा रहेको जीवनजगत् सम्बन्धी ज्ञान (व्युत्पत्ति) र निरन्तरको साधनाको सहायताले काव्यको सृजना हुन्छ । यस अर्थमा कविको कुशलताले कल्पना गरेर सुन्दर शब्दमा व्यक्त गरिएको वस्तु नै काव्य हो (वक्रोक्तिजीवितम्, १ : ७, वृत्ति) । शब्द र अर्थको सुन्दर सहभावमा मात्र काव्यत्व रहन्छ । कुन्तकले पाठकलाई आनन्द दिने, स्रष्टाको वक्रव्यापार (सौन्दर्यपूर्ण रचना कार्य) ले सुन्दर बनेको वाक्यविन्यास (बन्ध/उपयुक्त प्रबन्धन) मा व्यवस्थित भएको शब्द र अर्थको सहभाव भएको रचनालाई काव्य भनेका छन् । उनले वक्रताकै कारण विचित्र गुण र अलङ्कारले विशिष्ट बनेको शब्दार्थको सहभाव मात्र साहित्य हुन्छ शब्द र अर्थको वाच्यवाचक सम्बन्धको रूपमा रहने अभिव्यक्ति साहित्य हुन सक्दैन (वक्रोक्तिजीवितम्, १ : ७, वृत्ति) भनेर साहित्य शब्दलाई पनि चिनाएका छन् ।

३. वक्रोक्तिपरक समालोचना पद्धति : मूल्याङ्कनका आधारहरू

३.१. वक्रताका विविध प्रकार : कृतिगत मूल्याङ्कनका आधार

कुन्तकले वक्रोक्तिका (क) वर्णविन्यास वक्रता (ख) पदपूर्वार्द्ध वक्रता (ग) पदपरार्द्ध वक्रता (घ) वाक्य वक्रता (ङ) प्रकरण वक्रता र (च) प्रबन्ध वक्रता यी छ भेद बताएका छन् । ती भेदहरू काव्यका लघुतम एकाइ वर्णदेखि लिएर क्रमशः समग्र प्रबन्धको तहसम्म रहेका छन् । यी भेदका आधार काव्यका तिनै भाषिक एकाइहरू हुन् । पदपूर्वार्द्ध र पदपरार्द्ध पदकै प्रकृति र प्रत्यय भएकाले यहाँ ती दुवैलाई एउटै 'पदवक्रता' भित्र राखेर चर्चा गरिएको छ ।

३.१.१. वर्णविन्यास वक्रता : वर्णविन्यास विश्लेषणको आधार

वर्ण भनेको सङ्कथन वा प्रबन्धको सबैभन्दा तल्लो भाषिक एकाइ हो । वर्णकै उचित र विषयसुहाउँदो विन्यासले रचनामा लयसौन्दर्य वा श्रुतिमाधुर्यको सृजना र त्यसको अभिवृद्धि गरेको हुन्छ । एक वा अनेक वर्ण, वर्गान्तयोगी स्पर्श वर्ण (ङ्क, ङ्क, न्ध, म्प आदि), द्वित्व भएका त-ल-न आदि वर्ण, य र व स ह आदि वर्णसँग रकारको संयोग भएका वर्ण बारबार दोहोरिएर आउँदा रचना वर्णविन्यास सौन्दर्ययुक्त हुन्छ । यस्तो वर्णविन्यास सौन्दर्य हुनका लागि (क) विषयानुकूल वर्णयोजना, (ख) वर्णको स्वाभाविक संयोजन, (ग) वैचित्र्ययुक्तता र नयाँ नयाँ वर्णको आवृत्ति, (घ) प्रसाद गुणयुक्तता, (ङ) श्रुतिरमणीय र आनन्ददायक हुन आवश्यक छ (वक्रोक्तिजीवितम्, २ : ४) । यो प्रयोगलाई हेरौं :

धुम्रपान, नजरानापान, कमिसनपानका साथसाथै घटघटी लाउडापान गर्नेहरूले स्तनपान जस्ता कार्यक्रमहरू किन छाड्थे (तित्रा, स्तनपान सप्ताह)

यहाँ पान मा प्न् र घटघटीमा घट्घट् को आवृत्ति छ । यहाँ भएको पुनरावृत्तिबाट हास्य रस सिर्जना भएको छ भने उक्ति पनि प्रभावकारी र आकर्षक बनेको छ ।

३.१.२. पद वक्रता : पद विश्लेषणको आधार

पदमा आउने प्रातिपदिक वा धातु र कृत् वा तद्धित प्रत्ययबाट आउने सौन्दर्य पदवक्रता हो । वक्रोक्तिकारले पद वक्रताका पदपूर्वार्द्ध र पदपरार्द्ध गरी निम्नानुसार दुई भेद गरेका छन् ।

(१) पदपूर्वार्द्ध वक्रता

शब्दमूल/प्रातिपदिक र धातुबाट पदमा आउने सौन्दर्य पदपूर्वार्द्ध वक्रता हो (वक्रोक्तिजीवितम्, १ : १९ वृत्ति) । शब्दको सोभो अर्थबाट नबुझिने अर्थ बुझाउँदा र शब्दको त्यही अर्थमा अतिशयता/विशिष्टता देखाउँदा आउने सौन्दर्य स्तब्धवैचित्र्य वक्रता, विशिष्ट पर्याय शब्दको प्रयोगबाट चमत्कार ल्याइने पर्याय वक्रता, वस्तुहस्तबिचको कमभन्दा कम समानताका आधारमा आरोप गर्दा उत्पन्न हुने सौन्दर्य उपचार वक्रता, विशेषणले क्रिया वा कारकलाई चमत्कारी बनाउने विशेषण वक्रता, सर्वनाम आदिद्वारा कुनै कुरा संवरण (लुकाउनु वा ढाक्नु) गरेर सौन्दर्य सृजना हुने संवृत्तिवक्रता, कृत्, तद्धित, समासादि वृत्तिहरू सौन्दर्यपूर्ण हुने वृत्ति वक्रता, क्रियाको साध्य भावलाई सिद्ध (क्रिया आफैं सम्पन्न हुनु) स्म्यबाट वर्णन गर्दा आउने सौन्दर्य भाववैचित्र्य वक्रता, लिङ्गको विपर्यासयुक्त प्रयोगबाट हुने सौन्दर्य लिङ्गवैचित्र्य वक्रता र वैदग्ध्ययुक्त भङ्गीभणिति (रमणीय अभिव्यक्ति) ले सुन्दर बनेका क्रियापदहरूको प्रयोग क्रियावैचित्र्य वक्रता गरी यसका मुख्य आठ प्रकार छन् (वक्रोक्तिजीवितम्, २ : ८, ९) । केही उदाहरण :

(क) यो कर्ण हार्न जान्दैन बरु चाहन्छ मेटिन ।

यहाँ कर्णमा उदात्त वीरताको अभिव्यक्ति रोमाञ्चक बनेको हुँदा स्तब्धवैचित्र्य वक्रता छ ।

(ख) ढाकेर चन्द्रको ज्योत्स्ना लिपियो ल्याप्प बादल

‘बादल’ यस द्रव पदार्थमा ‘लिपियो’ यस ठोस वस्तुको क्रिया वा धर्मको आरोप हुनाले यहाँ उपचार वक्रता छ ।

(ग) अहा ! कस्तो कस्तो अगम छविमा तन्मय भए (तरुण तपसी) ।

यस उदाहरणमा ‘कस्तो कस्तो’ पदभिन्न धेरै भाव संवरित भएर (छोपिएर वा ढाकिएर) अभिव्यक्ति सुन्दर भएको हुनाले संवृत्ति वक्रता छ ।

(२) पदपरार्द्ध/प्रत्यय वक्रता र यसका प्रकार

“वक्रतायाः परोप्यस्ति प्रकार प्रत्ययाश्रयः” (वक्रोक्तिजीवितम्, १ : १९) अर्थात् प्रत्ययमा आश्रित हुने वक्रताको अर्को प्रकार पदपरार्द्ध/प्रत्यय वक्रता हो । कालको विलक्षणयुक्त प्रयोगबाट अभिव्यक्ति प्रभावकारी हुने कालवैचित्र्य वक्रता, मुख्य (कर्ता आदि) तथा गौण (कर्म, करण आदि) कारकहरूको अदलाबदलीबाट सौन्दर्य सृजना हुने कारक वक्रता, वचनको विचलनयुक्त प्रयोगले सौन्दर्य सृजना हुने वचन/संख्या वैचित्र्य वक्रता, पुरुष प्रयोगमा विचलन गरेर सृजिने सौन्दर्य पुरुष वक्रता, परस्मै

र आत्मनेपदको प्रयोगबाट सृजिने उपग्रह वक्रता, एउटा प्रत्ययबाट निर्मित भइसकेको पदमा 'तर' र 'तम' प्रत्यय थपिएर सौन्दर्यको सृजना हुने प्रत्ययमाला वक्रता गरी यसका छवटा भेद छन् । केही उदाहरण :

(क) चितौनको दुई टाउके चितुवा पछार्ने ए खप्पर, भापाको छखुट्टे हात्ती ढाल्ने ए खप्पर, दाङको जुरोवाल अजिङ्गर बैठाउने ए खप्पर, जोमसोमको आगोपुछे भालु पिट्ने

(मोहनराज शर्मा, विषाक्त फूलहरु)

'खप्पर' साधन (करण) मात्र हो तर यहाँ त्यसले मुख्य कर्ता भएर विभिन्न कार्य सम्पादन गरेको अवस्थाबाट नाटकमा विस्मय (आश्चर्य) सृजना गर्नाले कारक वक्रता सृजिएको छ ।

(ख) सभ्यता हाम्रो नेपाल राम्रो संस्कृति पवित्र

लुकेका स्वर्ग, समुच्च जाति यसमा छन् विचित्र (देवकोटा, मुनामदन)

यहाँ 'स्वर्ग' लाई बहुवचनमा राखिएको छ । नेपालमा रहेका विभिन्न जातजातिको समुदायलाई 'स्वर्गसमान' भन्ने दर्शाउन यहाँ वचनमा विचलन गरिएको छ । यसो गर्नाले अभिव्यक्ति सुन्दर भई यहाँ वचन वक्रता सृजना भएको छ ।

(ग) मुनामदन खण्डकाव्यमा भोटेको अभिव्यक्ति "म बोकी लान्छ हुन्छ कि हुन्न..." र छिमेकी कथामा धनजितेको अभिव्यक्ति "मो अधम हो कान्जा छेमा गार्..." पुरुष वक्रताको उदाहरण हो ।

३.१.३. वाक्य वक्रता : वाक्य (वस्तु) विश्लेषणको आधार

रचनामा व्यक्त वस्तु, त्यसलाई व्यक्त गर्ने कला र त्यो वस्तु प्रस्तुत गर्ने उद्देश्य वाक्यवक्रताभित्र आउने कुरा हुन् । यसलाई वस्तुवक्रता वा अर्थवक्रता पनि भनिन्छ । अभीष्ट अर्थ दिन सक्षम र अनेकौ वक्रताहरूले विशिष्ट बनेका शब्दद्वारा अत्यन्त सुन्दर र स्वाभाविक धर्मयुक्त रूपमा वस्तुको वर्णन गर्नु (वक्रोक्तिजीवितम्, ३ : १ वृत्ति) वाक्य वा वस्तुवक्रता हो । अर्थात् वस्तु वा वर्ण्य विषयलाई वक्र शैलीमा वर्णन गर्नु वाक्यवक्रता हो ।

वस्तुको सहज सुन्दरता तथा रसादि तत्त्वलाई परिपुष्ट गर्ने अकृत्रिम शैली सहजा र अलङ्कारादिबाट वस्तुको वैचित्र्य प्रकट गरिने शैली आहार्या गरी वस्तुवक्रताका दुई भेद हुन्छन् । रचनामा प्रस्तुत गरिने वस्तु पनि देव, मनुष्य, पशु आदि चेतन र जड प्रकृति आदि अचेतन गरी दुई प्रकारका हुन्छन् भने चेतन पनि देव मनुष्य आदि उच्च योनि प्रधान चेतन र पशु पन्छी आदि तिर्यक् योनि गौण चेतन हुन्छन् । त्यस्तो वर्णनको प्रयोजन वा उपादेयता रसोद्दीपन गराएर सहृदयलाई आनन्द प्रदान गर्नु, कुनै अपूर्व रमणीयताको प्रतिपादन गर्नु र व्यवहारौचित्य (धर्मार्थादि साधन, नैतिक औपदेशिकता

वा कुनै अन्य जीवन जगत्को यथार्थको ज्ञानप्राप्ति आदि) मुख्यतः तिन (वक्रोक्तिजीवितम्, ३ : ८ - १०) मानिएको छ ।

आहार्य भनेको शिक्षा तथा अभ्यासद्वारा आर्जित कविकौशल/रचनाचातुर्य हो । यसबाट स्पष्टाले रचनामा कुनै अपूर्व उत्कर्ष सृजना गरिदिन्छ जुन लोकोत्तर चमत्कारयुक्त हुन्छ । आहार्य वस्तुवक्रता अलङ्कारसौन्दर्यको कारक हुन्छ । आहार्य वस्तुवक्रता उत्पाद्य नै भए पनि त्यो सहज/स्वाभाविक भने हुनुपर्छ । अलङ्कारको त्यो सुन्दर संयोजन रसभाव आदिलाई अतिशय सौन्दर्ययुक्त बनाउने हुनुपर्दछ ।

सहजा वस्तुवक्रताको उदाहरण मुनामदन खण्डकाव्यको कथालाई लिन सकिन्छ । मुना र मदनको विछोड काव्यको वर्ण्य वस्तु हो । मुना र मदन (नायक नायिका), आमा, नैनी, भोटे आदि पात्र प्रधान चेतन; काग, कुकुर आदि वियोगसङ्केतक प्राणी गौण चेतन र जङ्गल, चिराक, सुनका थैला, थोत्रो घर आदि अचेतन वस्तु हुन् । यहाँ यी गौण चेतन र अचेतन वस्तुको प्रधान चेतनसँग सहकार्य छ । काव्यमा मुना र मदनको विछोडको अवस्थामा यी वस्तुहरूको समेत महत्त्वपूर्ण भूमिका रहेको छ । मुना मदनको वियोगको घटनाबाट करुण रस उद्दीप्त भएको हुनाले करुण रसको परिपोषण यस कथावस्तुको अभीष्ट हो । करुण रसको उद्दीपनका लागि काव्यमा उक्त गौण चेतन वा तिर्यक् योनि र अचेतन वा जडवस्तुका साथै उपमा, रूपक, उत्प्रेक्षा आदि अलङ्कार पनि आएका छन् । यसरी काव्यमा मूलतः सहज कवित्व नै प्रधान छ भने अभीष्ट रससिद्धि वा भावव्यञ्जनाका लागि आहार्य वस्तुवक्रताको पनि उपस्थिति रहेको छ ।

३.१.४. प्रकरण वक्रता : प्रकरण विश्लेषणको आधार

प्रबन्धको एकदेश प्रकरण हो । यो कथाको एक प्रसङ्ग हो । कथाका विभिन्न प्रसङ्गबाट उत्पन्न हुने लावण्य यस प्रकारको वक्रताभिन्न आउँछ । यसका निम्नानुसार नौवटा भेद छन् :

(क) कथाको कुनै प्रसङ्गविशेषबाट भावपूर्ण स्थितिको उद्भावना हुने प्रकरण वक्रतालाई भावपूर्ण स्थितिको उद्भावना/पात्रको प्रवृत्ति वक्रता भनिन्छ ।

जस्तै : मुनामदन खण्डकाव्यमा मदनले गुनको बदला सुन दिन खोज्दा भोटेले नमान्नु र आमाको आसिकको मात्र चाहा राख्नु यस प्रकारको वक्रता हो ।

(ख) कुनै प्रसिद्ध कथामा नभएको प्रसङ्ग थपेर वा भएकै प्रसङ्गलाई संशोधन गरेर सृजिने वक्रता उत्पाद्य लावण्य वक्रता हो ।

जस्तै : माधवी उपन्यासमा दासमोचनको प्रसङ्ग अथवा देवासुर संग्राम महाकाव्यमा यज्ञलाई उत्सवका रूपमा व्याख्या गरिएको प्रसङ्ग ।

- (ग) कथाभित्र उनीएका कथांश वा प्रकरणहरूका बिच उपकार्य उपकारक सम्बन्ध भएर सृजिने प्रकरण वक्रताउपकार्य-उपकारक वक्रता हो ।

जस्तै : मुनामदनमा मदन मरेको चिठीको कारण मुना र मुनाको मृत्युको कारणबाट मदन मर्नु ।

- (घ) एउटै विषयलाई नयाँ नयाँ सन्दर्भबाट नवीनतासाथ दोहोर्‍याउँदा आउने लावण्य आवृत्ति वक्रता हो ।

जस्तै : उर्वशी खण्डकाव्यमा उर्वशीले अर्जुनसँग गरेको सहवासको चाहनालाई पटक पटक नवीन सन्दर्भसँग आवृत्ति गर्नु ।

- (ङ) प्रधान कथाभन्दा भिन्न तर सरस कथावस्तु जोडेर वर्णन गर्दा आउने सौन्दर्य प्रासङ्गिक प्रकरण वक्रता हो ।

जस्तै : शाकुन्तल महाकाव्यमा आएका शिकार, युद्धविजय आदि प्रसङ्ग ।

- (च) प्रकरणविशेषमा प्रधान रसको उत्कर्षलाई देखाएर मूल रस परिपाक भएको अवस्थालाई प्रकरण रसवक्रता भनिन्छ ।

जस्तै : मुनामदन खण्डकाव्यमा मुना र आमाको मृत्युपछि मदनको पनि मृत्यु भएको अवस्थाले करुण रसलाई उत्कर्षमा पुर्‍याएको स्थिति ।

- (छ) प्रधान वस्तुको सिद्धिका लागि अन्य वस्तुको विचित्रता प्रतीत हुने प्रकरणलाई अवान्तर वस्तुकथा वक्रता भनिन्छ ।

जस्तै : मुनामदनमा गुन्डाले मदन मरेको चिठी मुनाकहाँ पठाउँदा कथास्थिति दुःखान्त परिणतितिर मोडिनु ।

- (ज) नाटक आदि आख्यानमा रचनामा आयोजना गरिने गर्भाङ्क वा उपदृश्य बाट सृजिने वक्रता गर्भाङ्क प्रकरण वक्रता हो ।

जस्तै : प्रेमपिण्ड नाटकमा आएको गर्भनाटकको प्रसङ्ग ।

- (झ) पञ्चसन्धियुक्त वस्तुको विन्यासबाट सृजिने सौन्दर्य सन्ध्यङ्गविनिवेश वक्रता हो ।

जस्तै : परालको आगो कथामा गौथली मुखाले हुनुदेखि गौथलीको पुनरागमनसम्म कार्यकारण सम्बन्धमा आबद्ध भएर विभिन्न घटनाहरू आएको स्थिति ।

३.१.५. प्रबन्ध वक्रता : प्रबन्धन विश्लेषणको आधार

प्रबन्ध वक्रता महाकाव्य, नाटक, उपन्यास आदिको समग्र प्रबन्धन कौशल हो । यसका निम्नानुसार छ भेद छन् :

- (क) ख्यात कथामा विधान गरिएको मूल रसको सट्टा अर्कै मनोहर वा प्रभावकारी रसको प्रतिपादन गरिने प्रबन्ध वक्रता मूल रसपरिवर्तन वक्रता हो ।

जस्तै : राजेश्वर देवकोटाको द्वन्द्वको अवसान उपन्यास अथवा प्रश्रितको देवासुर संग्राम मा प्रख्यात कथाको पुनराख्यान गरेर नयाँ स्वाद दिइनु ।

- (ख) नायकको उत्कर्ष देखाउने कुनै प्रसङ्गमा कथाको समाप्ति गरिदिने कथा समापन वक्रता हो ।

जस्तै : रामायण महाभारत आदि कृतिहरूमा नायकको विजय देखाएर काव्यको समापन भएको स्थिति अथवा स्मृती उपन्यासमा स्मृतीको विजयमा कथा टुङ्गिनु ।

- (ग) प्रधान कार्यलाई अनायासै सिद्ध गरेर कथावस्तु सौन्दर्यपूर्ण बनाइने प्रबन्ध वक्रतालाई कथाविच्छेद वक्रता भनिन्छ ।

जस्तै : शाकुन्तल महाकाव्यमा दुष्यन्त शकुन्तला भेटपछि बिचैमा कथा समाप्त गरिनु ।

- (घ) नायकले आफ्नो मूल अभीष्ट सिद्धिका साथै अन्योन्य फल समेत प्राप्त गर्नुलाई आनुषङ्गिक फल वक्रता भनिन्छ ।

जस्तै : माधवी उपन्यासमा गालवको लक्ष्य गुरुदक्षिणा चुकाउनु मात्र हो तर यस क्रममा माधवीसँगको सहयात्रा, उसबाट पुत्रप्राप्ति, गालवको शास्त्रार्थमा विजय आदि जस्ता गालवले थप उपलब्धि पनि प्राप्त गरेको छ । यो स्थिति आनुषङ्गिक फलवक्रता हो ।

- (ङ) सार्थक एवम् मूल कथाको सूचक हुने गरी रचनाको शीर्षक राख्नु नामकरण वक्रता हो ।

जस्तै : मुटुको व्यथा, प्रेमपिण्ड, तरुण तपसी आदि कृतिहरूको सार्थक नामाकरण गर्नु ।

- (च) उही कथा लिएर पनि भिन्न भिन्न स्रष्टाले आफ्नो प्रतिभाको चमकद्वारा आफ्ना रचनालाई एकअर्कामा बेग्लै प्रभाव दिनसक्ने तुल्याइनु तुल्यकथा वक्रता हो ।

जस्तै : दुष्यन्त शकुन्तलासँग सम्बद्ध कथामा आधारित भएर शाकुन्तल महाकाव्य शकुन्तला नाटक आदि विभिन्न कृतिहरू रचना भए पनि ती कृति आ-आफ्नै वैशिष्ट्यका कारण आफैंमा विशिष्ट प्रभावोत्पादक हुनु यस प्रकारको वक्रता हो ।

३.२. स्रष्टागत मूल्याङ्कन : वक्रोक्तिका मार्ग र गुणको आधार

३.२.१. वक्रोक्तिका मार्ग

कुन्तकका दृष्टिमा कवि/स्रष्टाको प्रवृत्ति/स्वभावविशेष काव्यसृजनाको हेतु हो । यसै प्रवृत्तिका आधारमा वक्रोक्तिका तिन मार्ग मानिएको छ । मार्गलाई वामनले 'रीति' भनेका छन् तर रीति र मार्ग आधारभूत रूपमा भिन्न पनि छन् । कुन्तकले वामन आदि आचार्यहरूले देशविशेषको वैशिष्ट्यका आधारमा गरेको रीतिको विभाजन र रीतिका आधारमा काव्यको उत्तम, मध्यम, अधम भनी गरेको वर्गीकरणको खण्डन गरेका छन् । उनले काव्य रचना देशविशेषको धर्म नभई कविमा रहने शक्ति, व्युत्पत्ति र अभ्यासमा आधारित हुने हुनाले त्यस्तो विभाजनलाई अनुपयुक्त हो भनेका छन् । यसरी कुन्तकले रीतिसम्बन्धी वर्गीकरण र काव्यको श्रेणीकरण दुवैको खण्डन गरेर देशभेदका सट्टा कविहरूको स्वभावभेदका आधारमा मार्गको वर्गीकरण र व्याख्या प्रस्तुत गरेका छन् ।

कुन्तकले वक्रोक्तिका सुकुमार, विचित्र र मध्यम गरी तिन मार्ग बताएका छन् । सहज शक्ति (प्रतिभा) बाट प्राप्त हुने सुकुमार मार्ग हो । सहजता र स्वाभाविकता नै सुकुमार मार्गका मूल विशेषता हुन् । शब्दार्थको स्वाभाविक चमत्कारको अभिव्यक्ति, स्वस्फूर्त अलङ्कारको उपस्थिति, निर्माणको कौशलको अनादर, अलौकिक तथा वर्णनातीत अनुभूतिको सौन्दर्य आदि विशेषताहरू सुकुमार मार्गमा रहने देखिन्छ । सौकुमार्यभन्दा भिन्न वैचित्र्यपूर्ण ढङ्गले काव्यमा सौन्दर्य सृजना गर्ने कविप्रवृत्ति विचित्र मार्ग हो । यसमा शब्दार्थको वैचित्र्य, अलङ्कारको आधिक्य, रसादि अलङ्कारको प्रकाशन अलङ्कारद्वारा हुने, व्यङ्ग्यप्रधान, अतिशयतायुक्त र कठिनसाध्यता जस्ता विशेषताहरू रहन्छन् । यस्तो प्रकारको वैशिष्ट्य आयोजित कवित्वको प्रतिफलका रूपमा आउँछ र चतुर एवम् विदग्ध कविका रचनामा मात्र पाइन्छ । मध्यम मार्गलाई उभयात्मक मार्ग पनि भनिन्छ । सुकुमार र विचित्र दुवै मार्गका विशेषता रहने यसमा दुवै मार्गका सौन्दर्यहरू परस्पर स्पर्धापूर्वक रहन्छन् । यो विभिन्न रुचि भएका सहृदयी भावकका लागि मनोहर हुन्छ । यसमा प्रतिभासम्पाद्य र व्युत्पत्तिसम्पाद्य दुवैको सम्मिलित शोभा रहन्छ । यस प्रकार कविस्वभाव (प्रवृत्ति/विशेषता) का आधारमा कवित्वका सुकुमार, विचित्र र मध्यम तिन मार्ग हुन्छन् । सहज कवित्वको प्राप्ति हुनेलाई सुकुमार मार्ग, आहार्य (व्युत्पत्तिसम्पाद्य) लाई विचित्र र दुवैको सम्मिलित गुण भएको कवित्वलाई मध्यम अथवा उभयात्मक भनिएको छ ।

३.२.२. मार्गमा गुणको स्थिति

वक्रोक्तिका मार्गमा विभिन्न गुणहरू रहन्छन् । मार्गमा रहने सामान्य तथा विशेष गुणहरूमध्ये सामान्य गुणका औचित्य र सौभाग्य गरी दुई प्रकार हुन्छन् । यी दुवै प्रकारका गुणहरू तिनवटै मार्गमा समान रूपले रहन्छन् (नगेन्द्र, २०१२ : भूमिका १७७) । विशेष गुणका माधुर्य, प्रसाद, लावण्य र अभिजात्य गरी चार प्रकार छन् । यी सबै गुण तिनवटै मार्गमा रहने भए पनि प्रत्येक मार्गमा यिनको स्वस्व तथा लक्षण भने भिन्न रहन्छ (नगेन्द्र, २०१२ : भूमिका १७८) । सामान्य गुण सबै मार्गमा समान

स्यले रहन्छन् । सामान्य गुण औचित्य र सौभाग्य गरी दुई प्रकारका हुन्छन् । अत्यन्त स्पष्ट उक्तिको वैचित्र्यद्वारा पदार्थको औचित्ययुक्त कथन नै प्राण हो भन्ने कुराको महत्त्व जसबाट पुष्ट हुन्छ त्यो औचित्य गुण हो (वक्रोक्तिजीवितम्. १ : ५३) । काव्य सौन्दर्यका लागि निष्पादनयोग्य सबै काव्योचित सामग्रीहरू सौभाग्य गुणयुक्त रहन्छन् । सौभाग्य गुण प्रतिभासाध्य मात्र नभई व्युत्पत्ति र अभ्याससाध्य पनि हुन्छ ।

विशेष गुण सबै मार्गमा रहने भए पनि मार्ग अनुसार ती गुणका स्वभाव फरक फरक हुन्छन् । समासरहिता वा त्यसको न्यूनता भएको, श्रुतिरमणीय र सुन्दर अर्थयुक्त भएकाले हृदयहारिता नै प्राण भएको गुण माधुर्य हो । यो सुकुमार मार्गको प्रधान गुण पनि हो (वक्रोक्तिजीवितम्. १ : ३०) । विचित्र मार्गमा रहने माधुर्य गुणमा मधुर प्रकृतिका पदहरू कोमलताका बाहक नभएर सौन्दर्यवृद्धिका कारक हुन्छन् (वक्रोक्तिजीवितम्. १ : ४४) । सुन्ने बित्तिकै कुनै तनावविनै स्वतः अभिप्राय खुलिहाल्ने र सरासरी रस-वक्रोक्ति आदि बुझिने गुण सुकुमार मार्गको प्रसाद गुण हो (वक्रोक्तिजीवितम्. १ : ३१) भने असमस्त पदको प्रयोग हुने र केही ओजको स्पर्श पनि रहने सौन्दर्य विचित्र मार्गको प्रसाद गुण हो (वक्रोक्तिजीवितम्. १ : ४५) । वर्णविन्यासको शोभायुक्त वाक्यविन्यास सौन्दर्य रहने गुण सुकुमार मार्गको लावण्य गुण हो (वक्रोक्तिजीवितम्. १ : ३२) भने परस्पर संश्लिष्ट, विसर्गान्त पदले युक्त र संयोगभन्दा पूर्वमा ह्रस्व पद हुने (वक्रोक्तिजीवितम्. १ : ४७) विचित्र मार्गमा रहने लावण्य गुण हुन् । सुन्नमा मृदु र सुखद स्पर्शसमान मन छुने, स्वभावतः कोमल छाया भएको सौन्दर्यविशेष सुकुमार मार्गको अभिजात्य गुण हो (वक्रोक्तिजीवितम्. १ : ३३) भने विचित्र मार्गाश्रित अभिजात्य गुण चाहिँ कठोरताका दृष्टिले मध्यमार्गी, कविको कुशल शिल्पद्वारा सृजित र मनोहारी हुन्छ । उभयात्मक/मध्यम मार्गमा सुकुमार र विचित्र दुवैका लक्षणहरूको मिश्रण हुने हुनाले त्यसमा रहने विशेष गुणहरूमा पनि ती दुवै मार्गमा रहने तत्त्व गुणका लक्षणहरूको मिश्रण रहन्छ ।

यसरी कुन्तकले काव्यका सुकुमार, विचित्र र मध्यम मार्ग र तिनमा हुने माधुर्यादि गुणका अलग-अलग लक्षण प्रस्तुत गर्दै कालिदास आदिलाई सुकुमार मार्गी, वाणभट्ट, भवभूति आदिलाई विचित्र मार्गी र मातृगुप्त, मायुराज आदिलाई मध्यम मार्गी कवि भनेका छन् (वक्रोक्तिजीवितम्. १ : ५२ वृत्ति) ।

४. समालोचनाको वक्रोक्तिवादी ढाँचा

वक्रोक्तिका माथि वर्णित विभिन्न भेद-उपभेदहरू नै रचनाको वक्रोक्तिपरक समालोचना पद्धति अन्तर्गतका कृतिमूल्याङ्कनका ढाँचा वा पद्धतिगत आधार हुन् भने वक्रोक्तिका मार्ग र गुण चाहिँ स्रष्टाको रचनाधर्मिताको मूल्याङ्कनका आधार हुन् । रचनाको सर्वाङ्ग मूल्याङ्कन वक्रोक्तिका उपर्युक्त छवटा भेदको विश्लेषणबाट गरिन्छ । यस अन्तर्गत रचनामा वर्णहरूको के कस्तो रूपमा औचित्ययुक्त विन्यास भएको छ, त्यसले रचनामा के कस्तो लय/श्रुति माधुर्य सृजना गरेको छ अनि यसले सम्बद्ध

रचनाको वर्ण्य विषयको प्रभावकारितामा के कस्तो सघाउ पुऱ्याएको छ भन्ने आधारमा कृतिको वर्णविन्यासगत सौन्दर्यमूल्यको मापन गरिन्छ । पदवक्रताको विश्लेषण गर्दा पदका पूर्वाद्ध तथा परार्द्ध/प्रत्ययका कुन कुन उपभेदको के कस्तो उपस्थितिका माध्यमबाट रचनामा के कस्तो उक्ति भङ्गिमा आएको छ र त्यसले कृतिलाई के कस्तो उत्कर्ष प्रदान गरेको छ भन्ने कुराको मूल्याङ्कन हुन्छ । वाक्य वक्रता अन्तर्गत कृतिमा प्रस्तुत वस्तु/विषयवस्तु, कथाको स्रोत, स्वस्म्य र त्यसबाट कृतिमा आएको प्रभावकारिताको निस्मरण गरिन्छ भने यसबाट विषयवस्तुको प्रस्तुति शैलीविशेष र त्यस वस्तुप्रयोगको उद्देश्य वा प्रयोजनको औचित्य अनौचित्यको समेत निस्मरण गरिन्छ । प्रकरण वक्रता अन्तर्गत प्रबन्ध वा समग्र सङ्कथनमा आएका विभिन्न प्रकरण/कथांश/उपाख्यान/प्रसङ्ग आदिको आन्तरिक तालमेल वा बुनोट कस्तो छ, ती प्रकरणहरूमध्ये कुन कुनले कृतिमा के कसरी के कस्तो सौन्दर्य ल्याएका छन् त्यसको लेखाजोखा गरिन्छ । प्रबन्ध वक्रतामा कृतिको समग्र प्रबन्धनलाई के कस्ता तत्त्वहरूले के कसरी सुगठित, सौन्दर्यपूर्ण र प्रभावकारी बनाएका छन् भन्ने कुराको मूल्याङ्कन गरिन्छ ।

यसै गरी स्रष्टाको सृजनधर्मिताको मूल्याङ्कन चाहिँ वक्रोक्तिका तिन मार्ग र तिनमा रहने गुणको उपस्थितिका आधारबाट स्रष्टा सुकुमार, विचित्र वा मध्यम कुन मार्गी हो भन्ने कुराको निर्व्योला गरेर गरिन्छ । यस आधारबाट हेर्दा नेपालीका देवकोटामा सुकुमार मार्गी, सिग्देलमा विचित्र मार्गी र लेखनाथमा मध्यम मार्गी कवित्वको प्रधानता रहेको देखिन्छ ।

यस प्रकार वक्रोक्तिवादी समालोचना पद्धतिले रचनाका वर्णदेखि प्रबन्धसम्मका अवयवहरूका साथै रचनाकारको समेत वैशिष्ट्यको मूल्याङ्कन गर्ने आधार प्रदान गर्दछ । यति मात्र होइन वक्रोक्ति सिद्धान्तको वस्तु वक्रता अन्तर्गत स्वभावप्रधान, रसप्रधान र लोकव्यवहारप्रधान गरी वस्तुका तिन भेदको उल्लेख गरिएको छ । यसभित्र स्वभावपरक र रसपरकका साथै लोकव्यवहारप्रधान वस्तुवक्रताभित्र नीतिपरक, मनोविज्ञानपरक, द्वन्द्वात्मक भौतिकवादपरक आदिका साथै डायस्पोरा, सवाल्टर्न, नारीवाद, अभिघात आदि उत्तर आधुनिक विषयहरू समेत समेटिने देखिन्छ । अतः यस अन्तर्गत यी विविध आधुनिक विषयका आधारमा समेत कृतिको मूल्याङ्कन गर्न सकिन्छ । यस्ता अध्ययनका लागि केही नमुना शीर्षकहरू :

- महेशविक्रम शाहका कथामा अभिघातपरक वस्तुवक्रता
- इच्छुकका रचनामा मार्क्सवादी चेतनाप्रधान वस्तुवक्रता
- सुधा त्रिपाठीका कथामा नारी चेतनाप्रधान वस्तुवक्रता
- मोराशका नाटकमा स्वैरकल्पनाप्रधान वस्तुवक्रता
- तरुण तपसी नव्यकाव्यमा सामाजिक व्यवहारप्रधान वस्तुवक्रता

वक्रोक्तिपरक समालोचना पद्धति अन्तर्गत स्रष्टा र सृजनाको समग्र पक्षका साथै तिनका कुनै एक पक्ष वा उपपक्षविशेषमा वा रचनाको कुनै एकदेश विशेषमा वा स्रष्टाको सृजनाधर्मिताको मूल्याङ्कनमा मात्र केन्द्रित भएर आंशिक अध्ययन पनि गर्न सकिन्छ । यस्ता आंशिक अध्ययनका लागि केही नमुना शीर्षकहरू :

- शाकुन्तल महाकाव्यको प्रथम पद्यमा पदपूर्वार्द्ध वक्रता
- द्वन्द्वको अवसान उपन्यासमा मूलरस परिवर्तन वक्रता
- देवासुर संग्राम महाकाव्यमा उत्पाद्यलावण्य वक्रता
- भैरव अर्यालका हास्यव्यङ्ग्य निबन्धमा वर्णविन्यास वक्रता
- वक्रोक्तिका मार्ग र गुणका आधारमा मुनामदनको कवित्व पक्ष

नेपाली साहित्यमा वक्रोक्तिपरक अध्ययनको सुरुआत भर्खरै हुन थालेको सन्दर्भमा यस पद्धतिबाट एम.फिल. तथा विद्यावारिधिसम्मका शोधकार्य हुँदै छन् । स्नातकोत्तर तहको अध्ययन हुने क्याम्पसहरूमा शोध कार्यका लागि वा अन्य लघु अनुसन्धान परियोजनाका लागि यस पद्धतिबाट आंशिक अध्ययन गर्नु निकै उपयुक्त देखिन्छ । यस्ता आंशिक अध्ययनका लागि केही नमुना शीर्षकहरू :

- स्मृति उपन्यासमा नीतिप्रधान वाक्य/वस्तुवक्रता
- मैनालीका कथामा सामाजिक आदर्शप्रधान वाक्यवक्रता
- प्रेमपिण्ड नाटकमा प्रकरण वक्रता
- मुनामदन खण्डकाव्यमा प्रकरण वक्रता
- तरुण तपसी नव्यकाव्यमा दार्शनिकता प्रधान वस्तुवक्रता
- आदर्श राघव महाकाव्यमा आहार्या वस्तुवक्रता

५. निष्कर्ष

रचनाको स्रोत कविहृदय हो भने त्यसको उपभोक्ता सहृदय पाठक । वक्रोक्तिवादले मार्ग र तिनमा रहने गुणको विश्लेषणका माध्यमबाट कवि स्वभावको मूल्याङ्कन गर्छ भने सम्बद्ध रचनाको समग्र वक्रोक्तिप्रकारबाट पाठकले पाउने आनन्द, चतुर्वर्ग सिद्धिको उपाय, नैतिक औपदेशिकता लगायत आधुनिक उत्तरआधुनिक विविध विषयको समेत वस्तुपरक मूल्याङ्कन गर्दछ । यसरी वक्रोक्तिपरक पद्धतिबाट रचनाको अध्ययन विश्लेषण गर्दा वर्णविन्यासदेखि लिएर समग्र प्रबन्धसम्मको बनोट र त्यसको बुनोट प्रक्रियाको समेत अध्ययनबाट रचनाको सौन्दर्यको तथा मार्ग र गुणका आधारबाट

स्रष्टाको सृजनाकलाको समेत औचित्य-अनौचित्य वा गुणदोष निष्पण र मूल्याङ्कन हुन्छ । यसै गरी यस विधिबाट अध्ययन गर्दा रस, अलङ्कार, औचित्य, गुण-दोष आदि पूर्वीय साहित्यतत्त्वका साथै पाश्चात्य पद्धतिका कतिपय पक्षहरू पनि यसभित्र समेटिन सक्ने हुनाले वक्रोक्तिपरक समालोचना पद्धति अन्य सबै पद्धतिहरूको तुलनामा व्यापक र समन्वयात्मक छ । अतः वक्रोक्तिपरक समालोचना पद्धति अन्य समालोचना पद्धतिहरूभन्दा उपयोगी पनि छ ।

सन्दर्भ सामग्री सूची

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माध्यमिक नेपाली साहित्यको विकास

प्रक्रिया : एक सर्वेक्षण

मुकुन्द शर्मा*

सार

नेपाली साहित्यको विकास प्रक्रियाअन्तर्गत प्राथमिक र आधुनिक काल बिचको अवधिलाई नै माध्यमिककाल भनेर चिन्ने गरिएको छ । यसले बिचको समयावधि भन्ने बुझाउँछ । अत्यन्त छोटो समयावधि मात्र रहेको यस कालमा नेपाली साहित्यिक विकासका दृष्टिले महत्त्वपूर्ण उपलब्धि हासिल गरेको मानिन्छ । यसै समयावधिलाई लिई प्रस्तुत लेखमा माध्यमिककालीन साहित्यका विधाहरूको विकास प्रक्रिया तथा तिनका धारा उपधारा के कस्ता रहेका छन् भन्ने विषयमा सर्वेक्षणात्मक अध्ययन गरिएको छ । साहित्यका विविध विधाहरूको विकास र विस्तार हुनु नै साहित्यको विकास हो भनेर मान्ने गरिन्छ । त्यस्तो विकासका क्रममा यसले विभिन्न मोड वा घुम्तिहरू पार गरेको हुन्छ जसलाई साहित्यका सन्दर्भमा तिनका धारा र उपधारा भन्ने गरिन्छ । प्राथमिक कालमा जस्तै यस कालमा पनि कविता विधाले नै आफ्नो स्थान बनाउन सफल रहेको छ । यस कालमा विविध धारा र शैलीमा कविता रचिएका छन् र समग्रमा माध्यमिककालीन पद्य साहित्यका बारेमा मूल्याङ्कन गर्नुपर्दा मुख्यतः शृङ्गार र यसका अतिरिक्त भक्ति, स्तुति, नैतिक औपदेशिक, धार्मिक तथा सामाजिक सांस्कृतिक जागरणको धारा सशक्त रूपमा रहेको देखिन्छ । तर पुरै अवधिको मूल धारा भने शृङ्गारिकता नै रहेको छ । माध्यमिककालको पूर्वार्द्धका कोणबाट हेर्दा पूर्वार्द्धमा मुख्यतः शृङ्गार र उत्तरार्द्धमा नैतिक औपदेशिक, सामाजिक सांस्कृतिक तथा सामाजिक जागरणको धाराले ठाउँ ओगटेका देखिन्छ । शृङ्गारका अलावा अन्य धाराहरू यस कालका गौण रूपमा मात्र विकसित हुन पुगेका छन् । यसै समय लोकछन्दमा आधारित लहरी र सवाई पनि कविताका रूपमा आएका छन् । लयगत दृष्टिले यस समयमा विविध लयको प्रयोग भेटिन्छ । शास्त्रीय छन्दका अतिरिक्त लोकलयमा आधारित बालुन, सवाई, लहरी जस्ता कविता कृतिको रचनाले लयगत विविधता एवम् विकास र विस्तार तर्फ लम्केको देखिन्छ । यसरी माध्यमिककालीन कविताका यिनै प्रवृत्तिगत विशेषता र लयगत विविधताले यस कालको विकास र विस्तारमा महत्त्वपूर्ण भूमिका खेलेका छन् भन्न सकिन्छ । यसै गरी गद्यविधाअन्तर्गत पनि कथा, कहानी, आख्यान, उपाख्यान, उपन्यास जीवनी र निबन्ध गद्य र पद्य मिश्रित नाटक आदिजस्ता विविध विधाले विकसित र विस्तारित हुने

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अवसर पाएको देखिन्छ । यस कालमा **कथा, उपन्यास, नाटक** आदिलाई अलग अलग विधाका रूपमा नछुट्याई **आख्यान, आख्यायिका, आहान, उपाख्यान, कथा कुथुङ्ग्री** आदि भनेर सबैलाई एउटै अन्तर्गत समेटेको भेटिन्छ । तर यस कालको उत्तरार्द्ध चरणमा भने **कथा, उपन्यास, नाटक** आदि संयुक्त रूपमा रहेको आख्यानले यसअन्तर्गतका सबै विधाहरूलाई अलग अलग छुट्याई रचना गरिएको र यसरी नै चिनाउनसमेत सफल रहेको देखिन्छ । यसरी हेर्दा मोतीरामको आगमन (१९४१) बाट आरम्भ भएको यस माध्यमिककालको उत्तरार्द्ध वा समापन (१९७४) सम्म आइपुग्दा यसले **विधागत, शैलीगत, भाषिक** आदि विविध कोणबाट विकास र विस्तारमा लम्किएँ आधुनिक कालको आरम्भ विन्दुको कारकसम्म बन्न पुगेको देखिन्छ । प्रस्तुत आलेखमा यिनै विधागत विकास, विस्तार र यस क्रममा आएका मोड उपमोडलाई तिनका धारा तथा उपधारका रूपमा लिई सर्वेक्षणात्मक समीक्षा गरिएको छ ।

१ विषय प्रवेश

नेपाली साहित्यको विकास विस्तार र आयामलाई हेर्दा यसले विभिन्न घुम्तिहरू पार गरेको देखिन्छ । यसको विकासका मोडहरू लेखोट, वाङ्मय, अनुवाद स्थान्तरण हुँदै मौलिक सिर्जना एवम् विधागत विकास र विस्तारको क्रम प्राथमिक, माध्यमिक हुँदै आधुनिक कालसम्म आइपुगेको देखिन्छ । यसरी हेर्दा प्राथमिककाललाई लेखोट वाङ्मय र अनुवाद स्थान्तरणको युग, माध्यमिककाललाई साहित्यिक प्रकाशन तथा भिनो रूपमा विधा विस्तारको युग र आधुनिक काललाई विधागत एवम् प्रवृत्तिगत विकास विस्तार तथा विविध प्रयोगको युगका रूपमा लिइन्छ । यी घटनाहरूलाई साहित्येतिहासका महत्त्वपूर्ण घटनाका रूपमा लिइने गरिन्छ । तर काल विभाजनका मुख्य आधारका रूपमा भने प्रवृत्तिगत विशेषता र भिन्नतालाई लिने गरेको पाइन्छ । यस आधारमा प्राथमिककाललाई वीर र भक्ति, माध्यमिकलाई शृङ्गार तथा आधुनिक काललाई यी दुवै भन्दा भिन्न विधागत सचेतताले ल्याएको प्रवृत्तिगत विविधताका रूपमा लिन सकिन्छ ।

साहित्यलाई एउटा वृक्षसँग पनि तुलना गरिन्छ । जसरी एउटा वृक्ष वीजारोपणदेखि उत्तरोत्तर बढ्दै र हाँगाहरू फस्टाउँदै जान्छन् त्यसरी नै साहित्यको गति पनि विकसित रूपमा अगाडि बढ्दै गएको हुन्छ । नेपाली साहित्यको इतिहासलाई हेर्दा यसको पनि आरम्भ (प्राथमिककाल) सूक्ष्म रूपमा रहेको पाइन्छ भने यसले उत्तरोत्तर समय पार गर्दै माध्यमिककालसम्म आइपुग्दा यसका शाखा प्रशाखा (विधाहरू) धेरै फस्टाइसकेका देखिन्छन् । साहित्यमा यस्तो फस्टाइ त्यसका विधाहरूको विस्तार र विकासबाट देखिने गर्दछ । यसरी नेपाली साहित्यको प्राथमिककाल अभिलेख, वाङ्मय, पद्य र अनुवाद स्थान्तरणका रूपमा मात्र सीमित देखिन्छ भने माध्यमिककालमा पुग्दा **भाषा, शैली, मौलिकता, विधा र उपविधाहरूका** दृष्टिले फस्टाउँदै गएको देखिन्छ । यस कालको उत्तरार्द्धमा आइपुग्दा त भन् भाषिक सचेततापरक लेखन शैलीको पनि आरम्भ हुन पुग्छ, जसले आधुनिक कालको आरम्भको सङ्केतसम्म प्रदान गर्दछ । यसरी मोतीरामको आगमन (१९४१) बाट आरम्भ भएको माध्यमिककाल

यसको उत्तरार्द्ध वा समापन (१९७४) सम्म आइपुग्दा पनि **विधागत, शैलीगत, भाषिक** आदि विविध कोणबाट विकास र विस्तारमा लम्किँदै आधुनिक कालको आरम्भ विन्दुको कारकसम्म बन्न पुगेको देखिन्छ । यस कालमा विशेषतः पद्यमा र त्यसपछि गद्यमा रचित कथा, कहानी, आख्यान, उपाख्यान, उपन्यास जीवनी र निबन्ध तथा गद्य र पद्य मिश्रित नाटक आदिजस्ता विविध विधामा कलम चलेको देख्न पाइन्छ । पद्य वा गद्य दुवै विधामा मूलतः शृङ्गार र गौण रूपमा अन्य धाराहरू फस्टाएको देखिन्छ । गद्य विधाका नाटकमा समेत केही अपवाद बाहेक शृङ्गारिकता नै मूल स्वर बन्न गएको देखिन्छ जसले धारा र प्रवृत्तिमा समेत भिन्नता ल्याउँदै गएको देख्न पाइन्छ । यसअन्तर्गत पनि यसको पूर्वार्द्ध (१९६२ सम्म) पद्य र उत्तरार्द्ध (१०६२-१९७४) मा गद्य विधा बढी विकसित देखिन्छन् । त्यसैले माध्यमिककालीन साहित्यिक विकासमा कुन कुन विधाहरूको विकास कुन कुन व्यक्ति र कृतिमार्फत भएका छन् र त्यस्तो विकासमा के कस्ता घुम्ति वा मोडहरू पार गर्नु परेको छ भन्ने विषयलाई यसमा केलाइएको छ । यस कालमा विकसित विधा उपविधाका बारेमा चर्चा गर्दा **पद्य र गद्य विधा**लाई लिई यिनका विकासक्रमका बारेमा समीक्षा गर्दै निष्कर्षमा पुग्नु सान्दर्भिक देखिएकाले यो लेख त्यसैको समाधान गर्नेतर्फ केन्द्रित छ ।

२ विधागत विकास प्रक्रिया

साहित्यको विकास भन्नु त्यसका विधा उपविधाको विकास हुनुलाई बुझिन्छ र यिनै विधा उपविधाहरूको समुचित विकास भएमा मात्र कुनै पनि कति सम्पन्न भएको छ भनी आकलन गर्न सकिन्छ । यसै गरी कुनै पनि साहित्यको विकास पनि त्यसको विधागत विकास र विस्तारमा निर्भर रहन्छ । त्यसबाट नै सम्बन्धित भाषाका साहित्यिक विकासका बारेमा आकलन गर्न सकिन्छ । माध्यमिककालीन नेपाली साहित्यको विकासमा यस्ता विधागत विकासले महत्त्वपूर्ण टेवा दिएका छन् । त्यसैले ती विधा उपविधा र विधागत कृति तथा कृतिकारका बारेमा चर्चा गर्नु सान्दर्भिक देखिएकाले यो आलेख त्यसैतर्फ केन्द्रित छ । यसरी चर्चा गर्ने क्रममा पनि लयात्मक विधालाई पद्य विधा र त्यस बाहेकलाई गद्यविधा भनी निम्नअनुसार छुट्टा छुट्टै रूपमा समीक्षा गरिएको छ :

२.१ पद्य विधा

पद्य विधाअन्तर्गत लय वा छन्दका माध्यमबाट मानिसका भावनाहरू व्यक्त गर्ने माध्यमलाई बुझिन्छ । कविता, खण्डकाव्य र महाकाव्य सम्मका रचना यसअन्तर्गत पर्दछन् । पद्य कविता विधाको पर्यायवाची बनेर आउने गरेको छ तापनि यी दुबै शब्दले अर्थका दृष्टिले सूक्ष्म अन्तर भने राख्ने गरेको भेटिन्छ । यसरी हेर्दा पद्यले छन्दोबद्ध कवितालाई मात्र बुझाउँने गरेको छ भने कविताले आधुनिक कालमा विकास र विस्तार भएको भनी मानिएको गद्य कवितालाई समेत बुझाउने गर्दछ । माध्यमिक कालमा गद्य कविताको रचना भएको खासै नपाइएकाले यस लेख प्रयोजनका सन्दर्भमा पद्य र कविता शब्दलाई समानार्थी शब्दका रूपमा लिई चर्चा गरिएको छ ।

मानवको मनोगत सूक्ष्म भावको प्रकटीकरण कविताले गर्दछ । यो मानवीय प्रवृत्तिसँग सम्बद्ध रहन्छ । पद्य वा कवितालाई पूर्वीय साहित्यमा एउटै रूपमा अर्थ्याउने गरेको पाइन्छ तापनि पद्य भन्नाले छन्दोबद्ध कवितालाई र कविता भन्नाले गद्य कवितालाई समेत जनाउने गरेको पाइन्छ । माध्यमिककालीन काव्यधारामा गद्य कविताको प्रचलन आई नसकेकाले यस सन्दर्भमा पद्य वा कविताले समान अर्थबोध गराएको देखिन्छ । माध्यमिककालीन कविता विधाको विकास त्यतिखेर हुने गरेको दरबारीया गोष्ठी र मोतीराम भट्टले आरम्भ गरेको समस्या पूर्ति कविता लेखन परम्पराले कविता विधाको विकासमा विशेष योगदान दिएको देखिन्छ । यस बेलाका कविताका **विषय, प्रवृत्ति** र **शैली**मा सामान्यतः एक रूपता देखिने गरे तापनि सूक्ष्म तहबाट हेर्दा यिनमा विविधता रहेको पाउन सकिन्छ । त्यसैले कविताका पुरै भाव वा स्वर एकै काल खण्डका कुनै एक समयमा नै समान रूपमा आउँछन् भन्न सकिँदैन । यसरी हेर्दा माध्यमिककालीन पूर्वाद्ध चरणका कविताका मूल स्वर वा प्रवृत्तिमा **शृङ्गारिकता** पाइन्छ भने उत्तराद्ध (१९६२-१९७४) समयमा शृङ्गारिकतासँगै **सामाजिक जागरण मूलक, सामाजिक-सांस्कृतिक, धार्मिक तथा नैतिक औपदेशिक** स्वरसमेत सशक्त रूपमा देखिएको छ । यस शैलीका कविताले आधुनिकताको ढोका खोल्ने प्रयास समेत गरेको देखिन्छ । त्यस्तै प्राथमिककालीन **वीर** र **भक्तिधारा**ले पनि अवशेषका रूपमा माध्यमिककालको विशेषतः पूर्वाद्धमा निरन्तरता पाएको देखिन्छ । यसैबेला प्राथमिककालीन भक्तिधाराको परिवर्तित धाराका रूपमा शासकस्तुतिको धारा पनि गौण रूपमा पाइन्छ । माध्यमिककालको उत्तराद्ध चरणमा त भन यो धारा फस्टाउँदो रूपमा रहेको देखिन्छ । पूर्वाद्धका तुलनामा उत्तराद्धमा विषय छनोटका दृष्टिले अभ व्यक्तता पाई दैनिक व्यवहारका विषयका माध्यमबाट **सामाजिक जागरण**को धारा (भट्टराई, २०४८ : १०८) समाज सुधारको स्वरमा प्रयुक्त हास्य व्यङ्ग्यले हास्य व्यङ्ग्य धारा तथा कवितामा प्रयुक्त प्रकृति चित्रणले **प्रकृति चित्रण, सामाजिक धार्मिक सुधार र नैतिक** एवम् आध्यात्मिक चेतनायुक्त आत्मात्मिक स्वर भएका कविताले **नैतिक औपदेशिक** धारालाई फस्टाउनमा महत्त्वपूर्ण भूमिका खेलेको देखिन्छ । यसरी माध्यमिककालीन साहित्यको उत्तराद्ध चरणमा विषय क्षेत्र पनि क्रमशः विकास विस्तारतर्फ लागेको अनुभूति हुन्छ । यस कालको उत्तराद्धमा सामाजिक सांस्कृतिक जागरणको धारा आरम्भ र विस्तार हुनु यस कालको महत्त्वपूर्ण उपलब्धि मानिन्छ । साथै पूर्वाद्धका तुलनामा उत्तराद्धका कवितामा भाव शिल्प र भाषा शैलीमा समेत केही परिष्कृत हुँदै गएको पनि पाउन सकिन्छ ।

मोतीराम भट्ट यस कालका मुख्य कवि हुन् र उनका शृङ्गारिक कवितामा विप्रलम्भ शृङ्गारको शिष्ट अभिव्यक्ति पाइन्छ । भट्ट लगायत तत्कालीन शृङ्गारिक कविहरूका कविता कृतिका रूपमा **शृङ्गार दर्पण** (१९५५) **श्लोक सङ्ग्रह** (१९५६) **मनोद्वेग प्रवाह** (१९५७) **कविता कल्पद्रुम** (१९६२) **सूक्तिसिन्धु** (१९७४) का जन्मदाता **रसिक समाज** (१९६३) तथा **बाह्रमासेका** सर्जकहरूका कविताका विषयवस्तुसमेत **प्रेम, वासना र नारी सौन्दर्यको वर्णन** गर्नुमा नै केन्द्रित रहेको भेटिन्छ । शृङ्गारिक कविताको दवदवा भएको यस समयमा कविताद्वारा समाजलाई सदाचार र नैतिकताको सन्देश दिनुपर्छ भन्ने भावना केही कविहरूमा जाग्न गई यस संसारलाई तृष्णा, माया, मोह, लोभ क्रोध र विनासको घर सम्भरेर भगवत् भक्ति र परमार्थ सुधार गर्नु पर्छ भन्ने उद्देश्यले प्राथमिककालीन

अवशेषका रूपमा रहेको **भक्तिधारा** पनि यस समय गौण धाराका रूपमा स्थापित हुन पुगेको देखिन्छ । यस धारामा कलम चलाउने कविहरूमा **होमनाथ केदारनाथ, भक्ति कुमारी राणा, वैजनाथ सेढाई, कृष्ण प्रसाद रेग्मी, भोजराज शर्मा, कुञ्ज विलास गौतम, केदार समशेर थापा, भैरव प्रसाद अर्याल, चन्द्रधर पण्डित, हरिदयाल सिंह, मनोरथ पाध्या रेग्मी** लगायत थुप्रै कवि र यिनीहरूका अनगिन्ती कविता पर्दछन् ।

माध्यमिककालको तेस्रो गौण धाराका रूपमा **शासकस्तुति** रहेको छ । तत्कालीन सर्जकहरूले आफूलाई निरीह र निमुखा सम्झिँदै राणा शासक वा तिनका नजिकका व्यक्तिलाई रिभाई बक्सिस पाउन तथा राणाहरूको कोप भाजनबाट बच्न र आफ्नो स्वार्थपूर्ति गर्ने उद्देश्यले दयासागर, धर्मावतार आदिजस्ता उपमाद्वारा उनीहरूको प्रशंसा गरेको पाइन्छ । यसै प्रशंसाबाट प्राथमिककालीन भक्तिधाराको अवशेषको परिवर्तित रूप माध्यमिककालमा **शासकस्तुति**को धारा गौण धाराका रूपमा स्थापित हुन पुगेको देखिन्छ । यो स्तुतिको परम्परा नेपाली साहित्यका सङ्क्रमण कालभरि नै रहन्छ (श्रेष्ठ र शर्मा, २०६४ : ४६) । यस्ता कवि र कृतिअन्तर्गत **शिखर नाथ सुवेदीको वीर षष्टिका (१९५५), रतन गिरीको धर्म कीर्ति वर्णन वा चन्द्र समशेरको सवाई (१९६१) नरदेव शर्माको श्री चन्द्र भक्ति प्रकाश (१९६२) डिल्ली समशेर थापा (चिरञ्जिवी पौड्याल) को श्री युरोप यात्रा (१९६७) टंकराज पन्तको श्री ३ महाराज सुर चन्द्र प्रबन्ध भाषा श्लोक (१९७०) जगन्नाथ र वैजनाथ सेढाईको भूचन्द्र चन्द्रिका र चन्द्र मयूख (१९७०), योग विक्रम राणाको बजरिस्तान युद्ध (१९७४), शम्भु प्रसाद ढुङ्ग्याल (स्वदेश प्रेमी भक्त र एक सत्य प्रेमी भक्तका नामबाट) को नेपालमा रामराज्य (१९७८), नेपालमा चन्द्रोदय (१९७८), बाँणी विलास पाँडेको भू चन्द्र कीर्ति (१९७८) कुलचन्द्र गौतमको अलङ्कार चन्द्रोदय (१९७८) लगायत हरिलाल पोखरेल, श्यामजी प्रसाद अर्याल, वैजनाथ सेढाई, इन्द्र बहादुर, लेखनाथ पौड्याल आदिका शासकस्तुति सम्बन्धी रचनाहरू पर्दछन् ।**

माध्यमिककालको चौथो धाराका रूपमा **सामाजिक सांस्कृतिक जागरण**को धारा रहेको छ । यो माध्यमिककालको उत्तरार्द्धतिर फिनो रूपमा देखा परेको धारा हो । शृङ्गारिक कविताबाट विमुख हुँदै गएका सर्जकहरूको अभियानबाट **माधवी, चन्द्र, गोर्खाली चन्द्रिका** लगायतका पत्रिकाहरूका लेख मार्फत् यस धाराको आरम्भ भएको भनिन्छ । यस धाराका कवितामा समाजमा विद्यमान विकृति र विसङ्गतिको विरोध र शैक्षिक जागरणको उद्घोषसमेत गरेको पाइन्छ । यस्ता कविताअन्तर्गत **माधवी भित्रका केही कविता, लेखनाथ पौड्यालका लालित्य कविता सङ्ग्रह (१९६९) बुद्धिविनोद (१९७३) ऋतु विचार (१९७३), सत्यकलि संवाद (१९७६), धरणीधर कोइरालाका चन्द्रिका** पत्रिकामा प्रकाशित कविता **हरिहर आ. दी. को भार्या कर्तव्य (१९७०) महानन्द सपकोटाको भलो अर्ती** आदि पर्दछन् । यसै सामाजिक सांस्कृतिक धाराले आधुनिकताको जग थाप्ने काम समेत गरेको देखिन्छ ।

लय विधानका दृष्टिले माध्यमिककालमा पनि प्राथमिककालको प्रभाव स्वस्म्य कविता विधामा नै बढी केन्द्रित देखिन्छ भने विधागत सचेतताले गर्दा यसमा देखिएको विकास र विस्तारको कारणले लयगत विविधता पनि पाइन्छ । यसअन्तर्गत लोकछन्दमा रचित **भक्ति लहरी, राजा भरथरिको सवाई** जस्ता भक्तिमूलक, **आनन्द लहरी, भक्ति लहरी, प्रीति लहरी** जस्ता शृङ्गारमूलक, **मन लहरी, उपदेश लहरी, धर्म अधर्मको सवाई** आदिजस्ता नैतिक औपदेशिक, **अछामको सवाई, मनिपुरको सवाई** जस्ता स्थान विशेषको परिचयमूलक र **जङ्गबहादुरको मृत्युको सवाई, भैँचालोको सवाई** आदिले आफ्ना प्रियजनका शोकलाई विषयवस्तु बनाइएका कविताहरू पर्दछन् । **गजल** र शास्त्रीय छन्दयुक्त **कविता** परम्पराले पनि यस कालभरि निरन्तरता पाइरहेको देखिन्छ । समग्रमा माध्यमिककालीन पद्य साहित्यका बारेमा मूल्याङ्कन गर्नु मुख्यतः शृङ्गार र यसका अतिरिक्त **भक्ति, स्तुति, नैतिक औपदेशिक, धार्मिक** तथा **सामाजिक सांस्कृतिक जागरण**को धारा सशक्त रूपमा रहेको देखिन्छ । तर पुरै अवधिको मूल धारा भने शृङ्गारिकता नै रहेको छ । माध्यमिककालको पूर्वाद्धका कोणबाट हेर्दा पूर्वाद्धमा मुख्यतः **शृङ्गार** र उत्तराद्धमा **नैतिक औपदेशिक, सामाजिक सांस्कृतिक** तथा **सामाजिक जागरण**को धाराले ठाउँ ओगटेका देखिन्छ । शृङ्गारका अलावा अन्य धाराहरू यस कालका गौण रूपमा मात्र विकसित हुन पुगेका छन् । यसै समय लोकछन्दमा आधारित लहरी र सवाई पनि कविताका रूपमा आएका छन् । लयगत दृष्टिले यस समयमा विविध लयको प्रयोग भेटिन्छ । शास्त्रीय छन्दका अतिरिक्त लोकलयमा आधारित **बालुन, सवाई, लहरी** जस्ता कविता कृतिको रचनाले लयगत विविधता एवम् विकास र विस्तार तर्फ लम्केको देखिन्छ । यसरी माध्यमिककालीन कविताका यिनै प्रवृत्तिगत विशेषता र लयगत विविधताले यस कालको विकास र विस्तारमा महत्त्वपूर्ण भूमिका खेलेका छन् भन्न सकिन्छ ।

२.२ गद्य विधा

गद्य विधाअन्तर्गत गद्यमा रचित कथा, कहानी, आख्यान, उपाख्यान, उपन्यास जीवनी र निबन्ध गद्य र पद्य मिश्रित नाटकहरू पर्दछन् । यस आलेखमा यिनै विधाहरूलाई नै गद्य विधा भनी चर्चा गरिएको छ । माध्यमिककालीन गद्य साहित्यको विकासक्रमलाई हेर्दा घर, व्यवहार र कथ्य बोलीमा सीमित प्राथमिककालमा न्यून रूपमा साहित्यिक विकास भएको पाइन्छ भने माध्यमिककाल र अन्त यसको उत्तराद्धमा आइपुग्दा यसले विधागत विस्तारको रूपसमेत लिएको देखिन्छ । गोरखापत्र लगायत विभिन्न पत्र पत्रिकाको प्रकाशन आरम्भ हुनु, सर्वसाधारणका निम्ति शिक्षालय खुल्दै जानु, विदेशी विश्वविद्यालयमा नेपाली भाषा पाठ्यक्रममा समावेश भई पाठ्यपुस्तक लेख्ने र लेखाउने कार्यको आरम्भ हुनु, व्याकरणिक नियममा रहेर भाषिक लेखनको आरम्भ गरिनु तथा नेपाली नाटक आदि लेखेर अभिनय समेत हुनु (भट्टराई, २०४८ : ११७) र लिखित किस्सा कहानीमा सर्वसाधारणको स्त्रि बढ्दै जानु आदि कारणले गद्य विधाको विकासमा टेवा पुगेको देखिन्छ । यो गद्य विधा पनि पूर्वाद्धका तुलनामा उत्तराद्धमा बढी विकसित र विस्तारित हुन पुगेको देखिन्छ । यस्ता गद्य विधाअन्तर्गत **आख्यान, उपाख्यान, उपन्यास, जीवनी समीक्षा, समालोचना, दैनिकी, निबन्ध/प्रबन्ध**

आदि पर्दछन् । यिनैमध्ये यहाँ आख्यान, जीवनी, निबन्ध, समालोचना र नाटक गरी भिन्ना भिन्नै रूपमा क्रमशः चर्चा गरिन्छ ।

२.२.१ आख्यान

आख्यानमा कुनै पात्र वा व्यक्तिका निश्चित घटना वा कार्यकलापको कल्पनात्मक तरिकाले वर्णन गरिएको हुन्छ र यस्तो आख्यानअन्तर्गत कथा, उपन्यास, नाटक र पद्यअन्तर्गतका काव्य पनि पर्दछन् तापनि यससन्दर्भमा आख्यान भन्नाले कथा र उपन्यासका बारेमा चर्चा गरिएको छ । प्राथमिककालको निरन्तरतास्वस्म माध्यमिककालको पूर्वाद्धमा पनि आख्यानात्मक विधा भनेर **कथा, उपन्यास, नाटक** आदिलाई अलग अलग विधाका रूपमा नछुट्याई **आख्यान, आख्यायिका, आहान, उपाख्यान, कथा कुथुङ्ग्री** आदि भनेर सबैलाई आख्यान विधाअन्तर्गत नै समेटेको देखिन्छ भने माध्यमिककालको उत्तरार्द्ध चरणमा आइपुग्दा आख्यानअन्तर्गतका सबै विधाहरूलाई अलग अलग छुट्याई रचना गरेको पाइन्छ । यसैले **कथा, उपन्यास, नाटक** आदि संयुक्त रूपमा रहेको आख्यानले उत्तरार्द्ध चरणमा आइपुग्दा अलग अलग विधाका रूपमा पहिचान बनाउन सफल रहेको देखिन्छ तापनि यहाँ कथा र उपन्यासलाई आख्यान विधा भनेर चर्चा गरिएको छ । यी आख्यानको प्राप्त हेर्दा प्राथमिककालीन **महाभारत विराटपर्व र हितोपदेश मित्रलाभ**लाई नै मान्नु पर्ने हुन्छ । पौराणिक ग्रन्थबाट विषयवस्तु लिई वा अनुवाद स्थान्तरणका रूपमा आएका यस्ता आख्यानको मुख्य उद्देश्य सत्यको जित र असत्यको हार देखाएर मानिसलाई सत्प्रेरणामा लाग्नु पर्छ भन्ने उपदेश दिनु रहेको देखिन्छ । **नीति, चातुरी तथा मनोरञ्जनयुक्त** कथाहरू पनि यस समयमा रचिएका पाइन्छन् । यस्ता कथाका पात्रहरू प्रायः अतिमानवीय भूत, प्रेत, राक्षस र मानवेतर-पुशपंक्षी आदिसमेत रहने गरेको पाइन्छ भने यस्ता पात्रयुक्त कथाका माध्यमबाट मानिसलाई चातुर्य, साहसी तथा व्यावहारिक बनाउन खोजिएको देखिन्छ ।

पत्रपत्रिकाहरूको प्रकाशन आरम्भसँगै यस समयमा कथा लेखन शैलीमा पनि केही नयाँपन देखिन थाल्यो । हिन्दी, बङ्गाली र अङ्ग्रेजी पढेका सर्जकहरूबाट समेत उपर्युक्त भाषाको प्रभावस्वस्म कथामा नवीन प्रयोगको आरम्भ पनि गरिन थालिन्छ । यस्ता कथाहरू त्यतिखेर नेपाली सूचनाको संवाहकका रूपमा मानिएको र साप्ताहिक रूपमा प्रकाशित हुने गरेको गोर्खापत्र तथा भारतबाट प्रकाशित **चन्द्र, चन्द्रिका, गोर्खाली** आदि पत्रिकाहरूमा छापिन्छन् । अनुवाद र मौलिकताका दोस्रोपक्षमा रहेका यस प्रकारका कथाहरूअन्तर्गत बङ्गाली लेखक **रवीन्द्र नाथ ठाकुर**द्वारा रचित तथा नेपालीमा अनूदित **स्फटिक चन्द्र** (१९६५), **दालिमा** (१९६८) **मानभञ्जन** (१९७०), बङ्गाली महिलाद्वारा रचित **हृदय परीक्षा** (१९७२), रचनाकार अज्ञात रहेका **माला** (१९६८), **सज्जन सिंह** (१९६८), **राजाको तस्वीर** (१९७०) **एउटा विचित्र जासुसी** (१९७१), गोर्खापत्रमै प्रकाशित तर मौलिक वा अनूदित के छ भन्ने थाहा नभएका **भूतलीला, आश्चर्य जनक घटना** (१९६३) **विचित्र घटना** (१९६३) **एक सिकारीको सच्चा कहानी** (१९६८), **हिराको औंठी** (१९७०) तथा नेपाली वातावरणको झलक दिने कथाका रूपमा

प्राचीन प्रपञ्च (१९६२) र सुकुल गुण्डाको कहानी (१९६९) पर्दछन् । यसै बेला सुन्दरी, माधवी, चन्द्र, चन्द्रिका र गोर्खाली पत्रिकाहरूमा पद्य कथाहरू पनि प्रकाशित भएको पाइन्छ, जसका विषय भाग्य फल, नीति चेतना र मनोरञ्जनसँग सम्बन्धित देखिन्छन् । यस्ता कथाहरूमा दुर्गाप्रसाद शर्माको गायक चरित्र, अमरनाथ लोहनीको वञ्चक चरित्र तथा शम्भु प्रसादको अञ्जीर चरित्र पर्दछन् । यसै गरी रसिक समाजद्वारा सुन्दरी पत्रिकामा प्रकाशित शृङ्गारिक विषयवस्तुयुक्त कथाहरू अन्तर्गत सुन्दरी भूषण (१९६३-६४) विलासिनी (१९६४) कलावती (१९६४) पनि पर्दछन् । तत्कालीन समाज र हिन्दु संस्कृतिको अनुशरण गरी नारीलाई गृहस्थकी आदर्शका रूपमा चित्रण गर्ने र नैतिकताको पाठ सिकाउने प्रकारका कथाहरू पनि यस समय लेखिएका छन् । यस्ता कथाहरूमा राममणि आ. दी. को पतिव्रता धर्म (१९६५) र तारानाथ शर्माको सुलोचना वृत्तान्त (१९६५-६६) पर्दछन् ।

माध्यमिककालीन उपन्यासतर्फ दृष्टि दिँदा प्राथमिककालमा जस्तै यस कालमा पनि पूर्णतः उपन्यास लेख्य परम्पराको विकास भइ नसकेकाले आख्यानपरक कृतिहरूका आधारमा नै यस कालको उपन्यास विधाका बारेमा समीक्षा गर्नु सान्दर्भिक हुन्छ । प्राथमिककाल जस्तै यस कालका उपन्यासका विषयवस्तु धार्मिक, पौराणिक, नैतिक र औपदेशिक एवम् कुतूहल र रोमाञ्चसँग सम्बन्धित भक्ति, प्रेम वीरता-साहस र परोपकारयुक्त विषय र शैली रहेको पाइन्छ । प्राथमिककालीन अनुवाद परम्पराले यस कालमा पनि निरन्तरता पाएको देखिन्छ । स्रोत विषय र क्षेत्रका आधारमा भने प्राथमिकका तुलनामा क्रमशः केही विकास र विस्तार हुँदै गएको पाउन सकिन्छ । यस्ता उपाख्यानयुक्त कृतिहरूमा हरिहर शर्माको भागवत् भक्ति विलासिनी (१९४५), चिरञ्जिवी पौड्यालका प्रेम सागर र सुखार्णव, कपिलदेव पाण्डेको नलोपाख्यान (१९५६) तीर्थ प्रसाद आचार्यको वेदान्तसार (१९६०) हरिहर आ. दी. को शकुन्तलो पाख्यान (१९६५), विदुलापुत्र संवाद (१९६५), संक्षिप्त अध्यात्म रामायण (१९६६), दुर्गादेवीको अनसूया सीता संवाद (१९६५), चक्रपाणी चालिसेको संक्षिप्त रामायण (१९६२), संक्षिप्त भारत (१९७५), केदार समशेर थापाको दुर्गा भक्ति तरङ्गिणी (१९७३) पर्दछन् । उपर्युक्त कृतिहरू नेपाली उपन्यासको पूर्वाधारका रूपमा रहेका उपाख्यानयुक्त कृतिका रूपमा दरिन्छन् । यस्तै गरी गोर्खापत्रमा धारा बाहिक रूपमा प्रकाशित उपाख्यानयुक्त औपन्यासिक कृतिहरूमा कथा (१९६०) माया नाम्नी नदीका तीरको कायापुर (१९७०) र कर्मको गति (१९७१) पर्दछन् । यस्ता उपाख्यानका विषयवस्तु पनि हिन्दु पौराणिक ग्रन्थ रहेको पाइन्छ भने यी कृतिले पाठकलाई दार्शनिक विचार तथा नैतिक औपदेशिक शिक्षा एवम् लामा गद्याख्यानको पठनमा रूचि लिने उद्देश्य बोकेको देखिन्छ । यस्ता उपाख्यानका माध्यमबाट भाषिक परिष्कार र रूपान्तरणतर्फ पनि क्रमशः पाइला चाल्दै थिए भन्ने सङ्केत मिल्दछ ।

रम्याख्यानमूलक उपन्यासहरू पनि यस समयमा देखिएका छन् । ती उपन्यासहरूमा रिक्थदेव शर्माको किस्सा शुकसारिका (१९५९) हरिहर शर्माको शुक बहत्तरी (१९५० तिर), दामोदर राजको रत्न दन्त कथाहा (१९६२) पर्दछन् । यस समय लोक आहानलाई पनि विषयवस्तु बनाएर आख्यान रचिएको पाइन्छ, जसमा नरदेव शर्माको वीरबल चतुरी (१९५६) सदाशिव शर्माको वीरवल कौतुहल (सन्

१९२५) र शम्भुप्रसाद ढुङ्गेलको **अकवर वीरवल विलास** (१९७२) पर्दछन् । यसै गरी यस कालमा सामान्य किसानदेखि उच्च दरवारीया सम्मलाई प्रभावित पार्ने किसिमका र तत्कालीन सिर्जनाको परिवेश अनुसारका शृङ्गारमूलक तथा कौतुक, साहस र प्रेमलाई कथ्य विषय बनाई ऊर्दू, फारसी र अरबीबाट विषयवस्तु लिएर अतिरञ्जनात्मक शैलीमा वर्णन गरिएका **अलिफ लैला वा सहस्र रजनी चरित्र, अमीर हमजा दास्तान, गुल सनोवर, गुलबकावली, हातिमताई, फिसाने अजायब** आदिजस्ता शुद्ध मनोरञ्जनयुक्त आख्यानहरू पनि रचिएका पाइन्छन् । यसै समयमा **सदाशिव शर्मा, रामप्रसाद सत्याल, शम्भुप्रसाद ढुङ्ग्याल** आदि लेखकद्वारा **अबोला मैया, अपूर्व मैया, अपूर्व रानी, महाठगको कथा, सुन्नेकथा, लालहीरा, मधुमालती, सुनकेशरा रानी** आदि लोक परम्परायुक्त र **हातिमताई, गुलबकावली, अलादिनको चिराग, चाररङ्गका माछा** आदि अरबी फारसी प्रभावयुक्त आख्यानहरू पनि लेखिएका पाइन्छन् । प्रभावित आख्यान लेखनकै क्रममा ऊर्दू, अरबी र फारसी स्रोतबाट हिन्दीमा लेखिन पुगेका **अमीर हमजा, तिलस्म-ई-होसरूवा** जस्ता औपन्यासिक आख्यानबाट प्रभाव ग्रहण गरेर दुर्गानन्द खत्री र देवकी नन्दन खत्रीले लेखेको पाइन्छ । यस्ता उपन्यासका कथामा वैचित्र्य, काल्पनिकता र आद्भूतिक चामत्कारिताको वर्णन गरिएको पाइन्छ । यस्ता औपन्यासिक प्रवृत्तिका आख्यानान्तर्गत सदाशिव शर्माको **वीर सिक्का** तथा उनैद्वारा हिन्दीको **चन्द्रकान्ता र चन्द्रकान्ता सन्ततीको** नेपाली अनुवाद **नरेन्द्र मोहिनी** (२०५१-५३) पनि पर्दछन् । अनूदित उपन्यासकै क्रममा नरदेव, मोतीराम र कृष्ण प्रसाद अनुवादक रहेका अङ्ग्रेजी अनुवादमूलक आख्यानहरूमा **अदभूत मिलाप र मेरिना चरित्र** (१९५८/५९) पनि देखा पर्दछन् ।

माध्यमिककालकै नेपाली मौलिक औपन्यासिक कृतिका रूपमा **वीरसिक्का, महेन्द्र प्रभा र वीर चरित्र**लाई लिइने गरिएको छ । **वीर सिक्का**को लेखन १९४६ पूर्व नै भए पनि यसको प्रकाशित प्रति भने १९४६ देखि मात्र पाउन थालिएकोले यसै समयलाई नेपाली मौलिक उपन्यास लेखनको आरम्भ कालका रूपमा लिने गरिएको छ र यसै कृतिले नेपाली आख्यान साहित्यमा प्रवृत्तिगत मोड पनि ल्याएको देखिन्छ (त्रिपाठी, २०२८ : ८४) । यस कालको उत्तरार्द्धतिर सामाजिक ऐतिहासिक विषयवस्तुका उपन्यास पनि लेखिएका छन्, जस अर्न्तगत विज्ञान विलासको **महारानी प्रियम्बदा** (१९७३) वैजनाथ सेढाईको **चक्र परिक्रमा** (१९७३) लेखनाथ आचार्यको **दयाकी भावी** (१९७९) र अम्बालिका देवीको **राजपूत रमणी** (१९८९) पर्दछन् ।

२.२.२ निबन्ध

माध्यमिककालीन नेपाली निबन्धको विकासक्रम हेर्दा यसको आरम्भ विन्दु प्राथमिककालको **दिव्योपदेश** (१९३१) बाट पूर्व रूपका रूपमा आरम्भ भई माध्यमिककालका विभिन्न पत्र पत्रिकामा प्रकाशित लेख र समाचारलाई लिने गरिन्छ । यी समाचारहरू प्रबन्धका रूपमा विकसित भएको देखिन्छ । यसरी हेर्दा निबन्ध र प्रबन्ध दुवै समान हुँदा हुँदै पनि केही भिन्न अर्थ समेत बोकेको देखिन्छ । वैयक्तिक रागले युक्त अनौपचारिक लेखन प्रबन्ध हो भन्ने गरिन्छ । यसलाई भाव र वस्तु प्रधानताका आधारमा समेत

छुट्याउने गरेको पाइन्छ तापनि प्रायः यी दुवै शब्द समानार्थीका रूपमा नै प्रयोग हुने गरेका छन् । माध्यमिककालका निबन्ध अन्तर्गत **यात्रा वर्णन, जीवनी, दैनन्दिनी** आदि गद्य रचनाहरू पर्दछन् । अभिलेख, सनद सवाल, भाषण, चिठी-चपेटा, औषधीमूलो, लोक व्यवहार आदि कुराहरू गद्यमै लेखिने निबन्धका प्रास्य हुन् भन्न सकिन्छ । गोर्खापत्रको प्रकाशनदेखि भने यसका प्रास्य सम्पादकीय लेखहरू समेत देखिन्छन् । अन्य पत्र पत्रिकामा प्रकाशित लेख समाचार आदि पनि निबन्धकै रूपमा देखिन्छन् । यस्ता निबन्धका विषयवस्तु **धर्म, सदाचार, नैतिकता, भाषा, संस्कृति, शिक्षा, स्वास्थ्य, ब्रह्मचर्य**, आदिसँग सम्बन्धित तथा यिनको उपादेयताका बारेमा वर्णन गरिएको पाइन्छ । यति हुँदा हुँदै पनि शीर्षक सहित निबन्ध नै लेख्ने उद्देश्यले यसको प्रयास १९७५ अधिसम्म भएको खासै नपाइएकाले शम्भुप्रसाद ढुङ्ग्यालद्वारा लिखित तथा चन्द्रिका पत्रिकामा प्रकाशित **महेन्द्र मल्ली** र **जुनकिरी** (१९७५) निबन्धलाई प्रथम निबन्ध मानिन्छ । यी दुबैमा पनि **जुनकिरी**लाई बंगालीको अनुवाद भन्ने आरोप छ भने **महेन्द्र मल्ली**लाई मौलिक निबन्धका रूपमा लिइने गरिन्छ । यसपछि क्रमशः चन्द्रिका पत्रिकामै प्रकाशित अन्य शीर्षकयुक्त निबन्धहरूमा **गन्धन, वैरिस्टर, स्तोत्र पञ्चदशी, दान, विद्या, एकता, मातृभाषा प्रेम, कार्य गर्ने समय भयो, गार्हस्थ्य जीवन, अब लाज भयो, धैर्य धारण गर, बंकिम चन्द्र चटर्जी सच्चरित्रता नै उन्नतिको मूल हो, संवत्सर, प्रतिपदा प्रश्नोत्तर, जेरुसेलम, महाकवि कालिदास** (भट्टराई, २०४८ : १७८) आदि पर्दछन् । यसै गरी यस समयका निबन्धकारहरूमा **शम्भु प्रसाद ढुङ्ग्याल, रामप्रसाद सत्याल सूर्य विक्रम झवाली, पारसमणि प्रधान, मणिनारायण प्रधान, शेषमणि प्रधान, प्रतिमान लामा, तारानाथ शर्मा, रामचन्द्र पाध्या, मणिसिंह गुरुङ, दुर्गादेवी** आदि र कतिपय छद्मनामधारीहरू समेत रहेका छन् ।

२.२.३ जीवनी

जीवनीतर्फ हाल सम्मको खोज अनुसन्धानअनुसार अज्ञात लेखकद्वारा लिखित **रामशाहको जीवनी** नै सर्वप्राचीन जीवनीपरक कृति मानिन्छ । त्यसपछि क्रमशः **श्री ५ बडामहाराज पृथ्वीनारायण शाहको जीवनी** (१८०१ लेखन र २०२० प्रकाशन) तथा साहित्यकारलाई चिनाउने उद्देश्यले कवि मोतीराम भट्टद्वारा लिखित जीवनीपरक प्रथम समालोचना कृति **कवि भानुभक्ताचार्यको जीवन चरित्र** (१९४८) पर्दछन् । यसपछि क्रमशः पद्मजङ्गको **लाइफ अफ जङ्गबहादुर**, पर्सिबल ल्याण्डनको **नेपाल**, प्रतिमन थापाको **श्री महाराजा सर जङ्गबहादुर राणाजीको जीवन चरित्र** (१९६५) जस्ता कृति देखा पर्दछन् । यस समय आफ्नो दैनन्दिन घटना वा कार्यको टिपोट गरिएका आत्म जीवनी परक लेख पनि भेटिन्छन् । यसअन्तर्गत चिरञ्जिवी पौड्यालको **आफ्नु कथा** अज्ञातको **वत्तीस सालको रोच नाम्चा** राममणि आ. दी. को **पुरानो सम्झना** (२०२९ प्रका.) **सम्झनाको बाटोमा** (२०४३ प्रका.) आदि पर्दछन् ।

जीवनी, यात्रा वृत्तान्त र निबन्धमा समेत राख्न मिल्ने प्रकारका रचना पनि यस समयमा देखा पर्दछन् । यस्ता रचनाअन्तर्गत अज्ञात लेखकको **जङ्गबहादुरको बेलायत यात्रा** (१९१० प्रका. २०१४)

चिरञ्जिवी पौड्यालको **आफ्नु कथा (?)** र **श्री यूरोप यात्रा**, मेजर शेरसिंह रानाको मेरो **लण्डन राज तिलक यात्रा** (१९७०) आदि पर्दछन् । यसरी जीवनीपरक विधाको समेत यस समयमा आरम्भ भएको छ भन्न सकिन्छ ।

२.२.४ समालोचना

नेपाली साहित्यको माध्यमिककाल र समग्र नेपाली साहित्यमै समेत नेपाली समालोचनाको आरम्भ गर्ने व्यक्तिका रूपमा मोतीराम भट्टलाई मानिन्छ । यस कालमा नेपाली **समालोचना**को विकासक्रमतर्फ दृष्टि दिँदा मोतीराम भट्टको आगमनपूर्व नेपाली समालोचनाका विषयमा खासै चिन्तन, मनन र लेखनकार्य भएको नपाइएकाले यस विधालाई यस कालका अन्य विधाहरू भन्दा अत्यन्तै कम विकसित विधाका रूपमा लिइने गरिएको छ । भट्टद्वारा लिखित **कविता गर्ने सरजाम, अनुप्रास मञ्जरी, कविता लक्षण** र **कवि समूह** वर्णनम् जस्ता कृतिहरूलाई नेपाली समालोचनाका पूर्व सङ्केतका रूपमा लिइन्छ । यसै क्रममा भट्टद्वारा लिखित **कवि भानुभक्ताचार्यको जीवन चरित्र** (१९४८) प्रथम समालोचनात्मक कृतिका रूपमा देखा पर्दछ । यसपछि राममणि आदी. द्वारा लिखित र **माधवी** पत्रिकामा प्रकाशित **कविता रीति** अर्को समालोचनात्मक कृतिका रूपमा देखिपर्दछ जसलाई पूर्वीय शास्त्रीय मान्यतालाई मुख्य आधार बनाई लेखिएको र कविताका गुण र दोष केलाउने प्रथम कृतिका रूपमा लिइन्छ । यसै गरी **गोरखा पत्रमा** प्रकाशित **समालोचना** (१९६४) शीर्षकमा सुन्दर सेराजिनी नामक हिन्दी उपन्यासको सामान्य चिनारी दिइएको तथा **गोर्खे खबर कागतको परिचय** (१९६९) आदि समालोचनात्मक कृतिका रूपमा देखा पर्दछन् । यसरी यस कालमा समालोचना विधामा समेत भिनो रूपमा भए पनि कलम चलेको छ भन्न सकिन्छ ।

२.२.५ नाटक

माध्यमिककालीन नेपाली नाटकको विकासक्रम हेर्दा पूर्व परम्पराको अभाव तथा भाषिक चेतना र प्रोत्साहनको कमी आदि कारणले शुरूका केही वर्षसम्म नाटक लेखन र अभिनयतर्फ कसैको ध्यान जान सकेको देखिँदैन (भट्टराई, २०४८ : १९४) । देवकोटाले नेपाली महाकाव्य आइसल्याण्डको सर्प जस्तै अवस्था थियो भने भैं माध्यमिककालसम्म आइपुग्दा पनि नेपाली नाटक लेखनका क्षेत्रमा यही अवस्था देखा पर्दछ । प्राथमिककालमा **हास्य कदम्ब** र **मुद्रा राक्षस** (संस्कृत अनुवाद) आख्यानात्मक तथा पाठ्य शैलीका नाटकबाहेक अन्य भेटिँदैनन् । यसै अभावको परिपूर्ति गर्ने अभिप्रेरणा मोतीराम भट्टमा जागृ र उनले अनूदित रूपमै भए पनि **शकुन्तला** (१९४४-४८) नाटक लेखी यसको मञ्चनसमेत गराउन पुग्छन् । यो नाटक त्यतिखेर प्रचलित ऊर्दु-फारसी थिएटर परम्पराको विरोधमा आएको हो भनिन्छ । तत्कालीन शृङ्गारिक धाराको प्रभाव यस नाटकमा पनि भेटिन्छ । यस नाटक रचनाको प्रेरणाका रूपमा भारतमा प्रचलित थिएट्रिकल रङ्गमञ्च शैलीको विरोध स्वस्थ भारतीय साहित्यकार हरिश्चन्द्रले वनारसमा प्रचलित **इन्द्रसभालाई बन्दर सभा**का रूपमा व्यङ्ग्य गर्दै नयाँ शिल्प शैलीका नाट्य रङ्गमञ्चको अपेक्षा गर्दछन् र यस्तै नाटक लेखन र मञ्चन पनि गराउँछन् ।

यसैको प्रभावमा परेर मोतीरामले नेपालको तत्कालीन दरबारमा प्रचलित थिएटर नाट्य परम्पराको विरोध गर्दै शकुन्तला नाटक लेखेका हुन् भनिन्छ । यसपछि उनले **पद्मावती** (अपूर्ण) (१९४६) र **प्रिय दर्शिका** (१९४८-४९ तिर) (संस्कृतकै अनुवादका रूपमा) नाटक लेख्छन् । उनको **काशी राज चन्द्रसेन** (अपूर्ण) नाटक पनि यसकै निरन्तरता स्वस्म आउन पुग्छ । उनका नाटक वीर समशेर र चन्द्र समशेरका दरबारमा समेत प्रवेश पाई मञ्चित हुन सफल भएका थिए भन्ने उल्लेख पाइन्छ (भट्टराई, २०४८ : २०२) । यसरी पारसी थिएट्री नाटकको खाँडो जागेको समयमा पनि मोतीरामले युग चाहनाअनुसार शृङ्गारिक प्रवृत्तिलाई नै नाटकमा समेत प्रयोग गर्नु उपलब्धिपूर्ण कार्य मान्नु पर्दछ । यसै गरी मौलिकको अपेक्षा संस्कृतको अनुवाद स्थान्तरणलाई निरन्तरता दिएर नाटक रचेको भए पनि यी नाटकमा केही मौलिकता र नेपालीपन दिन सक्नुलाई उनका महत्त्वपूर्ण उपलब्धि तथा नाट्यप्रवृत्तिका रूपमा लिन सकिन्छ ।

पहलमान सिंह स्वॉरको उदयपछि नेपाली नाटकले अझ अर्को फड्को मारेको देखिन्छ । ऊर्दू, फारसी थिएट्री परम्परा र संस्कृतका ऐतिहासिक पौराणिक नाटकको नेपाली स्थान्तरण तथा शृङ्गारिक र धार्मिक धारा भन्दा भिन्न सामाजिक, राजनीतिक विषयवस्तु, अङ्गालिएको तेस्रो धाराका आरम्भ कर्ताका रूपमा पहलमान सिंह स्वॉरको उदय हुन्छ । उनले **अटल बहादुर** (१९६२) नाटक मार्फत नेपाली नाट्य जगतमा पश्चिमेली दुःखान्त नाट्य चेतनाको आरम्भ गरी स्वल्प मात्रामा भए पनि आधुनिक नाटकको समेत वीजाधान गराउन सफल भएका छन् । त्यसैले यसलाई नेपाली नाट्य यात्राको क्रान्तिकारी फड्कोका रूपमा पनि लिने गरिएको छ । यो नाटक शेक्सपियरद्वारा रचित **ह्याम्लेट** नाटकको भावानुवाद वा मौलिक सिर्जना हो भन्ने विषयमा विद्वान्हरु बिच मतभेद रहने गरेको पाइन्छ । स्वॉरका अन्य नाटकहरूमा **आनन्दराज** (१९५६-६० अपूर्ण) **विमला देवी** (१९७५), **लालु भागा** (१९७५-७६ प्रकाशन २०३२), **विष्णुमाया** (१९७९-८० प्रका. २०३२) तथा **शकुन्तला** र **रत्नावली** (प्रका. २०१६) रहेका छन् । स्वॉरका समग्र नाटकहरूको अध्ययन गरी उनका नाट्य प्रवृत्तिहरूको पहिचान गर्दा **शृङ्गारिकता, तुकबन्दीयुक्त संवाद, नाटकमा गजल, दोहा र चौपाइको समेत समुचित उपयोग, युगीन प्रतिबिम्बको चित्रण, सामाजिक राजनैतिक व्यङ्ग्यत्मकता** तथा **विद्रोही स्वर**लाई लिइने गरिन्छ । त्यसैले यस नाटकले समकालीन प्रवृत्तिमा क्रान्तिकारी परिवर्तन ल्याएको छ भन्न सकिन्छ ।

स्वॉरले ल्याएको मौलिक प्रवृत्तिलाई केही समय विश्राममा राख्दै नेपाली नाटक पुनः पुरानै ऊर्दू-फारसी, हिन्दी तथा शृङ्गारिक प्रवृत्तिले ठाउँ लिन पुगेको देखिन्छ । त्यतिबेला यस्ता नाटक लेखन तथा मञ्चनमा समेत अगाडि देखिन्छन् । ऊर्दू-फारसी थिएट्रीको प्रचलनले केही नाटककारको मन छुन पुग्छ र १९७० पछि पौराणिक विषयवस्तुयुक्त नाटकहरू समेत लेखन र मञ्चन हुन पुग्छन् । यस्ता नाटक अन्तर्गत **पतिव्रता सावित्री चरित्र खेल** र **गोपीचन्द्र** (१९७२), **खेल मीरावाई** (१९७३), **सुभद्रा हरण-रामायण** (१९७३) **नागलीला** (१९७४), **सीताहरण-बालीबध** (१९७५), **हरिश्चन्द्र** र **भक्तिकी शक्ति** (१९८५) लगायत पर्दछन् (भट्टराई, २०४८ : २०९) । उपर्युक्त नाटकहरूमा पनि ऊर्दू-फारसी-हिन्दी

नौटंकी शैली र शृङ्गारिक भाव भने रही रहन्छन् । यी नाटकका संवाद र गीत भने नेपालीमा नै रहने गरेको पाइन्छ । **वीर ध्रुव चरित्र** (१९७३) र **विल्व मंगल** (१९७७) यस्ता नाटकमा विशेष उल्लेखनीय रहेका छन् । यसै प्रवृत्तिका माभ स्वॉरको केही समय पछि नेपाली नाट्य क्षेत्रमा **शम्भु प्रसाद ढुङ्ग्याल, लेखनाथ पौड्याल, राममणि आदी** लगायत नाटककारहरूको उदय हुन पुग्यो । यिनीहरूका अनूदित नाटकहरूमा नेपाली मौलिकताको छनक प्रशस्त भेटिन्छ ।

भाषिक कला, नेपाली मौलिकता र शृङ्गारिक शैलीका दृष्टिले यस समय **शम्भु प्रसाद ढुङ्ग्याल** नै अग्रपङ्क्तिमा देखा पर्दछन् । यिनको प्रथम प्रकाशित नाटक **रत्नावली** (१९७२) हो । यसका अतिरिक्त उनले **प्रिय दर्शिका, शची वियोग, मदन मंजरी, मदन मोहिनी, सतीरक्षा, माधवानल काम कन्दला** नाटकहरू समेत लेखेका थिए भन्ने उल्लेख पाइन्छ तर यी सबै नाटकहरू अप्राप्य छन् (भट्टराई, २०४८ : २११) । रत्नावलीका अतिरिक्त उनका हालसम्म प्राप्त नाटकहरूमा **शकुन्तला** (१९७२) अपूर्ण, **विद्या सुन्दर संवाद** (१९७६-७७), **उत्तर राम चरित, मालती माधव** (१९८५-१९८६) रहेका छन् । यी नाटकहरू संस्कृतबाट अनुवाद गरिएका हुन् । अनूदित भए पनि यिनका शुक्रा नाटकबाहेक अन्यमा नेपाली मौलिकपन दिनमा ढुङ्ग्याल सक्षम रहेका देखिन्छन् । यसपछि **जीवेश्वरी रिमाल**को शृङ्गार रसयुक्त **अशोक सुन्दरी** नाटक र परम्परित शैलीमा केही परिवर्तन ल्याउँदै लेखनाथ पौड्यालको शान्तरसयुक्त **भर्तृहरि निर्वेद** नाटक आउँछन् । यसै समय खड्ग प्रसादको **सीता**, गिरीश बल्लभ जोशीको **पशुपति सभा** र **सत्यनाग चरित्र** नाटकहरू पनि लेखिन्छन् । मौलिकता र स्तरीयताका दृष्टिले भने शम्भु प्रसाद ढुङ्ग्याल र पहलमान सिंह स्वॉरका तुलनामा अन्य नाटक र नाटककारहरू कमै मात्र सफल थिए भन्नु सान्दर्भिक हुन्छ ।

३ निष्कर्ष

प्रस्तुत अध्ययनबाट माध्यमिककाल विधा सचेतता र विधा विस्तारको युग हो भन्ने स्पष्ट हुन्छ । यस कालको मुख्य उपलब्धि कविता विधा हो र यसै कालमा कविताको मध्यम रूप मानिने खण्डकाव्य सम्मको रचना पनि पाइएको छ । कविता विधाअन्तर्गत पनि शृङ्गारिक कविता धाराले मुख्य ठाउँ लिएको यस काल र धाराका प्रणेता र विकास कर्ताका रूपमा मोतीराम भट्टलाई नै लिइन्छ । यस बाहेक आख्यान, उपाख्यान, किस्सा, कहानी, नाटक निबन्ध जीवनी समालोचना आदि विधाको समेत समुचित विकास र विस्तार हुँदै गएको यस कालमा गद्य विधा पनि त्यतिकै फस्टाएको छ र यी सबैमा मौलिकता सँगै अनुवाद रूपान्तरणमूलकता पनि त्यतिकै सशक्त रूपमा भेटिन्छ भन्ने यस अध्ययनबाट देखिन आएको छ । यस कालमा बहु प्रतिभाहरूले कलम चलाएका देखिन्छन् । यी सबैका लेखनमा मूल प्रवृत्ति शृङ्गारिकताका अतिरिक्त भक्ति, नैतिक चेतना, औपदेशिकता, सामाजिक जागरण, शासकस्तुति जस्ता प्रवृत्तिगत विशेषताहरू रहेको पाउन सकिन्छ । गजल लेखन परम्पराको थालनी भएको यस कालमा कवितामा बालुन, झ्याउरे, सवाई आदिजस्ता लयगत विविधता पनि पाइन्छ । बालुन, सवाई आदिजस्ता विधाको लेखन र लय प्रयोगले माध्यमिककालमा लोकछन्दलाई

पनि उत्तिकै महत्त्व दिएको थियो र लोकविधाहरू समेतको रचना प्रक्रियाको आरम्भ गरिएको थियो भन्ने समेत यस अध्ययनबाट स्पष्ट भएको छ । प्रकाशन युगका रूपमा समेत परिचित यस कालमा विभिन्न पत्र पत्रिकाहरूको प्रकाशन भएको देखिन्छ । यिनै पत्रिकाहरूले नेपाली गद्य साहित्य र विशेषतः निबन्ध विधाको विकासमा महत्त्वपूर्ण टेवा दिएका थिए भन्नु उपयुक्त हुन्छ ।

कविता पछिको यस कालको सब भन्दा बढी विकसित विधाका रूपमा आख्यान पर्दछ । यस्ता आख्यानान्तर्गत यस कालको पूर्वाद्धमा कथा र उपन्यासलाई भिन्न रूपमा पहिचान गराउन गाह्रो हुने किसिमका रम्याख्यानपरक रचना थिए भने क्रमशः उत्तरार्द्धतिर पुग्दा यी दुवै विधाले आफूलाई भिन्न भिन्न रूपमा चिनाउन सफल भएका थिए भन्नु उपयुक्त हुन्छ । यस कालका कथाहरू हेर्दा स्रोतका आधारमा धार्मिक, नीतिपरक, रोमाञ्चकारी ऐयारी, जासुसी, तिलस्मी र हास्य परिहास मूलक भेटिन्छन् । नैतिक, औपदेशिक र शृङ्गारिक कथाहरू पनि यस समयमा लेखिएका थिए भन्नु पनि सान्दर्भिक नै हुन्छ । पूर्वाद्धको पद्यात्मकताको प्रभावस्वरूप यसै शैलीका कथाहरू पनि पाइएका छन् । यसरी हेर्दा यतिखेरका आख्यान लामा र छोटो दुवै प्रकारका थिए भन्नु पर्दछ । यस कालमा उपन्यास विधाको छुट्टै पहिचान नभएर आख्यान रूपमा रहेको कथालाई नै उपन्यास विधाको स्रोत मान्नु पर्ने हुन्छ । यस्ता कथा लेखनको मुख्य उद्देश्य पाठक/स्रोतालाई नीति उपदेश र मनोरञ्जन मात्र दिनु रहेको पाउन सकिन्छ ।

नाटक लेखनको उद्देश्य पनि नीति उपदेश र मनोरञ्जन दिनु नै रहेको थियो । यस्ता नाटकहरूका विषयवस्तु प्रायः पौराणिक नै रहेको पाइन्छ र यी सबै नाटक केही अपवाद (पहलमान सिंह स्वॉरको अटल बहादुर) बाहेक अनुवाद रूपान्तरण मूलक नै भेटिन्छन्, जीवनी, आत्मवृत्तान्त, निबन्ध, समालोचना जस्ता विधाहरू विविध विषयसँग सम्बन्धित देखिन्छन् । मोतीराम भट्टबाट, जीवनी र समालोचना लेखन परम्पराको आरम्भ गरिन्छ भने विभिन्न पत्र पत्रिकाको प्रकाशनका माध्यमबाट तिनमा दिइएका समाचार, लेख आदि निबन्धका विषय बनेर आएका देखिन्छन् । निबन्ध लेखनकै उद्देश्यले कलम चलाउने व्यक्ति भने शम्भु प्रसाद ढुङ्गेल पर्दछन् । यस समयका निबन्धहरू प्रबन्ध शैलीका रहेको पाउन सकिन्छ । कवितादेखि लिएर सबै विधामा विषय विविधता रहनु अनुवाद रूपान्तरणलाई विशेष स्थान दिनु, दैनिक व्यवहार, औषधिमूलो आदिलाई समेत सिर्जनाको विषय बनाइनु यस कालको विशेषता नै रहेको पाउन सकिन्छ । माध्यमिककाललाई चिनाउने अर्को महत्त्वपूर्ण पाटो भनेको गजल लेखन परम्पराको आरम्भ हुनु र मोतीराम भट्टले यसलाई नेपाली साहित्यमा भित्र्याउनु रहन गएको छ जुन सिर्जनाले अद्यापि निरन्तरता पाइ रहेको छ ।

शिष्टशृङ्गारिकताबाट आरम्भ भएको यो समय नग्नताको चरम सीमामा पुगेर समापन भएको देखिन्छ । नग्नताको चरम सीमाको कृतिका रूपमा सूक्तिसिन्धुलाई लिइन्छ र यसै कृतिका कारणले पनि माध्यमिककालको अन्त्य र आधुनिक कालको आरम्भ भएको भन्दा अन्यथा हुने छैन । यही नै यस कालको प्राप्ति पनि हो ।

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पाठ्यक्रम विकास केन्द्रका गतिविधि

१. पृष्ठभूमि

पाठ्यक्रम विकास केन्द्रका गतिविधि स्वभावैले पाठ्यक्रम निर्माण, परिमार्जन, प्रकाशन, विक्री वितरणसँग बढी केन्द्रित हुने गर्छन् । पाठ्यक्रम भनेको विश्वविद्यालयका शैक्षिक कार्यक्रमहरूको समग्र मार्गचित्र हो र विषयगत एवम् तहगत पठनपाठन र मूल्याङ्कनका साथै तिनका बिचको अन्तर सम्बन्ध तथा विद्यार्थीमा के कस्तो ज्ञान र सिपको अभिवृद्धि गर्ने भन्ने समग्र योजना हो । अर्थात्, पाठ्यक्रम भन्नु राष्ट्र र समाजको आवश्यकता अनुरूप तर्जुमा गरिएको शैक्षिक कार्यक्रमको मियो हो । यस तात्पर्यमा मियो सबल भएन भने समग्र शैक्षिक कार्यक्रमहरू सफल हुँदैनन्, उद्देश्य प्राप्तितर्फ अग्रसर हुँदैनन् । वस्तुतः यही वास्तविकतालाई ध्यानमा राखेर पाठ्यक्रम विकास केन्द्रले समयानुकूल पाठ्यक्रममा परिमार्जन, नयाँ पाठ्यक्रम निर्माण र तिनको व्यवस्थापनमा समेत प्रत्यक्ष वा परोक्ष रूपमा आफ्नो सक्रियता देखाएको छ । यसले समय समयमा पाठ्यक्रमसँग सम्बन्धित विभिन्न गोष्ठी र सेमीनारहरू गर्नुका साथै विज्ञ विद्वान्हरूसँग छलफल र परामर्श लिंदै आएको छ । पाठ्यक्रमसँग सम्बन्धित गतिविधिका अतिरिक्त यस केन्द्रले अन्य महत्त्वपूर्ण कार्यहरू समेत गर्दै आएको छ । यसले स्वदेशी तथा विदेशी विश्वविद्यालयका विभिन्न तहका शैक्षिक उपाधिको समकक्षता निर्धारण तथा श्रेणी निर्धारण गर्नुका साथै त्रि.वि. सेवा प्रायोजनका लागि शैक्षिक प्रमाण पत्रहरूको छानबिन समेत गर्दै आएको छ । यस केन्द्रले विगत चार वर्ष यता गरेका प्रमुख कार्य (गतिविधि) लाई तलका उपशीर्षकमा प्रस्तुत गरिएको छ ।

२. पाठ्यक्रम निर्माण र परिमार्जन

क) २०७१/२०७२ मा मानविकी तथा सामाजिक शास्त्र सङ्काय तथा शिक्षा शास्त्र सङ्काय अन्तर्गतको स्नातक तहको सेमेष्टर प्रणालीको पाठ्यक्रम अनुसार दुई सेमेष्टरको १०० पूर्णाङ्कको अनिवार्य नेपाली विषयको पाठ्यक्रम निर्माण गरिएको छ । त्यसरी नै मानविकी तथा सामाजिक शास्त्र सङ्काय अन्तर्गतको स्नातक तह अनिवार्य अङ्ग्रेजी विषयको २०० पूर्णाङ्कको पाठ्यक्रम मध्ये सेमेष्टर प्रणाली अनुसारको दुई सेमेष्टरको १०० पूर्णाङ्कको नयाँ पाठ्यक्रम निर्माण गरिएको छ । यी दुवै पाठ्यक्रमलाई प्राज्ञिक परिषदबाट अनुमोदन गराउन भने बाँकी छ ।

ख) मानविकी तथा सामाजिक शास्त्र सङ्काय अन्तर्गत स्नातकोत्तर तहका संस्कृत, ग्रामीण विकास, पुस्तकालय तथा सूचना विज्ञान, बौद्ध अध्ययन, इतिहास, मनोविज्ञान, हिन्दी, अर्थशास्त्र, भाषा विज्ञान, अङ्ग्रेजी, गृह विज्ञान, राजनीति शास्त्र, नेपाली, मानव शास्त्र,

समाज शास्त्र, पत्रकारिता तथा आम संचार, जनसङ्ख्या अध्ययन, भूगोल, चित्रकला, मूर्तिकला, सङ्गीत, नेपाली इतिहास, संस्कृति र पुरातत्व विषयका सेमेष्टर प्रणालीका नयाँ पाठ्यक्रम तयार भएका छन् भने स्नातक तहका समाजशास्त्र, मानवशास्त्र र ग्रामिण विकास विषयका पाठ्यक्रम परिमार्जन गरिएका छन् ।

- ग) व्यवस्थापन सङ्काय अन्तर्गत पनि सेमेष्टर प्रणालीमा आधारित नयाँ पाठ्यक्रम निर्माण गरिएका छन् जस अनुसार स्नातकोत्तर तहमा - MBA, MBA IT, MBS, MBM, MPA, MFC का साथै स्नातक तहका BBS, BBA, BIM, BBM, BTM, BHM, BPA लगायतका नयाँ पाठ्यक्रम निर्माण गरिएका छन् र अन्य कतिपय पाठ्यक्रमहरू परिमार्जन समेत गरिएका छन् ।
- घ) कानुन सङ्काय अन्तर्गत बी.ए.एल.बी. को सेमेष्टर प्रणालीको पाँच वर्षे पाठ्यक्रम निर्माण भई सञ्चालनमा आएको छ भने दुई वर्षे र तीन वर्षे एल.एल.एम.का सेमेष्टर प्रणालीका नयाँ पाठ्यक्रम निर्माण गरिएका छन् । शिक्षा शास्त्र सङ्काय अन्तर्गत स्नातकोत्तर तहका सेमेष्टर प्रणालीका पाठ्यक्रम निर्माण गरिएका छन् । English, Nepali, Health, Population, Curriculum and Evaluation, Physical , Economics, History, Geography, Chemistry, Mathematics, ICT , Biology, Physics, Political Science आदि पाठ्यक्रम निर्माण भई सञ्चालनमा समेत आएका छन् ।
- ङ) कृषि र पशु विज्ञान अध्ययन संस्थान अन्तर्गत स्नातक तहका B.Sc. Agriculture, B.V.Sc. and A.H. / B.Sc. Horticulture तथा स्नातकोत्तर तहका M.Sc. Ag , M.Sc. An.Sc., M.Sc. Aquatic M.V.Sc. तहमा पाठ्यक्रम निर्माण तथा परिमार्जन हुनुमा साथै द्याक्वा बन् र द्यरखक्वा का पाठ्यक्रमहरू थप परिमार्जनका क्रममा रहेका छन् ।

३. गोष्ठी तथा सेमीनार सञ्चालन

- क) २०७० माघ २० देखि २६ गतेसम्म त्रि.वि., पाठ्यक्रम विकास केन्द्र र अङ्ग्रेजी केन्द्रीय विभाग, कीर्तिपुरको संयुक्त आयोजनामा अङ्ग्रेजी दोस्रो वर्षको अभिमुखीकरण कार्यशाला गोष्ठी चितवनमा सम्पन्न भएको थियो । उक्त गोष्ठीको उद्घाटन तात्कालीन शिक्षाध्यक्ष प्रा. गुणनिधि न्यौपानेज्यूले गर्नु भएको थियो । वीरेन्द्र बहुमुखी क्याम्पस, भरतपुरमा सञ्चालन भएको उक्त कार्यशाला गोष्ठीमा पाठ्यक्रम विकास केन्द्रका कार्यकारी निर्देशकको आद्यन्त उपस्थिति थियो । उक्त गोष्ठीमा ११ जना विद्वान्/विशेषज्ञहरूबाट सम्बन्धित विषयका ११ वटा कार्यपत्र प्रस्तुत भएका थिए । गोष्ठीमा गम्भीर छलफल भई निष्कर्ष स्वरूप मार्ग निर्देशका लागि प्रतिवेदन समेत तयार गरिएको थियो ।

ख) २०७२ चैत १८ देखि २० गतेसम्म त्रि.वि., पाठ्यक्रम विकास केन्द्रको आयोजनामा सुदुर पश्चिम, मध्य पश्चिम तथा पश्चिमाञ्चलका आङ्गिक तथा सम्बन्धन प्राप्त क्याम्पसहरूलाई समेटी बुटवल बहुमुखी क्याम्पसमा अनिवार्य नेपाली विषयको अभिमुखीकरण/कार्यशाला (शिक्षण विधि र मूल्याङ्कन) गोष्ठी सम्पन्न भएको थियो । शिक्षाध्यक्ष प्रा.डा. सुधा त्रिपाठीज्यूबाट उद्घाटन भएको उक्त गोष्ठीमा आयोजक संस्थाका तर्फबाट पाठ्यक्रम विकास केन्द्रका कार्यकारी निर्देशक प्रा.डा. गोपीन्द्र कुमार पौडेलको पुरा समय उपस्थिति थियो । अनिवार्य नेपाली विषय प्राध्यापन गर्ने जम्मा ६९ जना प्राध्यापकहरूको सहभागिता रहेको उक्त गोष्ठीमा अनिवार्य नेपाली विषय स्थायी समितिका अध्यक्ष प्रा.डा. ब्रतराज आचार्य, सदस्यहरू प्रा.डा. देवी प्रसाद गौतम, प्रा.डा. बद्री विशाल भट्टराई, प्रा.डा. जगदीश चन्द्र भण्डारी, प्रा.डा.पारसमणि भण्डारी, प्रा.डा. राजेन्द्र पौडेल, प्रा.डा. यादव प्रकाश लामिछाने, प्रा.डा. नन्दीश प्रसाद अधिकारीले सम्बन्धित विषय क्षेत्रका कार्यपत्र प्रस्तुत गर्नु भएको थियो ।

त्यस्तै यही प्रकृतिको गोष्ठी २०७३ वैशाख ५-७ गते सम्म पूर्वाञ्चलका क्याम्पसहरूलाई समेटी जनता बहुमुखी क्याम्पस, इटहरीमा सम्पन्न भयो । त्रि.वि. का रजिष्ट्रार डिल्लीराम उप्रेतीज्यूबाट उद्घाटन भएको उक्त कार्यक्रममा पाठ्यक्रम विकास केन्द्रका कार्यकारी निर्देशकको आद्यन्त उपस्थिति थियो । पूर्वाञ्चल क्षेत्रका ६४ जना प्राध्यापकको सहभागिता रहेको उक्त गोष्ठीमा बुटवल बहुमुखी क्याम्पसमा कार्यपत्र प्रस्तुत गर्ने विशेषज्ञहरूबाट तत् तत् विषयका कार्यपत्र प्रस्तुत भएका थिए ।

त्यसरी नै पाठ्यक्रम विकास केन्द्रको आयोजनामा २०७३ वैशाख १९-२१ गतेसम्म सप्तगण्डकी बहुमुखी क्याम्पस, चितवनमा सोही प्रकृतिको गोष्ठी सम्पन्न भएको थियो । त्रि.वि. का उपकुलपति प्रा.डा. तीर्थराज खनियाज्यूबाट उद्घाटन भएको उक्त गोष्ठीमा पाठ्यक्रम विकास केन्द्रका कार्यकारी निर्देशक सहित विषय समितिका अध्यक्ष तथा सदस्यहरूको उपस्थिति थियो । उक्त गोष्ठीमा काठमाडौं उपत्यका लगायत मध्यक्षेत्रका आङ्गिक तथा सम्बन्धन प्राप्त क्याम्पसका ७१ जना प्राध्यापकहरूको उपस्थिति रहेको थियो ।

उपर्युल्लिखित तिन वटै गोष्ठीमा छुट्टा छुट्टै प्रतिवेदन तयार पारिएका थिए जसमा सहभागीहरूका सुझाव सहितको निष्कर्ष प्राप्त भएको थियो । बुटवलमा डा. सखि शरण सुवेदी, इटहरीमा उप-प्रा. दीपक प्रसाद न्यौपाने र नवीन कुमार शर्मा तथा चितवनमा बालाकृष्ण अधिकारी र रमेश कुमार श्रेष्ठले छुट्टा छुट्टै प्रतिवेदन तयार पार्नु भएको थियो । ती तिन प्रतवेदनलाई समायोजन गरी एकीकृत प्रतिवेदन तयार पार्ने कार्य अनिवार्य नेपाली विषय स्थायी

समितिका सदस्य द्वय प्रा.डा. नन्दीश प्रसाद अधिकारी र प्रा.डा. माधव प्रसाद कोइरालाले गर्नु भएको थियो ।

- ग) त्रिभुवन विश्वविद्यालय अन्तर्गत स्नातकोत्तर तथा स्नातक तहका अधिकांश कार्यक्रमहरू सेमेष्टर प्रणालीमा सञ्चालन हुन लागेको अवस्थामा सेमेष्टर प्रणालीको पाठ्यक्रम सम्बन्धी एकीकृत खाका निर्माण गर्ने उद्देश्य अनुरूप २०७३ मङ्सिर ९ र १० गते पाठ्यक्रम विकास केन्द्रको आयोजनामा एक बृहत् गोष्ठी सम्पन्न भयो । उपकुलपति प्रा.डा. तीर्थ खनियाज्यूबाट उद्घाटन भएको उक्त गोष्ठीमा त्रि.वि. का पदाधिकारी, डीन तथा सहायक डीनहरू, विभागीय प्रमुखहरू, विषय समितिका अध्यक्षहरूको सक्रिय सहभागिता थियो । उक्त गोष्ठीमा उप-प्रा. शङ्कर सुवेदी र बालाकृष्ण अधिकारीबाट समष्टि प्रतिवेदन तयार पारिएको थियो । तत्पश्चात पदाधिकारीहरूको सुझाव अनुसार सुस्पष्ट खाका निर्माण गर्नु पर्ने आवश्यकता बोध भएपछि प्रा.डा. विद्यानाथ कोइरालाको संयोजकत्वमा प्रा.डा. पुष्कर बज्राचार्य, प्रा.डा. पारसनाथ यादव, प्रा. रमेश प्रसाद भट्टराई र डा. शशी अधिकारी सदस्य रहेको एक विज्ञहको समिति गठन भई उक्त समितिले मेहनत पूर्वक Higher Education Curriculum Frame Work तयार पारेको थियो । उक्त Framework मिति २०७३/१०/२१ मा प्राज्ञिक परिषदबाट समेत अनुमोदन भई कार्यान्वयनको प्रक्रियामा अगाडि बढि रहेको छ ।

४. प्रकाशन

- क) पाठ्यक्रम विकास केन्द्रले यस समयावधिमा कानुन सङ्काय अन्तर्गतको ३ वर्षे बी.ए.एल.एल.बी. को पाठ्यक्रम प्रकाशित गरेको छ ।
- ख) यसै वर्षमा उपाधि मान्यता तथा समकक्षता निर्धारण भएका उपाधिहरूको तेस्रो भोलुमको नयाँ प्रकाशन भएको छ ।
- ग) त्यसरी नै Equivalence Vol. I र II को पुनर्मुद्रण गर्ने काम पनि सम्पन्न भएको छ ।
- घ) त्रि.वि. नियमहरू (२०७३/०३/२६ को संसोधन सहित) को प्रकाशन पनि यसै वर्षमा भएको छ ।

५. स्तर निर्धारण

यो शाखा पाठ्यक्रम विकास केन्द्र अन्तर्गतको महत्त्वपूर्ण शाखा हो । यसले स्वदेश तथा विदेशका विभिन्न विश्वविद्यालयबाट प्रमाणपत्र हासिल गरेका व्यक्तिहरूको शैक्षक योग्यताको समान स्तर

निर्धारण गर्दछ । यस क्रममा २०६९ असोजदेखि २०७३ असारसम्मको विवरण तल तालिकामा देखाइएको छ ।

S.N.	Countries Name	Bachelor	Master	M.Phil	Ph.D.	Total
1	Australia	20	34	-	9	63
2	Armenia	1	-	-	-	1
3	Austria	3	4	-	2	9
4	Bangladesh	42	18	-	-	60
5	Belgium	1	5	-	3	9
6	Brazil	1	-	-	3	4
7	Brussel	-	2	-	-	2
8	Belarus	-	2	-	-	2
9	China	29	112	1	2	144
10	Cyprus	11	3	-	23	37
11	Costarica	-	1	-	-	1
12	Canada	3	2	-	-	5
13	Cuba	1	-	-	2	3
14	Denmark	5	3	-	-	8
15	Estonia	-	1	-	2	3
16	Finland	9	11	1	-	21
17	France	1	3	-	3	7
18	Germany	5	28	-	12	45
19	Greece	-	1	-	5	6
20	Hong kong	-	1	-	1	2
21	India	649	476	10	98	1233
22	Ireland	2	1	-	-	3
23	Italy	1	1	-	7	9
24	Israel	1	2	-	-	3
25	Japan	6	29	-	46	81
26	Kyrgyz Republic	1	1	-	-	2
27	Kyrgyzstan	1	1	1	-	3
28	Malaysia	13	2	-	1	16
29	Nepal	34	49	-	4	87
30	Norway	1	29	-	2	32

S.N.	Countries Name	Bachelor	Master	M.Phil	Ph.D.	Total
31	New Zealand	1	4	-	5	10
32	Maldives	1	-	-	-	1
33	Pakistan	17	19	-	-	36
34	Philippines	17	36	1	3	57
35	Poland	1	5	-	1	7
36	Portugal	-	-	-	1	1
37	Republic Czech	-	-	-	1	1
38	Russia	6	9	-	-	15
39	Republic of Kazakhstan	-	1	-	-	1
40	South Korea	8	25	-	38	71
41	Singapore	2	4	-	-	6
42	Sweden	4	17	-	3	24
43	Switzerland	3	4	-	1	8
44	Srilanka	1	1	-	-	2
45	Spain	-	3	-	-	3
46	Slovenia	-	1	-	-	1
47	The Netherlands	1	19	-	2	22
48	Thailand	11	36	-	10	57
49	Taiwan	-	1	-	3	4
50	Tanzania	-	2	-	-	2
51	UK	88	110	-	13	211
52	USA	116	61	-	32	209
53	Ukraine	3	2	-	-	5
Total		1121	1182	14	338	2655

६. श्रेणी निर्धारण

२०६९ असोजदेखि यता स्वदेशी तथा विदेशी विश्वविद्यालयका स्नातक र स्नातकोत्तर तहका पा.वि.के.मा दर्ता भएका मध्ये जम्मा ४९६ उपाधिको श्रेणी निर्धारण गरिएको छ ।

७. संस्थागत समकक्षता मान्यता

यस केन्द्रले विदेशी विश्वविद्यालयबाट विभिन्न उपाधि हासिल गरी आउने विद्यार्थीहरूलाई व्यक्तिगत समकक्ष मान्यता प्रदान गर्नुका साथै विदेशी विश्वविद्यालयको सम्बन्धन तथा नेपाल सरकारको

अनुमति लिई नेपालमा सञ्चालित शिक्षण संस्थाहरूलाई समकक्ष मान्यता प्रदान गर्दै आएको छ जसमा हालसम्म ३८ वटा विश्वविद्यालयमा ४५ वटा कलेज (संस्थाहरू) का १२७ वटा कार्यक्रमहरूलाई संस्थागत समकक्ष मान्यता दिइएको छ र केही कार्यक्रमहरू प्रक्रियामा पनि रहेका छन् ।

८. सेवा प्रायोजनका लागि शैक्षिक प्रमाणपत्र छानबिन

त्रि.वि. सेवा प्रायोजनका लागि २०६९ असोज यता जम्मा १४२७ जना शिक्षक / कर्मचारीका विभिन्न विश्वविद्यालयबाट प्राप्त शैक्षिक प्रमाणपत्रहरूको छानबिन गरिएको छ ।

९. प्रक्रियामा रहेका कार्यक्रम

- (१) यस केन्द्रको आफ्नै वेबसाइट नहुँदा सूचना सम्प्रेषणमा व्यवधान उत्पन्न भएको अवस्थामा हाल आएर वेबसाइट निर्माण प्रक्रिया अन्तिम चरणमा रहेको छ र खास गरी सम्पूर्ण सूचना र कार्यक्रमलाई अबै व्यवस्थित गर्नु पर्ने काम बाँकी छ ।
- (२) यही २०७३ साल फागुन र चैतसम्ममा स्नातक तहको अनिवार्य अंग्रेजी विषयको गोष्ठी सम्पन्न हुँदै छ र त्यसको प्रक्रिया पनि आरम्भ भइ सकेको छ ।

१०. भावी कार्यक्रमहरू

- (१) मानविकी तथा सामाजिक शास्त्र सङ्काय अन्तर्गत २०० पूर्णाङ्कको अनिवार्य अंग्रेजी विषयको ४ सेमेष्टर मध्ये तेस्रो र चौथो सेमेष्टरको नयाँ पाठ्यक्रम यसै आ.व. मा निर्माण गर्ने योजना रहेको छ ।
- (२) मानविकी तथा सामाजिक शास्त्र सङ्काय अन्तर्गत पठन पाठन भइ रहेको स्नातक तहको अनिवार्य अंग्रेजी विषयको पाठ्यक्रम समय सापेक्ष रूपमा परिमार्जन गर्ने उद्देश्य रहेको छ ।
- (३) स्नातक तहको अनिवार्य अंग्रेजी विषय तथा अन्य तहका ऐच्छिक विषयहरूका क्षेत्रीय स्तरमा अभिमुखीकरण कार्यशाला गोष्ठी सञ्चालन गर्ने कार्यक्रम रहेको छ । त्यसका लागि लाग्ने आवश्यक बजेट भने केन्द्रीय कार्यालयबाट व्यवस्था हुनु पर्ने देखिन्छ ।
- (४) विभिन्न सङ्काय/अध्ययन संस्थानबाट दुई वर्षे स्नातकोत्तर तहको र ४ वर्षे स्नातक तहका सेमेष्टर प्रणाली अनुसारका केही पाठ्यक्रमहरू प्राप्त भएका छन् र सबै पाठ्यक्रम प्राप्त भएपछि तिनलाई व्यवस्थित गरी मुद्रण गर्ने योजना समेत रहेको छ ।



त्रि.वि. पाठ्यक्रम विकास केन्द्रद्वारा आयोजित 'सेमेष्टर प्रणालीको पाठ्यक्रम निर्माणका आधार र प्रयोग पक्ष' विषयक गोष्ठीको उद्घाटन समारोहमा उपकुलपति प्रा.डा. तीर्थराज खनिया, शिक्षाध्यक्ष प्रा.डा. सुधा त्रिपाठी तथा रजिष्ट्रार डिल्लीराम उप्रेती लगायत ।



त्रि.वि. पाठ्यक्रम विकास केन्द्रद्वारा आयोजित 'सेमेष्टर प्रणालीको पाठ्यक्रम निर्माणका आधार र प्रयोग पक्ष' विषयक गोष्ठीमा सहभागी विद्वान् प्राध्यापकहरु ।



त्रि.वि. पाठ्यक्रम विकास केन्द्रद्वारा सप्तगण्डकी क्याम्पस चितवनमा सञ्चालित अनिवार्य नेपाली विषयको कार्यशाला गोष्ठीको उद्घाटन गर्नु हुँदै उपकुलपति प्रा.डा. तीर्थराज खनिया साथमा केन्द्रका कार्यकारी निर्देशक गोपीन्द्र कुमार पौडेल तथा विषय समितिका अध्यक्ष प्रा.डा. ब्रतराज आचार्य ।



त्रि.वि. पाठ्यक्रम विकास केन्द्रद्वारा जनता बहुमुखी क्याम्पस इटहरीमा सञ्चालित अनिवार्य नेपाली विषयको कार्यशाला गोष्ठीको उद्घाटन गर्नु हुँदै त्रि.वि.का रजिष्ट्रार डिल्लीराम उप्रेती तथा केन्द्रका कार्यकारी निर्देशक प्रा.डा. गोपीन्द्र कुमार पौडेल लगायत ।



सप्तगण्डकी क्याम्पस चितवनमा पाविकेद्वारा सञ्चालित अनिवार्य नेपाली विषयको कार्यशाला गोष्ठीका सहभागीहरु ।



पाठ्यक्रम विकास केन्द्रद्वारा जनता बहुमुखी क्याम्पस इटहरीमा सञ्चालित अनिवार्य नेपाली विषयको कार्यशाला गोष्ठीका सहभागीहरु ।



स्तर निर्धारण शाखाका प्रमुख सहप्रा. रामेश्वर प्रसाद शर्मालाई विदाइ सम्मान गरिदै ।



पाठ्यक्रम विकास केन्द्र परिवार