

# शिक्षाशास्त्र सौरभ

SHIKSHA SHASTRA SAURABH

अङ्क २१/२०७५

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## सम्पादकीय

विश्व विद्यालय अनुदान आयोग सानोठिमी भक्तपुरबाट गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रमाण पत्र (QAA) का लागि क्रियाशील यस काठमाडौं शिक्षा क्याम्पसले समयको परिवर्तनसँगै आफ्नो नियमित गतिलाई अभि सशक्त बनाउने क्रममा शिक्षाशास्त्र सौरभको यो २१ औं अङ्क पाठकसामु प्रस्तुत गरेको छ ।

यस क्याम्पसले नियमित पठन पाठन, उत्कृष्ट नतिजा, व्यवस्थापकीय कौशल, अनुसन्धान, गोष्ठी, जर्नल प्रकाशन, शैक्षिक अन्तरक्रिया र अवसरहरुको खोजी तथा व्यवस्थापन, आधुनिक भवनको निर्माण, फ्याकल्टी विस्तार, प्रयोगशालाको निर्माण, पुस्तकालय, पुरस्कार, छात्रवृत्ति, वृत्ति विकास जस्ता पक्षहरुमा क्रियाशीलता देखाउँदै क्याम्पस स्थापना कालको २७ औं वसन्त पश्चात् प्राकृतिक सम्पदाहरुले भरिपूर्ण काठमाडौंको पश्चिमी भेग चन्द्रागिरि नगर पालिकाको वडा नं. १०, सतुङ्गलमा यसै शैक्षिक सत्रदेखि स्नातक कार्यक्रम सञ्चालन गर्न थालेको छ भने भवनको निर्माण कार्य सम्पन्न भएपछि स्नातकोत्तर कार्यक्रम पनि सोही भवनबाट सञ्चालन गर्ने वातावरणको निर्माणमा जुटेको छ ।

शिक्षाशास्त्र सङ्कायका मात्रै कार्यक्रम सञ्चालन गरि रहेको यो क्याम्पस शिक्षामा सरोकार राख्ने व्यक्ति, संघ संस्था तथा शैक्षिक क्रियाकलापको उत्कृष्ट स्थल हुँदाहुँदै पनि यस सङ्कायमा भइ रहेका नयाँ नयाँ परिवर्तनबाट यो क्याम्पस समेत प्रभावित भएको छ । शिक्षा सङ्कायतर्फ घट्दो विद्यार्थी आकर्षण, यस सङ्कायमा अध्ययनका लागि तोकिएको मापदण्ड, लघु शिक्षण तथा अभ्यास शिक्षणभित्रका अराजक गतिविधि तथा विभिन्न प्रयोगात्मक विषय लगायत कार्यक्रम सेमेस्टर तर परीक्षा प्रणाली वार्षिक हुनाले गर्दा यस सङ्कायको भविष्य समुज्ज्वल हुन नसकेको अवस्था पनि छ । यस परिवेशमा शिक्षामा गुणस्तर तथा अनुसन्धानलाई सँगै ल्याउने उद्देश्यले शिक्षाशास्त्र सौरभको यो अङ्कलाई विशुद्ध प्राज्ञिक एवम् अनुसन्धानमा आधारित जर्नलको स्वरूपमा प्रकाशन गरेका छौं ।

यस अङ्कका लेख तथा शैक्षिक सामग्रीहरुको प्रकाशन समकक्षी समीक्षकबाट निक्कै (Peer Review), भएर मात्र गरिएको, विद्यार्थीहरुका अनुसन्धानमूलक लेखलाई स्थान दिइएको, त्रि.वि. केन्द्रीय पुस्तकालयबाट सूचीकृत गरी जर्नलमा समावेश गरिएको, यस क्याम्पसमा अध्ययनरत विद्यार्थीहरुले सन् २०१६ मा सम्पन्न गरेका शोधपत्रका शीर्षकलाई प्रकाशन गरिएको र यस क्याम्पससँग आबद्ध विज्ञहरुका लेखलाई अग्रधिकार दिई प्रकाशन गर्नुपर्दा केही लेखलाई यस अङ्कमा समावेश गर्न सकिएन ।

उच्च शिक्षामा देखिएका नयाँ नयाँ आयामहरु, उच्च शिक्षा प्रदायक संस्थाहरुका आर्थिक तथा भौतिक समस्याहरु समेतलाई ध्यानमा राखेर र विभिन्न भाषा, दर्शन, साहित्य, संस्कृति एवम् शैक्षिक उपागमहरुलाई दृष्टिगत गर्दै हामीले यस अङ्कलाई अन्तर्राष्ट्रिय स्तरको जर्नलको स्वरूप प्रदान गर्न कोसिस गरेका छौं ।

यसमा प्रकाशित सामग्रीहरुको गुण स्तरीयता, शुद्धता तथा मौलिकताप्रति हामी सचेत र सतर्क हुँदाहुँदै पनि यसमा प्रकाशित सन्दर्भ सामग्री तथा अनुसन्धानमूलक लेख मार्फत अभिव्यक्त धारणा लेखकका निजी हुन् । पाठकहरु, शिक्षाविद् तथा सरोकारवालाहरुले यसको वस्तुपरक समीक्षा गर्नु हुने छ भन्ने आशा राख्दै भावी अङ्कका लागि आवश्यक सल्लाह र सुझावको पनि अपेक्षा गरेका छौं ।

अन्तमा, यस अङ्कमा प्रकाशित अनुसन्धानमूलक लेख तथा सन्दर्भ सामग्रीलाई समीक्षा गरि दिनु हुने समकक्षी समीक्षकहरु, अनुसन्धानमूलक लेख उपलब्ध गराई दिनु हुने सम्पूर्ण प्राध्यापकज्यूहरु, विद्यार्थीहरु एवम् सम्पादन कार्यमा प्रत्यक्ष/अप्रत्यक्ष सहयोग गर्नु हुने सबैमा हार्दिक धन्यवाद ज्ञापन गर्दछौं ।

सम्पादन समूह  
शिक्षाशास्त्र सौरभ

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# Public Financing in Higher Education Institutions : Issues and Challenges

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## **Abstract**

*This paper is an attempt to analyze the present pattern of funding higher education in Nepal and to discuss the desirability and feasibility of various alternative methods of funding the same. Before federal system, higher education (HE) in Nepal was a state funded but currently the paradigm has been shifted to the province government besides the funding of central university, which has not been well-defined. Higher education itself benefits not only society at large, but also individuals, and as it attracts relatively more privileged sections of the society, there is a rationale for shifting the financial burden to the social domain rather to government sector alone.*

*The main objective is to review the current policies, practices of financing in promoting access, quality, relevancy, equity and prosperity. On the basis of secondary sources of data this paper focused the reports published by University Grants Commission, Nepal (UGC). Some other relevant literature, reports, articles, books, policy documents were critically analyzed and reviewed to draw the findings and conclusion. Some statistical methods were used for interpretation.*

*Resource constraints, equity, financing HE mostly from the general tax revenue may not be a desirable policy in the long run. Accordingly some of the alternative policy choices are discussed for financing HE from the public exchequer, student loans, student fees, and the role of the community investment. Among the available alternatives, it is argued that a discriminatory pricing mechanism and subsidy policies to community campuses of different layers of government would be relatively more efficient and equitable mechanism of financing as community campuses are providing the major access, equity, quality as well and reducing the financial burden of government with the cost recovery modality.*

*It is argued that such institutions should be the priority of government for promoting equitable quality access to HE with nominal costs of users.*

**Keywords:** Goods, Revenue, Equity, Efficiency, Accountability, Relevancy, Quality, Cost-recovery, and etc.

## Introduction

There has been a debate on the issue that higher education (HE) is the public goods or it is the private goods (Williams, 2016). In this paper, an attempt has been done to analyze it with various prospective and link them with social goods. Community campuses are social entrepreneur as it has been established for non profit making organization by people initiative from the beginning of the history of higher education Nepal, which generates a positive change in the society. So, treated HE as social goods, the major question associated is financing. How it is financing in federal republic country like Nepal and whom it serves. How it creates the positive impact for the prosperity of Nation? What are the international trends of financing higher education? Are HEIs especially Community campuses the result of societal needs or wants of some professionals associated with it? How is it social entrepreneur?

High students enrollment, high dropout, poor results, low salary to faculties and associated, curricula and extracurricular activities, infrastructure, academic calendar, examination system, subsidy policy, research and collaboration, leadership of HEIs, accountability, etc are some of the areas where reforms are urgent. Besides, Nepal is facing the problem of brain drain, equitable access, equity in opportunity, quality, relevancy, employment, and many others. Each government has adopted an approach of laissez fairism- non-intervention policy in HE sector. But still the system is running with their executive orders. Currently, the Vice-chancellor of Nepal Sanskrit University was not allowed due to different ideological causes to participate in international conference and trapped from airport by violating the autonomy of university act. Which was big political interference from democratic government (Wagle, 10<sup>th</sup> July 2018). Government has fix solutions which suffer from lack of coherence and consistence in approach, and hampering the long term perspective of higher education. Hence as a result, Government's ability to control and confined education to its borders is fast eroding.

Higher Education in Nepal is in the phase of re-engineering and re-building process which needs a lots of investment to raise its quality, access, equity efficiency and good governance in this sector. There are three types of higher education institutions (HEIs) in Nepal; constituent, community and private campuses of universities. Currently, there are 11 universities in Nepal along with four autonomous medical institutions (UGC, monitoring division, 2018). All the universities have been established to meet some specific purpose through separate university act to fulfill the needs of HE. All the universities have been seemed to replicate the affiliating model of TU.

Declining education budget although the figure is increasing, discrimination in disbursement of public fund, student fees, not equitable access, low quality and relevance of conventional disciplines like Education, Management, Humanities, and Laws are lacking its importance due to limited job scope. Besides low scholarship schemes for the weaker section of the country and weak provision of student loan are some of the issues. Quality erosion, infrastructure development, and high political intervention and diminishing public investment in higher education are some of the major challenges. Currently, the burden of HE has been shared to the provincial government and basic and secondary level education to the local level government. Likewise, the central government has the responsibility to finance the central universities (Constitution of Nepal, 2015). Some province has allocated budget for the development of higher education in their province too. The attempt has been made to answers of above questions through this paper.

## Objectives

The main objectives of this paper were to explore the public financing in HE for the sustainability, access, equity and quality. The specific objectives were as follows

- To explore the role of higher education institutions in the development of higher education in Nepal
- To investigate the trend of public financing with references to access, equity, quality.
- To point out some issues and challenges in higher education financing sector.

## Methods and materials

A mixed method approach (Qualitative as well as the Quantitative) has been adopted to conduct this research. Both primary and secondary data were used. The primary data were purposively collected from the participants (Campus Chief/ Chairman/ President of PCS) in a gathering organized by *Nepal Public Campus Sangh* in all province for the purpose of collecting problems, issues and challenges of HEIs specially community campuses. The researcher raised the problems and issues faced by community campuses to collect their feedbacks and suggestions. Discussions were made with focused group to collect the views, notions and feedbacks and also incorporated in the seminar report submitted and presented to the faculty of education, graduate school of education, TU for the partial fulfillment of the Degree of Philosophy in Education.

## Results and discussion

This part discussed mainly the growth of higher education institutions, equity, relevancy, public financing, expenditure trends, issues, challenges and conclusions.

### Historical prospective

The post-1950 period was presented by the government in Nepal as a time of opening up to the outside world as education was confined with the high caste groups, with opportunities to gain education and employment in the civil service dependent on family and caste ties with the Rana elite (Caddel, 2007). With the recognition of education as the keystone of democracy, the Government of Nepal established an Education Board in 1952 AD to supervise and expand the existing educational facilities (NESP, 1956). In the early 1950's, educational systems of the world over began a process of expansion without precedent in human history. "Student enrollments more than doubled in many places, expenditures on education rose at an even faster rate, and education emerged as the largest local industry" (Coombs, 1968, p.1). But in early 1950's, the access to education in Nepal was not as mentioned by Coombs, rather it was confined to few classes of so called higher, socio-economic status group of Rana regime.

The formation of the National Education Planning Commission (NEPC) in 1953 was a landmark in the educational development of Nepal. The Commission recommended to charge a modest tuition fees for messing, lodging and bearing at least one tenth operating cost of HE. The remaining funds should come from the general treasury as part of the annual budget and through people participation focused on secure donations for scholarships and student loan, land and building for university, collection of books from public for central library. Moreover, it also suggested to assist the deserving and needy students by providing partial and full scholarship and part time employment to finance their own expenses (NESP, 1956, p.p136-137). Since then a number of boards, commissions, committees and plans have been formed for the development to reform the national education system.

National education system plan for (1971-76) was prepared in the command of late King Mahendra in consonance with the requirements of the Panchayat System polity with the very aim to save the Monarchy and Crown as well as to produce the manpower dedicated to Panchayat System (MOE, 1971). As a consequence, no other institutions were granted permission to provide HE, one year field work was made compulsory and about (25 to 50) percent of costs besides other expenses in HE was bearded by the government (MOE, 1971).



Students' agitation started in 1980AD, with the agendas of educational and political reform in the country. The government and the TU could not control the agitation, and to pacify this, the late King Birendra formed a commission on HE in 1980, which brought the concept of multi-universities; private and community colleges was allowed to be run again in the country (Bhattra, 2014). The popular expectation of quantitative and qualitative extension of education necessitates a rising level of governmental investment. The private sector was encouraged to establish educational institutions to run different courses (NEC, 1992).

NEC-1992 was private friendly policy document and was therefore opened the door of private investment in education. Numbers of schools as well as the colleges were established with the view of profit making. The discrimination in education had been started with the name of liberation, privatization and globalization. Finally education belongs to the hand of businessman and created classes in the Nepalese society. It was an unusual policy crisis which was continued after the re-establishment of democracy in 2046 BS. After 1996 to 2006, it was the time of conflict popularly known as people war. Maoists and security forces had been destroying the educational sectors for the last ten years with a loss of human life (Himalayan News Service, Published: 9 July, 2005).

After the declaration Nepal as a federal, democratic, republican country, the aspirations for sustainable peace, good governance, development and prosperity is the constitutional commitment. To fulfill this commitment, the big question raises associated with the finance of higher education.

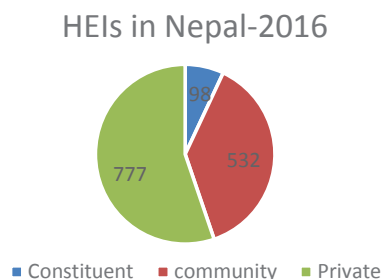
### **Higher education and literacy rate**

According to Central Bureau of Statistics, the overall literacy rate (for population aged 5 years and above) has increased from 54.1 percent in 2001 to 65.9 percent in 2011. Male literacy rate is 75.1% compared to female literacy rate of 57.4% (CBS, 2011). The vast majority 95.2% male and 97.37% female are still out of the access of HE in Nepal.

### **Growth of HEIs**

Nepal's HE system is different from many other countries of the world in the sense that it comprises public, community and private sectors. Between 1991 and 2013, student enrolments in HE increased by more than 600 percent (7 times), and number of HEIs increased by 540 percent (6.4 times, Bhatta, 2015). The following chart shows the current status of HEIs in Nepal.

**Figure 1. The current status of HEIs in Nepal**



This pie chart reveals that there were 1407 HEIs in Nepal affiliating under different 11 universities. The composition of constituent, community and private HEIs are 98, 532 and 777 respectively.

*Source: UGC-EMIS(2015/16)*

### Trend of higher education

In June 2017, the British Council released a report illuminating 10 trends in global higher education that impact the future of internationalization. While the report is written from a UK perspective, the findings can be applied widely. The report focuses on Shifting global demographics, expansion of education for all, National internationalization strategies, distribution of national funding, multi-sector cooperation, educational technology, demand for specific skills, brand and value, impact of English, and focus on the student experience and labour market demands as just a few of the issues impacting the internationalization of higher education (BC,2017).

**Table 1: Total number of students in different FY**

Type of Campus	Fiscal Year				
	2015/16	2014/15	2013/14	2012/13	2011/12
Constituent	121772	127964	144008	209893	157561
Community	110895	128853	150344	172095	150167
Private	128410	151087	164269	187677	137266
Total	361077	407904	458621	569665	444994

*Source: UGC-EMIS, (2011/12 to 2015/16)*

The table reveals that, the student enrollment in higher education institutions are decreasing gradually except 2012/13.

**Table 2: Share of students (%) in different FY**

Type of Campus	Fiscal Year				
	2015/16	2014/15	2013/14	2012/13	2011/12
Constituent	33.72	31.37	31.40	36.84	35.41
Community	30.71	31.59	32.78	30.21	33.75
Private	35.56	37.04	35.82	32.95	30.85

*Source: UGC-EMIS, (2011/12 to 2015/16)*

The table reveals that, the average student enrollment in Constituent, Community, Private higher education institutions in different fiscal year are 33.74% , 31.8% and 34.4% respectively. This shows that the contribution of private colleges are higher than others.

### **Inclusion in higher education**

Equal access to an opportunity for marginalized and disadvantage group of the society is the core concern of federal Nepal as it has been proclaimed in the constitution. In the constitution 2015, it has mentioned in article 31(4) "The citizens with disabilities and the economically indigent citizens shall have the right to get free higher education in accordance with law". Likewise in the policy of Higher Education-2015, reveals "For the access and continuation of HE, the government will support the indigenous people". Dalits, Madhesi, differentlyabled, poor, economic backward and disadvantage as well as the marginalized group of people are living in difficult geographical region but opportunity continues to be disproportionately distributed.

The situation of the Madhesi Dalits in the core areas of Plan operations is still worse off than the rest including the Dalits from other settlements in spite of continued Plan interventions in the Madhesi Dalits areas, which is indicative of the deep rootedness of the social exclusion of the Madhesi Dalits (Plan Nepal, 2008). To remove inequality, discrimination and exclusion from Nepalese society "egalitarian, equity and reservation are essential things. To do these things, some radical changes will have to be done in political system especially focusing on model of representation P.R. from F.P.T.P., division of quotas in entry gate of bureaucracy, educational institutions, science and technology, security forces, planning mechanism, judiciary and each and every organ of the state", (Prasai, 2018, p.3).

We have persistent gaps in education, income, and wealth, and these gaps are widening as our nation becomes more diverse. As a result, the middle class is shrinking, and the fastest-growing segments of our population are the least likely to have the opportunities they need to succeed. The slogan prosperity in Nepal cannot thrive unless all Nepalese are fully empowered and prepared to contribute to our economy and engage effectively in federalism. And that means restoring the middle-class. Today, well-paying, low-skill jobs are disappearing, and in turn, Nepal's economic polarization is increasing. After the declaration Nepal as a federal republic, the composition of HEIs in each province are not accessible. Currently, Province three has the maximum number 612 (43%) of HEIs where as in six, it is very low i.e. 56 (4%). Geographically, the share of HE in Hilly region, Himalayan region and Terai region are 59%, 5% and 36 % respectively (UGC-EMIS-2015/016).

## Equity in higher education

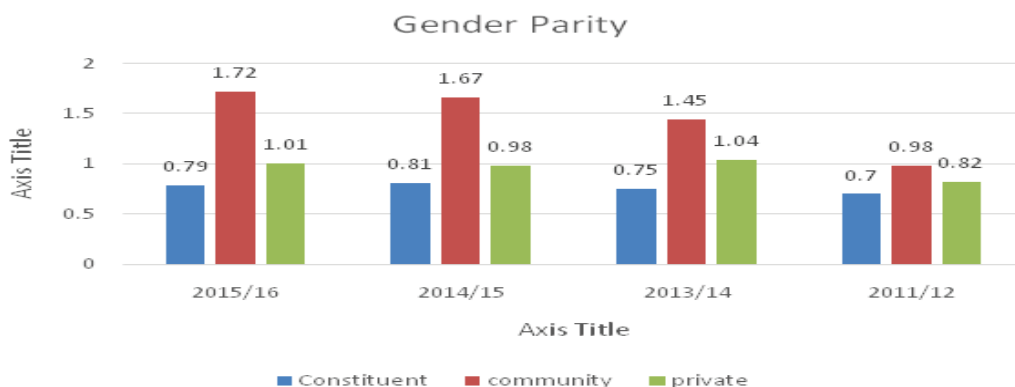
Equality is about uniformity; it focuses on making sure everyone gets the same thing. Equity is about fairness; it ensures that each person gets what he or she needs. This distinction is especially important in education, where there are visible gaps in opportunities and outcomes for large numbers of students. Historically, low-income students and students from *Terai especially Madhesi* have been excluded from too many opportunities including higher education.

To effectively educate today's students, HE must focus on both equity and quality to make the most empowering forms of higher studies available to all students. Equity refers to the effects of a public policy on the fairness of the distribution of benefits and costs to higher education.

## Gender parity

The gender parity rate in higher education has been mentioned in the table below.

**Figure 2: Gender parity in higher education**



Source: UGC-EMIS (2015/16).

This chart shows that the *Community Campuses* is the choice of low-income students, dalits and women's disproportionately attend community colleges. While the gender parity rate for girls and women are relatively low in constituent campuses where as private campuses is the equal access to the girls and boys. The belief of girls and women seems to be almost double in community campuses.

## Disability

About two percent (1.94%; 513,321) of the total population reported to have some kind of disability, most of them are deprived to get the access of higher education.

## Higher education reform project-rhetoric versus reality

The reform in higher education has no long history in Nepal. The first higher education project was started in 2050 with the initiation of TU. The second higher

education project was initiated with the efforts of University Grants Commission form (2007-2014). With the experiences and challenges of the reform projects, with the great hope and aspiration and demand of quality education the Higher Education Reform Project (HERP) was formally started in 22 May 2015 to achieve the baseline targets relating to the disbursements linked indicators. The table below shows the participation of Higher education institutions in HERP.

**Table3: Participation of Higher education Institutions in the HERP (2015-2020)**

Participated HEIs	Number	Percent
Community Campuses	124	68.13
Constituent and Autonomous of TU	30	16.48
Central Department- Central Campus	13	7.14
KU- Campuses	7	3.85
PoKU- Campuses	4	2.20
PU-Campuses	4	2.20
Total HEIs	182	100.00

*Source: (UGC, HERP- 11, June- 2018 personal conversation ).*

According to aforementioned data the participation of community campuses are highly remarkable. Around 68 percent among the participants belongs to the community campuses. But the reality of financing as per the claimed of UGC has not been subsidized to the community campuses. A gathering of Campuses Chiefs, Chairman of the Campus Management Committee and the President of Nepal Public Campus Sangh Campus Unit related with the community campuses held in all seven province in FY 2017/18 raised some questions regarding the achievement of target which are not visible in reality as its claimed. TU and other Universities are not maintaining the academic calendar, not publishing the annual and semester examination results in timely manner, weak disseminations of performance based funding(PBF)and formula based funding(FBF) and miss interpretation of *public procurement act* by the concerned authorities of UGC to its stakeholders, It has created confusion in utilizing its matching grants, the funds that needs to be reviewed from new perspective which should be justifiable for the major stakeholders of the reform project to convert rhetoric into the reality.

### **Higher education and QAA process**

The University Grants Commission Nepal has set a target to accredit 125 HEI within the Higher Education Reform Project period (2015-2020) to ensure quality higher education in Nepal. In order to ameliorate the QAA system making it more credible with independent assessment and accreditation, UGC has strengthened the capacity of the division towards making it function as an autonomous unit.

According to the QAA Division, 18 out of total 22 HEIs accredited, are community campuses. In a total of 19 peer -visit completed for the same purpose, a majority 17 are community campuses. As per the cycle of the formation of peer reviewed team is concerned, out of total 13 PRT formed, 10 HEIs are from community campuses. HERP has targeted 125 HEIs for QAA certification with in the project period. Due to the slow growth rate of accreditation process, it has been limited up to 60 HEIs (HERP Unit and QAA Division, 2018).

### **Public financing in higher education**

Government of Nepal has adopted the cost recovery policy since the Ninth Five Year Plan, 1997-2002 to reduce the burden of higher education on the national coffer (NPC 1998). For the disbursement of public fund in the higher education institutions, UGC was formed in 1995 with specific objectives and functions. UGC Nepal has recently formed a High Level Committee for the intensive study of the structure, governance and financing of higher education as per the federal structure of the country (UGC, 2017).

UGC board has approved the budget and programs for the fiscal year 2017/18 with the total amount of Rs. 9.917915 billion for the operation and capital development of HE sector. Out of this budget, Rs 1.823 billion has been allocated for the capital development of HEIS in the country. It is 18.36% of the total budget while 81.63% has been allocated for the operation. Rs. 6.645 billion has been allocated for TU, which amounts to 67% of the total HE budget. The Commission has also allocated Rs. 0.65 billion for regular and physical facility development grants to community colleges across the country. Likewise, UGC has approved the different programs and activities under the Higher Education Reform Project (HERP) with the estimated cost of Rs. 0.9974 billion for the fiscal year 2017/18. The aim of this project is to support reforms in the selected institutions for improving the quality, relevance and efficiency of HE and to assist underprivileged students for equitable access to higher education. The total cost of the project is NRs. 6.5 billion (UGC, 2017).

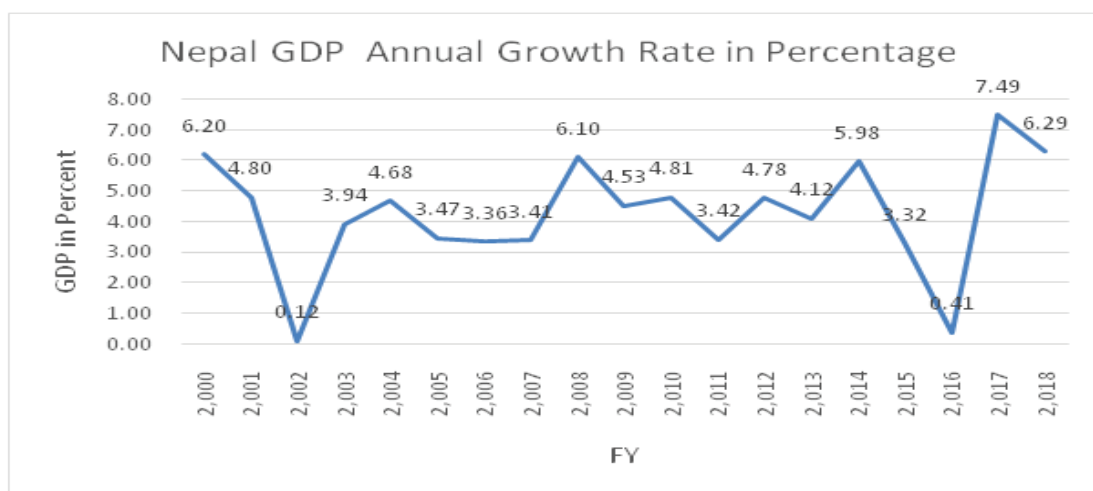
The UGC budget 2074/75 also discussed the per student public financing in HEIs. As per the data, per student expenditure in Lumbani Boudha University with 196 students is 586.73 thousands is higher than the others. Similarly, per student cost in TU is 38.29 thousands. The university having less students was found higher per student costs.

### **Annual growth rate and higher education**

The annual growth rate of Nepal is very less in comparison to the South Asian countries. Unsuitability, conflict, general election and corruption were the major causes.

The figure below shows the annual growth rate in different FY.

**Figure 3: Nepal GDP Annual Growth Rate (2000-2018)**



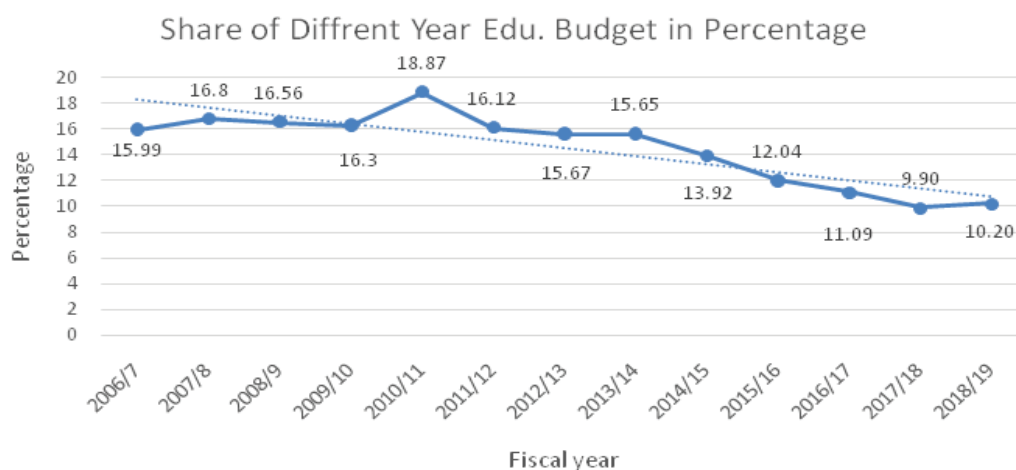
Source: <https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG>

The government of Nepal has made a commitment in diffident international forum to invest up to 5 % of GDP in higher education but in practices it is less than 3% only.

### **National trend of public expenditure in education**

The national trend of financing higher education is decreasing each year. In 1990 ithe public financing was around 20 % of total national budget but in the current FY it was only 10.2 percent. The figure below shows the financing trend of education in Nepal.

**Figure 4: Share of different year educational budget in percentage**



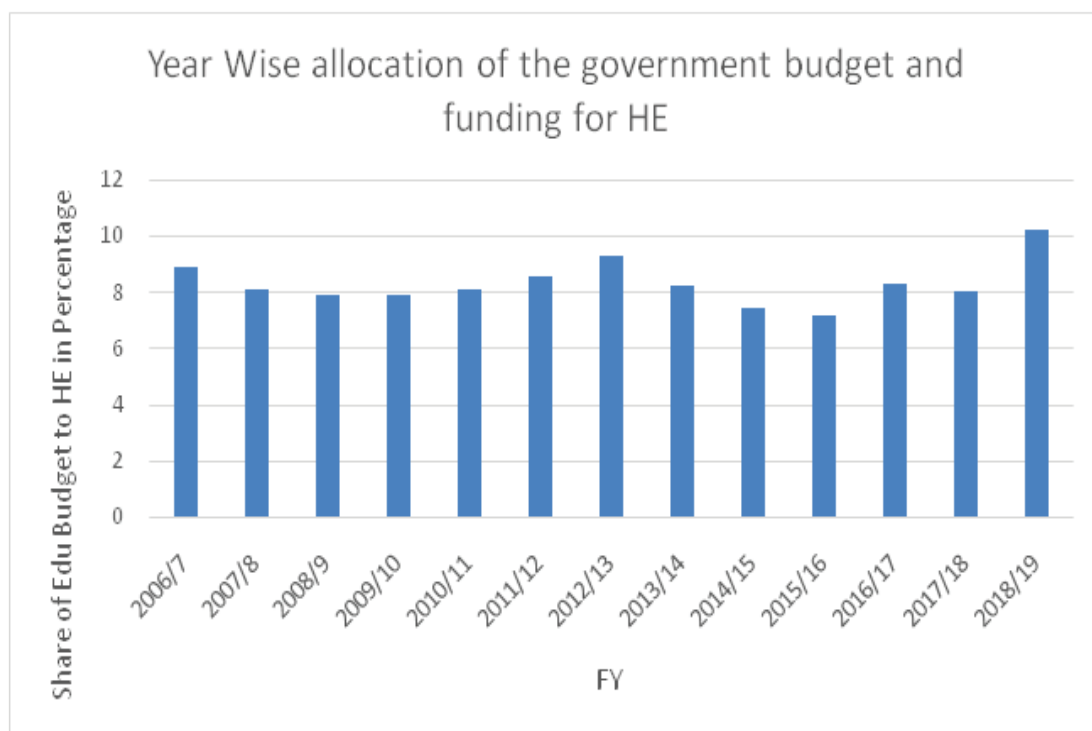
Source: UGC, EMIS Various Years and Teachers Monthly Magazine (June, 20218)

Education sector of Nepal has received its lowest share of 10.2% budget in current Fiscal Year. Though the volume of budget of the government and its share is increasing, but in reality, the total percentage contribution in education is decreasing. This shows the fact that the priority of government towards education sector is in the decreasing trend.

### **Trend of public expenditure in higher education**

Public financing to community HEIs in Nepal is no longer. With the advancement of democracy in Nepal, UGC started to finance community campuses to nominal grants. The following figure shows the trend of public financing to the community campuses in different FY.

**Figure 5: Public financing in higher education in different year percentage.**



*Source: UGC, annual report (2006-2019)*

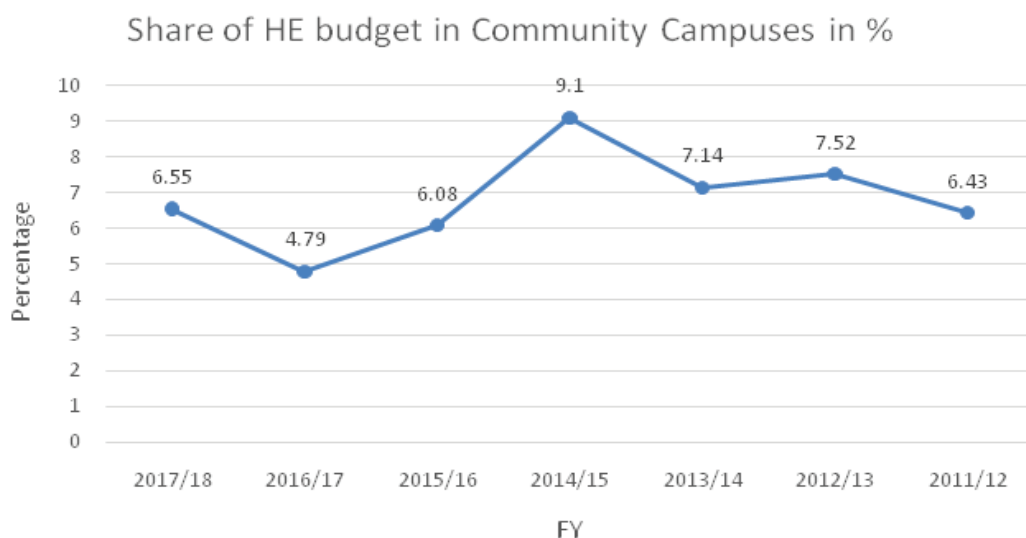
The figure above shows that the average budget allocation in higher education are 8.35% of total higher education budget.



## Trend of public expenditure in community campuses

Financing of community campuses was started from 2051 BS. Initially it was financed with the name of private campuses and latter it seemed to be finance with the name of affiliated campuses. Since 2053 BS, UGC recognized these affiliated campuses as the community campus. In the beginning, UGC allocated 10 million (Rs One crore Nepalese currency). Gradually the numerical figures of investment had been increasing but currently it has been constant as an average investment 6.28 % of the total higher education budget. The figure below shows the trend of financing community campuses in Nepal.

**Figure 6: Trend of public financing in community campuses.**



Source: UGC annual report (2012-2018)

This figure shows the trend of public investment is increasing but the share of higher education budget to the community campuses are almost constant which ranges minimum 6 to 9 percent of the total higher education budget.

## Issues and challenges of higher education

Nepal is facing the critical issues in the development of HE are (i) the over rapid expansion of enrollment; (ii) the under-financing of the higher education system; (iii) the low level of managerial effectiveness; and (IV) quality erosion.

## **Funding of higher education**

The proportion of the education budget allocated to higher education has been declining each year, which hampers the quality, accessibility and relevancy.

The proportion of government budget allocated for HE is presently about 10.2 %. HEIs need more resources to undertake quality improvement programs. HEIs should explore other resources to meet its regular and capital expenses as well.

## **Enhance the quality of education**

The problem of low quality of education in the higher education institutions has been the critical issues in HE. The goal set is to raise the standards to international levels. This will require provision of sufficient facilities, dedicated teachers, highly motivated students and access to high quality learning resources.

## **Financing modality**

Concrete policy has been framed on the financing of higher education institutions to make higher education accessible, quality, relevance and uplift the standard to the disadvantage group and a financial weaker people. Public has been providing the land, building and other donations to the community campuses but government and its agencies are not encouraging the efforts of the community people to reduce the burden of higher education on the national coffer.

The participation of the community campuses in higher education has been a remarkable feature in recent years. But the trend of financing is still based on the formula funding designed for community campuses. This is the hindrance for the development of HE.

## **Access to higher education**

Access of girl students to higher education is very poor; it has to be increased by enhancing community campuses. Poor, brilliant and needy students from the marginalized, dalit and janjati groups should be encouraged to acquire higher education for social and economic justice without this a dream of new Nepal is not possible. Access is limited with the gross enrollment ratio of about 6% (Aryal, 2005).

## **Equity**

Currently higher education enrollment is expanding primarily in the private sector. This is likely to restrict even more the access to higher education for poor segments of the population (Aryal, 2005).

## **Quality and relevance**

Collaboration between employers and academic institutions is weak, and so is the research and development in these institutions. As result, barring few premiere institutions the relevance of higher education to the job market needs is poor (Aryal, 2005).

## **Governance in HEIs**

Although Nepal has initiated the process of decentralization as a means of improving governance, overall the governance of public higher education is still weak (Aryal, 2005).

## **Higher education policy**

Nepal needs a HE Policy that can address the current challenges of the higher education. The proposed higher education policy (HEP) document has focused on the external governance of HEIs and is mostly silent on issues related to their internal governance. The creation of many mechanisms to externally govern HE will further centralize the governance of HEIs is challenge to federal Nepal. If the proposed HEP is implemented, at least 10 central level commissions, boards and committees will be formed.

## **High political intervention**

From the beginning, education decisions specially financing in education were political decisions and certainly not the decisions of the technical experts. The political economy of education has remained a dominating factor in determining educational policies and programs. In the name of reforms in education, commissions were formed in the past and the scenario is not different till now. Every commission presented a model based on sound technical, pedagogical and ethical principles as well as on the basis of their terms of references. However, every decision on the model was made by the political leaders. The Nepalese education system drives its political legitimacy. Currently, no national as well as the regional political parties really applied its mind to the educational problems and issues deeply and formulated well-conceived long term policies of its own. Each political party has its own ideological organizations but the interaction between the political leaders and educationists on current educational issues are rare. Ideological organizations are working to safe guard the benefits of their members and seemed less involved for the sustainable development. Without sound financing, the slogan of prosperity is difficult to achieve as higher education is only the means to change the life style and overcome the poverty to sustain the political development progress of the nation.

## Conclusion

Nepal has achieved remarkable progress in the development of HE since early 1970s when the Government started to implement the NESP, the university is facing increasing financial constraints, managerial problems and quality deterioration in teaching and learning. Currently, Nepal is facing the critical issues in the development of HE are (i) the over rapid expansion of enrollment; (ii) the under-financing of the higher education system; (iii) the low level of managerial effectiveness; and (IV) quality erosion.

To improve the HE in Nepal, the role of UGC has to be redefined in the federal Nepal. The UGC has endorsed the HE policy formula based funding to the HEIs specially universities of Nepal.

To promote the accredited HEIs the provision of Quality Assurance and Accreditation (QAA) has fully in operation. Out of total 1407, HEIs, 20 have been accredited and 101 are in pipeline. 17 of them are community campuses. UGC has prepared the National Priority areas and prepared and linked to research funding, establishing new institutions and other funding. Besides, Higher Education Reform Project (HERP) initiated. These are some of the major achievements of HE in Nepal. Besides these achievements, some major hindrance as the access to HE, quality, equity in access and quality, relevancy, lack of students supports, equity in faculty development and empowerment, less than 1.21 percent financing to HE in comparison to national budget where the demand of HE is high.

Education sector of Nepal has received its lowest share of 10.2 % current year budget. Though the volume of budget of the government and its share is increasing, but in reality, the total percentage contribution in education is decreasing. This shows the fact that the priority of government towards education sector is in the decreasing trend.

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# Knowledge and Attitude on STDs and HIV and AIDS among Secondary School Students

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## Abstract

*The study was carried out to find out the knowledge and attitude on STDs and HIV and AIDS among Secondary School students of Kathmandu District. This study followed the simple random sampling method to select the respondents. Altogether 120 adolescents were the respondents of the study and questionnaire and attitude scale were the tools of the study. The study found that, 25 percent answered full form of STDs and HIV and AIDS correctly. Almost 50 percent of the respondents had knowledge about commercial sex workers who had high risk of STDs and HIV transmission. Similarly, 62.5 percent respondents who answered sex education is needed and same percent expressed condom is one of the most important device that protect STDs and HIV and AIDS transmission. Premarital and extra marital sex may cause STDs and HIV and AIDS was responded as 25.00, 23.33, 18.33, 30.00 and 3.33 percent as strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. In the statement 'students must get proper sexual and reproductive health from junior to higher education' to prevent and control HIV and AIDS and other STDs and 30.00, 23.33, 15.00, 8.33 and 23.33 percent respondents agreed, undecided, disagreed and strongly disagreed respectively. It seems that respondents were deprived to get proper knowledge on STDs and HIV and AIDS. Hence, government must monitor schools whether they are providing SRH properly or not and also government must appoint the concern academic background HPE Ed. teacher to teach SRH matter properly.*

**Keywords:** Adolescent, vulnerable, injecting drug, transmission, premarital, extramarital, commercial sex etc.

## Introduction

Acquired immune deficiency syndrome (AIDS) is the emerged serious public health problem throughout the world. STDs and HIV and AIDS is one of the main human immunodeficiency virus of retro-virus group which slowly destroys the human body immune system (Oli, 2005). Till the date STDs especially HIV and AIDS is known as life threatening incurable disease.



According to U.S. department of health and human services, in the United States more than 13 million people are infected each year and more than 65 million have an incurable STDs (UN AIDS, 2003). The global statistics published by UN AIDS (2011) showed that nearly 39.5 million have been living with HIV and AIDS since 1981. Since the STDs and HIV and AIDS epidemic began, almost 58 million people throughout the world have been infected with HIV and almost 22 million people have died. More than 90 percent of new infections and 89 percent of deaths occurring in substance African and south East Asian countries and estimated 16,000 people are becoming newly infected with HIV each day (WHO, 2009). Adolescent; spanning between the ages 10 to 19 years, is a period of transition from childhood to adulthood. This period is highly vulnerable to sexually transmitted diseases due to the physiological changes and lack of knowledge about physiological changes and their proper management, adolescents may involve in unsafe sexual activities. Hence, adolescents may be the key agent to aware and control the HIV and AIDS and other sexually transmitted infections through peer approach.

Adolescent and youth are most vulnerable group among the total population. They are backbone of the society and have no sufficient knowledge about STDs and HIV and AIDS . There is no effective programme, which can make the people aware and play vital role to prevent from STDs and HIV and AIDS . Hence, it is difficult to mitigate STDs and HIV and AIDS as targeted by the NCASC and the government. The first case of AIDS in Nepal was reported in 1988. In 2012, national estimates indicated that approximately 70,000 adults and children are infected with the HIV in Nepal with an estimated prevalence of 0.49 percent in the adult population (MOHP, 2012). A total of 55627 HIV positive cases have been reported by the national centre for AIDS and STDs control (NCASC) in 2011 with 0.33 percent prevalence rate the. Although the cases are decreasing gradually, STDs and HIV and AIDS problem have been deep rooted mostly in developing country, Nepal is a developing country. So it is not isolated from this problem. The first HIV positive case in Nepal was diagnosed in July 1988. The increase rate of HIV positive was low by late 1996. In 1996, this number reached to 135, in 1997, this number rapidly rose to 489 (NCASC, 2011). According to CBS (2063 BS) there are 46309 drug abuser in Nepal and out of them 98.2 percent are male. Likewise, CBS further said that total 66 percent are below the age of 25 and out of them 61 percent are injecting drugs who are highly vulnerable to HIV and STDs.

This research is directly based on school adolescents; it is helpful to know about the level of knowledge and attitude, views on STDs and HIV and AIDS among students of secondary level. The finding of this study may help to the policy makers and persons



working in the field of STDs and AIDS prevention. It would be the guideline to know the knowledge and attitude of adolescents of STDs and HIV and AIDS problems and to implement some of the effective programs. The general objective of the study was to find out the knowledge and attitude on STDs and HIV and AIDS among Secondary School students of Kathmandu District. The specific objectives were: to examine the knowledge on STDs and HIV and AIDS of school adolescents, to identify school adolescents perspectives towards STDs and HIV and AIDS and to identify the attitude of school adolescents toward STDs and HIV and AIDS .

## **Methodology**

This study followed descriptive research design which attempts to study the knowledge and attitude on STDs and HIV and AIDS . This study mainly based on primary source of data. Data were collected from the selected secondary level students. This research included the students of secondary level, of Chabahil area of Kathmandu valley. Thus all secondary level students studying in community run schools of Chabhil Mitrapark area were the population of the study. From grade (8-10), a total of 120 students, 40 boys from each grade were selected randomly by using lottery method. Questionnaire and attitude scale were designed to collect the necessary information in knowledge and attitude on STDs and HIV and AIDS of the respondents. For pre-test, questionnaire was administered on 20 secondary level students of Chagal secondary school and on the basis of the result of pretest questionnaire was finalized.

First of all, approval was taken with the head teacher then visited to the EPH teacher and requested to help for the administered the questionnaire and the attitude scale. Then set of questionnaires and attitude scale were provided to the already selected boys students of grade 8, 9 and 10 with necessary instruction. The respondents were carefully supervised during the distribution of tools to minimize possible error. This process was done separately for class 8, 9 and 10.

## **Result and discussion**

Data were analyzed and interpreted manually. The quantitative information were analyzed and interpreted and explained in detail. Possible discussion was added to clarify the collected information from the respondents.

In present days STDs, HIV and AIDS and hepatitis B are the burning sexually transmitted infections. Many people are dying of these infections every year and these are the challenging public health problems to the present society. Other common types of STIs are syphilis, gonorrhea, sanchroid, white discharge from vagina, PID, lower abdominal pain etc. In this context respondents were asked various questions related to

knowledge about HIV and AIDS and attitude towards them. According to the response of the respondents only 25 percent became able to tell the full form of STDs and HIV and AIDS Correctly. Many of them ignored about it. Only 20 percent of the respondent were able to tell the actual difference between STDs and HIV and AIDS . Among all respondents, 7.55 percent replied by untested blood transfusion, and 15 percent by using un-sterilized needles or other instruments caused HIV and AIDS and STDs. Similarly, 50 percent of the respondents had given the answer; commercial sex workers are at the high risk of STDs and HIV transmission.

Among all respondents 30 percent answered not to have sex with multiple partners, 17.5 percent expressed to use condoms during sexual intercourse, 25.5 percent answered that self-discipline in sexual habit is a good way to prevent from infection. Study shows that majority of the respondents (62.55%) had given their view against love and affection for HIV infected persons, 12.5 percent accepted sexual intercourse before marriage. They expressed that it is not bad to do safe and healthy sexual intercourse. Among all, 62.5 percent respondent who answered sex education is needed for adolescents. Among all 62.5 percent expressed condom is one of the most important device that protect STDs and HIV and AIDS transmission.

The attitude towards STDs and HIV and AIDS was measured on the basis of Likert Scale. The first option (strongly agree) indicates that adolescents were highly willingness to the attitude measures at statements. The second one (agree) represents that the respondents were willingness with the statements in attitude measure scale, third option (neutral/indifference) means respondent did not discriminate the statements about STDs and HIV and AIDS . Likewise, fourth (disagree) shows the respondents' were unwillingness about the statements in attitude scale and last (strongly disagree) represents the completely unwillingness of the respondents about the statement in attitude scale.

In attitude scale; STDs and HIV and AIDS are caused due to past deeds was given at first and in this statement no one were strongly agreed and only 0.83% were agreed with the statement. STDs and HIV and AIDS are caused due to transfusion of untested blood was strongly agreed by 33.33 percent of the respondents and 37.5 percent were agreed. In the context of premarital and extra marital sex may cause STDs and HIV and AIDS and respondents responded by 25.00, 23.33, 18.33, 30.00 and 3.33 percent as strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. Regarding the statement commercial Sex workers are vulnerable to STDs and HIV and AIDS and in this statement only 6.67 percent strongly disagreed. In the statement common toilet and shaking hands do not spread STDs and HIV and AIDS 34.17, 4.16,

8.33, 25.83 and 27.5 percent were strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. About 28.33, 15.00, 28.33, 19.17 and 9.6 percent of the respondents were strongly agreed, agreed, undecided, disagreed and strongly disagreed with the statement 'proper counseling and moral spiritual support must be given to the STDs and HIV and AIDS infected person'. In the statement 'Students must get proper sexual and reproductive health from basic to higher education' and 30.00, 23.33, 15.00, 8.33 and 23.33 percent respondents were agreed, undecided, disagreed and strongly disagreed respectively.

## Conclusion

On the basis of the analysis and interpretation it can be concluded that respondents were deprived to get the proper sexual and reproductive health education. Still some of the students have negative attitude about sexual and reproductive health. Respondents had mixed type of attitude on STDs and HIV and AIDS which mean respondents were lacking proper knowledge on STDs and HIV and AIDS. Hence, government must monitor schools whether they are providing sexual and reproductive health (SRH) properly or not and also government must appoint the concern academic background HPE Ed. teacher to teach SRH matter properly which will mitigate the chances of being infected from STDs and HIV and AIDS.

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# Working Condition, Problems and Its Impact on the Health of Sexual and Gender Minorities

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## Abstract

*The third gender in contemporary societies is viewed from different angle. They have been facing different problems because of their sexuality. The objective of the paper is to explore the working condition, problems and its impact on the health of sexual & gender minorities in community. The descriptive research design was adopted in this study. It was based on field study in Kathmandu valley. Interview schedule has been applied as tool of data collection. The study was delimited to the LGBTI registered under BDS only. Altogether 100 respondents were selected out of total (111) purposively. Most of the LGBT (53.67%) were involved in private sector and 34.56% were working as sex worker. The respondents (38.47%) reported that they were dismissed from the job and 12.5% suffered from sexual exploitation and rape. Similarly 32.78% suffered from mental tension and 20% suffered from depression. Social support, information education and awareness programs targeting the LGBT and studies covering a diverse population are recommended.*

**Keywords:** Working condition, exploitation, heterosexual, bisexual, and Sexual and Gender minorities.

## Background

Any sex that violates these rule is 'bad' 'abnormal' or unnatural. Bad sex may be homosexual, unmarried, promiscuous, non procreative or commercial. This system of sexual judgement religious, psychological, feminist or socialist attempt to determine of which side of the line a particular act falls (Albelove et.al,1993).

According to Brewer(1999), some centre in the Brain are responsible for sexual contains androgen receptors is in the anterior hypothalamic area of the Brain, the female centre is in an area called the ventro –medical nuclear region of the Brain these centers are thought to develop according to the levels of circulating sex hormones.

It is only since the early 1980's that Homosexuality had become a visible, identity issue in India. Never before has the issue of same sex love been debated or discuss with as much passion as in the last decade an identity is being claimed; even it is being neglected ( Humjinsi, 2002). Homosexuals have been struggling about the gay marriage rights in Poland , Latin America ,and South Africa where the constitution

has banned the same sex marriage .(Luitel,2004) It is found that male homosexual are recognized by three different names as 'Meta' , 'Ta' ,and 'Dohori'(Vishodeep weekly,2004).

The third gender in contemporary societies is viewed from different angle. In the 1970s, the anthropologists have described gender categories in some cultures which they could not adequately explain using a two-gender framework. At the same time, feminists began to draw a distinction between biological sex and socio/psychological gender. Contemporary gender theorists usually argue that a two-gender system is neither inborn nor universal. A sex/gender system which only recognizes the following two social norms have been labeled as "heteronormativity". History has no profound ground to prove as to when the third sex came into existence in society. Some writers suggest that a third gender emerged around 1700 AD in England. Karl Heinrich Ulrichs's book proves that people described themselves as members of a third sex in Europe around 1860s. Many cited precedents from classical Greek and Sanskrit literature (Manandhar, et.al.2009).

If we go by LGBTI's history of receiving recognition of third sex officially, we can find a 21-year-old lesbian, Bishnu Adhikari, who became the first 'third gender' in Nepal under the Maoist-led government, this movement is indeed a landmark for sexual minorities in a country where a strong feudal society still persists and has strong footholds on all social aspects. She became the first person to get an official identity card that describes her sex as 'third gender.' She was issued an official ID that gave her gender as 'Third'. Despite the tough effort, she realized her dream by acquiring the identity that truly represented who she was. The credit goes to gay lawmaker Sunil Babu Pant who inspired Bishnu Adhikari to apply for a third gender identity (Shrestha, 2010).

Transgender students face particular challenges regarding uniform policies and lack of toilet facilities as other students express discomfort at sharing toilet facilities with them. Transgender students may be barred from a classroom or entering an exam hall if the gender of their uniform does not match their gender identity, Some transgender youths have reported being unable to take the national exam necessary for entering higher education because of this. Others report being accused of fraud. In order to avoid this, some drop out of regular school system (UNDP, USAID 2014).

### **Objectives of the study**

The objectives of the study were to find out the working condition of the sexual & gender minorities (LGBTI), to identify the problems in different place of the respondents and to find out the impact on health of sexual and gender minorities etc.

## Methodology

The descriptive research design was adopted in this study. It was based on field study in Kathmandu valley. Interview schedule has been applied as tool of data collection. The study was delimited to the LGBT registered under BDS only. The total LGBT (111) of Kathmandu Valley who were registered in BDS they were the population of this study. The selected LGBT (Lesbian, Gay, Bisexual, and Transgender) were the primary sources of data. The coordinators of different branches of BDS who are working for sexual & gender minorities were also the primary source of data.

Total, 100 respondents were selected as sample size of this study using purposive sampling method, which is 90.09% of the study population. Some names of LGBTI coordinators of different branches were selected from the help of staffs of the BDS centre office Lazimpat. The interview schedule was pre-tested on 10% of total sample in Thamel area. The validity of the tool was assured by consulting research advisor, related teachers, Coordinators and staffs of BDS of different branches and necessary modifications was made in the tool as per the feedback provided by the pretest result and experts. The permission was taken to collect necessary data for the purpose of the study. After that the respondents were greeted & explained the purpose and nature of study. Then the suitable atmosphere was created to encourage the respondents for providing necessary information.

## Results and discussion

The current study focuses with the exploration of the working condition, problems in different places and its impact on the health of sexual & gender minorities in community.

In this study, the age group 15-44 years were involved among them, 4% were lesbian, 27 % Gay, 10% Bisexual and 59% Transgender including male and female. Whereas 93.22% male TG and 6.78% female. Similarly, 92% respondents were literate and remaining 8% were still illiterate and 37% were married. Out of total 32.43% were not livings together in the family, the highest age group of the respondents (30%) were 25-29 years which is productive age.

Among the total, 53.67% respondents were involved in private sector as a main job and 34.56% were involved in commercial sex work. Similarly they had problems of teasing and saying hijra and chhakka (33.33%) and underestimated in talking or speech (32.25%) in public vehicle and ignored to treat being third sex (35.63%). Out of total respondents, 53.67% have been involved in the private office followed by sex worker (34.56%), unemployed (6.62%), waiter in dohorisaj (3.68%) and agriculture



(1.47%). Out of total, 33.33% respondents suffered in public vehicle by saying hijra and chhakka. In this study, 32.78% suffered from mental tension and 20%, from depression.

### Working condition of sexual and gender minorities

Working condition means the working places/sector and their situation where they are involved to maintain and promote their life or to survive. The working places and condition are important for the people to adjust their group and community. The main working places of sexual and gender minorities in Kathmandu valley are private sectors dance restaurant, bar and dohorisaj as a sex worker. The working status of them is shown in table 1.

**Table 1: Working condition of the respondents**

	Working condition	No of respondents	Percentage
Main job sector	Private office	73	53.67
	Sex worker	47	34.56
	Unemployed	9	6.62
	Waiter in dohori saj	5	3.68
	Agriculture	2	1.47
	<b>Total</b>	<b>136</b>	<b>100</b>
Condition of job	Working at least wages	18	18
	Working for appropriate wages	36	36
	Working just for survive	24	24
	Not involved in working	22	22
	<b>Total</b>	<b>100</b>	<b>100</b>

Table 1 has given the information on the working places of LGBT and their condition of working wages status. Out of total respondents, the majority of the respondents (53.67%) have been involved in the private office followed by sex worker (34.56%), unemployed (6.62%), waiter in dohorisaj (3.68%) and agriculture (1.47%). Regarding the condition of their job, majority of the respondents (78%) have been involved in working and remaining (22%) have not been involved in working. Out of them, the majority of the respondents (46.15%) were getting the appropriate wages because of the patronage of the BDS. and (30.77%) of the respondents have been working as just for survive and (23.08%) of the respondents have been working for least wages. From the analysis of above table, they are compelled to involve in private job and working for least wages so they have lower economic status.

## Problems faced by minorities in different places and community

Family, community and government as well as medical support and access to sexual and gender minorities cannot easily be taken to be a normal phenomenon. It is linked with poverty and social status and also with the availability of such facilities. Even in the Nepal, they are not respected in public road, vehicle and in different types of institutions by other people of the community. They are also deprived of basic fundamental human right which is shown in table 2.

**Table 2: Problems faced by minorities in different places & community**

	Status	No of respondents	Percentage
In public road	Teased by saying chhakka	68	60.71
	Beaten in the road	20	17.86
	Snatched the money	17	15.18
	Snatched the mobile	1	0.89
	Back biting	6	5.36
	<b>Total</b>	<b>112</b>	<b>100</b>
In public vehicle	Teased by saying hijra & chhakka	31	33.33
	Under estimated in talking/speech	30	32.25
	Charging unfairly during travelling	4	4.30
	Force to leave the seat	11	11.83
	Steering and giggling	7	7.53
	Showing desired sexual behavior	5	5.38
	Reluctant to stop the vehicles at intended place	5	5.38
	<b>Total</b>	<b>93</b>	<b>100</b>
From health workers	They made me treatment late	50	57.49
	They ignored me to treat being third sex	31	35.63
	Asked unnecessary questions	4	4.59
	Getting involved in sexual exploitation and rape	2	2.29
	<b>Total</b>	<b>87</b>	<b>100</b>
From the whole community & Institution	Dismissed from the job	30	38.47
	Discarded from the family	25	32.05
	Restricted from the school	16	20.51
	No other effect	6	7.69
	Beaten by the police	1	1.28
	<b>Total</b>	<b>78</b>	<b>100</b>

*Note: - Multiple responses were accepted.*



Table 2 showed that out of total respondents 53% have been facing different problems from other people of community in different places. Majority of the respondents (60.71%) suffered teasing by saying chhakka and followed by beaten in the road, (17.86%), snatched the money (15.18%), backbiting (5.36%) and snatched the mobile (0.89%) In the public vehicle , 33.33% faced teased by saying hijra and chhakka and followed by under estimated in talking or speech (32.25%),forced to leave the seat(11.83%), Regarding the problems from the whole community and institutions, 38.47% were dismissed from the job and discarded from the family (32.05%), restricted from the school (20.51%) and beaten by the police (1.28%).

### **Impact on health of sexual and gender minorities**

In this segment, health problems faced by minorities are discussed. They are at risk in sexual violence from their clients, and other physical, mental and social healths are the serious problems in their profession.

**Table 3 Impact on health of the respondents**

<b>Diseases/impact on health</b>	<b>No of Respondents</b>	<b>Percentage</b>
Tension	59	32.78
Depression	36	20
Lack of sexual desire with own spouse	34	18.89
Pain during intercourse	24	13.33
Genital itching	15	8.33
Rashes on skin	8	4.45
Rape	2	1.11
Sexual Transmitted Infection (STI)	2	1.11
Total	180	100

*Multiple response were accepted*

Table 3 showed that most of the respondents (32.78%) were suffered from tension and 20%, from depression , 18.89% from lack of sexual desire with own spouse, 13.33% pain during intercourse, 8.33% genital itching , 4.45% rashes on skin, 1.11% rape and 1.11% were suffered from STI respectively.

## Conclusion

Most of the respondents had the problems of discrimination and discarded by family member and society along with unnecessary mental and physical torture by police and other people. They are teased by saying hijra, chhakka and impotence etc using abusive words by the people while walking in the road, public places and in public vehicle also. Similarly the impact of these problem have been seen on their health as tension, depression, lack of sexual desire with own spouse, pain during intercourse, genital itching, rashes on skin, rape and STI etc.

Based on the study outcomes, it can be suggested that a country like Nepal should prepare a policy framework and programs to make people aware as well as follow the policy. The emphasis should be on the equal behavior and change, the public awareness by various programs, equal legal provision and implementation, inclusion of third sex issues in the school curriculum etc.

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# Effects of Social Network on Health Education

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## Abstract

*Social networks have become an inseparable part of our modern life. Social network, if used properly, can be very beneficial for all the users in every aspect. There are many researched applications of Social network in different fields, its application in Health Education was not mentioned anywhere properly, though. For the survey, the students of Bachelors' levels, majoring in Health and Physical Education in constituent and affiliated colleges of T.U. of Kathmandu Valley were selected from the different colleges. Altogether 171 student, who were acquainted with Social network, were selected as respondents for the study. Questionnaires were used to collect quantitative data and interview guidelines were used to obtain qualitative data from teachers.*

*The students and teachers profoundly used Social network still they should use it for educational purpose. The communication gap between teachers and students were clearly perceived.*

**Keywords:** Social networks, Facebook, Twitter, LinkedIn, YouTube, Instagram, etc.

## Introduction

Social network is an internet-based unique blend of communication activities that integrate social interaction and technology, with the essence of words, pictures, audio, and videos. Over billions of people from all over the world use social networking to make connections and share information. Use of social network on a personal level is limited to communicating with friends and family, learn new things, developing new hobbies and to achieve entertainment. On a professional level, it is done for broadening work-related knowledge horizon and helping to build a professional network by connecting with similar professionals (University of South Florida, 2017).

Nations (2017) terms social network as web-based communication tools that facilitate people to interact with each other by sharing and consuming information. The popular social networks used by numerous people include Facebook, Twitter, Pinterest, Google+, LinkedIn, YouTube, Instagram, snap chat, Reddit, Myspace, etc. The main features of social network are user accounts, profile pages, friends, followers and groups, newsfeeds, like buttons, notifications and a review button. Any sites containing these features are social networks (Nations, 2017).

As said by Marshall McLuhan, a philosopher of communication theory, “The new electronic independence re-creates the world in the image of a global village.” This electronic independence totally depends on the (Karadkar, 2015). The year 1997 is considered as the birth year of social network. In 2004, Mark Zuckerberg launched Facebook, which is the number one Social network website today and it currently boasts over 2.2 billion monthly active users (Hale, 2015).

Social network fosters new ideas and information as well as raise awareness of contemporary events and issues. Students can collaborate with their peers or friends on assignments and projects on many online media platforms. On the other hand, evidence suggests that use of Social network can cause insomnia, distraction, cyberbullying, hacking and mental disorders and anxiety attacks along with physical harms. Teaching-learning activities through Social network can be a good alternative to the traditional lecture format (Chassiakos, Radesky, Christakis, Moreno, & Cross, 2016). Thus, learning is more effective when we just focus on the task of learning and avoid the temptation of distractions” (Cruz, 2017).

As per the survey conducted by Pew Research Centre, about 72 percent of high school and 78 percent of college students spend time on social networking sites like Facebook, Twitter, Instagram (Gazette Alive, 2017). However, Shachak (2017) points that the adoption of Social network in health science education is very much lower. Social network has countless implications in health science and education (Shachak, 2017).

Social networks, apart from being an integral part of life, have turned to an essential component of any business strategy. The health industry is already using Social network to change how it works, whether through public health campaigns or virtual doctor’s visits on Skype. Social network has been responsible for relevant changes in both personal and community health, especially by making it easier for large numbers of people to rapidly share information. From Facebook’s Safety Check – which allows users in disaster zones to mark themselves as safe (Guzman & Vis, 2016)?

The easy availability and accessibility of smart phones and mobile networks, growing ISP’s has significantly made the Social network users higher by the year 2017. The most used Social network sites by Nepalese are Facebook with the total accounts of 6,400,000 (including more than one account of one person). Among these, 893620 number users are of age group eighteen to twenty-four, followed by the age group twenty-five to thirty-four. Among these users, 69 percent are male whereas 31 percent are female (Facebook, 2017). Twitter is another Social network site which as a whole comes at 12<sup>th</sup> position in terms of most visited sites. There are approximately 1 million users in Nepal (Twitter, 2017).

In case of Nepal, the internet penetration rate increased from three times within these five years i.e. from 20 percent to 63 percent (Timilsina, 2018). The increment in internet penetration rate definitely leads to increment in Social network outreach of people. The maximum numbers of Social network users are of age group 18-24 (Becker, 2015). And, this age group is generally of the students studying in bachelor level, I chose bachelor third year's students, studying health education for the study. These age groups are the ones who use smartphones on regular basis and access Social network apps from mobiles. The study objectives are to identify the status of using social network and practice and effect of social network in teaching health education.

## Methodology

The study followed the mixed method, i.e., quantitative and qualitative. The quantitative data were collected from students whereas qualitative data were collected from teachers.

A questionnaire was used to collect the data from students while interview guidelines were used to collect data from teachers. Teachers teaching Health and Physical education (HPE) and students studying HPE in B. Ed. 3<sup>rd</sup> year in Kathmandu valley were the population of the study. The number of students studying Bachelors in Health and Physical Education, third year, in T.U. constituent and affiliated campuses from Kathmandu valley is 316. The sample size is calculated from using Raosoft online calculator in 5 percent margin error and 95 percent confidence level. The sample size was calculated as 171 from the online calculator. Questions for questionnaire were prepared to collect data from students whereas interview guidelines were prepared for in-depth interview with teachers to collect qualitative data. The questionnaire contains close ended questions to find the status, practice and impact of Social network to students. Similarly, the interview guidelines contain the outline regarding the status, practice and effect of Social network in teaching health education.

For the collection of data, the researcher personally visited. For interview, appointments were taken before. Then interview was taken using the interview guidelines.

The respondent students were asked if their teachers tag, share, post or message educational stuffs to them. About 60 percent ( 57.8) respondents said that their teachers share, tag and message them on relevant posts.

When the same question was asked to the teachers, if they post, tag, share or message relevant educational posts to their students, some teachers said yes and some said no.

One of the teachers (Id1) said:

*"I always make sure that I share relevant posts and tag my students on it. The main use of Social network is that people should share, tag and show the information they have to others. Hence, it is a very important thing."*

Another teacher (Id2) said

*“When I see some relevant posts or videos, instead of tagging and sharing, I prefer to show it in the class.”*

Hence, we can conclude that teachers use Social network and tag and post or message the relevant contents to their students.

The students were asked if they search or post their study related problems and topics in Social network. More than 90 (90.40) percent students said yes and only 9.60 percent said no. This shows that the students seek help from Social network for their study related problems.

The students were asked if they find proper solutions to their problems through Social network. More than 60 (63.30) percent students said they find their proper solutions in Social network, 15.7 percent said they sometimes find their solutions and 21.10 percent said they do not find their proper solutions in Social network.

As per OCT of Skinner, finding proper solutions to their problems acts as the stimulus in this case. More the students find their desired solutions, more they are motivated to post and search for the new topics and get knowledge of it. Hence, with increase in finding proper solutions, students tend to search more relevant things, thus learning new things and ideas.

The students were asked if having free data packages from mobile companies to access educational Social network would be beneficial for students. Majority of the students i.e. 78.3 percent said yes and 21.70 percent said no. The same question was asked to the teachers and they all agreed that having free data packages from mobile companies to access educational Social network is beneficial for students. The free data packages also works as a stimulus and people tend to use more Social network and get benefit educationally.

The students were asked if they think getting health related information in Nepali language would be helpful. Majority of the respondent students i.e. 57.8 percent agreed on it, 37.3 percent were unsure and only 4.8 percent think it wouldn't benefit.

The same question was asked to the respondent teachers during qualitative data collections. Almost all the teachers, except two agreed that contents in Nepali would be very beneficial for the students.

One of the two teachers (Id3) who disagreed on the statement said

*“I don't think having contents in Nepali would be of any benefit. It's not about what language you read; it is about how you search and which*

*content you read. They are bachelor level students. It's fine if they don't have a good command over professional English, but in my view, they should understand and they should be able to search and find the things related to their study. After all, they are asked questions in English in their board exam."*

The other teacher (Id4) said

*"Content in Nepali might be helpful for students, but a student who can surf internet and use Social network must understand the contents in English. Also, the contents in English are more authentic, if the sites or pages which share the contents are authentic. In case of Nepali contents, there is either copied and translated contents which are unauthentic. "*

One of the teachers (Id1) who agreed on having Nepali contents would be beneficial said

*"Health education related contents in Nepali would help the students of all levels to get the desired information. In many times, even when I search for the contents, I get confused with the professional English language. Some people/websites prefer using contents/words which are hard to understand by normal users. This might cause ambiguity and health education is a very crucial subject. If any of the information you get is misleading or misinterpreted, the whole scenario changes. Hence, it is very important to have contents in Nepali for everyone to understand."*

The other teacher (Id2) said

*"Educating in mother tongue is definitely helpful for students. There are very few Nepali websites and posts which provide authentic data and posts. It is difficult to trust the contents in Nepali, whereas, there are plenty of other sites which provide contents from trustable sources. Also, most of the Nepali contents are rarely updated and cited properly. "*

This shows that majority of students and teachers agree on the fact that having health education related contents in Nepali would be beneficial for the students to learn better. But few of them disagreed to this fact.

Getting knowledge in mother tongue is definitely beneficial, but English being a universal language, sharing knowledge in English would be beneficial. As per Margaryan and Littlejohn (2008), sharing knowledge with people from different sides of globe enables new forms of collaboration and knowledge sharing for learners. Furthermore, they add, this enhances transferring knowledge between various contexts, e.g. online and offline realities or local and global networks (Margaryan & Littlejohn, 2008).

From above data, we can say that, it is important to have contents in mother tongue if the contents might be difficult to understand or ambiguous. But sharing knowledge would be beneficial if used a universal language.



## Conclusion

The students and teachers profoundly use Social network. The study groups and circles were created by many students and teachers which make the teaching and learning through Social network easier. Though most of the students and teachers are already benefited from Social network, still there are numerous students who are using Social network just to connect with friends and family and for entertainment purpose. If teachers and students are trained on proper use of Social network, the maximum benefit from Social network can be taken in teaching health education.

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# Gender Transformative Practices in Early Grade Reading Classrooms

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## **Abstract**

*This article is based on a research work of 2017 conducted for Plan International Nepal. The research was originally done to assess the reading comprehension of Nepali subject together with basic skills of Mathematics of early graders in grades Two and Three. It focused on assessing existing situation of the early graders' learning status together with early learning environments in relation to early grade reading. It included field work in 17 schools of Four districts, namely, Morang, Makwanpur, Sindhuli and Banke. It aimed to assess the gender transformative practices in selected classrooms of early grades.*

**Keywords:** Gender transformative, inclusion, literacy, reading, comprehension, fluency, etc.

## **Introduction**

Basic literacy is foundation of all kinds of learning. Moreover, ability to read and extract meaning from text is considered to be a fundamental goal of literacy. Reading in fact is a complex cognitive act. According to Snow, Burns and Griffin (1998), reading involves multiple cognitive, emotional, and social abilities, each of which impacts the beginning reader's success. Early grade reading habit of children lays the foundation of their later development. To highlight this, Gove and Cvelich (2010) state that children who fail to learn to read in the first few grades of school are handicapped in later grades as they must absorb increasing amounts of instructional content in print form.

RTI International (2009) indicates that learning to read both early and at a sufficient rate is essential for learning to read well which becomes more difficult for the students when they grow older. Children who do not learn to read in the first few grades are more likely to repeat grades and eventually drop out. And the gap between early readers and non-readers increases over time. Nepal School Sector Reform Plan (SSRP, 2009-2015) had set the purpose of providing basic education to ensure children's entry into school at the age of six with basic reading skills in order to continue their stay in schools by valuing their personal worth and meaningful participation. SSRP further intended to improve the quality of learning with the support of physical and instructional facilities, competent and qualified teachers, relevant curricula, textbooks and assessment system and result based management system.

The purpose of reading is comprehension. Understanding the concepts read or heard is comprehension (Gove & Cvelich, 2010). Reading comprehension is a

constructive process and that meaning is as dependent on the reader as it is on the text. Comprehension should be developed from the very start among learners. Discussion around early grade reading in Nepal has raised issue of language of instruction among others, as in many countries, laying more emphasis on language teaching rather than building reading competency as specific skill area. Ministry of Education (MoE) has prepared National Early Grade Reading Strategy 2015 to 2020 and has invited all International/Non-government organizations (I/NGOs) and development partners to support in the implementation of the strategy.

The context of gender transformation and inclusion is still an issue in Nepalese education. UNESCO (n.d.) defines inclusion as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. However, female children in general are excluded from many opportunities in Nepal. Even when from the perspective of gender equality and gender justice is viewed, most textbooks are not able to incorporate aspects that would help children think differently in terms of gender roles/responsibilities, images, power relation, etc. They were still unconsciously reinforcing gender stereotypes (Aryal, Yadava, Maharjan, Adhikari, Acharya, Khatiwada...Gupta, 2014). This article has tried to find out the treatment to male and female child in early grade reading classroom classrooms.

According to Maharjan, Acharya, Khanal and Aryal (2017), Plan International Nepal has been developing model classrooms with wall books, reading corners, charts, word picture, etc. for early grade reading in 208 schools of six working districts, namely, Morang, Sunsari, Sindhuli, Rautahat, Makwanpur and Banke. It had earlier implemented this program in Dolpa too. It provided fund to carry on a research on 'classroom based early grade reading status.' This article focuses on some of the findings of the research related to gender transformative practices in early grades.

An attempt was made to understand gender transformative practices in selected schools and students' households. FGDs with teachers and parents were the method used to get information related to gender transformative practices. The practices as informed by the teachers and parents were correlated with the scores that students particularly girls achieved in reading comprehension and fluency tests.

## **Objective**

This study aimed to assess reading ability of Grade 2-3 students in view of the Government of Nepal's ongoing National Early Grade Reading Program (NEGRP)

that focuses primarily on improving the reading skills of students in early grades, especially in grades 1-3 of primary level (Maharjan, Acharya, Khanal & Aryal, 2017). However, the objective of this study being based on the research was to find out the gender transformative practices in early grades in the sampled districts.

## **Methodology**

The original research employed a mixed research design. Both quantitative and qualitative data were collected. Since the major purpose was to assess children's reading and comprehension and Mathematics skills quantitative data outweighed the qualitative one. An integrated test was developed in Nepali and Mathematics subjects for Grade 2 and Grade 3 students to assess their Nepali reading ability and basic mathematics comprehension. It also included a reading passage for identifying their fluency.

A total of 427 students from 4 districts – Banke, Makwanpur, Morang and Sindhuli were included in the study. The tests were done in the 17 public schools, of which eight schools were Plan supported and nine schools were without plan's support in EGR. More than fifty percent of the participants of the tests were girl students (54.56%). Moreover, an observation checklist was used to collect information about the physical aspects of the classroom and availability of reading materials. Total 16 FGDs were conducted with parents and teachers to collect relevant qualitative data of this study.

## **Findings and discussion**

In Nepal generally gender disparity in achievement and classroom practices is not prominent in lower grades. Usually gender disparity and gender insensitive practices are observed in upper grades (Maharjan, Acharya, Khanal & Aryal, 2017). This trend was observed in the current study as well. For example most girls scored slightly higher than their male counterparts in both grades and both types of schools. However in reading fluency, boys significantly did better than their female counterparts, particularly in Plan International Nepal supported schools.

The disparity between writing test score and fluency indicated that the girls' inhibition to speak in front of a stranger affected their fluency test result. Due to gender norms and girls restricted mobility from childhood they take more time than boys to speak out in an unfamiliar setting. In one of the sample schools in Banke during consultant's visit for FGD, a grade teacher informed that a girl peed where she was sitting when Plan International Nepal staff entered the classroom to conduct reading and comprehension tests. According to the teacher the girl was very nervous.

**Table 1: Students' attendance by grade and sex**

Students' attendance			
		Plan supported school Total number of days present in school	Non-supported school
Total number days present in school			
Grade	Sex of student	Mean	Mean
Two	Boys	49.29	46.93
	Girls	51.48	48.57
	Total	50.56	47.86
Three	Boys	52.07	44.02
	Girls	51.17	44.29
	Total	51.61	44.16

*\*Average school opening days: 67 days (Range: 56 to 77 days)*

The attendance figure (Table 1) revealed that girls from both grades and types of schools were more regular than boys except in grade Three of Plan supported schools. The average attendance of girls and boys was 49.10 and 48.25 respectively. Average attendance of grade three of supported schools in particular showed boys' attendance insignificantly higher. Parents in FGD also informed that their daughters were more studious than their boys. Likewise teachers complained about boys bunking schools but not girls. They also informed that during religious events/occasions and when they visited their maternal families both boys and girls missed schools for extended period of time.

Discussions with parents of second and third graders revealed that their daughters were more involved in household chores. They said that boys were more involved in play and/or outdoor activities. Discussions with teachers from both types of schools revealed that they had not applied any specific measures to empower girls and intercept the culture of gender discrimination. They used the conventional measures such as walking to everybody's seat and asking what and how they were doing, to reach all the students. There was no systematic intervention to enable teachers and girls themselves to identify and deal with gender issues and thereby empower girls.

**Table 2: Number of students taking private tuition in Nepali**

Number of students taking private tuition in Nepali			
Grade	Sex of student	Plan supported school	Non-supported school
		Number of students	Number of students
Two	Boys	6	13
	Girls	7	4
	Total	13	17
Three	Boys	18	6
	Girls	13	2
	Total	31	8

The tuition taking trend (Table 2 and Table 3) also indicate that the gender biasness existed in almost all clusters of the selected schools. In total there were very few students who were taking private tuition. Moreover, number of children taking private tuition in Nepali was higher than those in Mathematics. However among those who were taking private tuition boys outnumbered girls. The parents justified their practice.

**Table 3: Number of students taking private tuition in Mathematics**

Number of students taking private tuition in Mathematics			
Grade	Sex of student	Plan supported school	Non-supported school
		Number of students	Number of students
Two	Boys	6	8
	Girls	7	4
	Total	13	12
Three	Boys	18	9
	Girls	9	0
	Total	27	9

For example parents from Makwanpur said that their sons were provided with private tuition not because they discriminated girls but because their boys had poor results in exams. The above deliberations indicated that intervention to ensure gender equity and equality at both school and household levels are yet to be implemented.

## Conclusion

Girls from both grades and types of schools were more regular than boys except in grade three of non-supported schools. In reading fluency test, boys significantly did better than girls, particularly in Plan supported schools. The disparity between writing test score and fluency indicated that the girls' inhibition to speak in front of a stranger affected their fluency test result. Girls' household responsibilities were still greater than that of boys. This practice further augment as the girls get older affecting their studies in higher grades when more time and support in study are required.

Both types of schools revealed that they had not applied any specific measures to empower girls and intercept the culture of gender discrimination both at school and home. There was no systematic intervention to enable teachers and girls themselves to identify and deal with gender issues and thereby empower girls. Among those who were taking private tuition boys outnumbered girls.

## Recommendations

Often girls gradually fall behind in studies as they grow older. Moreover there are usually gaps between school's practices and expectations and household's practices and expectations from girls. This however does not mean that schools are gender friendly. Therefore key strategies to ensure gender equity and equality should be as follows:

- Gender sensitivity and needs analysis in classroom and school practices should be done.
- Support and interventions on the basis of gender sensitivity and needs analysis to prevent girls from falling back in their studies should be done.
- Strategies such as interactions and critical discussions with girls and boys about sexual division of labor; priorities and aspirations of boys and girls and their families; and sharing of works should be carried to empower and enable both girls and boys to ensure gender justice both at school and household. Periodic thematic consultations with parents to bridging schools and families should also be done.
- Make schools ensure that one of the agendas of teacher parent meeting is gender issue and early grade reading skill.

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# Situation of Sports in Ilam

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## Abstract

*“Sports is an institutionalized comparative activity that involves various physical extensions or the use of relatively complex physical skills by individuals whose participation is motivated by combination of intrinsic and extrinsic factors.” present situation of sports in illam district entitled research was conducted in illam, where fourty-seven (47) sports related persons were selected as respondents for the study. The main objectives of the study were to find out the developmental trend, present status and prospect of sports in illam district. For this study convenient cum purposive sampling method was used. Different sets of interview schedule was developed including overall issues of the developmental trend present status of sports in Ilam district.*

**Keywords:** Situation, participation, techniques, performance, etc

## Introduction

Games and sports are very essential subjects which are the basis of physical, mental, social & emotional development of an individual. Physical education and sports is those programs which is given learning by doing. Games and sports activities are practical, scientific & behavioral subjects which are used and apply in daily life of an all individuals. Games and sports are the one of the most applicable procedure of human socialization and adjustment in society. The level of sports and games are depending upon the culture of country. The status of sports can easily determine any country culture and development. Games and sports can be taken as means of social and cultural transmission or hand over process through one generation to another one.

Sports and physical education was the main study subjects for ancient study system. Nowadays sports and physical education is most popular subject in the world. Some countries are more popular in the world by sports. Sports and physical education are the two side of a single coin. In another words, two wheel of one motorcycle. Sports are a one of the importance part of human life.

It has very close relation with our life. Sports are not only the means of maintaining the leisure period, entertainment. But it can play vital role to keep physically, mentally, socially & emotionally fit of an all individuals. It helps to keep the good relation in the society and also be co-operated to each other's. In hider sense, games and sports refers to be world popular, happiness and joyfulness in life.

According to Oakley, “Sports are an institutionalized comparative activity that involves various physical extensions or the use of relatively complex physical skills by individuals whose participation is motivated by combination of intrinsic and extrinsic factors.”

On that period youth through the stone and get entertainment and show thie power. Throwing stone activities became a shot put games and in the mean time people went to feed the animals on jungle, River bank ...etc. They played the game (Kudimari) that is known as long jump in universal language. Sometimes people played Dandi-bio, Panja ladaï, (Kusti) known and Mukaabajee. At that time people study on the basis of mud (Dhulopati) & they become educated. Slowly the time was passed in 1939 B.S. construct the Ilam Tundikhel (Ilam Estudiam) leadership of Gajrat Singh Thapa.. In that play ground (Tundikhel) shoulders used to do their physical exercise & others activities. In 1980 B.S football was formally played in team.

In 2008 B.S. Eastern Regional Sports Association (ERSA) was established. In This period their was no achievement. After the Panchayat period in 2018 B.S. Mechi Zone Sports Association (MZSA) was established. only in 2026 B.S District Sports Development Committee Ilam Established. In the history of Ilam in 2010-11 B.S Gajraj Cup football tournament was organized by the name of Gajraj Buddhathoki. In 2015-16 B.S. “Purna Memorial Shield” football tournament organized by the name of Purna Prashai. In 2020 B.S. “Ranbir Shield” tournament was organized by the name of Ranbir Gurung local level wood & silver are used to construct the Ranbir Shild. All those games were conducted by District Sports Development Committee (DSDC) Ilam. In 2042 B.S. “National women football competition” was conducted in Ilam.

After the earthquake in 2045 B.S. Maivalley Sporting Club organized & conducted the football tournament to help & remember those who are facing the problem of earthquake. This tournament was continually organized & conducted on three years. At that time Mahesh Basnet was the chairmanship of Maivalley Sporting Clubs. Now Many National games is being conducted by districts sports development committee Ilam. In 2070 B.S. National Women Football Competition was conducted by DSDC.

Each administrative district have their own District Sports Development Committee (DSDC) for improving games and sports. There was also a district sports development committee in Ilam district and has been functioning since long. The study is done to find out the contribution of the DSDC Ilam for the development of sports in the local level such as-village, district, region and also it contribution in national level. The study makes us of the data collected through interview schedules and secondary data by the Districts Sports Development Committee (DSDC) Ilam, Nepal.

## Results and discussion

### Players participation

Various games were played in the president cup tournament 2071/2072. The table mentioned below shows the record of participation in the tournament. The table shows 56.76% boys participated in tournament. Where has 43.24% girls participated in the tournament. Participation of boys and girls was satisfaction which will give better outcome in the future. Systematic training and minimum facilities would raise the participant percentage in upcoming days.

**Table 1: Records of players participated in president cup tournament 2071/072**

Sn	Games	No. of boys	(%)	No. of girls	(%)	Total	(%)
1.	Athletics and Volleyball	295	54.62	245	45.38	540	100
2.	Taekwondo	32	78.05	9	21.95	41	100
3.	Karate	37	52.12	34	47.88	71	100
4.	Ushu	22	78.57	6	21.43	28	100
	Grand total	386	-	294	-	680	-
	Percentage	56.75%	-	43.24%	-	100%	-

*Source: DSDC, Ilam.*

### Present Status of the Players

Players are very important aspects of games and sports. Players are very great person on the fields of games and sports. If players can get enough training, technique, tactic...etc, the players can shows the quality. Similarly if players will be confident then only they perform good. But the players have no any practice, training, coaching activities then they cannot perform in tournaments. In games & sports, players should be happy, interested, confident & joyful to participate in tournament, If they don't have interest to participate in tournament it can be there last tournament for him/her. In present context there are less opportunity in sports. Some players are working on school, and some are working on clubs/association. In Ilam districts, there is not proper facilities for players, if the players get facilities they can highly progress in the field of games & sports. The need of ground, court, field, covered hall...etc is most emerging challenge in illam district. Ilam is that place where players are produced in the eastern region of our country. Karate, Ushu, Takendo, football, volleyball, cricket, athletics are mainly developed games in Ilam districts minimum training are also conducted for

players, coach & those person who want to participate in games & sports. Most of the players are participated on football, volleyball, Karate in Ilam.

**Table 2: Academic qualification and training schedule of players**

Games	Level			A.C qualification	Training
	District	Regional	National		
Football	17	-	-	S.L.C above	DSDC/NIS/NFA
Volleyball	17	2	-	S.L.C above	DSDC/NVA
Athletic	23	4	2	S.L.C + I. ed.	DSDC/NIS/NSC
Tekando	21	2	-	S.L.C above +I.ed.	DSDC Ilam
Ushu	11	-	-	S.L.C above	DSDC Ilam
Karate	23	7	4	S.L.C + I. ed.	DSDC/NIS/NSC
Table Tennis	7	-	-	S.L.C above	DSDC Ilam
Chess	-	-	-	-	-
Badminton	-	-	-	-	-

*Source: DSDC, Ilam*

Mostly above games are focused on Ilam districts, according to the table no.2. Football has got district training from DSDC/NIS/NFA, and academic qualification of participator is S.L.C and above. Similarly, volleyball training for players by DSDC/NVA has also determined the academic qualification of S.L.C passed and above likewise in the field of athletics districts/regional/national level training also conducted by DSDC/NIS for the better performance towards the players it also determine the academic qualification of the players has S.L.C passed, I. Ed. passed & above. Those players who are interested to playing Tekando and Ushu gets district/regional level training for the better achievement in local level, these training are conduct and provides by DSD Ilam. Similarly, Karate players gets district/regional/national level training for achieving best result. These training are specially conducted by DSDC/NIS/NSC. It also determines the academic qualification of the players are passed S.L.S and I. ed. level & above. Likewise those who are interested to play Table Tennis they also got special training for local level. This kind training provides or motivates players towards skills development, technique & tactics. Especially these training are being conducted by DSDC Ilam..

## Conclusion

In this study, the researcher tried to find out the present situation and prospects for the development of sports. Interview questionnaire schedule were used as the main

tools of data collection to cover the objectives of this study. The main objectives of this study were found out the developmental trend, present status and prospects of sports in DSDC Ilam. The study has aimed to find out the plan and policy programs, strategies, problems and challenges for the development and improvement of sports in Ilam districts. The major findings of study were the DSDC Ilam was established in 2026 B.S. After establishing the DSDC it organized many sports tournaments. DSDC provides different training, it has sufficient amount for the development of sports and games, and DSDC has playing vital role for conservation and promotion society, education, tourism, environment and cultural aspect. There was good prospects of sports in Ilam district on the basis of above task and present situation of sports in Ilam.

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# Internal Displaced Persons (IDPs): A Case Study of Western Nepal

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## Abstract

*In Nepal, the number of IDPs appeared to have increased mainly due to the decade long CPN (Maoist) insurgency that hit the country since 2052 BS (1995 AD). Apparently, the IDPs are compelled or forced to undergo the critical circumstances due to the very condition of their displacement. Likewise, mostly, the incidents of excesses such as murder, torture, rape, sexual assault, kidnapping, forceful recruitment in the army are perpetrated against the IDPs. So, different causes make the people to be displaced. Towards this, natural disaster, human-made circumstances and disasters, armed conflict and situation of violence and fears having created there from, persons and families are forcefully displaced from their homes or places of their habitual residence. Hence, the fact is that internally displaced persons are compelled to spend traumatic lives because of internal displacement and at the same time various new problems are, owing to pressure of displaced persons, arising even in the places where they are spending displaced lives. Therefore, the state is required to play a lead role to prevent internal displacement, provide security to displaced persons, protect human rights, make provisions for immediate relief and necessary humanitarian support and service as well as facility and also make appropriate provisions for their return to their place of habitual residence or settling them voluntarily in other places in the country.*

**Keywords:** *Insurgency, displacement, vulnerabilities, conflict, human rights etc.*

## Introduction

Internally displaced persons are "persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border." (Guiding Principles on Internal Displacement, Introduction, Para. 2)

National Policies on Internally Displaced Persons, 2007 defines, "Internally Displaced Person means a person who is living somewhere else in the country after having forced to flee or leave one's home or place of habitual residence due to armed conflict of situation of violence or gross violation of human rights or natural disaster or human made disaster and situation or with an intention of avoiding the effects of such situation."

## Causes of internal displacement

Initially, internal displacement was caused due to the numerous developmental activities and the unprecedented natural disasters though the number of IDPs has increased alarmingly due to the effect of armed conflict that hit the country since 2052 BS (1995 AD). As of today, the estimated figure of the IDPs is 200 to 250 thousands in accordance with the report produced by various organizations and agencies. Following are the major causes of the Internal Displacement

- Armed conflict started in 2052 BS (1995 AD) and the fear of cross fire, terror, intimidation by the parties involved in the conflict, murder and torture.
- The emancipation of the bonded laborers (*Mukta Kamaiya*) on 2nd Shrawan 2057 BS (17th July, 2000 AD) that has led them to be displaced following the lack of proper arrangement of food, shelter and clothing for them.
- The land acquirement for the purpose of hydro project, road construction, irrigation, airport construction, establishment of the national parks, watershed management etc.
- The establishment of the barracks for the security forces in the villages
- The loss of the places of habitual residence, land properties due to the natural disaster such as flood, landslide, earthquake and wildfire that occur from time to time leaving the local inhabitants high and dry

## Internal displaced persons as a vulnerable

Although all persons affected by conflict and/or human rights violations suffer, displacement from one's place of residence may make the internally displaced particularly vulnerable. Internally displaced persons may be in transit from one place to another, may be in hiding, may be forced toward unhealthy or inhospitable environments, or face other circumstances that make them especially vulnerable. Especially groups like children, the elderly or pregnant women, may experience profound psychosocial distress related to displacement. Internally displaced persons may lack identity documents essential to receiving benefits or legal recognition that may face language barriers during displacement and schooling for children and adolescents may be disrupted.

## Methodology of the study

A statistical sampling method for the selection of the research sites and respondents is not possible for a study of this nature since there is no systematic and reliable data source. The purpose of this study is, therefore, to visit and conduct the study in



an area where they are most prevalent. Three districts Banke, Bardiya and Surkhet were selected for the study and visited there. The purpose of this study is to generate basic information about internally displaced persons (IDPs). Thus, checklists were developed to conduct the interview. The interviews were also tape-recorded which were transcribed later in Kathmandu. The interviews were held in a very congenial atmosphere that was non-threatening and acceptable to the respondents.

Different groups of displaced people such as squatter in Banke district, Kamaiya in Bardiya district and conflict induced displaced people in Surkhet were interviewed. These interviews were successfully conducted in their camps with the help of community based organizations (CBOs), NGOs, INGOs and local government offices. SPOSH Nepal, Freed Kamaiya Society and CIS Nepal have supported respectively in Banke, Bardiya and Surkhet districts. In this study, both primary and secondary data were used. Primary data were collected from interview schedule whereas the secondary data were collected from different stakeholders. Few meetings and focus group discussion (FGD) were also organized with conflict induced displaced persons who were from Kalikot, Humla, Jumla, Salyan and Dailekh districts and living in Birendranagar, Surkhet district.

The main objectives of the research are to know the general situation of internally displaced persons, to depict their cause, present situation and major facing problems and to advocate and draw the attention of state for their welfare and rehabilitation.

## **Result and discussion**

The following groups of people who were force to leave their place and living in the camps and forest land with very minimum basic facilities were known to be internally displaced people in this research. The major findings with relation to their situation and the state role are as follows:

### ***Kamaiya***

Kamaiya system was a complex farm wage labor system prevalent in eight districts of west, mid-west and far western Terai districts of Nepal. The people involved in Kamaiya system are mainly from Tharu ethnic group who are simple, native and innocent by nature. The Government of Nepal in 17 July 2000 abolished the practice rendering the system illegal and annulled all hitherto incurred debts incurred by the Kamaiyas. After the declaration, the freed Kamaiyas were forced to leave from their landlord's house and were moving from camp to camp seeking for food, land and shelter. Though the government does not have any concrete plan, the Kamaiyas have force to live in the open forestland. They don't have any commodities brought with them in the time of liberation. So they have displaced and living in anywhere where accessible by them.

## ***Squatter***

The government definition for genuine squatter - that is those who not only are living on land without permission, but have no land holdings elsewhere, and financially cannot afford to find housing elsewhere. Following the definition under government, even those who have a house elsewhere may not be able to move into that house for lack of space, or afford to rent space. The tendency of increasing squatter is in a great deal. Continued in-migration of low-income people from peripheral and rural areas in urban cities or nearby highway in search of jobs, reduction of cheaper rental accommodations within the reach of their job stations, increasing land values and costs of building materials, lack of effective land use plan and regulation have given ways to illegal encroachment of public unattended land and buildings to develop into unplanned squatter settlements. The main cause of being squatter or the relation to be displacement becoming squatter are presence of caste discrimination in the society, present political conflict, employment opportunity, education, flood and landslide, earthquake, internal conflict within the family, emerging nuclear family and fire caught etc. Even if the displaced squatters are ignored, they will not disappear; they will find someplace else to squat.

## ***Conflict induced displacement***

Conflict induced displacement in Nepal started with the beginning of the Maoists' 'People's War'. With the deterioration of the security situation in 2001, in many mid and far western districts the Maoists expanded their intimidation and violence practices targeting landowners, members of the ruling party, VDC chairmen and wealthy people. As a result, most of them decided to migrate to the district headquarters in search of safety. Likewise, some government officials and teachers under threat from the Maoists have been forced to migrate from their villages. The declaration by the Maoists of the "district people's government" strategy in August 2001 and the beginning of forced recruitment from every family of one young man or woman, prompted the increased exodus of young people to India. In addition, the military pressure from the security forces since the imposition of the state of emergency in November 2001 has further increased the migration of especially males aged 13-28. Registration for IDPs in district administration office is open but the IDPs forced to leave due the security forces are not encouraged to register there. They are rather arrested and kept in custody or are disappeared by the state. Those IDPs who have been displaced due to the rebels and their place of destination are the district headquarters can only register for them but others living other than district headquarters remains unregistered. They have to rather hide either in relatives' house or cross the border to India pretending to search for job.

## Conclusion

IDPs are often a neglected group, and their needs should be assessed on a regular basis, at all phases of displacement (emergency, post-emergency, return or resettlement). However, the IDP definition should not be used as a means to define target groups for assistance or protection programmes, as IDPs are not a homogenous group. Based on assessments, it is recommended to target those IDPs who have a special vulnerability, because of their ethnic origin, their access to assistance and services, their social-economic status, etc. Also, the needs of host populations in areas of displacement, return or resettlement should be given attention, as the resources of these communities are often shared with IDPs, or can also be affected by the conflict or the disaster.

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# Socio-Economic Upliftment through English Language in Nepal

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## Abstract

*This article tries to focus on the role of English language in Nepal to uplift socio-economic status tracing the shifts from historical practices, trends on academics, reviewing the status from policy practices and research trends. It tries to present the personal stories of learning English of professionals based on secondary source and reflecting the context of students from Nepal who desire to learn English. It tries to highlight the further suggestions and assumptions from Nepalese context in which role of English is studied in the socio-economic benefits.*

**Keywords:** economic, technology, policies, research and marginalized

## Historical transitions-english language in nepal

The development of English language traces back to 17<sup>th</sup> century, when King Pratap Malla ruled Kathmandu. However, it was used with very limited purpose (Awasthi, 1979). Likewise, King Prithivi Narayan Shah, used English on spying missionaries on supplying information to East-India Company as a business enterprise (Awasthi, ibid..., pp.1-4). This shows that the use of English began centuries back for business purpose. Basically after visit to Britain, Prime Minister Jung Bahadur Rana established English education system under Durbar School (Bhattarai, 2006) at Thapathali, on October 1853 A.D. He hired Bengali or English tutors to teach the Rana children. Chandra Shumsher adopted English language for higher education and opened Tribhuvan-Chandra College in 1918 AD (Khaniya, 2007, p.117). The oldest Nepali university, Tribhuvan University established a century later-1959 AD and presently there are twelve other universities in existence. Under National Education System Plan-1971, institute of education, TU started B.Ed programme as a form of English teaching (Awasthi, 2009). In present context, English functions as a foreign language in Nepal. When we look at the data regarding the use of English, Crystal (2003) mentions that people are regularly exposed to is 5, 927, 000. These reviews imply that the English language was used in the different times in policies or practice in direct or indirect form.

## Rethinking the status of english as socio-economic upliftment

As we look over the historical shifts, the focus on the English language since Rana and Shah Dynasty was taken as a means of social reputation, where the people who had a limited access to the English language like Rana families learnt it as a means of social upliftment. In academics, the establishment of Tribhuvan University and introduction of English courses in different levels, particularly as compulsory course in Proficiency Certificate Level and Bachelors' degree and optional in Masters' degree can be taken as the positive use of the English language as a social prosperity. In the ancient times, the demand on majoring in English, particularly in proficiency level, Bachelors' and masters' degree was in the higher range. A good example can be taken with the high number of enrollment in choosing English as major subject in the Tribhuvan University affiliated campuses in general at all levels and the student's enrollment in masters' degree at University Campus, Kirtipur in particular. Likewise, the role of the English language played a significant role in rapid growth of technology, world international trade, mass media, conferences, advertising, diplomacy, web, books and newspapers. This growing use of English shows that fluency in English, or at least the capacity to score high marks in the English examinations, is fundamentally associated with the life chances of many individuals and the economic survival in many developing countries (Martin and Lomperis, 2002 as in Farrell and Giri, 2011). On the other side, the different plans and policies, such as National Education System (NES)-1953 AD, All Round National System Plan (ARNSP)-1961 AD, National Education System Plan (NESP)- 1971 AD and National Education Commission (NEC)-1991 laid a due focus on academic sector. Hence, English as a foreign language played as a crucial element in the skill-set necessary for successful participation in 21st century Nepalese society. The English language has played a role as a language for international development' (Sergeant & Elizabeth, 2011) even in the context of Nepal.

Thus, the importance of the English language has become universal today in the different forms. Undoubtedly, it has been widely used in the present day. Without the knowledge of the English language our access to more than half of the world would become inaccessible. There are few negative impacts of English language as well. Such as: Problem in assessment, classroom instruction and classroom delivery. However, the use of English is found dominant in the context of Nepal. Our ability to communicate with a large part of the world and do business with them would be extremely limited.

## Policy and practices

The Government of Nepal has made different provisions for the languages of Nepal in the Constitution of Nepal states that

*(1) All the languages spoken as mother tongue in Nepal are the national languages of Nepal. (2) The Nepali language in the Devnagari script shall be the language of official business. (3) Notwithstanding whatever is written in clause two the use of one's mother tongue in local body or office shall not be barred. The state shall translate the language used for such purposes into the language of official business for the record. (Constitution of Nepal, 2072)*

Regardless to the fact that the use of English language is increasing every day, the interim constitution of Nepal has not given any official status to the English language in Nepal. It says that one's mother tongue in local body or office shall not be barred, however it does not apply to English since English is still considered to be a foreign language. Likewise, if we look at the other policies and practices, *the third five year plan (1965-1970)* made a provision for making teaching materials in English available in increased quantities. *The fourth five year plan (1970-1975)* focused on short term training to '1500 additional teachers in science, mathematics, English, Nepali and social sciences' and acknowledgement of the importance of English language along with Maths and Science. *The eighth five year plan (1992-1997)* made a provision for training for the teachers of English. *The tenth five year plan (2002-2007)* introduced English language subject in grade one, although the rationale for its introduction is not mentioned. *National Curriculum Framework (2007)* state that the medium of school level education can be Nepali or English language or both of them. *School Sector Reform Plan (SSRP, 2009)* focused the necessity of teaching English from grade one however *the World Bank funded project called Second Higher Education Project* laid no provision for English (Dahal, et al. 2013). From these data, it can be inferred that, the focus on English has significant role in the policies although it does not keep English in high priority. The use of English is limited even in the national educational policies.

### English as a foreign language (efl) context

English is used as compulsory subject in schools and college and as elective in the higher education in Nepal. It is used as a second choice/alternative in official practices although it is hard to find a clear document which gives English a clear status in the



policy. The fiscal year 2074/ 75 budget has focused English as a medium of instruction, particularly in schools and in writing in examinations.

Regarding schooling, social preference and use, it is hard to find out a particular speech community as such that uses English for day-to-day communication. The educated mass of the present day Nepal consists of people with two types of schooling background with Nepali and English mediums. The two types of schools at each level of school education namely government-aided (public/community schools) and private schools and private, community and affiliated colleges exist in the present context of Nepal. The students who study using English as a medium schools feel more convenient in higher studies. The product of English medium schools and colleges feel more comfortable in using English for personal development, and communication to modern scientific inventories such as e-mail and internet. If we observe the academic scenario comparing the two sets of data in a range of a decade of English in Nepal based on Awasthi (2003) as,

Nepal is providing education through six Universities about 1000 constituent and their affiliated colleges, some 1500 higher secondary schools and 42100 schools of which 7154 are privately run and the rest are publicly run. English occupies a prominent position in the total education system in Nepal (as cited in Bhattarai and Gautam 2007, p. 32).

### **The recent data shows the following changes:**

Nepal is providing education through twelve Universities; Tribhuvan University, Kathmandu University, Pokhara University, Nepal Sanskrit University, Lumbini Buddha University, Far-western University, Mid-western University and Agricultural and Forestry University and three independent institutes or academy; B.P. Koirala Institute of Health sciences, National Academy of Medical Sciences and Patan Academy of Health Sciences and the total number of schools are 34,782 in which 818 are religious schools (Madarasa, Gumba/Vihar and ashram/Gurukul). Among these, around 85% are in public schools and around 15% private schools (Flash report, MOE, 2016)

This shows that the numbers of academic institutions are in growing number and the choice and study of English is growing on the other hand. On the other socio factors, it shows that majority of the parents first choice would be the private schools if they can have affordability and accessibility. We can easily predict the scenario of the present context to that of the context: the government has (indirectly) endorsed the English as Medium of instruction (EMOI) policy however it lacks a concrete plan.



## Issues

There are several issues on English in maintaining ones' status. The Questions emerge in the minds of many individuals regarding the role of English language; such as: Does English uplift the living status or increase in the income?, Can I get better job if I do good at four skills of English?, Will the business of English teaching and learning flourish for decades more?, Is English a basic criteria to get a job with handsome salary?, Does the knowledge in the employees increase in the trade and business industry?, Does it mean literate in English is to increase in business for the literate people?

## Study objectives

The main objectives of the study is to identify the positive role of the English language as a socio-economic upliftment

## Methodology

The methodology of the study was based on the survey research design. There were 20 different students studying in one of the community schools participated in the study. In addition, the main secondary sources used in the study were Crystal (2003) and Sapkota (2007) and classified job analysis on 'The Himalayan Times' (2017). The source of analysis is based on both statistical and descriptive in nature.

## Research practices: analysis and discussion

This section deals with the socio economic benefits from the secondary as well as primary sources from the global practices, particularly mirroring the benefits of the English language for social benefits.

## Socio-economic benefits: from world to nepal

The role of English has played a major role in the academics, particularly in schooling of the students and professionals. Here, I would like to draw some examples from secondary sources from the world based on Crystal (2003), where different professionals opined their feelings regarding the role of English as source of social upliftment. An Egyptian trainee Secretary says "*When I finish learning English my pay as Secretary will be increased by nearly ten times.*" Likewise a Nigerian teacher said '*After I learned English, I felt I was in touch with the international world for the very first time.*' On the same way an Indian doctor feels a strong desire to learn English as he say & '*If I want to keep up to date with the latest techniques and products. I must certainly maintain my English very strongly.*' A Danish student feels that '*Nearly*

*everyone in Denmark speaks English. If we didn't, there wouldn't be anyone to talk to."* Likewise, a Japanese business man says, *'My Company plans big deals with Arabic world. None of us speak Arabic, and they do not know Japanese. All our plans and meetings are in English.'* From the statements mentioned above, it can be inferred that the knowledge of English is beneficial not only for academic or personal growth but also for the professional development. Furthermore, being an English teacher, I tried to connect the feelings of my students (*whose real name is changed*); basically studying in BBA, BBS, B. Ed and higher secondary' regarding the benefits of learning English as Shyam Shrestha of grade 12 says as *"I want to learn English because it is an international language"*. Likewise, Rupak Bhandari, BBA First Semester students says, *"I want to speak in English because I need make my presentation well"*. A B.Ed first year student-Sita Gurung says, *I need it because I can be able to get good job*. A Student who just accomplished SLC says, *"I need to study English because everybody likes me speaking in English, so do my parents too."* A BBS Student-Shera Shrestha says, *"I need to study English because I want to speak fluently in English."*

Hence, English language skills are seen as a resource which will allow for participation in the financial, political economic programmes. Students want to learn in English because of the perception of members in their speech community, need, and as a tool to achieve skills in their perception.

### **Social status: requirement to get a good job**

The role of English can be an asset to get a good job. A research funded by the UK government's Department for International Development (DFID) between 1997 and 2008 had as its rationale the desire 'to strengthen the human resource development efforts of the Government of Bangladesh' (NCTB 2003, Hamid and Baldauf 2008, p.16) found that the English was a useful tool 'to develop Bangladeshi human capital' (Hamid 2009) by introducing communicative language teaching for English in Bangladeshi schools. To identify the context of English in Nepal, an analysis of job appointments was done in a daily *"The Himalayan Times"*, Wednesday, Dec 11, 2013 where 26 vacancies including different 6 sections of job were analyzed; Banking, college, research institute, INGO's, automobile company, IT company, and Hydro. It was found that 12 (almost half) required excellent English as a requirement. The language used in most of the appointments was *'Excellency in written and spoken English'* in job requirement section. From these review it can be analyzed that it is advantageous to the extent to have better opportunities and jobs by learn in English.

In the same way, Sapkota (2007) did a research on role of social and economic status of marginalized group in developing English language proficiency which aimed to find out the role of the English language in uplifting their social and economic status, based on primary level children's proficiency.

The research was conducted based on survey research design. Non-random sampling and a questionnaire was used as tool the research tool. It was found out that 26 children whose both parents were uneducated obtained below 40%. It was found that the children who achieved above 80%, 60% and 40% were 3, 10 and 12 respectively where only one of their parents was educated. So, education of the parents determines the success of their children's proficiency in English. The children's feeling towards learning English was found positive. The children who achieved above 80, 60, 40, and below 40 felt 3, 14, 22 and 35 percentage respectively easier to learn English. Although, 46 children were below 40% but out of them 35 felt easier.

The data shows that Parents' attitude towards learning English was found highly positive where 89% parents were found happy towards learning English by their children. All parents of the selected children responded that English is essential and important for their children. If they want their children to be more competitive and to get better job in future. English was viewed as an essential subject.

## **Conclusion and reflections**

From the above description and research practices, the following reflections and suggestions can be taken into consideration which determines the status of the English language in the context of Nepal

### **Assumption 1: English as a global language**

Global language implies a language which is not exclusively associated with a particular country and culture (i.e. the UK, the USA, etc.), but is of value because of its usefulness internationally. 'English language as a tool for better access to the world economy' (EIA 2010 as in Seargeant & Elizabeth, 2011), Many people in the context of Nepal recall the same idea in their mind and try to gain command over it; either students or professionals to enrich their professionalism or for the parents to help in the communication or help in their children's studies.

### **Assumption 2: English and economic value**

Language is resource for the economic development which implies in the case of English too. A recent research conducted in Bangladesh as part of the EIA programme, for example, claims that over 80 per cent of Bangladeshis believe that knowledge

of English will help them increase their income (BBC 2009). English is taken as a tool of economic and social advancement. Grin (2001) found that in the Swiss labour market salary premiums rise along with competence in English. Chakraborty and Kapur (2008, p.21 as in Sargeant & Elizabeth, 2011) found that individuals who were more likely to have training in English earned significantly higher wages and gained better occupational outcomes than those who did not. In the context of Nepal, several examples can be elicited which shows that the use of English can enrich the economic value. Such as: the *riksha drivers* of Lumbini and Birjung, Taxi drivers of Thamel, Pokhara and Patan try to speak few words in English language or some of them such as tourist guide speak in English fluently, which help them to increase their business and grow economically.

### **Assumption 3: English as a language for education**

For Grin (2003 as in Sargeant & Elizabeth, 2011), ‘non-market value’ of English; the social and cultural effects that are associated with the language. The role English plays as a form of ‘Changing learning, changing lives’ (EIA 2009c). The strong role for English in the national curriculum due to societal attitudes that equate English with education (e.g. Tembe and Norton 2008, Williams and Cooke 2002 as in Sargeant & Elizabeth, 2011). So, English as a means of educational enhancement, e.g. English Microscholarship Programme run by Nepal English Language Teachers Association (NELTA) in Nepal has high demand in among the parents in the different areas in Nepal. The international language courses, such as IELTS, TOEFL, CELTA, DELTA, etc are learnt by huge group of learners or practitioners across the world to achieve scholarships for the further study or increase their skills in the English language.

### **Assumption 4: English as the language of technology**

The economic competitiveness and educational advancement can be developed with the help of learning English language. It is a means of allowing access to technology -seen as facilitating learning and supporting educational change. United Nations’ Millennium Development Goals (UN 2000 as in Sargeant & Elizabeth, 2011) of universal primary education and of developing global partnerships that make available the benefits of new technologies. English and ICT education can be found in policy statements across the globe. Correlations have also been discovered between competence in English and economic development (Grin 2001, Chakraborty and Kapur

2008). The use of technology in Nepal can be exemplified in the schools or colleges or universities where many schools are instructing their students using multimedia where English is a medium of instruction.

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# Spoken Discourse Analysis: A Case Study of Kathmandu Shiksha Campus

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## Abstract

*Discourse analysis has emerged as a gradually-growing discipline because of growing interest of linguists in studying language in natural setting: Some study of spoken discourse analysis in the few last decades has manifested that spoken discourse is sometimes highly-organized (in a fixed pattern) and sometimes loosely organized. In this paper, I have attempted to analyze how naturally occurring spoken discourses are organized in natural as well as in formal setting. This analysis is based on Sinclair-Coulthard analysis model developed in 1975. I have analyzed three different discourses; viz. Classroom Discourse, Discourse outside the classroom and Talk as Social activity observing the three different settings; viz. classroom, outside the classroom and social (where more than two participants are involved) settings. The findings of this analysis show that classroom discourse occurs in a fixed pattern rather discourse outside the classroom and talk as social activity do not occur in a fixed pattern.*

**Keywords:** Discourse analysis, Spoken discourse analysis, lesson, interaction, exchange, move, act, turn taking mechanism, face-preservation.

## Introduction to discourse analysis

The phrase discourse analysis was introduced for the first time in 1952 by the American linguist Zellig Harris. He explained it as a method of analyzing connected writing and speech (Paltridge, 2012:2). According to Paltridge, discourse analysis takes into account the connection between language and the social context in which the language is applied (2012:2). It is confirmed by Cook, who says 'discourse analysis is not focused only on language but it also considers things such as: why is somebody communicating and with whom is communicating; in what situation the communication takes place and also in what society, via which medium and also how various acts of communication are developed (2005:1). Discourse analysis involves both written language and spoken.

To be more specific, McCarthy (2010) defines discourse analysis as "Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used". McCarthy further mentions discourse analysis is

interdisciplinary discipline, wide ranging, heterogeneous and hybrid field of human inquiry (2010). Discourse analysis is connected with others disciplines like, linguistics, semiotics, psychology, anthropology and sociology so it is interdisciplinary discipline.

Hence, discourse analysis is interdisciplinary discipline which is concerned with the study of language beyond sentence level including the general inquires of textual features, interrelationship between language and societies, language use in higher level, meaning and context and features of interaction of everyday language.

## **Objectives**

The major objective of the study was to find out how naturally occurring spoken discourses are organized in natural as well as in formal setting. The other objectives of the study were: to analyze the classroom and outside the classroom discourse and discourse of social talk.

## **Methodology**

I analyzed three different discourses; viz. Classroom Discourse, Discourse outside the classroom and Talk as Social activity observing the three different settings; viz. classroom, outside the classroom and social (where more than two participants are involved) settings. The analysis was based on Sinclair-Coulthard method.

## **Delimitation**

Discourse analysis involves both spoken and written discourse but this analysis is only limited to spoken discourse one.

## **Discussion and results**

### **Spoken discourse analysis**

Spoken discourse is highly informal and complex in its structure. Any piece of cohesive and coherent language use in oral mode is spoken discourse. For instance, dialogue, conversation, interview, casual talk, classroom interaction, family gossip, committee meeting, etc. McCarthy (2010) says, "Spoken language is a vast subject and little is known in hard statistical terms of the distribution of different types of the speech in people's everyday lives.". There is no going back and changing or restructuring our words as there is on writing; there is often no time to pause and think, and while we are talking or listening, we cannot stand back and view the discourse in spatial or diagrammatic terms as we did. Spoken language, therefore, is often unplanned, less socially structured and more reciprocal. However, it is more contextual than the written discourse. Casual conversation, which occurs most frequently among different types



of speeches, is relatively unplanned and unpredictable, and involves frequent turn-taking and the use of interjections. While analyzing spoken discourses, the discourse analysts have to examine the participants, participants' roles, purpose of interaction, topics and switch/ shift of topics, exchanges, moves, turn taking mechanisms, form-function relations, formality, meaning of complex situational features like intonation, non-linguistics cues/ signs, context, relevance, cultural influences and so on.

The interaction proceeds according to certain principles. Linguistics has traditionally been concerned with characterizing well-formed and ill-formed units in terms of grammatical structures within sentences. However, it is also important to realize that grammatical correctness is not sufficient to make one's speech well-formed. It is also important to assure that various formal and contextual links are used in the interaction. Speakers must be able to distinguish coherent from incoherent discourse. To understand what a speaker says, a listener needs to know who is speaking (Rogers, 2011). In the following interaction between two friends A and B for example, A's utterance is heard to be ill-formed by B.

A: I want to have my coat repaired. Do you know a good tailor's around here?

B: Who did you say?

The concept of well-formedness, however, is difficult to apply in spoken discourse. Various scholars have emphasized that a discourse becomes meaningful with the use of cohesive devices such as references, substitution ellipsis, conjunction, collocation, etc. These are the formal links, in addition to these, speakers need to have the knowledge of the context in which language is used.

There are three models of spoken discourse in practice, i.e. Classroom Discourse Analysis, Discourse analysis of Conversation outside the Classroom and Discourse Analysis of Talk as a Social Activity. These three models of discourse analysis are described one by one with example as follow:

### **Classroom discourse analysis**

This model is also known as Sinclair-Coulthard Model, because the model was developed by Sinclair and Coulthard in 1975. It was developed at the University of Birmingham which focused on the structure of discourse in traditional English native speaker school classrooms. This is a simple and powerful model, although it may not be the only authentic one (McCarthy, 2010).

Sinclair and Coulthard found that teachers and pupils interact in a fixed pattern based on their specific roles. The following example illustrates the point.

Teacher: Can you tell me why we should do exercise regularly?

Pupil: To be healthy.

Teacher: To be healthy. Yes To be healthy. Why...?

This is an example of an exchange of teacher-pupil interaction which operates in a fixed pattern. As this example demonstrates, a typical exchange consists of an initiation by the teacher, which is followed by a response from the pupil, and which in turn is followed by a feedback from the teacher again. Initiation, response and feedback (IFR) are termed opening move, response move and follow-up move respectively. The sequence of opening, response and follow up is called exchange. Sinclair and Coulthard discuss two classes of move, i.e. boundary exchange and teaching exchange. The above sequence is an example of a teaching exchange. Teaching exchange has five types. They are teacher-elicit, teacher-inform, teacher direct, pupil-elicit and pupil-inform exchanges. In a teacher-elicit exchange, the teacher gets a pupil to provide some kind of verbal response; in a teacher-inform exchange, the teacher provides an explanation which may or may not be responded by the pupil; in a teacher-direct exchange, the teacher gets the pupil to do an activity. In a pupil-elicit exchange, the pupil asks a question usually to the teacher, and the teacher, if asked, always provides a response. In pupil-inform exchange, the pupil provides an explanation which is usually responded by the teacher. Here, I have tried to analyze a classroom discourse of my own class:

(We students were ready to take class, our CDA teacher (**T**) entered in the class, we greeted to the teacher and he responded, after it, the teacher started the lesson)

T: Now, we are in discursive structure. Today we are going to discuss on..... Ok, you Arati, what is epistemic break?

Arati: Discontinuous development in the discursive structure is epistemic break to us.

T: Good, Thank you. Can you give a suitable example?

Arati: Sure!

T: Nice, go on.

Arati: Women couldn't get educated in the past because...but they are being educated now.

T: Very good example. Well done! You take your seat.

This is a piece of classroom interaction in the formal setting, so, teacher and a student are the participants talking about the previous lesson 'epistemic break'. Before beginning the interaction, the teacher has initiated the conversation saying "now", Arati

has responded to the teacher's query and teacher has given feedback to her. There is well turn taking mechanism, I mean, there is no any violation in turn taking mechanism. The teacher has used 'now' in the initiation, i.e. framing move. After the framing move, the teacher has used another expression before asking the question (Today we are going to discuss on), that is focusing move in the above example. So, framing and focusing moves together realized a higher discourse unit, i.e. boundary exchange. Thus, opening, response and follow-up moves realize a teaching exchange whereas framing and focusing moves realize a boundary exchange. According to Sinclair and Coulthard, classroom interaction takes place with the use of framing moves. Two framing moves together with question and answer sequences between them make a higher unit called transaction. The highest unit of classroom discourse consists of one or more transactions called lesson. Sinclair and Coulthard tried to analyze classroom discourse in terms of the four units discussed so far: move, exchange, transaction and lesson. However, they felt difficulty in analyzing the structure of move. Later, they realized that moves are structured in terms of smaller units called acts. Sinclair and Coulthard say, "Acts and moves in discourse are very similar to morphemes and words in grammar. This model enables the analysts to study a talk outside the classroom as well.

### **Discourse analysis of conversation outside-classroom**

Classroom is the place where the teachers and students are bounded by some institutionalized forces, so, it is not the real world of conversation. It means, most of the speech behaviors take place outside the classroom. Though, the model for analyzing classroom discourse is useful for analysis of conversation outside the classroom. The conversations inside-class seems to be free and even unstructured to the IRF pattern of classroom talk. In the conversation outside the classroom, the acts of speech, moves of the individual, initiation, response and follow-up exchanges, signal of boundary in talk, starter, etc. are found very interestingly.

While analyzing conversation outside the classroom, we need to look at the areas as: how pairs of utterances relate to one another, how turn-taking is managed, how conversational openings and closings are effected, how topics enter and disappear from conversation, and how speakers engage in strategic act of politeness, face-preservation, and so on.

Let's observe the following examples:

Prabhu (P) is in his New Year holiday in Kathmandu. He has very good friendship with his friend Tanka (T). He goes to Tanka's room.)

T: Hello Prabhu.

P: Hello Tanka ... could you do me a great favor?

T: Umm.

P: I am going to watch a movie today, but I forgot my wallet right in my room

T: Ah.

P: I phoned my brother to bring but he has already been

T: out of room.

P: Yes will return your money back soon.

T: Yes....sure no problem at all.

P: Yes.

T: Mm... How much do you need?

P: Only one thousand.

T: Rs. 1000 is enough?

P: That's right...that's all...you are here.

T: Yes...and I can settle it.

P: Yes and bring it back very soon.

T: Right...okay.

P: Thanks Tanka.

T: Cheers! (Prabhu leaves the room).

This is not like the classroom interaction. Prabhu and Tanka are more or less equal in this piece of interaction, therefore each has enjoyed the right to initiate, respond and follow up in their exchanges. It is not merely a question and answer session; sometimes they inform each other and acknowledge information. But their talk is not disorganized; there are patterns we can observe. The sequence begins and ends with framing mechanisms of the classroom: after the initial greeting, Prabhu paused and his voice moved to a higher pitch:

Could you do me...

P: Hello Tanka....

Topic is initiated with saying 'hello' by Tanka, but Prabhu also can initiate in instead. While Prabhu was speaking, Tanka interrupted, so, there is violation of turn taking mechanism. They are paused times and again while interacting. Grammatical forms also seem to be ill organized. So, there is not a formal like conversation.

Hence, loosely organized outside-class conversations are not merely in the

form of question-answer session, sometimes the participants inform each other and acknowledge the information, their talk may not be organized, the sequences may not be with the framing moves, 'right' and 'now then' as like in classroom interaction. Though, we can observe initiation-response-follow-up sequences of classroom talk in outside-conversations. In outside-classroom conversations, more than two can talk at a time, frequent degree of interruption and interfere, violation of turn-taking mechanisms, frequent pauses and overlapping, switch and shift of topics, etc. which are the major features of outside-classroom talk.

### **Discourse analysis of talk as a social activity**

It is the third model in the spoken discourse analysis in a sense which talks about the function to lubricate the social wheels and helps to establish a sense of socialization and harmony in the society. Unlike the interactions between teacher and student or doctor and patient or boss and Clark, talk as a social activity does not seem to follow rigid pattern, i.e. IFR pattern of interaction, because such talks are relatively easy to predict who will speak when, who will ask and who will answer, who will interrupt, who will open and close the talk and so forth.

So, IRF model is somehow considered to be inadequate to analyze social talk and ethno-methodology is required to analyze social talk which studies real conversations in real setting. The pre-occupation of the ethno-methodologists is to observe conversational behaviors who have adopted the conversation analysis (CA) approach in the study of social talk focusing on the interest in some components like, opening and turn-taking in interaction, topics and topic shift, pauses or gaps in talk, overlaps and back-channels, adjacency pairs, sequences and repair and closing. Ethno-methodologists examine large amount of data and focus to the underlying norms or rules of conversation. Let's see an example of social talk:

(University lecturer (L) at a tea shop where he has just ordered tea for a group of students (S1, S2, etc.). The tea shopkeeper (T) is attending to the order and the group are standing in shop.)

L: This is quite hot today, so, it would be better to have something cold.

S1: It would be quite cheap actually.

L: (laughs)

L: Tea please. (to the shopkeeper).

S2: Umm.. Umm.. How do you spend your holiday sir?

L: I enjoy with my family. I become busy, usually. Yes I am married, we do have a boy.

S2: Oh !! Family? Are you married?

(After 5 minutes)

T: Tea is ready, here you are.

L, S1, S2... : Thanks !

In the above example, more than two people have talked at a time where, exchange and transaction boundaries are not fixed in pattern and the interaction is not more or less tightly structured. One of the student has interrupted to the teacher, because one has right to speak at any time in social talk. Lecturer has initiated the conversation but he has not given feedback. It means, anyone can initiate, response or follow-up in social talk. Again, the topic is changed soon. So, the topic also can be changed accordance of the situation at any time in social talk.

### Conclusion and findings

Discourse analysis is a vast subject area within linguistics and social science, which includes the analysis of spoken and written discourse. It means, it aims to study and analyze texts and talks. Discourse analysis is a linguistic, cognitive, textual, social and holistic approach. In my analysis of three different discourses in different settings, I found that classroom discourse occurs in fixed pattern as in Sinclair and Coulthard's model, i.e. in IRF pattern. On the other hand, discourse outside the classroom is not found to be in fixed pattern because the participants are in natural setting but the IRF pattern can sometimes be found in it. In the similar vein, spoken discourse in social talk found to be free of fixed pattern; it means, in the social talk, participants are free from some sort of authority and they do have right to initiate, response and follow-up. Moreover, in social talk, follow-up can be absent.

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# Techniques on Translation of Cultural Terms and Post-modernism

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## Abstract

*Translation is a process of rendering meaning from one language to another language and translation procedures are the technical strategies adopted by the translator to achieve the closet possible equivalent. In this paper an attempt has been made to evaluate the techniques of translation of cultural terms offered by New mark that have been employed in translating cultural words. This paper also aims to have an argument on the techniques of translation that focus on target readers in post-modernism. It has been found that in translating cultural terms, ten different techniques are found to have been employed in translating cultural words. Literal translation is mostly used and claque is the least used technique. There is triangular relationship among the translator, the text and the reader. A translator should remove the spectacle of domination and accept the foreign culture and source culture with respect in post-modernism.*

**Keywords:** Cultural bound word, Source language, Target language, Translation strategies or techniques and Post-modernism.

## Introduction

Translation is the process of translating the message or idea or the meaning of a text of one language into another one. The term "translation" connects the art of recomposing a work in another language without losing its original flavor. The American theorist Lawrence Venuti defines translation as "a process by which the chain of signifier that constitutes the source-language text is replaced by a chain of signifier in the target language which the translator provides on the strength of an interpretation" (Venuti, 1995). Wills (1982, p.112) defines translation as "a procedure which leads from a written Source Language Text (SLT) to an optionally equivalent Target Language Text (TLT) and requires syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text. Newmark (1981) says "the twentieth century has been called the age of translation." In the words of Bhattarai (2000) "translating is primarily an art of transforming message from one language to another or into some other dialects of the same language that are distanced by time or space". Translation is both linguistic and cultural activity.



## Objective

The major objectives of this article is to evaluate the techniques of translation of cultural terms offered by Newmark that have been employed in translating cultural words in fictional texts. This paper also aims to have an argument on the technique of translation that focus on target readers in post-modernism. It tries to give multicultural sense in translator's mind despite having many flaws like destruction of original meanings.

## Methodology

To accomplish the above objectives, cultural words have been selected through random sampling procedure from both version of the novel "*The Gorkha's Daughter*". Selected words have been analyzed interims of Newmark category.

## Cultural-bound words

Newmark introduced the term 'cultural word' that refers to words in which the readership is unlikely to understand. He also categorized the cultural words viz 1) Ecology: flora, fauna, hills, winds, plains .2) Material Culture: food, clothes, houses and towns, transport3) Social Culture: work and leisure4) Organization customs, activities,procedures, concepts: • Political and administrative • Religious • artistic and 5) Gestures and habits

## Concepts of translation and translating nepali words

Different countries do have their own style regarding translation techniques. Russians basically use contextual correspondence, equivalence though they use other techniques as well. Russian model is similar to language and parole relationship. Equivalence is possibility in some situations but exact equivalence may not be possible because no languages are identical. Linguistic deficit is found in other language that creates problem in exact replacement. Canadian adopts techniques like concretization, logical formation, compensation, borrowing, claque, literal translation, modulation, transposition and adaptation. They consider that logical formation is more important while translating a translator should forget what is there and have to consider what they mean. Antonymic translation is negatively defining translation. Newmark (1988) has given twelve translation procedures: Transference, Cultural equivalent, Neutralization, Literal translation, Naturalization, Componential analysis, Deletion, Couplet, Accepted standard translation, Paraphrase and Classifier. Harvey and Higgins (1992), (as cited in Awasthi, Bhattarai and Khaniya, 2011, p.48) provided the following major techniques of translation of cultural terms: Exoticism, Claque, Cultural borrowing, Communicative, transplantation. Everest has no meaning until we consider sea. *Sanothiyo* is compared with not big, '*lagatar*' can be compared with without a break

in target language, in English compensation is very heavy, useful term in translation. There is cultural gap. Gaps are inevitable, only to try to fill the gap is compensation, we compensate with similar meaning or equivalent terms like '*Baptism*' is replaced by *nawran* in Nepali. Americans have their own methods to translate any source language into target language. Matching, zigzagging, excrescence, re locking, reordering and recoding are mainly focused techniques by Americans. In this article my elaboration of translation techniques is based on the techniques of Scan-Paul Vinay and jean Darbelnet mentioned on the topic "*A methodology for Translation*". According to Nida (1964) linguistic deficit makes more problems in translation. The English word marker is also called *marker* in Nepali, Hindi and Sanskrit .So rearrangement of words does not make differences in meaning but not possible in English. '*Aphutagaiyo* ' passive of Nepali sentence can be possible even in transitive verb but is not possible in English." *Ram le Ravan lai mare Ram le Ravanlai ,raravanlairamle mare* 'are possible although there are slight differences but not actually possible in English. In some translation it may be possible to transpose the source language message element into the target language, because it is based on either (i) parallel categories in which case we can speak of structural parallelism or (ii) on parallel concepts, which are the result of meta-linguistic parallelism but translation may also notice gaps or meta-linguistic differences, certain stylistic effects cannot be transposed into the TL without upsetting the syntactic order or even the lexis .

### **Modulation**

It is a variation of the forms of the message, obtained by a change in the point of view. This change can be justified when , although a literal , or even transposed , translation result in a grammatically correct utterances , it is considered unsuitable , unidiomatic or awkward in the TL change the point of view , signified remains the same ,signifier can be changed .*sunnelaisoonkomala...* I have done mystery , see the mouse ran ...] This short translation dictionary can not give exact meanings word because , that is bicultural idea "*aphnothaileebadherarakhnuarkolai dosh nadinu*" This can't get into a closed mouth" when they became clinches . The difference between fixed and free modulation is one of degree. In case of fixed modulation,the translators with a good knowledge in the both languages, freely use this method .True modulation doesnot actually become fixed until it is referred to in dictionaries and grammars and is regularly taught.

### **Literal translation**

Literal translation ranges from word to word level up to sentence to sentence. It preserves linguistic meaning of source language text. It is form-oriented translation and makes no sense in most of the cases specifically in translating idiomatic and phatic expressions. For example, SL (English): He bit tongue.TL (Nepali): *uslejibrotokyo*.

## **Transference/Borrowing**

Transference (loan word, transcription) is the process of transferring a SL word to a TL word as a translation procedure. It includes transliteration, which relates to the conversion of different alphabets, e.g. Russian, Greek, Chinese, etc. into English. According to New mark (1988: 82), normally names of people, places and countries, names of newspapers, names of institutions and companies, street names, inventions, brand names, etc. are transferred. In the process of translation the translator transfers the word to show the respect for the SL culture. For example, SL (English): Opium TL (Nepali): aphīm

## **Substitution**

When two cultures display a partial overlap rather than a clear cut presence or absence of a particular element of culture, this procedure is adopted. In other words, the translator replaces the cultural elements with similar words or near equivalent word or generic word/meaning. . For example, SL (English): Basket TL (Nepali): toko

## **Paraphrasing/Definition**

In this procedure, SL terms are replaced by the short definition or paraphrase. This is an amplification or explanation of the meaning of a segment of the text. Normally, if the TLT has not the exact substitution for the source language term, the SL term is replaced by definition or description. For example, SL (English): Pork balls TL (Nepali): sūgurkāmāsukākwāpkhāneḍallā.

## **Claque**

In this procedure, each unit of source language is translated into the equivalent unit in another language (i.e. TL). The unit of translation for this procedure may be a morpheme, a word, a phrase or even a short sentence. It follows the word order of the SLT. For example, SL (English): Earth God TL (Nepali): prīthvīmātā

## **Blending**

In this process, words are coined through borrowing one constituent from the SL or donor language (DL) and reproducing or translating the other constituent of the construction. In it we find the fusion of two words. For example, SL (English): Silver dollar TL (Nepali): cāṇḍīkāḍalar

## **Couplets**

The combination of two procedures (Borrowing + Literal) is called couplet. It deals with a single problem. They are particularly common for cultural words if transference is combined with a functional or a cultural equivalent.

## Naturalization

This procedure succeeds transference and adopts the SL word first to the normal pronunciation, then to the normal morphology of the TL. For example, SL (English): China(Nepali): cīn

**Addition** In this technique of translation, some words are added in the TL text. This procedure is necessary in translation of the implicit element in the culture. It makes implicit information explicit.

## Post-modernism

Post-modernism has emerged against the structuralism that can be seen as counter movement even in Saussure's linguistic theory in the beginning. This concept has come with the emergence of globalization which rejects logo centralism. Translator and translation are both freely emancipated from the slavery of powerful agencies and rule and regulation of translation. Postmodernist writers break down every conceivable boundary of discourse by fusing forms and confusing different realm, so the post-structuralists deny the distinctions between the traditional order of discourse. Derrida advocated this theory against structuralism to give more priority to all things without saying centrality and peripheral because text has no finality. In other words it is opposition to the notion of centrality, boundaries between high and low form art, objectivity, absolute the truth and materialistic supremacy is post-modernism. It actually rejects perfection, wholeness, completeness and singularities. Venuti(1999) quotes de Man who says that the original text 'cannot be definite since it cannot be translated.' It shows the infinite possibilities of meaning and reinterpretation and even there is polysemous translation in present era . Another scholar Kirkwood(1995) mentions 'appallingly bad translation are bordering on the unintelligible'(p,104). According Klages(2007) the post-modernism is the critique of grand narrative, the awareness that such narrative serves to mask the contradictions and instabilities that are inherent in any organization or practice. From post-modernism the grand narrative does have inauthentic representation of marginalized, poor and women. If we look at *Mahabharat., Ramayan, Bible, Ved*(grand narratives) and *Kuran.,* there is subordination of powerless people and women are represented as second position holder in society. Aforementioned ideasshow that the post-modernism has lost the faithfulness towards the grand narrative so this era or post-modernism is characterized by the emergence of little narratives.

## Techniques used in translation of ecological terms

Identification of the techniques used in translation for the selected terms are presented here.

**Table 1: Techniques used in translation of ecological terms**

Procedure	SL Terms	TL Terms	Fre.	%
Literal Translation: The technique which search for close correspondence of meaning between source text (ST) and target text (TT).	Bamboo	bāñs	19	38
	Beast	Jantu		
	Tobacco	Sūrtī		
	Mist	Kuiro		
	Ass	Gadhā		
	Pipe	kakkaḍ	13	26
Substitution: SL terms are replaced by similar or near equivalent or generic word or meaning in TL.	young rice	dhānkobū		
	Zenith	ḍāñḍā		
	Paddy	Dhān		
	Snowing	Asināpānī		
Clique: Each unit of SL is translated into the equivalent unit in TL. The unit may be a morpheme, word, phrase or even sentences.	wild bees	Banmaurī	7	14
	pine tree	dhūpīkorukh		
	sun and rain	ghāmpānī		
	ice and snow	hiūratuṣāro		
	cash crops	nagadebālī		
Transference: SL terms are borrowed into TL through transliteration process.	Dragon	ḍryāgan	3	6
	Opium	Aphīm		
	Coffee	Kaphī		
	eel fish	īlmāchā		
Blending: The single term of SL is translated with the combination of two procedures, i.e. often a phrase.	Himalayan	himālayaparat	3	6
	mountain			
	KwenLwen	kwenlwenpahāḍ		
Addition: In this technique, some words or terms are added in the TL text.	mountain			
	Earth	prithwimātā	3	6
Paraphrasing: SL terms are replaced by the short definition or paraphrase in this technique.	Harvest	Khetībālī		
	Sun	pracandātāpkosūrya	1	2
Deletion: In this technique, SL word is deleted in the TL text.	a good			
	basketful of eggs	ekṭokarīphul	1	2

(Air, 2016)

The above table shows eight different techniques which are used by the translator in the process of translating the ecological terms of source language text into the target

language text. Some techniques are frequently used whereas some others are rarely used. So the researcher presented more examples of frequently used techniques whereas less examples of rarely used techniques in the above table. Among the eight different techniques, literal translation is mostly used which has 38% and paraphrasing/definition and deletion are the least used techniques, i.e. 2 % for all two. Substitution is the second widely used technique which has 13 percent.

### Techniques used in translation of terms.

In the process of translating the terms under material cultural, nine different techniques are used by the translator. These techniques have been presented in the following table with some examples.

**Table 2: Techniques used in translation of terms of material culture (artifacts)**

Technique	SL Terms	TL Terms	Fre.	%
Literal Translation	bread	roṭī	17	34
	dirty	Phohar		
	veranda	Bārdalī		
	hut	Chāpro		
	transport	Āwatjāwat		
Substitution	basket	ḍoko	12	24
	noodles	Cāucāu		
	Hat	ṭopī		
	carriages	Baggī		
	spindle	Carkhā		
Claque	worn knife	Bhuttechurī	6	12
	bamboo silver	bāṅskosinkā		
	bamboo bars	bāṅskolāṭhī		
	sacks	Borā		
Transference	ricksha	Rikśā	4	8
	chopisticks	capastīk		
	cake	Kek		
Addition	rags	Jhutrāthānnā	4	8
	girdle	Ijārkoṭhailī		
	knife	Churiracuppī		
Blending	cotton coat	sūtīkokoṭ	2	4
	cot and trouser	koṭrasuruwāl		
Definition	pork balls	Sūgurkāmāsukā kwāpkwāpkhāneḍallā	2	4
Couplets: It is the use of two techniques for dealing with a form of SL into TL.	mill	mil (ghaṭṭajāto)	2	4
Deletion	short-handled scythe	Hāsiyā	1	2

(Air, 2016)

The above table shows nine different techniques which are used by the translator in the process of translating the terms under material culture of source language text into the target language text. Some techniques are frequently used whereas some others are rarely. Nine different techniques have been applied to translate these 50 terms. Out of these 9 techniques, literal translation is the most widely used technique, i.e. 34% and deletion is the least used technique, i.e. 2%.

### Techniques used in translation of terms of mythological pattern

Techniques are presented in the following table with some examples.

**Table 3: Techniques used in translation of terms of mythological pattern**

Technique	SL Terms	TL Terms	Fre.	%
Literal Translation	Temple	Mandir	18	36
	Virgin	Kumārī		
	Heaven	Swarga		
	Wife	Swāsnī		
	Dowry	Dāijo		
Substitution	Pair	Dampatī	14	28
	he and his wife	Logneswāsnī		
	God	Bidhatā		
	Soul	Ātmā		
	Corpse	Sab		
Clique	earth god	prithwīmātā	8	16
	new year	nayābarṣa		
	sticks of incense	dhūpkāsinkā		
	death-like	murdākojasto		
	sacred scars	pabitrādāg		
Addition	starving	anikālpīdit	6	12
	Burials	antyeṣṭikriyā		
	marriage	Śubhabiwāha		
	Wife	Dharmapatnī		
Transference	Buddha	Buddha	1	2
Blending	Taoist temple	tāosampradāya	1	2
Definition	Coffin	mritaśarīr rākhnebākas	1	2
Deletion	funeral fire	Citā	1	2

(Air, 2016)

The above table shows eight different techniques which are used by the translator in the process of translating the terms of mythological pattern of source language text into the target language text. For transmission of these fifty terms, 8 different techniques were employed. Among these, 8 different techniques, literal translation is the most widely used technique, i.e. 36% and transference, blending, definition, and deletion are the least used techniques.



## Techniques used in translation of terms of social culture and organizations

In the process of translating terms of social culture and organizations, eight different techniques have been used by the translator. These techniques are presented in the following table with some examples.

**Table 4: Techniques used in translation of terms**

Technique	SL Terms	TL Terms	Fre.	%
Literal Translation	Soldier	Sipāhī	22	44
	Quarrel	jhagaḍā		
	School	Bidhyālaya		
	Dowry	Dāijo		
	Emperor	Bādśāha		
Substitution	wooden head	ghanṭāuke	9	18
	Gateman	ḡhoke		
	Court	Darabār		
	Madam	Āmā		
	distant parts	Muluk		
Clique	old mistress	būḡhīmāliknī	6	12
	land proprietor	Jamīndār		
	ideal state	ādarśarājya		
	old lord	būḡhomālik		
Transference	stone bridge	ṣṭonbrīj	4	8
	Pence	Pens		
	Feet	phīṭ		
Addition	War	Yuddhakalā	4	8
	Teacher	māṣṭarsahib		
	birth feast	janmadiwaskobhoj		
Naturalization: In this technique one naturalizes the TL terms into SL terms	China	Cīn	3	6
	Russia	Rus		
Couplets	Street of Bridges	ṣṭrīṭaphbrījes (pulkosaḡḡak)	1	2
Blending	silver dollar	cāṇḡḡikāḡḡalar	1	2

(Air, 2016)

The above table shows eight different techniques which are used by the translator in the process of translating the terms of social culture and organizations of source language text into the target language text. Some techniques are frequently used whereas some others are rarely. For the translation of these 50 terms, 8 different techniques were employed. Among these 8 different techniques, literal translation was the most widely used technique, i.e. 44% and couplets, and blending were the least used techniques, i.e. 2%. In terms of descended order of frequency, the techniques of translating the terms of social culture and organizations could be graded as literal translation, substitution, clique, transference, addition, naturalization, couplets, and blending.

## Conclusions

On the basis of analysis and interpretation of the data, the following findings have been summed up. In translating cultural terms, ten different techniques (literal translation, substitution, claque, transference, addition, blending, definition, couplet, deletion and naturalization) are found to have been employed in translating cultural words in the novel. In terms of merit order of frequency the techniques of translation of cultural words could be graded as literal translation (38.4%), substitution (23.2%), claque (13.2%), addition (8.4%), transference (5.6%), definition (3.6%), blending (2.8%), deletion (2.4%), couplet (1.2%) and naturalization (1.2%). Literal translation is the most widely used technique in translating ecology, material culture (artifacts), social culture and organizations, conceptual terms and mythological pattern. Substitution is the widely used technique in translating mythological pattern than other cultural categories. Post-modernism has presented a radical reconstruction of the translation theory to subverted created dichotomies and binary features of modernism or colonial concept. Understanding the target reader is very important in setting strategies while translating the historical novel. The problem of context is one of the major problems in the process of translation. There is triangular relationship among translator, text and the reader. A translator should remove the spectacle of domination and accept the foreign culture and source culture with respect.

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# Use of Large Scale Assessment Finding in South Asia: An Experience of Nepal

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## **Abstract**

*This paper tries to present results from a systematic review of literature that reviewed the large-scale assessments finding in the South Asian context especially focusing Nepal. The main objective of the LEAP programme is to reform the quality of learning in the Asia-Pacific region by developing capacity of the Member States to collect, analyze and utilize international and national assessment data identifying learning enablers. The review has identified the high order skills overshadowed by rote learning. It has also employed Item Response Theory (IRT) making assessments comparable and connected with the previous levels. International Assessments such as the Programme for International Student Assessment (PISA) and the Trends in Mathematics and Science Study (TIMSS) collected vast amounts of data on schools, students and households. The use of education-related “big data” for evidence-based policy making is limited, partly due to insufficient institutional capacity of countries to analyze such data and link results with policies.*

**Keywords:** *Assessment, Grading, Equivalence, Mapping, etc.*

## **Introduction**

National Examinations Board (NEB), Nepal is an autonomous independent body which was established on 29<sup>th</sup> June 2016 by the Education Act 8<sup>th</sup> amendment - 1971 for the secondary level examinations in the country by combining Office of the Controller of Examinations and Higher Secondary Education Board. This Board has the sole authority, standing and competence to manage and deliver quality public examinations from Grades IX to XII. It manages and conducts all secondary level examinations with greater efficiency (Panday, 2017).

The 8<sup>th</sup> amendment education Act- 1971, envisions classes 1 to 8 as the Basic Education, with classes 9 to 12 comprising the Secondary Education. The then Higher Secondary Education Board (HSEB) and the Office of the Controller of Examinations, which used to hold the examinations of Higher Secondary Level Certificate and School

Leaving Certificate (SLC) were dissolved merged under National Examinations Board (NEB). The courses of Grade XI has been started to evaluate on the basis of grading system whereas the courses of Grade XII are to be evaluated from this year's examinations held on 23 April 2018.

Basic Education introduced Continuous Assessment System which has helped teachers make portfolios. Private and public schools have been practicing grade-wise early examinations. There are external examinations in Grades VIII at grade X, XI and XII.

### **Grading system in school education**

It was the second time the letter grading evaluation system was practiced in Secondary Education Examination (SEE). Individual subjects have been graded under alphabetical letter grading (E to A+) while aggregation has been graded in numerical GPA ranging from 0.8 to 4.0. No students is placed under the failed category in the SEE but those students who have obtained up to C or 2.0 GPA in their exams or in an individual subject can appear in the supplementary exams for upgrading their marks. The students who missed up to two subject examinations are allowed to appear in the supplementary exams. Since 2018, NEB has been implementing the Grading System.

### **SEE-Result 2017**

A total of 462,136 students appeared in the SEE examinations in 2017. Out of total students registered for the exams, 445,564 were regular students whereas 16,572 exempted students. A total of 4,284 students in the regular category achieved results in the Grade Point Average (GPA) range of 3.65 to 4, whereas 42,427 students achieved results in the GPA ranging from 3.25 to 3.60. Likewise, A total of 50, 646 students achieved in the range of 2.85 to 3.02, whereas a total of 61,955 students achieved in the range of 2.45 to 2.80 .A total of 91,314 students achieved in the range of 2.5 to 2.40 whereas 108,464 students achieved in the GPA range of 1.65 to 2.00. A total of 64, 577 students achieved results in the GPA range of 1.25 to 1.60. (SEE, 2017). Similarly, A total of 483,967 students including those from technical groups were registered to appear in the SEE but 11,825 were disqualified due to insufficient attendance while 10,006 were absent in the exams in the same year 2017.

### **NEB Result (Grade XI) - 2016**

A total of 2, 66,094 students appeared in the Grade XI examinations in 2016. Out of total students enrolled in the Grade XI, 2, 39,933 students appeared in the Grade XII examination in 2017. The result of Grade XII categories are as follows:

**Table 1. National educations board result-2016 grade xi**

Result	Students	Percent
Distinction	9,810	4.08
First Division	38,673	16.12
2nd Division	60,438	25.19
3rd Division	8,846	3.69
Failed	1,22,166	50.92
Total no of students	2,39,933	100%

This result shows that more than half (50.92) percent students were failed in grade XI examination under numerical system. A very less (4.08) percent students have secured distinction whereas 16.12, 25.19 and 3.69 percent students have achieved first, second and third division respectively.

### **NEB Result-2018 under grading system**

The result of Grade XI published in the grading system in 2018. It has been graded under the Subject wise Alphabetical Letter Grading from E to A<sup>+</sup>. A total of 3, 47,748 students appeared in the Grade XI examinations of 189 subjects in 2017. They obtained the following Letter Grades on the basis of out of 24, 74,722 subject answer sheets in 2018.

**Table 2. Grades in answers sheets**

Grade	Answers sheets
A+	3,04,166
A	2,19,482
B+	1,55,270
B	2,19,231
C+	3,13,788
C	4,16,594
D+	3,69,184
D	2,11,331
E+	1,83,731
Absent	81,945
Total answers sheet	24,74,722

## Descriptions

- One student may obtain different letter grades in different five subjects. So, there is no one to one relation between the number of students and letter grades.
- SEE evaluation is based on GPA whereas grade XI examination is based on subject wise letter grades.
- In April and May 2018, a total of 6, 99,991 students in Grade XI and 5, 48,833 students in Grade XII have appeared in the final examinations.

## Grading and equivalence

After the implementation of Education Act, 2016, the previously known national level SLC examination of grade X has been renamed as secondary education examination (SEE), it is equivalent to GCSE, the academic qualification of the UK and Matriculation in India. If a student scores less than a GPA of 1.6 and fails to achieve a D<sup>+</sup> grade in at least one subject, he or she will be ineligible for promotion to grade XI whereas the eligibility of higher education for grade XII students depends on the criteria made by the higher education institutions. The current structure of courses in grade X, XI and XII are evaluated on the basis of GPA which ranges from 0 to 4. The scores are as mentioned below:

**Table.3. Elaboration of letter grading**

Grade	GPA	Identical
A+	4	Outstanding
A	3.6	Excellent
B+	3.2	Very good
B	2.8	Good
C+	2.4	Satisfactory
C	2	Acceptable
D+	1.6	Partially Acceptable
D	1.2	Insufficient
E	0.8	Very insufficient

## Objectives

- To present results from a systematic review of literature that reviewed the large-scale assessments finding in the South Asian context especially focusing Nepal.
- To identify the reform of LEAP program and the quality of learning in the Asia-Pacific region by developing capacity of the Member States.

- To collect, analyze and review international and national assessment data identifying learning enablers.

## **Methods and materials**

This article is based on the secondary data which were collected from the documents related to education policies, practices and experiences of national and international trend of school education. By reviewing national and international documents and practices as well as organizing several meetings and discussions with ERO officials and the other relevant experts, the revised draft of the framework of each subject was presented to the respective subject committees that endorsed the framework document for NASA 2018 in Grade V.

## **Role of Education for All and UNESCO**

After the establishment of Education for All (EFA) in 1990, there has been rapid growth in the number of countries participating in large-scale assessments of students' learning, particularly in low- and middle-income countries. EFA is a global movement led by UNESCO to coordinate development efforts across countries, institutions and other organizations to work towards meeting education goals for all children and youth (UNESCO, 2015). In order to improve the use of student learning assessment data in strengthening education systems, and to support evidence-based policy making in improving education quality, UNESCO's Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) launched a regional programme called "Learning Enablers for Asia and the Pacific" (LEAP). The LEAP programme aims to develop capacity of the Member States in designing and implementing policies to improve learning based on evidence. For the implementation of the activities of LEAP, UNESCO Bangkok leverages the Network on Education Quality Monitoring in Asia-Pacific (NEQMAP). The main objective of the LEAP programme is to improve the quality of learning in the Asia-Pacific region by developing capacity of the Member States to collect, analyze and utilize international and national assessment data with an aim to identify learning enablers. This capacity will allow Member States to translate assessment results and evidence into policy formulation and implementation.

The LEAP programme activities have included a mapping study, regional capacity development workshops on utilizing assessment data, and a research study on analyzing national or international assessment data, involving 15 countries in the Asia-Pacific Region. In addition, a majority of countries have indicated their desire to participate in upcoming rounds of international assessments, such as PISA and TIMSS.



## **Continuous improvement of learning outcomes**

Countries of all income levels in the Asia-Pacific region are increasingly likely to have participated in a large-scale assessment of students' learning to ensure quality in education. Assessments are intended to provide information for evidence based policy and decision-making about education inputs and resourcing, with a view to the continuous improvement of learning outcomes. Concerns continue to be raised about the usefulness of international assessments for policymaking (Goldstein & Thomas, 2008) and the use of national high-stakes assessments. Nevertheless, policy- and decision-makers are reinforcing the use of assessments to monitor progress towards education development goals for the 2030 education agenda and documenting country participation in assessment activities (UNESCO, 2015).

## **Intended uses of assessments**

Large-scale assessments of students' learning are often used for multiple purposes, the assessment programs that are linked to education policy in the South Asia and are more frequently intended to ensure the quality of the education system. These assessments identify the strengths and weaknesses of the system over time through system monitoring. Japan used the Programme for International Student Assessment (PISA) and the Japanese national assessment program to develop an 'evidence-based improvement cycle' to monitor the quality of its education system over time (Wiseman, 2013). Montoya (2015) notes that stakeholders primarily use assessment data 'to assess and manage education systems' rather than using assessment data as 'a rich source of information to directly address the needs of students' Programme for International Student Assessment (PISA). International Assessments such as the Programme for International Student Assessment (PISA) and the Trends in Mathematics and Science Study (TIMSS) collect vast amounts of data on schools, students and households. However, the use of education-related "big data" for evidence-based policy making is limited, partly due to insufficient institutional capacity of countries to analyze such data and link results with policies. Many countries therefore rely on research findings from other countries and regions, even though these findings may not be relevant for their education systems.

## **Policies of education system**

This review paper tries to identify the assessment of policy of education system. Assessments are most frequently used to inform and improve the development of assessment policies for the further monitoring and evaluation of the education system. The policy often establishes or modifies the conduct and use of assessments in the system and local levels.

The standards also include expectations for higher proportions of students to report positive attitudes and interest towards learning, which was highlighted in recent PISA results (Break spear, 2012). The standards also include expectations for higher proportions of students to report positive attitudes and interest towards learning, which was highlighted in recent PISA results (Break spear, 2012).

### **Influence of assessments in education policy**

Some evidence of large-scale assessments of students' learning being used in education policy was primarily found in literature about Australia, Japan, New Zealand, India, Indonesia and Singapore. Even though many low- and middle-income countries in the Asia-Pacific region are undertaking national assessments or participating in regional or international assessments, much less is known about the role assessments play in education policy. Education policy may be understood as policy change at one or numerous stages of a policy cycle. This review used a simplified model of a policy cycle (Sutcliffe & Court, 2005).

### **Inputs of India and Pakistan**

Annual Status of Education Report (ASER) Centre, an NGO affiliated with the Pratham Education Foundation (India) and Idara-e-Taleem-o-Agahi (ITA) (Pakistan), which conducts a large citizen-led assessment programme, participated from India and Pakistan and their inputs. It has mainly focused on the national, international or regional assessments. Pakistan was also represented by Ministry of Education officials. Lack of sufficient human resources, such as technical experts, for analyzing large-scale data is seen within many ministries of education in the region. This necessitates the hiring of such expertise from outside.

### **An experience of Madhya Pradesh (India)**

In the Indian state of Madhya Pradesh, the Department of Education established a cell called **state-wide Learn to Read initiative** in 2005, in order to improve student literacy outcomes. Standardized student assessment results were used from 2006 to 2010 to support the implementation of the Learn to Read initiative. The data allowed the provision of teacher coaches and other supports to be effectively targeted to districts, schools and teachers. The education department also used standardized student assessment data to target additional remuneration for teachers (Mourshed, Chijoke, & Barber, 2010).

## An Experience of Pakistan

Pakistan's citizen-led household assessment, the Annual Status of Education Report (ASER) Pakistan, has aligned its assessment goals and reporting with monitoring progress towards government-legislated development priorities, thereby increasing its use for government reporting and monitoring in education (ASER, 2014).

### Findings from the National Assessment (NASA)

National Assessment of Student Achievement (NASA) was established under the Ministry of Education in 2010. The assessment of Grade VIII of 2011 results of three subjects viz Nepali, Mathematics and Social Studies came out 49%, 43% and 49% respectively in 2013. It also showed the gaps between individual students, between urban and rural, private and public, *Dalit* (Backward cast) and *Non-Dalit* (Upward cast), Nepali speaking and other language groups. It also showed that girls and boys appeared close in learning achievements. The assessment of grades III and V of 2012 came out in 2014. The critical inputs were also received for change in teacher management. NASA has emphasized on measuring learning outcomes based on the combinations of knowledge, understanding and applications. The review has identified the high order skills overshadowed by rote learning. It has also employed Item Response Theory (IRT) making assessments comparable and connected with the previous levels. Ministry of Education, Nepal approved the following road map for National Assessment of Student Achievement (NASA) for grades III, V, and VII which was implemented successfully.

**Table 4: Road-map of national assessment of student achievement (NASA)**

Grades	2011	2012	2013	2014	2015	2016
3		✓		✓		✓
5		✓		✓		✓
8	✓		✓		✓	

The Education Act (8th amendment-1971) has provisioned the SLC exams to be held in grade XII as the School Leaving Certificate Examination (SLCE). It has also enshrined the provision of conducting exams in grade VII from districts, in grade X from region/province and grade XII from the center under the umbrella of National Examinations Board, Nepal. Under the Ministry of Education, the framework for NASA- 2018 has been prepared by Education Review Office (ERO) to provide guidelines for the assessment of Grade V students' learning achievement in Mathematics and Nepali. The framework identifies and states the domains and constructs to be assessed. It specifies the assessment criteria and standards; describes item development process;

explains sampling and methodological processes; outlines the structure of contextual questionnaires; and presents the data analysis process. ERO for the first time designed a NASA framework in 2016 for the national assessment of Grade VIII students. The document has been prepared by reviewing some international as well as national practices of NASA studies. Most of the aspects of assessment framework for Grade VIII, developed in 2016, have been adopted with a necessary revision and elaboration in the framework. Contemporary international practices such assessment framework for PISA, TIMSS, PIRLS and PCAP have been reviewed extensively and relevant practices have been adopted in the framework. Subject experts and teachers, and assessment experts have also contributed in developing the criteria and standards and in identifying the level of cognitive domain proposed in the frame work. The objective of the assessment framework is to obtain a reliable set of data of student learning measured through a scientifically-constructed standardized tests. However, considering that student learning achievement is influenced by a number of associated variables, NASA also collects relevant information through a set of questionnaires about the variables that are related with different aspects in students' learning achievement.

Reviewing various national and international practices, the study provides some significant areas and sources of information about the variables that are to be considered in such a large-scale national assessment. The review also suggests that there will be four major sources of information from which contextual information are collected- students, teachers, parents and head teachers. For NASA 2018, (Grade V), questionnaires will be prepared for students, teachers and head teachers. The items related to parental support will be incorporated into student questionnaire. The information collected through these questionnaires will be related with students' test scores to explain how the contextual variables can influence students' learning achievement.

### **The Ways Ahead / Future Plans**

This paper draws the following bullets towards developing an understanding not only of the ways in which large-scale assessments of students' learning are being used to inform and reform the education policy, but also of the factors that influence their use.

- Financing of assessment programs and agencies of the country are to be formally established under the NEB, Nepal.
- Information relevant to policy concerns should be ensured.
- Questions about factors related to student outcomes (e.g., students' socioeconomic background and availability of resources at school and at home) should be included.

- Regular meetings and seminars between officials and policymakers should be organized in order to facilitate communication and understanding of results.
- The reporting of assessment results should include policy papers specifically targeted to policymakers, in accessible language and linking back to policy issues of the concerned authority.
- The technical soundness of the assessments is an important factor that has influenced the relationship between assessments and policymaking. To design and maintain the quality of assessments, highly developed technical skills are required at all stages of the assessment, from design and development, sampling, test administration and data collection, data cleaning and analysis, and reporting and dissemination of results. Likewise, capacity building of stakeholders who are engaged in assessments is necessary.
- Engagement in international or regional assessment programs should be considered the technical skills of assessment staff may be applied to national assessment programs.
- Capacity development programs for assessment agency human resources and policymakers, including through regional networks, technical assistance agencies, university courses or other training programs should be pursued.
- Assessments have a sound communication and dissemination strategy that engage all relevant stakeholders in this effort, including the media should be ensured in this regard.

## Conclusion

In Nepal, the students of SLCE who score greater than D+ (1.6) can pursue higher education or apply in the Public Service Commission or different development agencies for the jobs whereas the students of technical subjects can also start their own business/jobs based on the courses they have studied. Per year investment on a child is 200 USD in Nepal whereas, it is 8000 USD in Organization for Economic Co-operation and Development (OECD) countries including, Norway. So, Nepal needs greater partnership for improving quality. Undoubtedly, more resources are needed for children's learning in Nepal and South Asian countries.

Moreover, external factors can have significant impact on the use of assessments for policy reform. The external issues may be related to political or economic instability, for example; stakeholders who are increasingly emphasizing on supporting education reform in conflict-affected and fragile countries should consider the ways that external factors impact the use of assessment to inform educational reform and evidence-based

education policy which will foster the institutions like National Examinations Board, Nepal.

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# Representation and Identity Construction of Ethnic Minorities from Discourses in Government Media

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## Abstract

*Discourse is the commonsense language that represents the society, culture, social groups, group behaviors, socio-cultural identities and political ideologies. It signifies communication as a whole. Media gives space for people's voices in its programs and publications. In the same way, media is a common representative of the voices of all the ethnic communities regardless of majority or minority in its true principle. However, the languages and voices of all ethnic communities have not been represented in the discourse of government media in Nepal. In such a situation, this research aimed to; examine the representation of ethnic-minority languages in the discourses of government media of Nepal; critically assess the socio-cultural and political cognitions of the ethnic-minorities throughout the discourses in those media, and; identify the various identities constructed by the speakers of ethnic-minority languages through the discourses in government media. The finding of the study shows that out of 125 languages spoken in Nepal only 22 ethnic languages are represented in the discourse of Nepalese government media and the ethnic minority felt themselves being included within the national discourse when they found their discourses being represented in public media.*

**Keywords:** Government media, Representation, Identity construction, Ethnic-minority

## Background of the study

Government media (i.e. media houses established and regulated by the policy of state) are the public forums of communication. They have high coverage and they can impart huge amount of information to the large group of audiences at a time (Durant & Lambrou, 2009). They should act as the common representative to all. However, all ethnic communities are not treated equally in the discourse of government media. In such a context, it is significant to examine how the ethnic discourses (i.e. especially the voices of ethnic-minorities) have been represented in government media and what sorts of cognitions of representation and identities have been constructed so far by the ethnic-minorities through the representation of there discourses in government media.



The situation of unequal representation of ethnic languages in government media has triggered me to study on the very issue of 'Representation and identity Construction of Ethnic Minorities from Discourses in Government Media'.

To be specific, Media plays a key role in the construction and reproduction of opinions about people, society, culture, representation, identity and the cognition of people's discourses (Van Dijk, 1995). The media convey public knowledge, as well as express implicit opinions i.e. peoples' intention, sense of affiliation, ideology, politics and hegemony about social groups and events. More importantly, the mass media provide an ideological framework for the interpretation of inherent cultural, social and political ideologies of the ethnic groups. Even media reproduce socio-cultural beliefs about the representation of peoples' discourses. Discourse is a social practice of language use and often synonymous to text (Mills, 2004). It is used as written and spoken form of language in communication that conveys broad linguistic, historical, cultural and socio-political meaning (McCarthy, 2010). Discourse is a supra-sentential level of language that is seen in the form of communicative event which can be viewed from socio-linguistic as well as disciplinary perspective. Hence, discourse is a unity of language in communication which is unified, purposive and meaningful in the context of its use. The study of discourse in terms of its meaning, purpose and forms of organization is discourse analysis (DA). Discourses in media can represent the socio-political identities and cultural ideologies. Identity is a social form that gives a respect to the people as in the form of their position or feelings. Gandy (1998, as cited in Devroe, 2003) argues that not everyone who accepts their classification as a member of a racial group shares the same levels of comfort or ease with that assignment. People often feel themselves privileged and represented when their discourses are given due space in the national media (Saeed, 2007). In identity construction theory, Hall, (2002) expresses that identity is gradually constructed via public discourse. The discursive practices existed so far in public media involve people in meaning making process and in the reconstruction of new identities. Identity theory is introduced by Colley and Mead in 1970s (Cerulo, 1997). Identity studies have been relocating to the site of the collective, with gender/sexuality, race/ethnicity, and class forming the 'holy trinity' of the discursive field (Appiah and Gates 1995, p.1). People often realize the identity of 'I', 'me', and 'other' in milieu void of place, the establishment of 'communities of the mind' and the negotiation of co-present and social identities through their representations in media (Cerulo, 1997). The evaluation of the media discourse and its role in the representation of social-culturally underprivileged group of people in the mainstream discourse is worth to study. Media play crucial role in creating a multi-ethnic public

sphere, where diverse groups can feel they are being represented in the media and they are making a contribution (Husband, 2000). Ethnic minorities' representation in the media, their media use and their level of participation in media production (Devroe, 2003) are all considered as indicators of social participation and integration. The relationship between media and ethnic minorities and the function of the media in a multicultural society have become the interest of academicians, media producers and policy makers (Terwal, 2002).

Recent studies (i.e. Cottle, 2000; Wodak & Busch, 2002; Saeed, 2007) have discussed the role of mass media as a space for representation of identities and cultural ideologies. Those studies have exerted that media has a high coverage not only in terms information and audience, equally it can represent ethnic identity and culture in and across the country. However, the issue of representation and identity construction through media has not yet been carried out by the researchers in our context.

The representation of a few languages amongst the languages spoken in the country motivated me to study on what languages and ethnic culture have been represented in the national media of Nepal. I have also experienced peoples' different cognition regarding the role of media discourse in the representation and identity construction of ethnic group. When I started to hear and read media language, I found disparity among the discourses of ethnic community in media text and programme. Especially, I found that very few languages of minority groups were given due space in the media. Such a situation helped me to raise a curiosity on how do the minority ethnic groups feel about their representation in national media and what sorts of identity have been constructed by them. In this study, I have focused on four aspects in this study viz: languages represented in the discourse of government media (i.e. Gorkhapatra Daily, Radio Nepal and Nepal Television), cases of representation of ethnic minorities in those media and cognition and identity construction of ethnic minority group through the representation of their discourse in those media. Being specific to the Nepalese context, the earlier researchers have not made any significant contribution in the field of media discourse analysis considering the issue of representation and identity construction. So through the study I tried to bridge such a gap in the research literature. I believe that this study would provide insights on representation of ethnic-discourses in media and the identities constructed by the ethnic-minorities throughout the discourses in government media.

To be specific, this study attempted to address the following questions:

- How and in which forms the discourses of ethnic minorities of Nepal have been represented in the discourse of government media of Nepal?

- What are the socio-cultural and political cognitions of the ethnic-minorities through the representation of their discourses in government media and how do the speakers of ethnic-minority languages construct their identities through the discourse in media?

## Methodology

This was a qualitative study. It employed a critical discourse analytical approach. I used this approach to examine the representation and identity construction of ethnic minorities through the use of their discourse in government media. The participants in this study included three media stakeholders and five minority language speakers who were purposively selected. A semi-structured interview format and focus group discussion was held to collect the data. I employed interpretive method of analysis. The data were de-contextualized and re-contextualized. During de-contextualization, the data was separated from the original context of individual cases and assigned codes to units of meaning in the texts. In re-contextualization, the codes were examined for patterns and then reintegrated, organized and reduced the data around central themes and relationships drawn across all the cases and narratives. So, while analyzing and interpreting the data in order to derive the findings, at first the data were codified and the themes were developed for processing the data from interview and FGD.

## Discussion of the study

The discussion of the study has been subsumed into the following thematic form based upon the focus of the study.

### *Representation of ethnic-minority languages in government media*

Finding out the representation of ethnic-minority languages in those media was one of the basic concerns of this study. The interview with two media stakeholders and two representative speakers of ethnic-minority languages showed that very few ethnic languages had been represented in the public media of Nepal, i.e. Radio Nepal, Nepal Television and Gorkhapatra Sansthan. In response to the question asked in interview, the participants viewed that among the 123 languages spoken in Nepal (CBS, 2012), a few of ethnic languages are represented in the discourse of government media. According to them, *The Gorkhapatra Daily* represented 22 languages including Tharu, Bhojpuri, Jhagand, Maithili, Magar-dhut, Gurung/Tamu, Tamang, Lhomi, Sunuwar, Newari, Awadhi, Rajbanshi, Bhote, Doteli, Topkegola and Malegu languages in its issue periodically. Similarly, *Radio Nepal* included only ten languages in its news bulletin and in other generic programs. However, the advertisements, notices and information are represented in many other languages. The dominant language that has

been used in government media is Nepali. It might be the result of power, dominance and hegemony. It is because Nepali is the national language, most of the speakers speak in Nepali and it has been used as the language for communication, education and official purposes. As the evidence of the representation of ethnic-minority languages in government media, following interview-excerpt from the interview is presented here:

*We have just included 22 ethnic languages in our media. We have to focus on the readers. And...the readers in majority speak Nepali language and do not get the ideas in other nation's language. In Gorkhapatra Daily, we have been publishing news and feature-articles in different languages. As the evidences, we publish news and accessories in Tharu language, Bhojpuri, Jhagand, Maithili, Magar-dhut, Gurung/Tamu, Tamang, Lhomi, Sunuwar and Malegu language (From media representative-1).*

The above excerpt clarifies how the ethnic minority languages are represented in government media. In the same concern, another media representative said:

*In Radio Nepal, the....the news and other programs are conducted in 10 different languages from the central station and other regional stations. In my opinion, local languages should be promoted through local stations and channels. (from media representative- 2).*

The above excerpt also signifies that the representation of minority's discourse in government media is quite marginal. From the analysis of data, it can be interpreted that disparity is created among the languages spoken in Nepal especially in the form of representation in the discourse of government media. I also interviewed with the speakers of ethnic-minority languages. One of the excerpts is given below:

*Government and other media can preserve and promote indigenous languages. However, it is pity to say that government media have created linguistic hegemony. They have been broadcasting news and other generic program. However, the minority languages have been excluded in those media. But at present, little bit space is given in news broadcasting and entertaining program.*

Through the lens of critical discourse analysis, it can be interpreted that many ethnic languages spoken in Nepal are excluded in the discourse of government media. Those languages are simply used for communication in their respected locality among the people who share the same language. Such a situation has made minority languages powerless. Though language is a cultural heritage and it should be preserved in any cost, the attempt for preserving and promoting minority languages has not been made so far.

### ***Cases of representation of ethnic-minority languages***

Another concern of this study was to examine the different cases of representation of ethnic minority languages in government media. The data from the interview and

FGD show that minority languages have been represented in the form of news bulletins, generic programs, advertisement and public information, entertainment (i.e. songs and comic literature) and folk culture. The following interview excerpts give the evidence of representations:

*In Gorkhapatra Daily, we have been publishing news and feature-articles in different languages. In each days of a week, we have a separate column for ethnic minority language. As the evidences, we publish news and accessories in many ethnic languages. The cases of news, socio-cultural diversity, peoples' life-style and achievements, developmental and educational events, entertaining information, and even notices and advertisements are the major ones. (From media representative-1)*

Similarly, another representative said:

*Personally, I have observed different cases of representation in government media. It is....ummm...what to say...mostly advertisement, notices and public awareness information are broadcasted in different languages. News is also broadcasted in many languages, however, comparatively the other generic programs are not in greater extent.*

In the voice of ethnic minority speaker:

*Only a few news bulletins, generic program and feature writing have been represented in those media. I am from Tamang ethnic community, Radio Nepal and Nepal television broadcast news in Tamang once in a day. Gorkhapatra publishes an issue periodically. Smilarly, 'Tamang Sello' and 'Tamang Sanskrit Bisesh' are also broadcasted in government media. I mean...its is not inclusive.*

Taking reference of the excerpts above, it has become clear that the cases of representing ethnic-minority languages include news bulletin, feature articles, advertisements, culture-specific program and public awareness information. But they are not frequent in those media. The limited use of ethnic-minority language in the discourse of government media has made the ethnic-minorities disappointing.

### ***Socio-cultural and political cognition of the representation***

From the analysis and interpretation of the data related to the socio-cultural and political cognitions developed by the participants so far, it has been found that the speakers of ethnic-minority languages construct the cognitions of developing a sense of affinity, belongingness, respected, independent and socio-culturally rich. Intercultural competencies, cross-cultural awareness, communicative competence, politico-cultural intellectuality and feeling of being privileged were the major constructs of cognitions that the participants perceived through their discourse in government media. To support the analysis, some excerpts from the interview have been included here:

*People can have the feeling of affinity, solidarity, socialization, getting rights and sense of independence by an act of representing language in media discourse.(From media representative-2)*

Similarly, another participant said:

*People get many things done through their discourse. The minority speakers may feel outsiders whenever they don't find their voices in media. They understand the world around by means of language they possess. It may present them privileged one. Their socio-cultural identity is constructed via language and they will have new forms of understandings.(From media representative-1)*

Likewise, in the words of ethnic minority speaker:

*When I get my language used in public discourse in media, I feel privileged. I find that my language also has something unique than others. I develop a sense of affinity, belongingness, respected, independent and socio-culturally rich.*

From the above interview excerpts, it can be inferred that people construct different forms of socio-cultural and political cognitions through the discourse. They can feel themselves politically powerful and privileged, culturally rich and resourceful, socially attached and linguistically autonomous. However, the inequality in the inclusion of language in mainstream media has created a sense of being excluded to the ethnic-minorities.

### ***Identities constructed through discourses in media***

Finally, the study envisaged to identify the identities constructed by the speakers of ethnic- minority languages. After the analysis and interpretation of the data, it has been inferred that the participants of the study constructed the identities like feeling a sense of represented, privileged, belongingness, linguistically competent, culturally strong, politically powerful, socially attached and emotionally satisfied whenever they get their discourses in government media. However, they viewed that the mainstream media of Nepal have presented them as outsiders, marginalized, underprivileged, non-represented and kept them isolated. As per the reason, they expressed that their ethnic languages are not given due respect in media discourse. The following excerpts are the evidences to show identities constructed by the speakers of ethnic minority languages:

*Discourses in media raise awareness, inform, persuade, give justice, advocate and ultimately spread the identity. ...umm..I have constructed the identity of belongingness, inclusiveness and getting respect as the citizen of a nation throughout the discourses in media. For me, language is the matter of identity.(From the representative speaker of ethnic-minority)*



*When I get my own discourse in media, I feel quite happy. I guess I am linguistically rich, and socially represented. (From the representative speaker of ethnic-minority)*

From the ideas expressed in above excerpts, I come to conclude that discourse in media is a matter of identity construction. The way that ethnic-minorities' discourses are represented in mainstream media has an impact on constructing various identities to the people abide with those discourses. From the evaluation of the data collected, the participants of this study constructed the identities as being underrepresented, represented in a stereotypical way, represented negatively, and represented as culturally abnormal, as unimportant, as dependent, as invisible, as underprivileged, as marginal and the outsiders of the dominant discourses.

### **Findings, conclusions and implications**

The findings of the study exert that though language is a cultural heritage and it should be preserved in any cost. However, the attempt for preserving and promoting minority languages has not been made so far. Among many languages spoken in Nepal, very few of them (i.e. 22 in Gorakhpatra National Daily, 16 in Nepal Television and 18 in Radio Nepal) are represented in the discourse of government media. As the common forums, the government media should give justice to all languages in either of the ways for the inclusive representation of languages in media.

Regarding the cases of representing ethnic-minority languages, the government media of Nepal have simply included ethnic languages in news bulletin, feature articles, advertisements, culture-specific program and public awareness information. But they are not found frequent in those media. The limited use of ethnic-minority language in the discourse of government media has made the ethnic-minorities disappointed. The linguistic policy of the government, multilingual education and social representation system, increasing awareness in the use of language, linguistic human rights and policies and politics of language could be the forcing elements to represent the ethnic minority languages in government media.

Concerning to the socio-cultural and political cognition through the representation of ethnic discourses in government media, the participants of the study felt themselves politically powerful and privileged, culturally rich and resourceful, socially attached and linguistically autonomous. However, the inequality in the inclusion of language in mainstream media has created a sense of being excluded to the ethnic-minorities. So, much attention should be given towards the representation of ethnic discourses in public media so that the minority languages can be linguistically strong, culturally rich, socially attached and politically equal in power.



As the study envisages to identify the identities constructed so far by the speakers of ethnic-minority languages, it has been concluded that the participants of this study constructed the identities as being underrepresented, represented in a stereotypical way, represented negatively, represented as culturally abnormal, as unimportant, as dependent, as invisible, as underprivileged, as marginal and the outsiders in the government media. It might be the result of nominal representation of ethnic-minorities' discourses in media. However, whenever they found their discourse being represented in national media then they could construct the identities of feeling a sense of belongingness, developing cultural heritage, enhancing inter and cross cultural competencies, forming new forms of social, cultural and political ideologies, and multilingual ethnic identities as the identities constructed from the discourses in government media. (Mr. Poudel has been pursuing M.Phil in English Language education (ELE) from the Graduate School of Education, T.U. Kirtipur and working as Teaching Assistant in the Department of English Education, T.U., Kirtipur.)

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# **Second Part**

## **Articles in Nepali Language**

**खण्ड 'ख'**  
**नेपाली भाषाका लेखहरू**

# विश्वेश्वर प्रसाद कोइरालाको 'शत्रु' कथामा प्रयुक्त मनोविश्लेषण

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## सार संक्षेप

प्रस्तुत लेख नेपाली साहित्यका प्रथम आधुनिक नेपाली मनोवैज्ञानिक कथाकार विश्वेश्वर प्रसाद कोइरालाको 'शत्रु' कथामा प्रयुक्त मनोविश्लेषणको अध्ययन गर्ने मुख्य उद्देश्यमा केन्द्रित छ। यसका साथै गौण रूपमा कथाकार विश्वेश्वर प्रसाद कोइरालाको परिचय र प्रवृत्ति, 'शत्रु' कथाको सन्दर्भ, कथानक, पात्र चरित्र, परिवेश, भाषाशैली आदिको विश्लेषण गर्नु रहेको छ। अनुसन्धानको गुणात्मक ढाँचा अन्तर्गत पुस्तकालयीय अध्ययनबाट यो अध्ययन पुरा गरिएको छ। प्रस्तुत कथामा मनोविश्लेषणको सशक्त उपस्थिति पाइन्छ। हरेक मानिसमा शङ्काजन्य भाव सुषुप्त अवस्थामा रहन्छ। यसले मौका पाउनासाथ शङ्का उपशङ्काको रूप धारण गर्न पुग्छ। शङ्काले लड्का जलाउँछ भने भैं अज्ञात शत्रु ठान्ने व्यक्ति सबैलाई शत्रु ठान्न पुग्छ भन्ने जस्ता निष्कर्षजनित सारवस्तु यसमा प्रस्तुत भएको छ। शत्रुविनाको मान्छे हँदैन, शत्रु ज्ञातभन्दा बढी अज्ञात छन् भन्ने निष्कर्ष यसमा प्रस्तुत गरिएको छ। यसर्थ शत्रु कथा आधुनिक नेपाली कथा साहित्यको एक सशक्त मनोवैज्ञानिक कथाका रूपमा स्थापित भएको निष्कर्षमा पुगिएको छ।

**विशिष्ट पद पदावली:** मनोविश्लेषण, मनोगत, अन्तश्चेतनामूलक, भावभूमि, गतिशील स्वभाव, आन्तरिक परिवेश।

## उद्देश्य

'शत्रु' कथा र यसका कथाकार विश्वेश्वर प्रसाद कोइरालालाई मनोवैज्ञानिक कसीमा मूल्याङ्कन गर्ने मुख्य उद्देश्यमा यो लेख केन्द्रित छ। साथै यसमा 'शत्रु' कथाको कथानक, पात्र/चरित्र, परिवेश, भाषाशैली आदिलाई मनोवैज्ञानिक कथा मान्यताका आधारमा विश्लेषण गर्ने उद्देश्य समेत रहेको छ। अन्तश्चेतनामूक वा फ्रायडेली यौन मनोविज्ञान र प्राकृतवादी यथार्थवादमा आधारित भएर कथाको विश्लेषण गर्ने उद्देश्य यसमा राखिएको छ।

## विधि तथा प्रक्रिया

प्रस्तुत अध्ययन गुणात्मक अनुसन्धानमा आधारित छ। यसमा प्रथम मनोवैज्ञानिक नेपाली कथाकार विश्वेश्वर प्रसाद कोइराला र उनको मनोवैज्ञानिक मान्यतामा आधारित रहेर लेखिएको शत्रु कथालाई अनुसन्धान क्षेत्र बनाइएको छ। यो छनोट मनोवैज्ञानिक मान्यतामा आधारित सोद्देश्यपरक किसिमको रहेको छ। यसमा मनोवैज्ञानिक कथा सिद्धान्तका आधारमा उक्त कथालाई हेरिएकाले यो पुस्तकालयीय अध्ययनमा आधारित छ। यसमा कथावस्तु, पात्र प्रयोग, केन्द्रीय कथ्य, शीर्षक आदिसँग सम्बन्धित सामग्रीहरू सङ्कलन गरी तिनको व्याख्या विश्लेषणबाट निष्कर्षमा पुगिएको छ।

## कथाकार परिचय र प्रवृत्ति

विश्वेश्वर प्रसाद कोइराला (वि.सं १९७१-२०३९) नेपाली साहित्य र राजनीति दुवै क्षेत्रका सशक्त व्यक्तित्व हुन्। साहित्यमा अराजकतावादी र राजनीतिमा समाजवादी हुनु उनको वैयक्तिक पहिचान

हो । उनले बी.ए., बी.एल. सम्मको औपचारिक शिक्षा हासिल गरेका थिए । उनले खास गरी कथा, उपन्यास र आत्मकथाहरु प्रकाशित गराएका छन् । वि.सं. १९९२ सालको 'शारदा' पत्रिकामा प्रकाशित 'चन्द्रवदन' कथा नै उनको नेपाली भाषामा प्रकाशित पहिलो कथा हो भने यसलाई नै नेपाली साहित्यको पहिलो मनोवैज्ञानिक कथा मानिन्छ । तर लेखन र प्रकाशनका दृष्टिले उनको हिन्दीमा लेखिएको सबैभन्दा पहिलो कथा "वहाँ" (१९८७) हो (ढकाल: २०६०, पृ. ३) । उनका 'दोषी चस्मा' (२००६) र 'स्वेतभैरवी' (२०३९) कथा सङ्ग्रहहरु प्रकाशित भएका छन् । त्यस्तै उनले 'तीन घुम्ती', 'नरेन्द्र दाइ', 'सुम्निमा', 'मोदीआइन', 'हिटलर र यहूदी', 'बाबु, आमा र छोरा' जस्ता उपन्यासहरु रचना गरेका छन् । उनी साहित्यिक पत्रकार सङ्घबाट अभिनन्दित पनि भएका थिए ।

कोइराला नेपाली साहित्यका प्रथम आधुनिक मनोवैज्ञानिक यथार्थवादी कथाकार हुन् । उनका कथामा खास गरी मानवीय अन्तर्मन (अचेतन मन) का कुण्ठित भावको प्रस्तुति पाइन्छ । उनी कथामा घटनाको वर्णनलाई भन्दा पात्रको चरित्र चित्रणमा जोड दिन्छन् । रतिराग, यौन र यौनजनित कथाले जेलिएको गाँठोलाई मनोविश्लेषणात्मक तरिकाले विश्लेषण गर्नमा उनका कथा केन्द्रित देखिन्छन् । उनी जीवनका अति साधारण कुरा र समाजले वेवास्ता गरेका साधारण घटनालाई टपक्क टिपेर प्रस्तुत गर्न सिपालु छन् । उनले पश्चिमी साहित्यमा प्रचलित मनोविश्लेषणवादी शिल्पशैलीलाई नेपाली साहित्यमा भित्र्याएका हुन् । उनी मनोवैज्ञानिक धाराभिन्न खास गरी यौन मनोविश्लेषणमा जोड दिन्छन् । यौन मनोवैज्ञानिक कथामा पनि सामान्य यौन मनोवैज्ञानिक कथा र असामान्य यौन मनोवैज्ञानिक प्रकृतिका कथाहरु रहेका छन् । जसमध्ये शत्रु, होड र दोषी चस्मा कथालाई असामान्य यौन मनोवैज्ञानिक कथा मानिन्छ । यौन मनोवैज्ञानिक कथामा सामाजिक संवेगको अध्ययन अपरिहार्य हुन्छ, जसलाई कोइरालाले भरपुर उपयोग गरेको पाइन्छ । पात्रका मनमा रहेका यौनकुण्ठा, हीनता भाव, काम वासना, शङ्कालुपन आदिका माध्यमले उत्पन्न मानसिक द्वन्द्वको सफल रूपमा चित्रण गर्नु उनको मुख्य साहित्यिक प्राप्ति रहेको छ । पात्रहरुका मानसिक संवेगहरुको गहिरो अध्ययन गर्नु उनको महत्त्वपूर्ण कथागत प्रवृत्ति हो । त्यस्तै भाषिक दृष्टिले सामान्य बोलचालमा प्रचलित शब्दहरुको प्रयोग गरी सरल र सटीक रूपमा अभिव्यक्ति दिनु उनको भाषाशैलीगत वैशिष्ट्य रहेको छ । उनका अन्य प्रवृत्तिहरुमा क्षीण कथानक, पात्र परिवेश आदिको प्रयोग, सरल र प्रचलित विम्व प्रतीकहरुको प्रयोग, नारी अस्तित्वको भाव, चरित्रलाई प्रधानता दिनु, जीवनका विसङ्गतिको चित्रण गर्नु, पात्रको मनोवृत्तिलाई सामाजिक, सांस्कृतिक र मानवीय अभिवृत्तिसँग सहसम्बन्ध गराउनु आदि रहेका छन् ।

## कथा सन्दर्भ

'शत्रु' कथा वि.सं १९९५ सालमा कथाकुसुम' नामक कथा सङ्ग्रहमा सर्व प्रथम प्रकाशित भएको थियो । यो कथा हाल उनको 'दोषी चस्मा' (२००६) कथा सङ्ग्रहमा सङ्गृहीत छ । कुनै पनि व्यक्तिले भद्र, शालीन, असल, निष्पक्ष, निःस्वार्थी भएर काम गरे पनि र सबैको भलो नै चिताए पनि उसका अज्ञात शत्रु जन्मिन्छन् भन्ने सन्दर्भमा यो कथा संरचित छ । अतः प्रस्तुत कथामा कृष्ण रायको चरित्रको विश्लेषण गर्दै संसारमा कोही पनि शत्रु विहीन रहन सक्दैन भन्ने रहस्यको उद्घाटन गरिएको छ ।

## कथाको मनोवैज्ञानिक पक्ष

प्रस्तुत 'शत्रु' कथामा मनोवैज्ञानिक कथामा पाइने क्षीण कथानकको प्रयोग भएको छ । कृष्ण राय अति भद्र र असल थिए, निष्पक्षतापूर्वक भगडाको न्याय निसाफ गर्थे भन्दै पात्र/चरित्रको स्वभाव वर्णनबाट

कथा सुरु भएको छ । त्यसपछि बेलुका सुत्ने बेलामा एक्कासि उनीमाथि अचानक लट्ठी प्रहार हुनु, प्रहार कर्ताको पहिचान हुन नसक्नु, घोरिनु, काम बिगार्दा गाली खाएको नोकर, साहुलाई ठग्न खोज्दा उनीबाट लज्जित बन्न पुगेको बलभद्र, नोकरी खोज्दै आएको युवक, भगडामा उनले मध्यस्त गराएका व्यक्तिहरु, गोविन्द पण्डित र गोरे जमदारको भगडा, आफ्नो पक्षमा निर्णय नपाएको मास्टर, रेलको डब्बामा भएको भगडा, हाटमा उनको धक्काबाट लडेको मानिस, आफूले निकालेका नोकरहरु, इखालु दाजुभाइ, आफ्नै धर्मपुत्रमाथि समेत शड्का गर्न पुग्नु मनोविश्लेषणको चरम प्रयोगका उदाहरण हुन् । समग्रमा कृष्ण रायका मनमा उत्पन्न भावावेगलाई नै यस कथाको कथानकले समेटेको देखिन्छ । यसरी रेग्मी (२०४०) का अनुसार मनोवैज्ञानिक कथामा वर्तमान क्षणका संवेदना र अनुभूतिहरुको चित्रण गरिन्छ (पृ.५७८) भन्ने दृष्टिकोण यस कथामा कृष्ण रायका उल्लेखित व्यवहारमा झल्कन्छ ।

मनोवैज्ञानिक सिद्धान्त अनुसार व्यक्तिको अचेतनले इच्छालाई वास्तविक वस्तु वा व्यक्तिबाट हटाएर अन्यसँग सम्बन्धित गराउँदा अन्योल बढ्छ (भण्डारी, २०५६ : ९८) । यस मान्यताको प्रयोग यस कथामा भएको छ । यो कथा पात्रको मनोविश्लेषणमा आधारित चरित्र प्रधान बनेको छ । यस कथामा कृष्ण राय एक्लो पात्रका रूपमा उपस्थित भएको छ । उसको मनमा खेलेका कुरा र अनिर्णय र अन्योलमा कथा समाप्त हुन पुगेको छ । प्रमुख पात्र कृष्ण राय सुरुमा आफूलाई अजात शत्रु सम्झन्छ । धन, यश र सम्मान सबै कुराले सम्पन्न एक व्यक्तिपात्रको भूमिका उसले ग्रहण गरेको छ । ४५ वर्षको सबैसँग मिल्ने खालको ऊ गाउँलेहरुको दुःखमा सहयोग गर्ने भगडा परेमा मध्यस्थता गराउने र सबैलाई मान्य हुने फैसला गर्न सक्ने विवेकी व्यक्ति हो । पहिले सबैलाई मित्र ठान्ने राय आफूमाथि लट्ठी प्रहारपछि सबैलाई शत्रु देख्न पुगेकाले उसले गतिशील स्वभाव ग्रहण गरेको छ । यो मनोवैज्ञानिक मान्यतासँग मिल्ने विशेषता हो । ऊ मिलुन्जेल कसैमाथि शड्का नगर्ने तर सानो घटना हुनासाथ सबैलाई शड्का गर्ने सड्कालु प्रवृत्तिको छ । यस्तो प्रवृत्ति मनोवैज्ञानिक कथामा पाइन्छ ।

मनोवैज्ञानिक कथा आन्तरिक परिवेशको चित्रणमा केन्द्रित रहन्छन् (भट्टराई, २०६९ : पृ.४८) । शत्रुकथामा वाट्य परिवेशको भन्दा आन्तरिक वा मनोवैज्ञानिक परिवेशको चित्रणमा जोड दिइको हुँदा यस मान्यताको उपयोग भएको छ । कृष्ण रायका मनमा उत्पन्न उतार चढाबलाई नै यस कथामा प्रस्तुत गरिएको छ । बेलुका सुत्ने बेलामा उनीमाथि लट्ठी प्रहार भएपछि भोलिपल्ट पुलिसलाई घटनाको रिपोर्ट लेखाउँदासम्मको समयलाई मात्र यस कथाले समेटेको देखिन्छ । कथामा सम्पन्न र सबैले मान्ने खालका व्यक्तिबाट भैभगडा मिलाउने र न्याय निसाफ छिन्ने प्रचलनको उल्लेख भएको र उनका अगाडि सामान्य मान्छेहरु नत मस्तक भएको देखाइएकाले यस कथामा ग्रामीण सामाजिक परिवेशको उपयोग भएको देखिन्छ । यसमा आन्तरिक परिवेश नै सशक्त बनेको छ ।

‘शत्रु’ कथाको शीर्षक कथाको विषय वस्तुमा आधारित छ । यो तत्सम स्रोतबाट आएको नाम शब्द हो । यसको शाब्दिक अर्थ कसैको अहित गर्ने व्यक्ति, वैरी, दुस्मन वा आफ्नो विचारको विपरीत गर्ने व्यक्ति भन्ने हुन्छ । कथामा आफ्नो कुनै शत्रु नै जन्मेको छैन भन्ने सम्झने कृष्ण राय आफूमाथि लाठी प्रहारपछि आफ्नो सम्पर्कका सबैलाई एक एक गरी शत्रु ठान्न पुगेको छ । कथामा अजात शत्रु कोही पनि छैन, हामीले न्याय निसाफ छिन्दा, सम्झउँदा, सहयोग गर्दा, उपदेश दिदाँ पनि जीवनमा नजानिँदो तरिकाले शत्रुता बढाइ रहेका हुन्छौं भन्ने भाव व्यक्त भएको छ । कृष्ण रायले शड्का गर्दा शत्रु बन्नाका कारणहरुको पनि उल्लेख भएको पाइन्छ । यसरी कथाको शीर्षक यसको विषय वस्तु र मूलभावसँग सोभो अर्थमा नै मेल खाने किसिमको छ । मनोद्वन्द्व मच्चाउने कारक नै शत्रुताको सम्बन्ध भएकाले यसको शीर्षकीकरण मनोविज्ञानसँग निकट छ ।

मान्छे कोही पनि शत्रु विहीन हुँदैन । रहँदा बस्दा कोही न कोहीसित शत्रुता बनि रहेको हुन्छ । मान्छेले आफूलाई दुर्गुण रहित र अकलुषित ठान्दै उपदेश दिँदै अनि न्याय निसाफ छिन्दै हिँड्नु पनि शत्रुताको कारण बन्न पुग्छ । मन पर्दा सबै मित्र र सानो घटना हुँदा सबैलाई शत्रु देख्नु हुँदैन आदि कुराहरु मूलभावका रूपमा व्यक्त भएका छन् । यसका साथै कथाको अन्त्यमा व्यक्त भएका शत्रुताको व्यापक सम्बन्ध हुँदो रहेछ, दुनियाँमा कोही पनि मित्र हुँदैनन्, सबै शत्रु र वैरी नै हुन्छन्, सङ्गत गरेपछि शत्रुता साधने कुनै न कुनै निहु दिइ रहेका हुन्छौं, निर्दोष कुरामा पनि विषालु साँपजस्तै वैरी बनाउने साधन लुकि रहेको हुन्छ भन्ने जस्ता भनाइहरु आफैँ मूलभावका रूपमा रहेका पाइन्छन् । यी भाव पक्षसँग सम्बन्धित कुराहरुको धरातलीय आधार पनि मनोविश्लेषण रहेकाले यस कथामा मनोवैज्ञानिक भावभूमि आधारित देखिन्छ ।

मनोवैज्ञानिक कथाहरु छोटो आयाममा रचना गरिन्छन् (भट्टराई, २०६९ : पृ.४८) । ‘शत्रु’ कथा जम्मा १० अनुच्छेदको लघु आयाममा संरचित छ । यो मनोवैज्ञानिक कथाको विशेषतासँग मेल खान्छ । यस कथामा सरल र बोधगम्य भाषाको प्रयोग गरिएको छ । कथा वर्णनात्मक शैलीमा अभिव्यक्त भएको छ । उक्त क्रममा शत्रुताका भावहरु व्यक्त हुँदा संस्मरणात्मक शैलीको पनि उपयोग भएको छ । यो कथा तृतीय पुरुष कथन पद्धति वा बाह्य दृष्टिविन्दुमा रचना भएको छ ।

## निष्कर्ष

प्रस्तुत कथा मनोवैज्ञानिक सिद्धान्तमा आधारित छ । यसको कथानक मानसिक उतार चढावमा केन्द्रित छ । यो कथा मुख्य गरी कथाको मुख्य पात्र कृष्ण रायका मनमा उत्पन्न उतार चढावको विश्लेषणमा केन्द्रित छ । कृष्ण रायमाथि लट्ठी प्रहारपछिको मनोलोकको वर्णनमा केन्द्रित रहेकाले आन्तरिक परिवेशमा यो कथा अडिएको छ । यसले ग्रामीण नेपाली सामाजिक परिवेशलाई चित्रण गरेको छ । यसमा छोटो घटना क्रम र थोरै पात्रको प्रयोग भएको छ । यसको शीर्षक भाव वाचक नाम शब्दका रूपमा रहेको हुँदा मनोविश्लेषणका लागि यो उपयुक्त बनेको छ । शत्रु विहीन मान्छे कोही हुँदैन, जीवन भोगाइका क्रममा सबै खालका परिस्थितिको सामना हरेकले गर्नु पर्छ । फलस्वरूप शत्रु मित्र जन्मिन्छन् भन्ने निष्कर्ष यसबाट प्राप्त भएको छ । तर दुनियाँमा मित्रभन्दा शत्रुको मात्रा धेरै हुन्छ भन्ने निष्कर्ष नै यसको मुख्य प्राप्ति हो । यसमा अन्तश्चेतनामूलक यथार्थ वाद र प्राकृत वादमाथि आधारित यथार्थको चित्रण गरिएको छ । यसर्थ प्रस्तुत कथामा विश्वेश्वर प्रसाद कोइरालाले फ्रायड मनोविश्लेषणको सशक्त प्रयोग गरेको देखिन्छ ।

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# नेपाली भाषा शिक्षकहरूको अनुभवमा परीक्षण अङ्कन सम्बन्धी दृष्टिकोण

दिनेश घिमिरे

उपप्राध्यापक : नेपाली शिक्षा

शिक्षाशास्त्र केन्द्रीय विभाग, त्रि.वि. कीर्तिपुर

## सार संक्षेप

प्रस्तुत अध्ययन माध्यमिक तहका नेपाली विषय शिक्षकहरूको भाषिक परीक्षण अङ्कन सम्बन्धी बुझाइ, दृष्टिकोण र अभ्यास (Practice) पत्ता लगाई आवश्यक सुधारका उपायहरू पहिचान गर्ने उद्देश्यमा आधारित रहेको छ । अनुसन्धानको परिमाणात्मक ढाँचा अवलम्बन गरिएको यस अध्ययनमा शिक्षक प्रश्नावलीबाट प्राप्त तथ्याङ्कलाई प्रतिशताङ्क निकालेर परिणामको व्याख्या गर्दै निष्कर्षमा पुगिएको छ । यस अध्ययनमा विद्यार्थीको उत्तर लेखन, प्राप्ताङ्क उतार, अङ्क प्रदान, उत्तर कुञ्जिकाको आवश्यकता र उपयोग, अङ्कनहरूका बिचको अन्तर, परीक्षणमा ध्यान दिनु पर्ने कुराहरू, उत्तरको ढाँचा, परीक्षण पुनः परीक्षण, परीक्षणगत विविधता र यसका कारकहरू, अङ्क मापनका तरिका, असल परीक्षकमा हुनु पर्ने गुणहरू जस्ता विविध पक्षहरूमा शिक्षकहरूको अनुभव प्रस्तुत गरिएको छ । यस अध्ययनबाट नेपाली विषयको परीक्षण अङ्कनमा ठुलो अन्तर रहेको, उत्तर कुञ्जिकाको व्यवस्थित उपयोग नभएको, भाषा विषयको परीक्षण परीक्षकहरूबिचमा ५-१० प्रतिशत अङ्कसम्मको अङ्कन अन्तर प्रायः सबै उत्तरपुस्तिकामा रहने जस्ता मुख्य निष्कर्षहरू रहेका छन् ।

**विशिष्ट पद पदावली :** परीक्षक, परीक्षण अङ्कन, वैधता, विश्वसनीयता, उत्तर कुञ्जिका, वस्तुगतता, मूल्यवत्ता ।

## परिचय

भाषिक परीक्षण भाषा शिक्षणको अभिन्न अङ्ग हो । यसको उद्देश्य विद्यार्थीको भाषा सिकाइको प्रवृत्ति र क्षमताको आकलन गर्नुका साथै पाठ्यांश, शिक्षण सिकाइ, विधि प्रक्रिया आदिमा प्रभावकारिता ल्याउनु पनि रहेको हुन्छ (पौडेल, २०७०: पृ.०१) । नेपाली भाषामा परीक्षण मूल्याङ्कनले औपचारिक रूप ग्रहण गरेको पनि लामो समय भइ सकेको छ, तथापि यस सम्बन्धी अध्ययन अनुसन्धान गरी एकरूपता ल्याउने प्रयासहरू अपूर्ण नै देखिन्छन् । भाषा शिक्षण र त्यसको मूल्याङ्कन दुबै पक्ष पाठ्यक्रमले अपेक्षा गरेको उद्देश्य अनुरूप हुनु पर्दछ (अधिकारी, २०६७: पृ.२०२) । परीक्षण अङ्कनमा एकरूपता, परीक्षक अङ्कनमा, उद्देश्यपरकता, वस्तुगतता, व्यावहारिकता, वैधता, विश्वसनीयता जस्ता गुण र मूल्यवत्ता आवश्यक हुन्छन् । मूल्याङ्कन लक्ष्य र उद्देश्य केन्द्रित हुनु पर्दछ (जबरा र अन्य, २०५८: पृ.३१) । संक्षेपमा भन्ने हो भने मूल्याङ्कन शिक्षार्थीको सिकाइ सम्बन्धी लेखाजोखा गर्ने पाठ्यक्रममा आधारित प्रक्रिया हो । यो प्रभावकारी भए मात्र शैक्षिक क्षेत्र सबल बन्न जान्छ ।

नेपाली भाषा विषयको उत्तर पुस्तिका परीक्षणमा हालसम्म पनि प्रभावकारिता र एकरूपता आउन सकि रहेको पाइँदैन । विद्यार्थीको भाषिक उपलब्धि, उनीहरूको रुचि र चाहना, शिक्षकको शिक्षण कार्य, परीक्षा प्रणाली, उत्तर पुस्तिका परीक्षण आदि विभिन्न कुराहरूले परीक्षण अङ्कन कार्यमा प्रभाव पारि रहेका



हुन्छन् । परीक्षण अङ्कनको सुधारका लागि परीक्षण योजना निर्माणमा सचेतता, परीक्षकहरूका लागि अङ्क मापन सम्बन्धी अभिमुखीकरण, उत्तर कुञ्जिका निर्माण, परीक्षण सम्बन्धी अध्ययन अनुसन्धान जस्ता पक्षमा ध्यान दिनु पर्ने देखिन्छ । भाषा विषयको परीक्षण अङ्कन कार्यमा बुँदागत अङ्क मापन, प्रश्नगत अङ्क मापन, समूहगत अङ्क मापन, बहु परीक्षकद्वारा अङ्क मापन जस्ता मापन अङ्कन विधिहरू उपयोग गर्न सकिन्छ (पौडेल, २०७०: पृ.८८) । परीक्षणमा एकरूपता ल्याउन यसको अङ्कन प्रक्रिया वस्तुगत हुनु अनिवार्य छ (जबरा र अन्य २०५८: पृ.१८७) । खास गरी निबन्धात्मक प्रश्नको उत्तर परीक्षण अङ्कनमा यान्त्रिक पक्षलाई १० प्रतिशत, विषय वस्तुलाई ३० प्रतिशत, सङ्गठन र शिल्प पक्षलाई ३० प्रतिशत, शब्द प्रयोगलाई १५ प्रतिशत र व्याकरणिक पक्षलाई १५ प्रतिशत अङ्क वितरण गरी अङ्कन गर्न सकिन्छ (अधिकारी, २०६७: पृ.१९९) ।

एउटै परीक्षकको भिन्न बसाइमा गरिने उही प्रश्नको अङ्कनमा फरक आउन सक्छ । त्यस्तै समान उत्तर पुस्तिका फरक फरक परीक्षकले परीक्षण गर्दा निकै अन्तर आउने गरेको कुरा अक्सर सुन्न र देख्न पाइने गरेको छ । यसरी परीक्षणका कारण पनि विद्यार्थीको उपलब्धि तलमाथि हुन सक्ने तथ्य स्वतः स्पष्ट हुन्छ । परीक्षण कार्यमा संलग्न शिक्षकहरूको रुचि र चाहना, मानसिक अवस्था, सोचाइ, संवेग आदिले परीक्षण कार्यमा प्रभाव पारि रहेको हुन्छ । प्रस्तुत अध्ययन नेपाली भाषा शिक्षकहरूमा केन्द्रित रहेर उत्तर पुस्तिका परीक्षण सम्बन्धी उनीहरूको अनुभवसित सम्बद्ध गरिएको छ ।

### अध्ययनका उद्देश्यहरू

प्रस्तुत अध्ययनको मुख्य उद्देश्य उमावि तहमा अनिवार्य नेपाली विषय अध्यापनरत परीक्षकहरूमा नेपाली विषयको परीक्षण अङ्कन सम्बन्धी धारणा पत्ता लगाउनु रहेको छ ।

### अध्ययन विधि तथा प्रक्रिया

परिमाणात्मक अनुसन्धान ढाँचामा प्राप्त तथ्यहरूको तथ्याङ्क शास्त्रीय व्याख्या गरिन्छ, तसर्थ यसमा सङ्ख्यात्मक तथ्यको प्रयोग हुन्छ (क्रेसवेल, २००९: पृ.०४) । यस अध्ययनमा यसै मान्यताको प्रश्नावली परिमाणात्मक अनुसन्धानमा तथ्य सङ्कलनको महत्त्वपूर्ण र भरपर्दो साधन हो (क्रेसवेल, २००९: पृ.१७८) । यस अध्ययनमा पनि तथ्य सङ्कलनका लागि प्रश्नावलीको उपयोग गरिएको छ । त्यसबाट प्राप्त तथ्याङ्कको तालिकीकरण, प्रतिशत गणना, तथ्याङ्कको वर्णन विश्लेषण पश्चात् अध्ययनलाई निष्कर्षोन्मुख तुल्याइएको छ । प्रश्नावलीमा केही खुला प्रश्नहरू सहित विकल्पयुक्त प्रश्नहरू पनि समावेश गरिएका छन् ।

प्रस्तुत अनुसन्धान कार्यमा उच्च माध्यमिक विद्यालयमा अध्यापनरत नेपाली विषय शिक्षकहरूलाई जनसङ्ख्याका रूपमा र तीमध्ये कम्तीमा ३ वर्ष उच्च माध्यमिक तहमा अध्यापन गराइ सकेका र सोही तहको वार्षिक परीक्षाको उत्तर पुस्तिका परीक्षण गरेका ४० जना शिक्षकहरूलाई नमुनाका रूपमा छनोट गरिएको छ ।

### छलफल तथा परिणाम

विद्यालय तह (कक्षा ११ र १२) मा अध्यापनरत नेपाली भाषा शिक्षकहरूबाट प्रश्नावली भराइएको छ । उक्त प्रश्नावलीमा प्रतिक्रियाको व्याख्या निम्नानुसार प्रस्तुत गरिएको छ : प्राप्त तथ्याङ्कको व्याख्या निम्नानुसार अनुच्छेद बद्ध गरी प्रस्तुत गरिएको छ :

उत्तर पुस्तिका परीक्षणका प्रभावकहरू, परीक्षणको तरिका, अङ्कनको तरिका, प्राप्ताङ्क उतार, अङ्क प्रदान, उत्तर कुञ्जिकाको आवश्यकता र उपयोग, अङ्कनहरूका बिचको अन्तर, परीक्षणमा ध्यान दिनु पर्ने

कुराहरु, उत्तरको ढाँचा, परीक्षण पुनपरीक्षण, परीक्षणगत विविधता र यसका कारकहरु, अङ्क मापनका तरिका, असल परीक्षकमा हुनु पर्ने गुणहरु जस्ता विषय वस्तुहरु उक्त परीक्षक प्रश्नावलीमा समेटिएका छन् ।

तोकेभन्दा बढी प्रश्नको उत्तरमा ७३ प्रतिशत परीक्षकहरुले पहिलो उत्तरलाई सदर गर्ने र २७ प्रतिशत परीक्षकले धेरै अङ्क भएको उत्तरलाई सदर गर्ने धारणा राखेका थिए । त्यस्तै शिक्षकहरुले उत्तर सङ्ख्या बढी हुने आधारमा पहिलो उत्तरको प्राप्ताङ्क सदर गर्ने गरेको अनि विद्यार्थीहरुप्रति सहानुभूति राख्दै बढी अङ्क ल्याएको उत्तर सदर गर्ने धारणा राखे । यसरी परीक्षकहरुमा विद्यार्थीप्रति उदार र अनुदारपना दुबै देखिन्छ ।

उत्तर पुस्तिकामा परीक्षकहरुका बिच निकै मतभेदहरु देखा परे । उत्तर परीक्षण गर्दा सबैभन्दा बढी ३६ प्रतिशत परीक्षकले दायाँ किनारामा, ३६ प्रतिशत परीक्षकले बायाँ किनारामा, २६ प्रतिशतले उत्तरको सिरानमा र २ प्रतिशतले उत्तरको पुछारमा अङ्क दिने गरेको पाइयो । यसबाट शिक्षकहरुमा कतापट्टि अङ्क प्रदान गर्ने भन्ने कुरामा एकरूपता नभएको बुझिन्छ ।

उत्तर पुस्तिकाको बाहिरी पृष्ठमा सबै प्रश्नको प्राप्ताङ्क एक एक गरी चढाउने सम्बन्धमा ८७ प्रतिशत परीक्षकहरुले उत्तर पुस्तिकाको बाहिरी पृष्ठमा अङ्क चढाउनु पर्ने धारणा राखेका छन्, ५ प्रतिशतले भन्फटिलो र दुःख मात्र हुने तर्क दिएका र ८ प्रतिशतले अनुकूलता हेरी चढाउने कुरा उल्लेख गरेका छन् । यसलाई हेर्दा अधिकांश शिक्षकहरुले बाहिरी पृष्ठमा उत्तर चढाउनु उचित मानेको देखिन्छ । साथै अधिकांश उत्तर पुस्तिकाको अग्रपृष्ठमा अङ्क चढाउने कार्यलाई भन्फटिलो भए पनि अल्छी गर्न नहुने तर्फ सजग रहेको देखिन्छ ।

नेपालीका विषयगत प्रश्नको उत्तर परीक्षणमा पूर्णाङ्क नदिनुको कारण सम्बन्धमा सबैभन्दा बढी ५२ प्रतिशत परीक्षकहरुले प्रस्तुतिगत भिन्नता हुने कुरालाई मानेका छन् भने ४१ प्रतिशत परीक्षकहरुले मौलिकता हेरिने हुनाले भन्ने तर्क दिएका छन् । त्यस्तै ७ प्रतिशतले शिक्षकको अनुदारपनलाई औल्याएका छन् तापनि विद्यार्थीले पूर्णाङ्क ल्याउन सक्दैनन् भन्ने धारणा कसैमा पनि रहेको देखिँदैन । त्यस्तै अभ्र राम्रो उत्तरको सम्भावना रहने हुनाले, शिक्षकमा पनि विषयगत उत्तरमा पूर्णाङ्क दिनु हुँदैन भन्ने धारणा रहेकाले, विषयगत प्रश्नको उत्तर यही नै हो भनी किटान गर्न नमिल्ने र सापेक्षतामा हेरिने भएकाले भन्ने जस्ता गहन धारणाहरु पनि आएका पाइन्छन् । शिक्षकहरुमध्ये केहीले लेखाइ राम्रो छ भने दिनु पर्छ भन्ने धारणा राखेको पाइन्छ । यी तथ्यहरुलाई आधार मान्दा शिक्षकहरुले विद्यार्थीको मौलिकता, सापेक्षता, अभ्र राम्रो उत्तरको सम्भावना आदि कुरामा जोड दिएको देखिन्छ ।

भाषा विषयका उत्तर पुस्तिका परीक्षण गर्दा उत्तर कुञ्जिका आवश्यकमा ८० प्रतिशत शिक्षकहरुले उत्तर कुञ्जिकाको उपयोगलाई आवश्यक, १८ प्रतिशतले हुँदा राम्रो भनी आवश्यकताको स्वीकारोक्ति र २ प्रतिशतले कुनैमा मात्र आवश्यक ठानेको देखिन्छ । यसको आशय मौलिकता बढी हुने प्रश्नमा नभएर वस्तुगतमा मात्र आवश्यक ठानेको हुन सक्छ । यस आधारमा हेर्दा भाषिक परीक्षणमा उत्तर कुञ्जिकालाई शिक्षकहरुले आवश्यक ठानेको देखिन्छ । उत्तर कुञ्जिकाले परीक्षणमा एकरूपता ल्याउने कुरामा सबै विश्वस्त देखिन्छन् ।

अहिले ११-१२ कक्षाको परीक्षामा उपलब्ध गराइने नेपाली विषयको उत्तर कुञ्जिका सम्बन्धमा सबैभन्दा बढी ६८ प्रतिशत परीक्षकहरुले काम चलाउ प्रकृतिको, १२ प्रतिशतले पर्याप्त, १० प्रतिशतले अपर्याप्त र भ्रम सिर्जना गर्ने खालको रहेको भन्ने तर्क दिएका छन् । यसलाई हेर्दा वर्तमान उत्तर कुञ्जिका काम चलाउ प्रकृतिको रहेको देखिन्छ । साथै शिक्षकहरुले अहिले उपलब्ध उत्तर कुञ्जिकामा सुधार गरी उपयोगमा ल्याउनु पर्छ भन्ने कुरामा जोड दिएको बुझिन्छ ।

१०० पूर्णाङ्कको अनिवार्य नेपालीको उत्तर पुस्तिका परीक्षणमा पाइने अङ्कन अन्तर सम्बन्धमा सबैभन्दा बढी ६६ प्रतिशत परीक्षकहरूले ५ देखि १० अङ्कलाई स्वाभाविक मानेका छन् भने १ देखि ५ मान्ने परीक्षकहरू २४ प्रतिशत छन् । त्यसभन्दा माथिलार्ई स्वाभाविक मान्नेहरू १० प्रतिशत रहेका पाइन्छन् । माथिको तथ्याङ्कलाई आधार मान्दा ९० प्रतिशत शिक्षकहरूले दिएको उत्तरलाई स्विकार्न सकिन्छ । परीक्षकको बुझाइ, उसको उदारता, विषय वस्तुको प्रकृति आदिले गर्दा शिक्षकहरूले १० प्रतिशत अन्तरसम्म व्यावहारिक ठानेको हुन सक्छ ।

व्याकरण सम्बन्धी प्रश्नहरूको उत्तर परीक्षण गर्दा ध्यान दिनु पर्ने पक्षहरूको सम्बन्धमा दिइएको निर्देशनमा ४५ प्रतिशत, उत्तरको पूर्णतामा २९ प्रतिशत, शुद्धाशुद्धिमा २३ प्रतिशत र उत्तरको ढाँचामा ३ प्रतिशत भन्ने प्रतिक्रिया आएको छ । यसलाई हेर्दा परीक्षकहरूले दिइएको निर्देशन भन्ने विकल्पमा सबैभन्दा बढी र त्यसपछि उत्तरको पूर्णता र शुद्धाशुद्धिलाई ध्यान दिने गरेको देखिन्छ । त्यस्तै उत्तरको पूर्णता र शुद्धाशुद्धिलाई जोड दिनु पर्छ भन्ने तर्क एक जनाले राखेका छन् । यस आधारमा नेपाली भाषा विषयक परीक्षणमा क्रमशः दिइएको निर्देशन, उत्तरको पूर्णता र शुद्धाशुद्धिमा जोड दिनु पर्दछ भन्ने बुझिन्छ ।

पठन बोध सम्बन्धी प्रश्नहरूको उत्तर परीक्षण गर्दा ध्यान दिनु पर्ने पक्षका सम्बन्धमा सोधिएको विषय वस्तुमा ३९ प्रतिशत, अभिव्यक्ति शैलीमा ३३ प्रतिशत, शुद्धाशुद्धिमा १७ प्रतिशत र शब्द भण्डार क्षमतामा ११ प्रतिशत प्रतिक्रियाहरू आएका छन् । यसका आधारमा शिक्षकहरूले पठन बोधमा विषय वस्तु र अभिव्यक्ति शैलीमा बढी जोड दिने गरेको कुरा बुझ्न सकिन्छ ।

अनुच्छेद लेखन सम्बन्धी प्रश्नहरूको उत्तर परीक्षण गर्दा ध्यान दिनु पर्ने पक्षहरूका सम्बन्धमा अनुच्छेद लेखन गर्दा सिलसिला बद्धता र प्रस्तुतीकरण दुबैलाई ३० प्रतिशत, अनुच्छेदको वर्णनमा २३ र शुद्धाशुद्धिलाई १७, प्रतिशत क्रम बद्धतालाई ३० प्रतिशत महत्त्व दिएको पाइन्छ । यसरी हेर्दा अनुच्छेद लेखनमा प्रस्तुतीकरण र सिलसिला बद्धतालाई विशेष महत्त्व दिनु पर्ने देखिन्छ ।

नेपाली भाषा विषयको उत्तर पुस्तिका परीक्षण गर्दा जोड दिनु पर्ने कुराहरूका बारेमा परीक्षकहरूले वाक्य गठन, शब्द चयन, सङ्गतिमा ३५ प्रतिशत, विषय वस्तुको ज्ञानमा २६ प्रतिशत, शैली र सङ्गठनमा २५ प्रतिशत अक्षराकार, हिज्जे, सफाइ आदिमा १४ प्रतिशत प्रतिक्रिया दिएका छन् । यसलाई आधार मान्दा भाषा विषयको उत्तर परीक्षणमा वाक्यको संरचना पक्ष र विषय वस्तु, शैली सङ्गठन पक्षमा ध्यान दिनु पर्ने देखिन्छ ।

एक पटक परीक्षण गरेको उत्तर पुस्तिका फेरि हेर्न आवश्यक ठान्ने वा नठान्ने सम्बन्धमा आफूले एक पटक परीक्षण गरेको उत्तर पुस्तिका फेरि हेर्न सबै परीक्षकहरूले आवश्यक ठानेको जनाएका छन् । यसमध्ये ५७ प्रतिशतले विशेष उत्तर मात्र हेर्ने गरेको, २६ प्रतिशतले आवश्यक महसुस गरेको र १७ प्रतिशतले कहिलेकाहीँ त्यसो गरेको उत्तर दिएका छन् । यस कुरालाई मनन गर्दा परीक्षण पश्चात् उत्तर पुस्तिका पुनः हेर्ने गरेमा छुटेका गल्ती कमजोरीहरू सचिचने र परीक्षण अभि प्रभावकारी हुने देखिन्छ ।

नेपाली भाषा विषयको वस्तुगतभन्दा विषयगत उत्तर परीक्षणमा विविधता आउनुका कारणहरूका सम्बन्धमा उत्तर लेखाइको व्यक्तिगत भिन्नता रहने भएकाले र परीक्षकको व्यक्तिगत दृष्टिकोणका कारण भन्ने परीक्षकहरू ४५/४५ प्रतिशत रहेका छन् भने विषय वस्तुको प्रकृतिका कारण ठान्नेहरू १० प्रतिशत रहेका छन् । यस सन्दर्भमा शिक्षकहरूले उत्तर लेखाइ र शिक्षकको हेराइलाई महत्त्व दिएको पाइन्छ । त्यस्तै थप सुझावहरूमा अध्यापन गर्ने शिक्षकको ज्ञान, सिप, जाँगरगत इनपुट, सिकाइ शिक्षण स्थितिमा विविधता, ठोस तथा वस्तुगत आधार निर्माण गरेर मात्र परीक्षण गर्ने दृष्टिकोण आदिलाई यसका मुख्य कारक मानेको पाइन्छ । यस आधारमा विषयगत प्रश्नको अङ्कनमा विविधता आउनुको मुख्य कारण उत्तर लेखाइको व्यक्तिगत भिन्नता र परीक्षकको व्यक्तिगत दृष्टिकोण रहेको देखिन्छ ।

भाषा विषयका उत्तर पुस्तिका परीक्षणको अङ्कनमा विविधता ल्याउने कारक तत्त्वहरूका सम्बन्धमा राम्रोसँग उत्तर नपढी अङ्क दिनुलाई ३३ प्रतिशत, शिक्षकको मनस्थितिलाई २६ प्रतिशत, हेलो असरलाई १५ प्रतिशत, राम्रा अक्षर भन्ने विकल्पलाई १७ प्रतिशत र कडा परीक्षण गर्ने स्वभाव भन्ने विकल्पलाई ९ प्रतिशत महत्त्व दिएका छन् । यस आधारमा नेपाली विषयका परीक्षकहरूले परीक्षणमा अन्तर आउनुको कारक आफैँलाई स्विकारेको देखिन्छ । यसको सुधारका लागि शिक्षक परीक्षक नै सचेत र इमानदार हुनु जरुरी हुन्छ ।

परीक्षण गर्ने तरिकाहरूका सम्बन्धमा बुँदाहरूका आधारमा उत्तर दिने विकल्पमा ४४ प्रतिशत, खण्ड खण्डका उत्तरहरू एकसाथ परीक्षण गर्ने कुरालाई १५ प्रतिशत, परीक्षकहरूले प्रभावकारी मानेको देखिन्छ भने बहु परीक्षकबाट एउटै उत्तर परीक्षण गर्ने विकल्पलाई १२ प्रतिशत र सबै उत्तर पुस्तिकाको एउटा प्रश्नको उत्तर एकैचोटि परीक्षण गर्ने भन्ने विकल्पहरू २१ प्रतिशत र समूहमा बसेर उत्तर परीक्षण गर्ने भन्ने विकल्पलाई जम्मा ८ प्रतिशत परीक्षकहरूले महत्त्व दिएको पाइन्छ । यस आधारमा नेपालीका उत्तर पुस्तिका परीक्षणका तरिकाहरूमध्ये बुँदाका आधारमा परीक्षण गर्ने विकल्पलाई धेरैले महत्त्व दिएका भए पनि सबैको एकमत हुन सकेको छैन ।

परीक्षकका अत्यावश्यक गुणहरूका सम्बन्धमा विषय वस्तुको ज्ञानमा ३५ प्रतिशत, पूर्वाग्रह रहित परीक्षणमा ३१ प्रतिशत, तालिम र अनुभवमा २७ प्रतिशत, शिक्षकको व्यक्तित्वमा ७ प्रतिशत प्रतिक्रिया व्यक्त गरेको पाइन्छ । त्यस्तै शिक्षकमा परीक्षणका लागि समय दिन सक्ने गुण हुनु पर्ने धारणा पनि यहाँ प्रस्तुत भएको पाइन्छ । यसलाई आधार मान्दा परीक्षकमा विषय वस्तुको ज्ञान र पूर्वाग्रह रहित परीक्षण हुनु पर्ने देखिन्छ ।

नेपाली विषयका उत्तर पुस्तिका परीक्षणलाई अभि व्यवस्थित र विश्वसनीय बनाउने सम्बन्धमा उत्तर कुञ्जिकाको उपयोगमा ३८ प्रतिशत, परीक्षकको स्तर वृद्धिमा ३५ प्रतिशत, त्यसपछि प्रस्ट निर्देशनमा २२ प्रतिशत र धेरै जना एकै ठाउँमा बसेर परीक्षणलाई ५ प्रतिशत प्रतिक्रिया दिएका छन् । थप सुझावहरूमा स्तरीय परीक्षणको छनोट र पर्याप्त पारिश्रमिकको व्यवस्था, परीक्षकको दक्षता र पेसागत इमानदारीपन, परीक्षकको विगतको कार्य सम्पादन र मूल्याङ्कन तथा उत्तर कुञ्जिकाको सही प्रयोग हुनु पदछ भन्ने कुरा व्यक्त गरेका छन् । यस अनुसार शिक्षकहरूले उत्तर कुञ्जिका र परीक्षकको स्तरवृद्धिलाई महत्त्व दिएकाले यसतर्फ सम्बन्धित निकायको ध्यान जानु जरुरी देखिन्छ ।

## निष्कर्ष

यस अध्ययनमा परीक्षक प्रश्नावलीबाट प्राप्त तथ्याङ्कका आधारमा व्याख्या विश्लेषण गरी निचोडमा पुगिएको छ । यहाँ यसलाई निष्कर्ष मानी बुँदागत रूपमा प्रस्तुत गरिएको छ :

- ❖ उत्तर पुस्तिकाको बाहिरी पृष्ठमा सबै प्रश्नको प्राप्ताङ्क एक एक गरी चढाउने कुरालाई सैद्धान्तिक रूपमा सबैले स्वीकार गरेको,
- ❖ नेपालीका विषयगत प्रश्नको उत्तर परीक्षणमा पूर्णाङ्क दिने नगर्नुमा विद्यार्थीको प्रस्तुतिगत भिन्नता र मौलिकता रहेको,
- ❖ भाषिक परीक्षणमा उत्तर कुञ्जिकालाई ८० प्रतिशत शिक्षकहरूले आवश्यक ठानेका, हाल प्रचलित कक्षा ११-१२ को उत्तर कुञ्जिकाबारे ६८ प्रतिशत परीक्षकहरूले काम चलाउ प्रकृतिको रहेको धारणा प्रस्तुत गरेका
- ❖ नेपाली विषयको उत्तर पुस्तिका परीक्षणमा अधिकांश परीक्षकहरूले ५ देखि १० अङ्कलाई स्वाभाविक मानेका,
- ❖ पठन बोध सम्बन्धी प्रश्नहरूको उत्तर परीक्षण गर्दा क्रमशः सोधिएको विषय वस्तु, अभिव्यक्ति शैली, शब्द भण्डार क्षमता र शुद्धाशुद्धिलाई महत्त्व दिएका,

- ❖ अनुच्छेद लेखन गर्दा परीक्षकहरूले सिलसिला बद्धता र प्रस्तुतीकरण दुबैलाई बढी महत्त्व दिएको पाइने,
- ❖ भाषा विषयको उत्तर परीक्षण गर्दा परीक्षकहरूले वाक्य गठन, शब्द चयन, सङ्गति, विषय वस्तुको ज्ञान, शैली, सङ्गठनमा ख्याल गर्नु पर्ने धारणा व्यक्त गरेका,
- ❖ आफूले एक पटक परीक्षण गरेको उत्तर पुस्तिका फेरि हेर्न सबै परीक्षकहरूले आवश्यक ठानेका तर व्यवहारमा नआएको अवस्था,
- ❖ नेपाली भाषाका सन्दर्भमा वस्तुगतभन्दा विषयगत उत्तर परीक्षणमा विविधता आउनुमा परीक्षकहरू नै बढी जिम्मेवार,
- ❖ बुँदाहरूका आधारमा उत्तर दिने, खण्ड खण्डका उत्तरहरू एकसाथ परीक्षण गर्ने कुरालाई परीक्षकहरूले प्रभावकारी माने पनि बहु परीक्षकबाट एउटै उत्तर परीक्षण गर्ने र सबै उत्तर पुस्तिकाको एउटा प्रश्नको उत्तर एकैचोटि परीक्षण गर्ने कुरा व्यावहारिक रूपमा अप्रभावकारी हुने धारणा,
- ❖ परीक्षकमा हुनु पर्ने गुणहरूमध्ये विषय वस्तुको ज्ञान र पूर्वाग्रह रहित परीक्षणमा जोड दिएका,
- ❖ परीक्षकहरूलाई अङ्कन प्रणाली सम्बन्धी तालिम र प्रशिक्षणको उपयुक्त व्यवस्था र तालिमकै क्रममा अङ्कनको पूर्वाभ्यासको आवश्यकता,
- ❖ उत्तर पुस्तिका परीक्षण कार्यमा परीक्षा नियन्त्रण कार्यालयबाट विशेष निगरानी र कमी कमजोरी भेटिए तत्काल कारवाही प्रक्रिया अगाडि बढाउनु आवश्यक,
- ❖ परीक्षकको विगतको कार्य सम्पादन र मूल्याङ्कन हेरी निरन्तरता दिने वा नदिने निर्णय लिन उपयुक्त हुने निष्कर्ष,

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# व्याकरणिक र कोशीय संसक्ति

शिव प्रसाद तिमल्सेना, उपप्राध्यापक

काठमाडौं शिक्षा क्याम्पस

## सार संक्षेप

सङ्कथन अभिव्यक्तिको सिङ्गो कथन हो । यसमा भाषाका सम्पूर्ण एकाइहरू समावेश भएका हुन्छन् । सम्प्रेषणमूलक हुनु सङ्कथनको प्रमुख विशेषता हो । यसमा गफ, कुराकानी, संवाद, छलफल, अन्तर्वार्ता आदि अन्तर्क्रियात्मक कथन अभिव्यक्तिका साथै एकालापीय अभिव्यक्तिहरू भाषण, प्रवचन, वाचन आदि पनि पर्दछन् । त्यस्तै गरी लेख्य रूपका निबन्ध, चिठी, संस्मरण, जीवनी, विज्ञापन, प्रतिवेदन, सूचना आदि पनि सङ्कथनकै विषय मानिन्छन् । सङ्कथनका भाषिक एकाइलाई अन्वितिपूर्ण बनाउन सम्बद्धक (Cohesion) र सम्बद्धन (Coherence) को बढी आवश्यकता पर्दछ । सम्बद्धकलाई संसक्ति पनि भनिन्छ । आपसमा जुटेर रहनु वा टाँसिएर रहनु नै संसक्ति हो । शब्द, पदावली, उपवाक्य र वाक्यका बिचमा सम्बन्ध स्थापित गराउने वा जोड्ने युक्तिहरू नै संसक्ति हुन् । यिनीहरूलाई व्याकरणिक र कोशीय गरी दुई वर्गमा बाँड्न सकिन्छ । सम्बद्धन सङ्कथनको आत्मा हो जुन भाषाको अर्थ पक्षसँग सम्बन्धित हुन्छ । सम्बद्धनले अभिव्यक्तिको वैचारिक सिलसिला जनाउँछ । वाक्यहरूबिच रहेको अन्तर सङ्गति अर्थात् भाव वा अर्थको सिलसिला बद्ध प्रस्तुति नै सम्बद्धन हो । यसरी सम्बद्धक (संसक्ति) र सम्बद्धनको उपयुक्त मेलबाट मात्रै भाषिक अभिव्यक्ति सार्थक बन्न सक्ने देखिन्छ ।

## अध्ययन विधि

प्रस्तुत लेखमा सङ्कथनको परिचय र यसका युक्ति (साधन) हरूको सामान्य चर्चा गरिएको छ । सङ्कथनका युक्तिका रूपमा रहेका सम्बद्धक र सम्बद्धनमध्ये यस लेखमा सम्बद्धक (जसलाई संसक्ति पनि भनिने) को मात्र चर्चा गरिएको छ । सम्बद्धक पनि व्याकरणिक र कोशीय गरी दुई प्रकारका रहेका छन् । जसमा व्याकरणिक सम्बद्धकमा सार्वनामिक, स्थानिक, कालिक, संयोजक, पुनरावृत्ति, प्रतिस्थापन र लोप रहेका छन् भने कोशीय सम्बद्धकमा पर्यायवाची, विपरीतार्थी, समावेशी, अनेकार्थी, सन्निधान र प्रकारान्तर कथन रहेका छन् । यी व्याकरणिक र कोशीय सम्बद्धकको सामान्य परिचय र उदाहरण यस लेखमा दिइएको छ । लेखका लागि आवश्यक सामग्री सङ्कलन पुस्तकालय पद्धतिबाट विभिन्न सन्दर्भ कृति र मौखिक स्रोतका सहायताले गरिएको छ भने तिनको सङ्गठन र प्रस्तुतीकरणका लागि वर्णनात्मक र व्याख्यात्मक विधि अपनाइएको छ ।

## सङ्कथनको परिचय

भाषाको निर्माण विभिन्न भाषिक एकाइद्वारा भएको हुन्छ । त्यस्ता एकाइहरूमा ध्वनि, वर्ण, रूप, पद, पदावली, उपवाक्य, वाक्य, अनुच्छेद, परिच्छेद र सङ्कथन आदि पर्दछन् । यी एकाइहरूमध्ये रूपभन्दा माथिका संरचनामा अर्थ अन्वित भएको हुन्छ । यीमध्ये वाक्यसम्मका एकाइहरूको अध्ययन भाषिक व्याकरणको विषय हो भने सङ्कथन अन्तर्गत अनुच्छेद र परिच्छेदहरूको अध्ययन गरिन्छ । व्याकरणिक एकाइमा अर्थको पूर्णता पाइँदैन भने अनुच्छेद, परिच्छेद र सङ्कथन आदि एकाइमा अर्थको पूर्णता पाइन्छ । यी अनुच्छेद र परिच्छेदहरू पनि सङ्कथनकै एकाइका रूपमा आएका हुन्छन् । तसर्थ संरचनागत र अर्थगत



रूपमा पनि सङ्कथनलाई नै भाषाको सबैभन्दा माथिल्लो एकाइका रूपमा चिनिन्छ। सङ्कथनलाई समग्र कथन भनिन्छ। अर्थात् वाक्यभन्दा माथिल्लो र स्वयम्मा पूर्ण अभिव्यक्तिलाई सङ्कथन भनिन्छ (अधिकारी, २०६२ : २५०)।

अङ्ग्रेजी शब्द डिस्कोर्सको नेपाली रूपान्तर नै सङ्कथन हो। यसलाई प्रोक्ति वा प्रकथन पनि भनिन्छ (खनाल, २०६४ : २२५)। सङ्कथनले अभिव्यक्तिको सिङ्गो रूपलाई बुझाउँछ। जसमा भाषाका सम्पूर्ण एकाइहरू समोवेश भएका हुन्छन्। तर निरर्थक शब्दहरूको थुप्रो मात्र पनि सङ्कथन होइन, यो त भाषाको त्यस्तो स्वरूप हो जुन अर्थपूर्ण र सन्दर्भपूर्ण हुन्छ। सम्प्रेषणात्मक हुनु नै सङ्कथनको मूलभूत विशेषता हो। प्रारम्भमा सङ्कथन अन्तर्गत कथ्य अभिव्यक्तिलाई मात्र लिइन्थ्यो भने हाल यस अन्तर्गत लेख्य अभिव्यक्तिहरूको पनि अध्ययन गरिन्छ। यसमा गफ, कुराकानी, संवाद, छलफल, अन्तर्वार्ता आदि अन्तर्क्रियात्मक कथन अभिव्यक्तिका साथै एकालापीय अभिव्यक्तिहरू भाषण, प्रवचन, वाचन आदि पनि पर्दछन्। त्यस्तै गरी लेख्य रूपका निबन्ध, चिठी, संस्मरण, जीवनी, विज्ञापन, प्रतिवेदन, सूचना आदि पनि सङ्कथनकै विषय मानिन्छन्।

कथ्य सङ्कथनहरू खास खास भाषिक पृष्ठभूमि र सन्दर्भमा आधारित हुन्छन्। यिनीहरू वक्ता श्रोताको अन्तर विनिमयमा आधारित हुन्छन्। तर मौखिक स्वरूपका भएका हुनाले यस्ता सङ्कथनको सङ्कलन र अध्ययनमा कठिनाई हुन सक्छ। यस्ता मौखिक अभिव्यक्तिको अध्ययन गर्दा वक्ता श्रोताको हाउभाउ, मुखमुद्रा आदि पराभाषिक पक्षका साथै वक्ताको सामाजिक परिवेशलाई पनि ध्यान दिनु पर्दछ। अर्कातिर लेख्य सङ्कथनहरू भाषिक सामग्रीमा बढी भर परेका हुन्छन्। यिनीहरू वक्ता श्रोता निरपेक्ष हुन्छन्। तसर्थ यिनको सङ्कलन र अध्ययन सहज हुन्छ। कथ्य सङ्कथन मौखिक र क्षणिक प्रकृतिका भए पनि यी बढी यथार्थपरक हुन्छन् भने लेख्य सङ्कथनहरू स्थायी प्रकृतिका भए पनि यी अतिशयोक्तिपूर्ण हुन्छन्। जे होस् भाषिक अध्ययनका लागि दुवै माध्यमका सङ्कथनहरू उपयोगी हुन सक्छन्।

सङ्कथनलाई पूर्ण बनाउन विभिन्न तत्त्वहरूको आवश्यकता पर्दछ। प्रस्तोता वा वक्ता सङ्कथनको पहिलो महत्त्वपूर्ण तत्त्व हो। यसले विषय वस्तुको उठान गरी त्यसलाई अन्त्य गर्ने काम पनि गर्दछ। बोद्धा वा श्रोता सङ्कथनको अर्को महत्त्वपूर्ण तत्त्व हो। बोद्धाको कार्य विषय वस्तुको बोध गरी त्यसका बारे स्पष्ट हुनु हो। त्यसै गरी सूचना सम्प्रेषणको माध्यम पनि सङ्कथनका लागि आवश्यक हुन्छ। माध्यम भनेको सूचनालाई फोन, पत्राचार, रेडियो, टिभी आदि कुन माध्यमबाट प्रस्तुत गरिन्छ भन्ने कुरा हो। सूचनाको किसिम कस्तो छ भन्ने कुरा पनि सङ्कथनमा आवश्यक हुन्छ। गफ, कुराकानी, संवाद आदि सूचनाका स्वरूपहरू यसमा पर्दछन्। त्यस्तै गरी सूचनाको विषय, कोड वा भाषा र परिवेश आदि पनि सङ्कथनका तत्त्वहरूमा पर्दछन्।

### सङ्कथन विश्लेषण

सङ्कथन विश्लेषण भनेको कुनै सन्दर्भमा व्यक्त भएको साञ्चारिक घटनाको व्याख्या वा विश्लेषण हो जुन व्याकरणिक नभई प्रकार्यात्मक हुन्छ। यसमा भाषाका विस्तारित स्वरूपहरूको अध्ययन गरिन्छ। प्रारम्भमा सङ्कथन विश्लेषण अन्तर्गत संवाद विश्लेषणलाई मात्र लिइन्थ्यो तर अहिले यस अन्तर्गत पाठ विश्लेषण र आख्यान विश्लेषणलाई पनि लिइन्छ। संवाद विश्लेषणमा बोलाइका कथ्य सन्दर्भहरूलाई लिने गरिन्थ्यो भने पाठ र आख्यान विश्लेषणमा सम्बन्धित पाठभित्रका घटना, पात्र, परिवेश आदि पक्षहरूको अध्ययन गरिन्छ। यस्ता सङ्कथनका पाठहरूलाई भाषा वैज्ञानिक (भाषाका विभिन्न एकाइहरूका आधारमा), मनोभाषा वैज्ञानिक (भाषाको बोध र अभिव्यक्तिका आधारमा) र समाज भाषा वैज्ञानिक (सामाजिक सन्दर्भ र समाजमा यसको प्रयोगका आधारमा) आदि विभिन्न आधारमा अध्ययन विश्लेषण गर्न सकिन्छ।



## सङ्कथन विश्लेषणको विकास

वाक्यभन्दा ठुलो र स्वयम्मा अर्थपूर्ण भाषिक एकाइलाई सङ्कथन भनिन्छ । प्रारम्भमा ख्रिस्टियन चर्चमा क्लर्जीमेनले आँट जस्तो उच्च आसनमा बसेर दिएको उपदेश वा प्रवचनलाई डिस्कोर्स भनी नामकरण गरियो (खनाल, २०६४ : २२५) । यस शब्दलाई वाक्यभन्दा माथिल्ला एकाइको सिङ्गो संरचना भनी भाषा विज्ञानमा प्रयोग गरिएको थियो । संस्कृतमा सङ्कथन जस्तै भाषिक एकाइलाई जनाउन महावाक्य शब्दको प्रयोग गरिएको पाइन्छ । तन्त्र, शास्त्र आदि शब्दले पनि यसै अर्थलाई वहन गरेको पाइन्छ । प्राचीन आयुर्वेद र कौटिल्यको अर्थशास्त्र आदि ग्रन्थहरूमा विभिन्न तन्त्रमन्त्रहरूको प्रयोग भएको पाइन्छ । तिनले पनि कतिपय सन्दर्भमा सङ्कथनकै भूमिका निर्वाह गरेका थिए (खनाल, २०६४ : २२५) ।

सङ्कथन विश्लेषणको विकास १९६० को दशकपछि भएको हो । खास गरी भाषा विज्ञानमा वाक्यभन्दा माथिल्ला एकाइको अध्ययनको क्रम सुरु भएपछि यसको विकासमा तीव्रता आएको हो । यसको विकासमा समाज शास्त्र, मनोविज्ञान, मानव शास्त्र, सामाजिक भाषा विज्ञान, मनोभाषा विज्ञान र प्रतीक विज्ञान आदिको महत्त्वपूर्ण भूमिका रहेको पाइन्छ । सङ्कथन विश्लेषण शब्दको सर्व प्रथम प्रयोग भने जेलिङ ह्यारिसले १९५२ मा गरेका हुन् । उनले एउटा लेख मार्फत पाठमा भाषातत्त्वहरूको वितरणबारे चर्चा गर्दा हेयर टनिकको विज्ञापनलाई उदाहरणका रूपमा प्रस्तुत गर्दै त्यसमा प्रयुक्त शब्द र वाक्यले वाक्यस्तरभन्दा पनि माथिल्लो स्तरमा अर्थ सम्प्रेषण गरेको निष्कर्ष निकालेका थिए (पौडेल, २०७३ : १७) ।

सङ्कथन विश्लेषणको विकासमा डेल हाइम्स, अस्टिन, सर्ल र ग्राइम्स आदिको महत्त्वपूर्ण योगदान रहेको छ । पछिल्ला दिनहरूमा फर्थ, ह्यालिडे आदिका विचार धाराबाट सङ्कथन विश्लेषण अघि बढ्दै आएको छ । नेपालको सन्दर्भमा चूडामणि बन्धुले नै पहिलो पटक पुरा कुरा बुझाउने भाषिक एकाइका रूपमा सङ्कथन विश्लेषणको प्रयोग गरेको पाइन्छ (खनाल, २०६४ : २२५) ।

## सङ्कथनका युक्तिहरू

सङ्कथनलाई अर्थपूर्ण बनाउन विभिन्न युक्तिहरूको आवश्यकता पर्दछ । डी ब्रगाउन्ड र ड्रेसलरले पाठका विशेषताका सम्बद्धक, सम्बद्धन, उद्देश्ययुक्तता, सोद्देश्यता, सूचनामूलकता, परिस्थितिमूलकता र पाठान्तरता गरी सात वटा स्तर रहने कुरा बताएका छन् । यीमध्ये सङ्कथनका भाषिक एकाइलाई अन्वितिपूर्ण बनाउन सम्बद्धक (Cohesion) र सम्बद्धन (Coherence) को बढी आवश्यकता पर्दछ ।

सम्बद्धकलाई संसक्ति पनि भनिन्छ । आपसमा जुटेर रहनु वा टाँसिएर रहनु नै संसक्ति हो । शब्द, पदावली, उपवाक्य र वाक्यका बिचमा सम्बन्ध स्थापित गराउने वा जोड्ने युक्तिहरू नै संसक्ति हुन् । संसक्तिले एउटै शृङ्खलामा उनीएका वाक्यहरूका बिच स्थायित्व ल्याउने, थोरैमा धेरै कुरा भन्ने तथा पाठको प्रभावकारिता बढाउने जस्ता कार्यहरू गर्दछन् । भाषिक एकाइका बिच सम्बन्ध जनाउन आउने तत्त्वहरू यसमा पर्दछन् । यिनीहरूलाई व्याकरणिक र कोशीय गरी दुई वर्गमा बाँड्न सकिन्छ ।

सम्बद्धन सङ्कथनको आत्मा हो जुन भाषाको अर्थ पक्षसँग सम्बन्धित हुन्छ । सम्बद्धनले अभिव्यक्तिको वैचारिक सिलसिला जनाउँछ । वाक्यहरूबिच रहेको अन्तर सङ्गति अर्थात् भाव वा अर्थको सिलसिला बद्ध प्रस्तुति नै सम्बद्धन हो । यो भाषिक पाठहरूमा अदृश्य रूपमा रहेको सूक्ष्म र आन्तरिक तत्त्व हो । पाठकहरूले भाषिक एकाइको ग्रहण र बोधबाट नै सम्बद्धनको पहिचान गर्न सक्छन् । तसर्थ पाठहरूमा सम्बद्धकभन्दा सम्बद्धन अनिवार्य मानिन्छ । सम्बद्धक भएका ठाउँमा सम्बद्धन नहुन सक्छ तर सम्बद्धन भएका ठाउँमा सम्बद्धक हुन्छ । क्रमभङ्ग भएका, पूर्वापर सम्बन्ध नभएका र अनुमान गर्न नसकिने भाषिक उच्चारले सम्बद्धनलाई देखाउन सक्तैनन् । त्यसै कारण भाषिक अभिव्यक्तिमा सम्बद्धन अत्यावश्यक मानिन्छ । यसरी सङ्कथनका दुई प्रकारहरू/युक्तिहरू रहे पनि यहाँ भने लेखको शीर्षक अनुसार व्याकरणिक र कोशीय संसक्तिको मात्र चर्चा गरिन्छ ।

## १ व्याकरणिक संसक्ति

भाषिक अर्थलाई शाब्दिक र व्याकरणिक गरी दुई वर्गमा बाँड्न सकिन्छ। व्याकरण वा वाक्यात्मक संरचनाबाट प्राप्त हुने अर्थ नै व्याकरणिक अर्थ हो। यसलाई संरचनात्मक अर्थ पनि भनिन्छ। सर्वनाम, निपात, नामयोगी आदि वर्गका शब्दहरू व्याकरणिक संसक्तिमा पर्दछन्। व्याकरणिक एकाइसँग सम्बन्धित युक्तिलाई व्याकरणिक संसक्ति भनिन्छ। यी युक्तिहरू भाषिक एकाइहरूलाई जोड्नका लागि प्रयोगमा आउँछन्। यिनले भाषाका एकाइहरूबिच सम्बन्ध स्थापित गराउने काम गर्दछन्। व्याकरणिक संसक्तिहरू पनि विभिन्न प्रकारका हुन्छन्।

### क) सार्वनामिक

परम्परागत व्याकरणमा प्रचलित सर्वनाम र सार्वनामिक शब्दहरू नै सार्वनामिक संसक्ति हुन्। वाक्यभित्रका नामिक पदहरूको सट्टामा सर्वनाम शब्दहरूको प्रयोग गरी तयार गरिएको रचनामा सार्वनामिक संसक्ति प्रयोग भएको हुन्छ। एउटै वाक्यभित्र आन्तरिक रूपमा र वाक्य वाक्यबिचको अन्तर वाक्यीय संरचनाहरूमा भनाइलाई सङ्गठित र मजबुत बनाउन यस्तो संसक्ति आएको हुन्छ। जस्तै: मनीष विद्यालयबाट फर्किए उनी असाध्यै थाकेका थिए तैपनि पढाइप्रति उनको उत्साह घटेको थिएन उनले भानुभक्तको रामायण पढ्छ। त्यसपछि उनी भाका हाली हाली पढ्न थाले। प्रस्तुत वाक्यहरूमा रेखाङ्कन गरिएका सर्वनामहरूले सार्वनामिक संसक्तिको काम गरेका छन्। सार्वनामिक संसक्तिहरू अग्र सन्दर्भक र पश्च सन्दर्भक भई वाक्यमा विस्तार हुने गर्दछन्। सार्वनामिक संसक्तिहरू पुरुष वाचक, दर्शक वाचक, सम्बन्ध वाचक, प्रश्न वाचक र आत्म वाचक गरी पाँच किसिमका हुने गर्दछन्।

### ख) स्थानिक

ठाउँ विशेष बुझाउने शब्दहरू स्थानिक संसक्ति हुन्। यिनीहरूले स्थानको सन्दर्भ र परिवेशलाई सङ्केत गर्दछन्। तल, माथि, यहाँ, त्यहाँ, बाहिर, मुनि, उँधो, वारि, पारि, कहाँ, जहाँ, वर, पर, टाढा, नजिक, नेपालमा, हिमाली, पहाडको, गाउँमा, सहरमा आदि खास ठाउँ बुझाउने शब्दलाई स्थानिक संसक्तिका उदाहरण मान्न सकिन्छ।

### ग) कालिक

निश्चित समयको सङ्केत गर्ने शब्दहरूलाई कालिक संसक्ति भनिन्छ। यस्ता शब्दहरूले काल वा समयलाई बुझाउँछन्। बिहान, बेलुका, साँझ, राति, मध्याह्न, हिजो, आज, भोलि, अस्ति, पोहोर, आघौँ, शनिबार, गत वर्ष, १५ गते, २००९ सालमा, सधैं, प्रायः, दिनहुँ, कहिलेकाहीँ, पहिले, अब, तब, जब, भरे, सबेरै, तुरुन्त, भरखर, यतिबेला, यतिन्जेल, कतिन्जेल आदि समय वाचक शब्दहरू कालिक संसक्तिका उदाहरणहरू हुन्।

### घ) संयोजक

दुई वा दुईभन्दा बढी शब्द, पदावली र उपवाक्यहरू जोड्ने अविकारी पदहरूलाई संयोजक भनिन्छ। संयोजकले पनि भाषिक एकाइमा आएर तिनीहरूलाई आपसमा जोड्ने र सम्बद्ध बनाउने काम गर्दछन्। जो, जे, जुन, जहाँ, जब, जहिले, जसरी, जत्रो, जसो, यदि, भने, भनी, भन्ने, भनेर, र, अनि, पनि, तर, अथवा, वा, या, कि, किन्तु, परन्तु, हुनत, तथापि, तैपनि, यसर्थ, तसर्थ, किनभने, त्यसैले आदि संयोजक संसक्तिका उदाहरणहरू हुन्।

### ङ) पुनरावृत्ति

एक पटक प्रयोगमा आएको कुरालाई पुनः आवृत्त गर्ने काम नै पुनरावृत्ति हो। भाषिक रचनामा पनि एउटै पद, पदावली र वाक्यलाई सार्थक रूपमा दोहोर्‍याउनुलाई पुनरावृत्ति भनिन्छ। यसले पनि भनाइलाई

छोटो छरितो, रोचक र प्रभावकारी बनाउन मद्दत गर्दछ। जस्तै : तपाईंलाई सूर्योदयको दृश्य हेर्ने मन छ भने नगर कोट जानु होस्। नगर कोटबाट सूर्योदय राम्ररी हेर्न पाइन्छ भने वरपरको दृश्य पनि देखिन्छ। जुन मान्छेले नगर कोटको भ्रमण गर्छ उसले सूर्योदयको दृश्य हतपत्त बिसर्दैन। नगर कोटले पर्यटन व्यवसाय बढाएको छ र स्थानीय मानिसहरूका लागि आय आर्जनको बाटो पनि खुलाएको छ। प्रस्तुत वाक्यमा नगर कोट र सूर्योदय शब्दको पटक पटक पुनरावृत्ति भएको छ जसले अभिव्यक्तिलाई भन् बढी रोचक र प्रभावकारी बनाउन मद्दत गरेको छ।

## च) प्रतिस्थापन

कुनै संरचना वा वस्तुका सट्टामा अर्को वस्तु राख्ने काम प्रतिस्थापन हो। त्यस्तै गरी सङ्कथनका सन्दर्भमा यसलाई एउटा सन्दर्भमा रहेका शब्द वा शब्द समूहका सट्टामा अर्कै शब्दहरू प्रयोग गर्ने कार्यका रूपमा चिनाउन सकिन्छ। अर्थात् एक पटक प्रयोग गरिएका शब्दहरूको साटो वैकल्पिक शब्दावलीको प्रयोग गरी भाषिक अभिव्यक्तिको निर्माण गरिन्छ भने त्यसलाई प्रतिस्थापन भनिन्छ। जस्तै : पृथ्वीले अन्दाजी २४ घण्टामा आफ्नो अक्ष वरिपरि एक फन्का मार्दछ, जसको फल स्वरूप यहाँ लगभग २४ घण्टाको एक दिन हुन्छ। प्रस्तुत पहिलो वाक्यमा प्रयोग भएको अन्दाजी शब्दलाई दोस्रो वाक्यमा प्रयोग भएको लगभग शब्दले प्रतिस्थापन गरेको छ। अर्को उदाहरण पनि हेरौं-३६५ दिनमा पृथ्वीले सूर्यको एक परिक्रमा पुरा गर्दछ। यो समयको अवधिलाई पृथ्वीका निम्ति एक वर्ष मानिएको छ। यस उदाहरणमा पहिलो वाक्यमा आएको ३६५ दिनलाई दोस्रो वाक्यमा आएको यो समयको अवधि भन्ने पदावलीले प्रतिस्थापन गरेको छ।

## छ) लोप

हराउने वा नदेखिने स्थिति नै लोप हो। व्याकरणको नियम अनुसार शब्दका कुनै अक्षर वा वाक्यका घटकहरूको अल्पता वा कमी नै लोपको स्थिति हो। लोप गर्दा भाषिक एकाइको कुनै अंश छुटेको हुन्छ तर त्यसले अर्थको सम्प्रेषणमा बाधा पार्दैन। अधिल्लो अंशकै सहायताले पाठकहरूले पुरै संरचनाको अर्थ ग्रहण गर्ने गर्दछन्। तर लोप गर्नका लागि उक्त छुटेको अंश पूर्वानुमान गर्न सकिने खालको हुनु पर्दछ। उक्त लोप अंशलाई पाठकहरूले सन्दर्भ र परिवेशका आधारमा ग्रहण गर्ने गर्दछन्। जस्तै: तपाईं मुस्ताङ जानु भएछ। त्यहाँको सुन्दरतामा रमाउनु भएछ। त्यहाँ दुई चार दिन बस्नु भएछ। त्यहाँका स्याउ खानु भएछ। अनि यी सबै अनुभव समेटेर कविता लेख्नु भएछ। प्रस्तुत अनुच्छेदको पहिलो वाक्यमा प्रयोग भएको तपाईं सर्वनाम दोस्रो, तेस्रो, चौथो र पाँचौं वाक्यमा समेत लोप भएको छ तर पनि त्यहाँ अर्थको सम्प्रेषणमा बाधा परेको देखिदैन।

## २ कोशीय संसक्ति

शब्दका तहमा निहित अर्थ नै शाब्दिक अर्थ हो। यसलाई कोशीय अर्थ पनि भनिन्छ। यस्ता शब्दहरूले स्वतन्त्र अर्थ प्रदान गर्दछन् तसर्थ यिनको अर्थ शब्दकोशमा समावेश गरिएको हुन्छ। यिनले वाक्यभित्र कोशीय अर्थ सम्बन्ध कायम गर्ने काम गर्दछन्। नाम, विशेषण र क्रिया आदि वर्गका शब्दहरूको कोशीय अर्थ हुने गर्दछ। कोशीय अर्थ हुने यिनै शब्दलाई कोशीय संसक्ति भनिन्छ। यी संसक्तिहरू पनि विभिन्न प्रकारका हुन्छन्।

## क) पर्यायवाची

फरक फरक शब्दको समान वा एउटै अर्थ भएमा त्यस्ता शब्दहरूलाई पर्यायवाची शब्द भनिन्छ। यस्ता शब्दलाई समानार्थी शब्द पनि भनिन्छ। पर्यायवाची शब्दहरू पूर्ण पर्यायवाची र आंशिक पर्यायवाची गरी दुई

प्रकारका हुन्छन्। पूर्ण पर्यायवाची भनेको अलग अलग शब्दको अर्थ सम्पूर्ण रूपमा एकै हुनु हो तर यस्तो अर्थ सम्बन्ध भएका शब्दहरू पाउन सकिन्छ। अर्थमा आंशिक रूपमा मात्र समानता छ भने ती शब्दलाई आंशिक पर्यायवाची शब्द भनिन्छ। यस्ता शब्दहरू पनि वर्णनात्मक, भाषिकागत, शैलीगत र अन्तर भाषागत गरी चार प्रकारका हुन्छन्। जस्तै : आमा-जननी, ईश्वर-देवता, ज्ञाता-विज्ञ, घर-गृह, खोकी-काँसो, खानु-ज्युनार गर्नु आदि। यस्ता पर्यायवाची शब्दले कोशीय संसृष्टिको काम गरेका छन्।

## ख) विपरीतार्थी

विपरीत वा ठिक उल्टो अर्थ बुझाउने शब्दलाई विपरीतार्थक शब्द भनिन्छ। यी शब्दहरूमा एक शब्दको अर्थमा अर्को शब्दको अर्थ समावेश हुँदैन। यस्तो अर्थगत सम्बन्धलाई असमावेशार्थकता पनि भनिन्छ। एउटा शब्दको विपरीत वा भिन्न अर्थ देखाउनु पर्दा विपरीतार्थक शब्दको प्रयोग गरिन्छ। विपरीतार्थी अर्थ सम्बन्ध पनि श्रेणीबद्ध, परिपूरक र विरुद्धार्थक गरी तीन प्रकारका हुन्छन्। जस्तै : सानो-ठुलो, तातो-चिसो, मृत-जीवित, पाप-पुण्य, संयोग-वियोग, नाफा-नोक्सान, उदय-अस्त, बाबु-छोरा आदि।

## ग) समावेशी

दुई भिन्न शब्दमध्ये एउटा शब्दको अर्थमा अर्को शब्दको अर्थ समेटिन्छ भने त्यस्तो सम्बन्धलाई समावेशी अर्थ सम्बन्ध भनिन्छ। यस्ता शब्दहरूमध्ये आफूमा समावेश गर्ने शब्दलाई समावेशक र अरूमा समावेश हुन जाने शब्दलाई समावेशित शब्द भनिन्छ। यिनलाई उच्च पद र निम्न पद पनि भनिन्छ। जस्तै

मान्छे : छोरो, छोरी, राम, श्याम, गीता, हर्क बहादुर, डोमिला कुमारी आदि।

फुल : लाली गुराँस, चम्पा, जाई, चमेली, सयपत्री, अजम्बरी, गोदावरी आदि।

जनावर : बाघ, हात्ती, स्याल, बाँदर, घोडा, गाई, गोरु, ढेडु, अर्ना आदि।

उदाहरणमा प्रस्तुत भएका मान्छे, फुल र जनावर शब्दले धेरै किसिमका मान्छे, फुल र जनावरलाई आफूमा समावेश गरेका छन्। शब्दहरूबिच रहेको यस्तो सम्बन्धलाई नै समावेशी अर्थ सम्बन्ध भनिन्छ।

## घ) अनेकार्थी

दुई वा सोभन्दा बढी अर्थ दिने एउटा शब्दलाई अनेकार्थी शब्द भनिन्छ। स्वरूप र संरचनागत रूपमा हेर्दा यो एउटा शब्द देखिन्छ तर विभिन्न सन्दर्भमा प्रयोगमा आउँदा भने यसले भिन्न भिन्न अर्थ ग्रहण गर्ने गर्दछ। जस्तै :

कर- १. तिरो, राजस्व २. ढिपी, जिद्दी ३. हात ४. सूर्यको किरण

प्रस्तुत उदाहरणमा कर शब्दका चार वटा अर्थ छन् तर मूल शब्द करको स्वरूपमा भने कहीं कतै परिवर्तन देखिएको छैन। तसर्थ यस्तो अर्थगत सम्बन्धलाई पनि कोशीय संसृष्टि अन्तर्गत राखिएको हो। यसले पनि वाक्यमा आएर अर्थगत सम्बन्धलाई जोड्ने वा थप स्पष्ट पार्ने काम गर्दछ।

## ङ) सन्निधान

सन्निधानको शाब्दिक अर्थ सहप्रयोग हो। यसलाई सहचार्य, सन्निधि वा आसत्ति पनि भनिन्छ। यसले शब्दबिचको स्थानिक र कालिक निकटता जनाउँछ। भाषाका शब्दहरू एक थरी शब्दसँग बढी निकटको सम्बन्ध राख्ने किसिमका हुन्छन् भने अर्काथरी शब्दसँग सम्बन्ध नै नराख्ने किसिमका हुन्छन्।

यसरी शब्दहरूको सँगसँगै प्रयोग हुन सक्ने अवस्थालाई नै सन्निधान सम्बन्ध भनिन्छ । यस शब्दको सर्व प्रथम प्रयोग पूर्व मीमांसा दर्शनमा र यसैको प्रभावमा परेर रचिएका पूर्वीय वाङ्मयका विभिन्न शाखाहरूमा वाक्यका अवयवहरूको निकटता जनाउने सन्दर्भमा भएको हो। जस्तै : मलिलो शब्दले माटो, खेत, बारी, ठाँउ आदि शब्दसँग नजिकको सम्बन्ध राख्छ अर्थात् यी शब्दसँग मलिलो शब्दको विशेष सम्बन्ध छ तर हावा, मान्छे, पानी शब्दसँग मलिलो शब्दको केही सम्बन्ध नै छैन। तसर्थ पाठको अध्ययन विश्लेषणमा यस्ता अर्थ सम्बन्ध भएका शब्दहरूको पनि पहिचान गर्नु आवश्यक हुन्छ।

### च) प्रकारान्तर कथन

उही कुरालाई अर्को किसिमले भन्ने काम वा भिन्न किसिमले भनिएको कथनलाई प्रकारान्तर कथन भनिन्छ। जस्तै : आमा भाइलाई सुताउनु हुन्छ र मलाई पढाउनु हुन्छ। यो वाक्यलाई विभिन्न किसिमले प्रकारान्तर कथन गर्न सकिन्छ :

- ❖ आमा भाइलाई सुताएर मलाई पढाउनु हुन्छ।
- ❖ आमा भाइलाई सुताउनु हुन्छ अनि मलाई पढाउनु हुन्छ।
- ❖ जहिले आमा भाइलाई सुताउनु हुन्छ तहिले मलाई पढाउनु हुन्छ।

एउटा भनाइलाई विभिन्न किसिमले भन्नु नै प्रकारान्तर कथन हो। यसले पनि कोशीय संस्कृति निर्माणमा सहयोग पुऱ्याएको हुन्छ।

### उपसंहार

निष्कर्षतः पाठको निर्माणमा सहयोग पुऱ्याउने तत्त्वका रूपमा संस्कृति र सम्बन्धन अनिवार्य मानिन्छन्। संस्कृति अन्तर्गत पाठलाई जोड्न सहयोग गर्ने कोशीय र व्याकरणिक संस्कृतिको अध्ययन गरिन्छ भने सम्बन्धन अन्तर्गत अर्थको अन्वितिका सम्बन्धमा अध्ययन गरिन्छ।

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# अद्वैत संसारमा द्वैत अभ्यास

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## सार संक्षेप

आँखाले हेर्दै जाँदा संसारमा विचित्र देखिन्छ । एउटा व्यक्ति र अर्को व्यक्तिविच समानता देखिँदैन । एउटा प्राणी र अर्को प्राणीविच धेरै असमानताहरु देखिन्छन् । एउटा वस्ती र अर्को वस्तीविच भौगोलिक असमानता देखिन्छ । यस्तो विविधता विशेषतः जैविक र प्राकृतिक रूपमा देखा पर्दछ । यी सबै विविधतापूर्ण अवस्थालाई जनाउने एउटै शब्द द्वैतवाद (Dualism) हो । तर यी फरक फरक अभ्यासहरु चाहे प्राकृतिक हुन् या मानव निर्मित यिनलाई चलाउने एउटै दृष्टिकोण छ त्यो हो अद्वैत (Non-dual) दृष्टिकोण । अद्वैत दृष्टिकोणको विशिष्ट लक्षण 'माया' हो ।

## विषय प्रवेश

द्वैत र अद्वैत दृष्टिकोणलाई बुझ्न मायाको भूमिका जान्नु पर्ने हुन्छ । मायाको संसार विशाल छ । त्यसै मायाको संसारलाई मायावाद भनिन्छ । संसारका प्राणी जगत्ले मायाको स्वरूपलाई मानेका छन् । ऋग्वेदमा माया शब्द बारम्बार प्रयोग भएको पाइन्छ । यसको प्रयोग साधारणतया देवताहरुले गरेको पाइन्छ । देवताहरुको अलौकिक शक्तिको संङ्केत गर्नका लागि मायाको प्रयोग गरिएको थियो । हाम्रा प्राचीन ग्रन्थहरुमा मायाको प्रशंसा गर्दै भनिएको छ, 'माया' एउटा जगत्को धारण गर्ने शक्ति हो । -ऋग्वेद (३:३८, ७:९:८३, १:१५९, ४:५:८५, ५)

राक्षसहरुको विशेष शक्तिकेन्द्र माया हो । ऋग्वेदको प्रसिद्ध ऋचा, ६: ४७, १८ मा इन्द्रका बारेमा भनिएको छ कि इन्द्रले आफ्नो अलौकिक शक्ति अर्थात् मायाका धेरै रूप धारण गर्न सक्छन् । यस सम्बन्धमा वेदमा भनिएको छ :

**रूपं रूपं प्रतिरूपो बभूव**

**तदस्य रूपं प्रतिचक्षणाय ।**

**इन्द्रो मायाभिः पुरुरूपं इचेत**

**युक्ता हास्य हरयः शतादश ॥**

अर्थात् इन्द्र भगवान्का प्रत्येक रूपमा मायाको कल्पना गरिएको छ । इन्द्रले आफ्नो मायारूपी अद्भुत शक्तिद्वारा अनेक रूप बदल्न सक्छन् । मायारूपी हजारौं घोडाहरु इन्द्रले तयार गर्न सक्छन् । छिन छिनमा आफ्नो रूप बदल्न सक्छन् । यो अद्भुत शक्ति मायाको रूप हो ।

ऋग्वेदको ऋचा (१०: ५४, २) मा भनिएको छ,, हे इन्द्र तिमिले शरीररूप प्राप्त गरेर मानव जातिभित्र माया भरि दियो । अतः मानव मायाद्वारा आच्छादित छ ।

प्रश्न उपनिषद् (१:१६) मा माया शब्दको अर्थ एउटा भ्रम (Illusion) का रूपमा प्रयोग गरिएको छ । श्वेताश्वर उपनिषद् (४: १९) अथवा भगवद् गीता (४:५-७, १८: ६१) मा भनिएको छ- हामीलाई एक शरीरधारी ईश्वरको विचार मिल्दछ जसमा माया दिइएको हुन्छ । त्यही माया रूपलाई यथार्थ मानिन्छ ।

वास्तविक ब्रम्ह तथा अवास्तविक भौतिक जगत्तमा एक आपसमा सम्बन्ध कसरी भयो होला? शङ्करको विचारमा यही प्रश्नलाई वेठिक भनिएको छ । विशुद्ध ब्रम्हको रूप पाउन सकिँदैन । ब्रम्हका रूपहरु अनगिन्ती हुन्छन् । म अथवा हामी पनि ब्रम्हका स्वरूप हौं । ब्रम्ह खोज्न कहीं धाउनु पर्दैन । म नै ब्रम्ह हुँ त्यसैले अहम् ब्रह्मस्मि भनिन्छ । ब्रम्हको सम्बन्ध जगत् (संसार) सँग हुन्छ ।

तर्क गर्दै जाँदा हाम्रो दृष्टिकोण पनि बदलिन्छ । एउटा कुनै काल्पनिक समस्याको वास्तविक एउटै समाधान हुन सक्दैन । त्यसका अलावा कुनै पनि सम्बन्धका लागि दुई वटा फरक फरक पदार्थको पूर्ण कल्पना गर्नु आवश्यक हुन्छ । यदि ब्रम्ह र यो संसारको एक आपसमा सम्बन्ध छ भने तिनलाई पनि भिन्न रूपले हेर्नु पर्ने आवश्यकता हुन्छ ।

अद्वैतवादको विचारमा यो संसार ब्रम्हवाट अलग छैन । संसार म वा हामीभित्रै छ । ब्रम्ह र जगत् अनन्य छन् । यी दुई वटाको बिच सम्बन्धको प्रश्न उठ्न सक्दैन । यो संसारको आधार ब्रम्हको भित्र छ । यो संसार र ब्रम्हको तादाम्यता छ । त्यसैले यो संसार र ब्रम्हको बिच कुनै अन्तर छैन । यो संसार नै ब्रम्ह हो । ब्रम्ह र यो संसार एउटै हो । यदि हामीलाई ब्रम्हको ज्ञान भयो भने यस संसारका सम्पूर्ण कौतूहलपूर्ण प्रश्नहरु स्वतः समाप्त भएर जान्छन् । ब्रह्म शान्त अनन्त छ । शान्त मनले नै अनुभवी जगत्को यथार्थ रूपको चिन्तन गर्दछ ।

शङ्कराचार्यका विचारमा ब्रम्ह र यो भौतिक संसारको सम्बन्धको व्याख्या तर्कपूर्ण विधिबाट असम्भव छ । कुनै न कुनै प्रकारले यस भौतिक जगत्को अस्तित्व रहेको हुन्छ । ब्रम्हसँग यसको सम्बन्ध कुनै न कुनै रूपमा अनिर्वचनीय छ ।

सूर्य सधैं चम्कि रहन्छ । कुनै बेला वर्षाका कारणले, बादलका कारणले, रातका कारणले सूर्यलाई देख्न सकिँदैन । यसो हुँदा सूर्यको अस्तित्व छैन भन्न मिल्दैन । यो भनाइले ब्रह्मको सत्तातर्फ इङ्गित गर्दछ ।

अद्वैतवादीका अनुसार 'माया' ब्रम्हवाट अलग हुन सक्दैन किनकि ब्रम्ह वरावर अरू कुनै सत्ता हुन सक्दैन । त्यो सत्ताभित्रै मायाको सत्ता विलुप्त छ । मायाले रूपको सृष्टि गर्छ । मायाले ईश्वरको शक्तिलाई प्रकट गर्दछ । लौकिक जगत्को उत्पत्ति गर्दछ । मायाका दुई वटा लक्षणहरु हुन्छन् । आवरण अर्थात् सत्यलाई लुकाउन सक्ने क्षमता । मायाको कारणले हामीलाई ब्रह्मको निरपेक्ष स्थानमा अन्य कुनै वस्तुको बोध हुन जान्छ । मायाले नित्य ब्रम्हको स्वरूपलाई पनि हाम्रो दृष्टिबाट ओझेल पारि दिन्छ । यसबाट यो सिद्ध हुन्छ कि मायाका दुई वटा व्यापार हुन्छन् । यथार्थ सत्तालाई लुकाउनु, भुट्टोलाई सत्यका रूपमा प्रकटीकरण गर्नु । त्यसैले माया छली रूपमा हुन्छ । यो जिन्दगी दुई दिनका लागि देखा पर्छ फेरि विलीन भएर हराउँछ । यो छली रूप मायाको हो । मायाको यो छली रूपलाई अविद्या वा मिथ्या ज्ञान भनिन्छ । छोरो प्रोफेसर छ, डाक्टर छ, इन्जिनियर छ, राष्ट्रपति छ, मन्त्री छ, वकिल छ, उद्योग पति छ, व्यापारी छ, शिक्षक छ छोरी पनि यस्तै छिन् भन्ने सबै भोलि हराएर जान्छन् । यी सम्पूर्ण भुट्टा छन् । यी सबै मायाका छली रूपहरु हुन् । यी सबै अविद्या हुन् । मिथ्या ज्ञान हुन् । यिनैको पछि हामी दौडि रहेका छौं ।

अर्को व्याख्या छ, माया ईश्वरको शक्ति हो । ईश्वरको भित्री स्थायी बल हो । जुन माया द्वैत रूपमा देखिन्छ । मायाको कुनै खास निवास स्थान हुँदैन । यो ईश्वरको भित्र रहन्छ जसरी आगोमा यो उष्णता रहन्छ ।



माया नाम रूपको समान हुन्छ । प्रकृतिको पर्यायवाची शब्द माया रूप हो । जुन असत्का रूपमा हुन्छ ।

पुराणहरुमा यो माया अथवा प्रकृतिलाई ईश्वरकी पत्नीका रूपमा व्याख्या गरिएको पाइन्छ । सृष्टि रचनामा 'मायाले' मुख्य साधनका रूपमा काम गर्दछ । सृष्टिको निरन्तरताका लागि माया र देवताहरु एक अर्कामा परिपूरक देखिन्छन् । यो सम्बन्धले निरन्तरता पाइ रहनु पर्दछ ।

मायाको सम्बन्ध प्रकृतिका तिन गुणसँग रहेको व्याख्या पनि वेदहरुमा पाइन्छ । बृहदारण्यक उपनिषद् (३: ८, ११) मा भनिएको छ, तमोगुणको प्रधानताको कारणले पञ्चतत्त्व (आकाश, जल, पृथ्वी, अग्नि र वायु) उत्पन्न हुन्छन् । यसैमा सत्त्वगुणको प्रधानताले पञ्चज्ञान इन्द्रियको उत्पत्ति हुन्छ र रजोगुणको प्रधानताले अन्तस्करणको उत्पन्न हुन्छ । पञ्च कर्मेन्द्रियको योगबाट पञ्चप्राण उत्पन्न हुन्छ । यी सबै एकसाथ मिलेर शरीरको जन्म हुन्छ । अतः शरीर र माया पनि परिपूरक छन् ।

वेदहरुमा भनिए अनुसार संसार मायामा आधारित छ । यो संसारचाहिँ ब्रम्हसँग आश्रित छ । तर ब्रम्ह यो संसारबाट कति पनि प्रभावित हुन सक्दैन । यो भौतिक संसार जुन ब्रम्हसँग आश्रित छ माया पनि त्यही ब्रम्हसँग आश्रित छ । यो संसार त्यही ब्रम्हरूपी एउटै तत्त्वबाट चलायमान छ । यसमा विविधता देख्नु भ्रम हो ।

### अध्ययनको उद्देश्य

यस अनुसन्धानमूलक लेखको अन्तमा शैक्षिक एवम् सामाजिक व्यक्तित्वहरु र विद्यार्थीहरुमा निम्न लिखित व्यवहारमा परिवर्तनको अपेक्षा गरिन्छ :

- १) पूर्वीय दर्शन अन्तर्गत मायाको स्वरूप पहिल्याउने ।
- २) मायाका विकृतिहरुबाट समाज र विद्यार्थीलाई जोगाउने ।
- ३) शिक्षण संस्थामा अनुशासन कायम गर्ने ।
- ४) मायाको ऐतिहासिक स्वरूप पहिचान गर्ने ।

### अध्ययन विधि

यसमा पुस्तकालय अध्ययन विधि, अवलोकन विधि, अन्तर्वार्ता विधि र छलफल विधि अपनाइएको छ । यस अध्ययनका क्रममा समाजमा देखिएका मायाका विकृत रूपहरुबारे समूहमा छलफल गरिएको थियो । ६ वटा विद्यालयहरुका शिक्षकहरूसँग अद्वैत र द्वैत विचारबारे मायावादसँग सम्बन्धित छलफल गरिएको थियो ।

उद्देश्यमा आधारित निर्णयात्मक नमुना छनोट विधि अपनाएर काठमाडौँ उपत्यकाभित्रका ६ जना शिक्षकहरूसँग छलफल र अन्तर्क्रिया गरिएको थियो । नमुना छनोटमा पारिएका विद्यालयहरुमा मंगल उच्च माध्यमिक विद्यालय कीर्तिपुर, जनसेवा माध्यमिक विद्यालय कीर्तिपुर, बाघ भैरव माध्यमिक विद्यालय चम्पादेवी, किटिनी उच्च माध्यमिक विद्यालय टौखेल, पाँगा सेकेन्डरी माध्यमिक विद्यालय कीर्तिपुर र जनप्रेमी मा.वी. भक्तपुरका विद्यालयहरुका नेपाली विषयका प्रधानाध्यापकहरूसँग अन्तर्क्रिया गरिएको थियो ।

## शैक्षिक प्रयोग

यसका शैक्षिक प्रयोग निम्न लिखित रहेका छन् :

विद्यार्थीलाई आध्यात्मिक र भौतिक संसारको ज्ञान दिनु । सत्यको ज्ञानप्रति जिज्ञासा सिर्जना गर्नु । मानवीय गतिविधिको समालोचना गर्नु । प्रकृतिको शक्तिबारे ज्ञान दिनु । जन्म, मृत्यु र मानवीय स्वार्थको स्वरूप बताउनु । विविधताको स्वरूप पहिचान गरी विविधतामा एकताको खोजी गर्नु । शिक्षण सिकाइ क्रियाकलापमा देखिने असन्तुलनलाई मायाको ज्ञानले सन्तुलन गर्नु ।

## निष्कर्ष

प्रकृतिको पर्यायवाची शब्द माया हो । भनिन्छ, भगवान् इन्द्रले आफ्नो शक्ति स्वरूप देखाउन मायाको रचना गरे । माया बन्देज हो । यो छली स्वरूपमा देखिन्छ । यसका रूप अनगिन्ती छन् । मायामा आसुरी प्रवृत्ति देखिन्छ । हामी मायाको जालबाट मुक्त हुन सक्दैनौं तर यसले सृजना गर्ने भ्रमबाट हामी सजग हुनु आवश्यक छ । मायाको संसार विशाल छ, विचित्र छ । यही विचित्रतालाई बुझेर हाम्रा पाठशालाहरूमा गुरु र शिष्यबिचको सम्बन्ध, शिक्षक र अभिभावकबिचको सम्बन्धलाई बलियो रूपमा व्यक्त गर्ने मायाको ज्ञानबाट गर्नु पर्ने हुन्छ ।

समाजलाई निस्वार्थ र चरित्रवान् बनाउन मायाको छली स्वरूप जानेर सजग बनाउन मद्दत मिल्दछ । मायाको संसार विचित्र छ । विचित्र संसार ब्रम्हको गर्भभित्र निहित छ । त्यसैले एउटा तत्त्व ब्रम्हबाट जगत् (संसार) चलायमान छ । अरू विविधतापूर्ण अवस्थाहरू मायाले सृजना गरेका भ्रम मात्र हुन् । यी कुराहरूको बुझाइले मानव समाजमा सकारात्मक प्रभाव पार्ने देखिन्छ ।

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७. सिन्हा (२००५), **पूर्वीय दर्शनको रूपरेखा**, पिलग्रिम्स प्रेम प्राइभेट लिमिटेड, लालपुर, वाराणसी ।

# Third Part

## KSC Activities

# **ANNUAL REPORT- 2073/74**

**Submitted to**  
**UNIVERSITY GRANTS COMMISSION**  
SANOTHIMI, BHAKTAPUR

**Submitted by**  
**KATHMANDU SHIKSHA CAMPUS (KSC)**  
RAMSHAHPATH, KATHMANDU  
MAGH 14, 2074

Date of Establishment: 2048 /01/15

Budget Fiscal Year: 2073/074

Date of Revision: 2074/10/10

## Editors' Note

Herein we update you on the endeavors and success of the Kathmandu Shiksha Campus. Enjoy reading the wonderful achievements and activities of the campus and students. This is the 27<sup>th</sup> Annual Report; with news from these reports give a flavor of the many exciting and rewarding activities and experiences available in this campus. We are very grateful to all the individual contributors, together with staffs in the Campus. We would also like to express our thanks to Prof. Dr. Madhav Bhattraï and the entire team of the campus management committee who first devised this annual report. They have made notable contributions to the student experience at KSC, and to community relations in the Campus.

We welcome any feedback or suggestions on anything that is in this annual report or anything you might like to see in the annual report.

Shatrughan Prasad Gupta

Team leader

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Dr. Ram Chandra Panday, HoD, Department of English Education

Date of Report Endorsement in Campus Management Committee 2074/04/06

## ANNUAL REPORT OUTLINE

Cover Page:

Campus Name

Full Address

Established Date

Budget Fiscal Year

Report Publication Date

Second Page:

Report Preparation Team

Date of Report Endorsement by Management Committee

Executive Summary: Not exceeding two pages

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## Executive summary

This executive summary provides an overview of the activities of Kathmandu Shiksha Campus, (KSC), Ramshahpath from Shrawan 2073 to Ashar 2074. The complete report will be available online at [www.ksc.edu.np](http://www.ksc.edu.np) by the end of the fiscal year and will provide a comprehensive review of academic achievements and challenges of this campus.

Regarding the history of this campus, as per campus documentation and records, it was established in 2048 BS with sincere efforts of some eminent educationalists devoted for teacher education in Nepal. Initially it started Two year Bachelor's degree in education and One Year Bachelor Degree in Education with some 350 students in the beginning and initial stage. As per campus record, it has more than 500 students in different level of education. The campus firmed to serve the expectations of the stakeholders by developing and supplying the academic excellence required for nation to serve in different schools, campuses, and education administration.

Currently the scenario has changed and the ultimate goal was to lead as the education campus has in crisis. The gradual expansions of education campus without need of analysis and proper mapping have created so many problems.

In this regards, the entire philosophy of establishment is to be reviewed briefly for the sustainability as the student enrollment is decreasing, unit cost is increasing, and the share regular grants is also decreasing.

Some efforts have been done in this regards to control the decreasing trend of enrollment and increasing the efficiency of the campus. KSC is attempting to develop the campus into multiple with a view to foster social harmony, economic growth, to create the access of higher education in the western part of Kathmandu i.e. Chandragiri Municipality.

The campus has been focusing to develop infrastructure to shift its academic programs from rental premises to its own building. In this regard, the campus has achieved success in owning lands, partially completed the civil works, and has shifted some of its ceremonial activities and Bachelor's degree program in new location and locality.

KSC incorporates the philosophy of higher education, focusing on student success and alignment of the campus with research and teaching missions to advance economic and social development of our community. The academic glory of campus is directly based on experiential learning, faculty grants, smooth operation, students and teachers endeavor. Leading forward KSC to academic advancement, we believe this report effectively serve, the stakeholders of the campus. Our record of academic accomplishment over the past three years includes:

## **Vision, mission and goal**

- Enriched the academic vision, mission and goal

## **Faculty development**

- KSC has conducted teaching practice external evaluation training workshop with an association to Faculty of Education with financial support of University Grants Commission in Nepali Education for the faculties working in different Community campuses.
- KSC has increased the full time faculties' and promoted part-time instructors to full-time positions.
- Improved campus environment by analyzing perceptions of inequities in compensation as Basic vs Part time faculty members in campus.
- Has increased technical administrative staffs

## **Mini research grants**

- As per KSC culture, the RMC of this Campus has recommended mini research grants to two faculty members.

## **Tracer study**

- KSC has completed its tracer study on the graduate year 2016. In the tracer study, a total of 66 students graduated in 2016 are selected for study. Out of total, 46 students are from master's degree and 20 students from bachelors have been traced. Some students who have passed in 2016 but not submitted their transcript has not been included in the study.
- Improved the collection of data related to student satisfaction through the recommendation of the tracer study report 2015.

## **Orientations and counseling**

- Orientation of new students under semester system is conducted
- Facilitated student understanding through career modules and mapping guidance of educational requirements for career objectives.

## **Students awards**

- Created ample opportunities for research students in the workplace and declared the best thesis awards.

## **Collaborations and engagement**

- Fostered collaboration with Community Schools and within Municipality and others institutions for academic engagement.
- Worked with business community to share their views for student's internship and foster teaching practices in their organizations.

## **Remedial and resource classes**

- Offered so many research based remedial and resource classes for the promotion of quality and knowledge transfer to the weaker students.

## **Salary and benefits**

- Reviewed current compensation structure and recommended new salary system from the FY2075 to all faculties.

## **Programs**

- Has decided to conduct the Bachelors in Computer Application in Bachelors level and Masters in ICT Education as well as the Masters in Mathematics Education.

## **Educational pedagogy**

- Has improved its teaching methodology with the adoption of multimedia in classroom.

## **Infrastructural development**

- Has decided to construct Basketball and TT court for the physical development of students.
- Likewise has decided to construct Canteen to maintain the hygienic food delivery to students.

## **Educational aids**

- Has developed educational equipment's (ICT, Lab Equipment's, etc.) in computer lab.
- Has added some text books/Journals/Reference Materials for semester system students with the help of university Grants Commission.

## **Furniture**

- Has constructed 42 Desk/Bench with the help of university Grants Commission under higher education Reform project.

## **Financial progress**

- Has completed academic audit as well as the financial audit of the FY 2073/74 and mitigate its feedbacks and comments for further improvement.

## **Self-generated resources / Income**

- KSC has only one source of income that is student fees. With the poor enrollment in semester program the income of the campus has reduced significantly.

## **Students' Fees**

- In FY 2073/74, a total of Rs 79,24,593.75 has generated from students as student academic fees.

## **Others income**

- Some amounts have collected from the donators for building construction. It has detailed mentioned in the audit report.

## **Government sources**

Chandragiri Municipality, District Development Committee, Kathmandu, Ministry of Peace and reconstruction ministry and others.

## **University grants commission**

UGC has provided the following grants in the FY 2073/74

**Regular grants:** Its amounts to Rs 5,72,325.00

QAA SSRP Cycle Grants -6,00000.00

## Higher education reform project: mutual grants

The grant provided in the name of higher education reform consists of the publication of annual report, submission of tracer study on graduate year 2015 and QAA-SSRP submission. The grants for mutual fund is still in process. The civil engineering works (concrete) with the working modality of UGC is not user friendly. It is costly and insecure for financing. Besides, UGC is violating the norms of Public Procurement Act-2063 and Regulation-2064 as there is the clear provision to carry out work by forming Consumer Committee. UGC should review the progress under Mutual fund and if possible should change the modality of financing under this scheme.

## Expenditures analysis

KSC has a budgetary provision for expenditure and income. A recurrent expense is very high as it offers more subjects with fewer students. The main expenses are as follows;

## Audit observations

- Accounting software has upgraded for mitigate the financing observations in the audit report 2073/74. Moreover, advance amounts have drastically reduced and work advance has adjusted as per the campus rule. All others observations have to be addressed as per the suggestion of Audit report.

## Social progress

- As per the campus regulation, social auditing process has adopted to improve its efficiency and maintains the transparency in its activities.

## Campus's involvements in social activities

- Our Masters students have involved in social activities and conducted the Health Camp/Sanitation program and social health awareness program within the Chandragiri Municipality.

## Society's contributions for campus

- Mr. Gauri Prasad Dabadi has contributed 300 references and textbooks in the library.
- Mr RP lamichhane has contributed a water tank a capacity of 1000 liter in its premises for safe and pure drinking water.
- Mr. RC Yadav of RC foundation and Research Centre, Kalanki has contributed around 200 plants for greenery and gardening in the campus.
- Some individuals have contributed some amounts for infrastructure development as mentioned in the audit report.

## **Plan for campus's contribution to society**

- KSC is planning to open and provide the access of library facilities to the community people.
- KSC has planned to operate the health weekly services to its community people with free of costs.
- KSC has designed a training session for the older citizen of the community for better and adjustable family life.
- KSC has developed its academic program with a lot of grants and scholarship for community people.

## **Plan for increased involvement of society in the campus**

KSC has developed Societal Involvement Plan to increase the participation of community people in Campus activities.

## **Issues and challenges**

Being a Community Campuses, it has wide range of problems and challenges. Some of them are as follows;

## **Plan for addressing the issues and challenges**

Campus has developed five years strategic plan to overcome its problems and issues associated with this campus.

## **Short term**

- Lack of minimum infrastructure (Desks/Benches/Windows/Grills/Play court/safe and drinkable water/ transportation facilities/Link road) for the smooth transformation of its program from Ramshah path to Satungal.
- Lack of financial resources to develop the minimum infrastructure of the campus.
- Lack of gender friendly toilet/ equipment's labs/electricity management/availability of pure drinking water/play grounds/ white board/availability of books in the library/ etc. are necessary and urgent.



## **Long term**

- Faculty development for the new academic program
- Land facilities available to the Campus are insufficient.
- Academic programs are insufficient to address the need of the western part of Kathmandu (Chandragiri Municipality).
- Need to link some technical/vocational program to provide the higher education to the community people.

## **Annual work plan and budget of the current fiscal year**

- The management committee and the general assembly of this campus have approved the budget of the current fiscal year 2074/75. The budget has prepared in line with its campus strategic plan.

## **Projected annual work plan**

- The campus management committee has approved the projected annual work plan along with the budget of the three fiscal years following the Current Fiscal year as mentioned in the Strategic Plan.

## Background

Kathmandu Shiksha Campus (KSC) presents its annual report which has been submitted to UGC to meet the criteria for higher education institutions (HEIs) as per the set standard of the commission. The revised KSC Strategic Plan (2017-2022) re-defines the direction of campus to follow during the 5 years period to serve and meet the changing needs of the society specially the western part of Kathmandu Valley. KSC is primarily an institution of higher learning devoted to quality teacher for quality education. The objectives embedded in the founding of this campus, clearly focused the campus and centered its entire academic activities to develop the trained teacher through quality teaching. It is therefore, KSC conducted teacher training programs with an association to Ministry of education and other organizations working to promote qualified and trained teacher to meet the need of the market and the nation. Till days, KSC has a single stream (Education campus) campus whose focus is quality teacher preparation to meet the need of the society.

Now, the situation in education has changed. The student enrollment in higher education is increasing but in education sector is gradually decreasing. The charm, validity and the market perception towards the education program is questionable. The philosophy of imparting education is changing by discriminating students in the enrollment of higher education. The education program is the attraction mainly to the low graders in secondary school examinations, academically poor students, low family income students, women, dalits, and other marginalized group of society. The affiliating university is providing affiliation without mapping and need analysis but for the sake of affiliating amount. So everywhere, the education campuses are in crisis and in the state of closing. Some educationalists have thrown the ideas of merging the campuses which seems to be difficult and time consuming. Similar is the case with this Kathmandu Shiksha Campus. KSC has now entered in the new era of problems; issues, challenges. Besides, several opportunities are knocking the doors. In this regards, all the departments, cells and individuals are assigned some specific responsibility. Departments coordinate the implementation of the quality assurance policy in the campus. There have been efforts to uphold quality and standards with the objectives of ensuring good result and relevance in terms of employment prospects of the graduates. The campus maintains pre-defined job responsibilities of departments, units and individuals. There is a scope for expanding the provision to develop mechanisms and processes for internal quality monitoring and checks the areas of teaching-learning and research. There is a scope for making it more efficient and effective by expanding participation and team work within the framework in a scheme of decentralized structure, responsibilities and authorities. As a response to the demand and planned activates, it has completed some of them like shifting the current campus programs in its new building at Chandragiri Municipality-10, Satungal.

## Academic progress

At present, it runs the following regular academic programs:

- Master of Education in (Nepali, English, Curriculum, EDPM, and Health)
- Four-year Bachelor of Education
- One-year Bachelor of Education
- Under Graduate School Education

## Student enrollment

The current record varies from the earlier due to the drop out, transfer and exam form submission in the Controller of the Examination, TU. The table mentioned below reveals the enrollment in KSC. Student enrollments in KSC of the three consecutive years are as follows.

**Table1: Enrolment trend analysis of the last three years (Program Wise / level wise) disaggregated by female and educationally disadvantaged students In FY2073/74**

S.N.	Academic year/level	FY 2073/74				
		Total	Male	Female	EDJ	Disad.
01	One year B.Ed	75	50	25	12	11
02	First year B.Ed	18	7	11	3	1
03	Second Year B.Ed	28	120	16	3	1
04	Third year B.Ed	71	31	40	17	3
05	Forth year B.Ed	NA	NA	NA	NA	NA
06	M.Ed Ist semester	45	18	27	12	2
07	Master II Year	105	31	74	20	10
	<b>Total</b>	342	49	939	64	28

**Table 2: Enrolment trend analysis of the last three years (Program Wise / level wise) disaggregated by female and educationally disadvantaged students In FY2072/73**

S.N.	Academic year/level	FY 2072/73				
		Total	Male	Female	EDJ	Disadvantage
01	One year B.Ed	41	21	20	10	7
02	First year B.Ed	29	16	13	3	-
03	Second Year B.Ed	43	18	25	4	2
04	Third year B.Ed	51	25	26	5	2
05	Forth year B.Ed	NA	NA	NA	NA	NA
06	M.Ed Ist semester	105	31	74	20	10
07	Master II Year	53	18	35	9	4
	<b>Total</b>	<b>322</b>	<b>129</b>	<b>193</b>	<b>51</b>	<b>25</b>

**Table 3: Enrolment trend analysis of the last three years (Program Wise / level wise) disaggregated by female and educationally disadvantaged students In FY2071/72**

S.N.	Academic year/level	FY 2071/72				
		Total	Male	Female	EDJ	Disad.
01	One year B.Ed	80	43	37	19	5
02	First year B.Ed	71	31	40	22	3
03	Second Year B.Ed	50	24	26	18	2
04	Third year B.Ed	70	34	36	22	2
05	M.Ed Ist Year	53	18	35	23	2
06	M.Ed 2nd Year	109	33	76	37	5
07	<b>Total student</b>	<b>433</b>	<b>183</b>	<b>250</b>	<b>141</b>	<b>19</b>

*B. Pass rate trend analysis of the last three years (program wise / level wise) disaggregated by female and educationally disadvantaged students in different FY*

**Table 4: Level wise pass rate in KSC in FY 2073/74**

S.N	Academic year/level	Form fill up	Exam	Passed in FY 2073/74				Passed
				Male	Female	Disad.		
01	One year B.Ed	49	49	12	12	2	1	24
02	First year B.Ed	15	15	2	1	1	-	3
03	Second Year B.Ed	21	21	2	2	-	-	4
04	Third year B.Ed	53	53	2	4	1	-	6
05	Forth year B.Ed	NA	NA	NA	NA	NA	NA	NA
06	M.Ed Ist semester	45	36	NA	NA	NA	NA	NA
07	M.Ed 2nd Year	96	95	NA	NA	NA	NA	NA
	<b>Total</b>	<b>279</b>	<b>269</b>	<b>18</b>	<b>19</b>	<b>4</b>	<b>1</b>	<b>37</b>

**Table 5: Level wise pass rate in KSC in FY 2072/73**

S.N.	Academic year/level	Admission	Appeared	Passed in FY 2072/73				Total passed
				Male	Female	EDJ	Disad.	
01	One year B.Ed	41	39	9	7	2	1	16
02	First year B.Ed	29	20	2	2	1	-	4
03	Second Year B.Ed	43	36	2	1	1	-	3
04	Third year B.Ed	51	30	5	4	1	1	9
05	M.Ed 2nd year	105	96	9	12	3	1	21
06	M.Ed Ist semester	56	36	NA	NA	NA	NA	NA
<b>Total</b>		<b>325</b>	<b>257</b>	<b>27</b>	<b>26</b>	<b>8</b>	<b>3</b>	

**Table 6: Level wise pass rate in KSC in FY 2071/72**

S.N.	Academic year/level	Admission	Appeared	Passed in FY 2071/72				Total passed
				Male	Female	EDJ	Disad.	
01	One year B.Ed	80	72	12	17	5	1	30
02	First year B.Ed	71	54	5	9	3		14
03	Second Year B.Ed	50	39	5	4	3	1	9
04	Third year B.Ed	53	43	3	1			6
05	M.Ed 2nd year	56	48	6	11	5	2	17
06	M.Ed Ist year	115	98	5	40	4	1	45
<b>Total</b>		<b>425</b>	<b>354</b>	<b>36</b>	<b>82</b>	<b>20</b>	<b>5</b>	

*Note: M.Ed 2nd year Theory paper passed by 17 students but result appeared failed and absent do to the delay in submission of Their practicum marks.*

C. Graduate Trend Analysis of the Last Three Years (Program Wise/ Level Wise)  
Disaggregated by Female and Educationally Disadvantaged Students.

**Table 7: Year-wise/thesis approval sheet (Master level)**

Year	English	Health	Nepali	EDPM	Curriculum	Total
2074/75 running	18	20	20	14	1	73
2073/74	12	19	21	14	-	66
2072/073	9	12	11	12	2	56
2071/2072	10	19	9	11	1	50
2070/2071	3	5	5	3	0	16
2069/2070	3	6	6	1	1	17
2068/ 2069	2	7	0	3	3	15
2067/2068	2	0	3	18	3	26
2066/2067	4	4	3	7	1	19
2065/2066	4	5	3	7	0	19
Up to 2065	6	3	5	4	1	19
Before 2065	13	0	20	7	10	50
Total						

**Table 8: KSC graduate in FY 2073/74(Passed year 2016)**

S.N.	Academic year/level	Passed in FY 2016				
		Male	Female	EDJ	Disadvantage	Total Passed
01	One year B.Ed	12	12	3	1	24
02	Forth year B.Ed	6	7	2	1	13
03	Masters in Education	15	23	3	1	38
<b>Total</b>						

**Table 9: KSC graduate in FY 2072/73(passed year 2015)**

S.N.	Academic year/level	Passed in FY 2015				
		Male	Female	EDJ	Disadvantage	Total Passed
01	One year B.Ed	9	7	2	1	16
02	Forth year B.Ed	5	13	2	1	18
03	Masters in Education	6	11	4	1	17
<b>Total</b>						

**Table 10: KSC graduate in FY 2072/73(passed year 2014)**

S.N.	Programs	Passed in FY 2014				
		Male	Female	EDJ	Disadvantage	Total Passed
01	One year B.Ed	12	17	5	1	30
02	Forth year B.Ed	13	14	-	-	27
03	Masters in Education	8	52	4	1	45
<b>Total</b>						

### Educational pedagogy

The campus uses different problem solving and innovative approaches of teaching and learning besides traditional approaches. Mostly, they are:

- Field work and presentation
- Discussion
- Seminar and workshop
- Orientation program
- A day orientation program for the masters first semester was organized
- Publication of Research Journal
- KSC Journal entitled *Shiksha Shastra Saurabh* is regularly published

## Physical progress

### *Infrastructure development*

The infrastructure development of the campus was started by constructing its on building from 2070 BS. Prof. Dr. Ganeshman Gurung, former Chairman, of University Grants Commission laid the foundation stone at Chandragiri Municipality-10, Satungal which is still in under construction. In addition to UGC, district development committee Kathmandu and Chandragiri Municipality is supporting continuously for the development of infrastructure. Besides, UGC is the main source of financing for the construction works. As per the procurement plan-2073/74, KSC has completed the following works with the help of higher secondary reform project.

### **Works from mutual fund (SHERP)**

As per the agreement between UGC and this campus, the following works have been completed under the scheme of mutual funds. The descriptions of works completed along with its expenditure amounts have been shown in the table below.

**Table 11. Works completed through the HERP (as mentioned in procurement plan)**

<b>Sn</b>	<b>Descriptions of works</b>	<b>Estimated</b>	<b>Actual estimate</b>	<b>Expenditure</b>
1	Sand Filling	200,000.00	350,000.00	300,000.00
2	Water Tank Construction	300,000.00	225,000.00	225,000.00
3	Desk/Bench construction	325,000.00	325,000.00	315,000.00
4	Official Chairs /Tables	125,000.00	120,000.00	120,000.00
5	Books/Reference Materials	350,000.00	125,000.00	25000.00
6	Sofa-set/Computer table/ Book rack	200,000.00	180,000.00	180,000.00
<b>Total expenses</b>		<b>1,500,000.00</b>	<b>1,325,000.00</b>	<b>12,65,000.00</b>

### **Educational aids in KSC**

There are different ways of classifying audio-visual materials. In KSC, necessary related equipment for putting them to work in the classroom, audio-visual materials includes the following:

- Dramatic performances (portrayal of people, events, and procedures) dolls and puppets are produced for use as dramatic models.
- Models, mock-ups globes, and maps.
- Mathematical tools and materials of different shapes and sizes are available.
- Page graphic materials such as maps, graphs, cartoons, diagrams and charts are available.
- Photographic maps of various types of diagrams.
- Pictorial and graphic aids whiteboard textbooks illustrations charts pictures are available.



## Educational equipment in KSC

**Table12: Year wise educational aids and ICT status in KSC**

<b>Edu. Equipments</b>	<b>2070/71</b>	<b>2071/72</b>	<b>2072/73</b>	<b>2073/74</b>	<b>2074/75</b>
<b>Website</b>	<b>Activated</b>	<b>Activated</b>	<b>Activated</b>	<b>Activated</b>	<b>Revision</b>
Multimedia projector	0	1	1	2	3
Laptops	01	02	02	02	3
Computers	06	08	35	05	40
OHP	01	01	01	01	1
Fax Machine	NA	01	01	01	1
Billing system Software	NA	01	.01	01	2
Telephone	02	04	05	06	6
Voice-email	01	01	01	01	1
Email and Internet Services	NA	Available	Available	Available	Available
Accounting software	NA	Available	Available	Available	Available
E-library	NA	NA	NA	NA	NA
Equipment	NA	NA	Computers	Computers	
Books Availability	5000	6000	6500	8000	10000
Journals	NA	05	10	20	20
Reference Materials	2000	2500	3000	3000	3500
Furniture's	Few	Few	30 set	50 set	70 set

## Financial progress

KSC is a community campus. It has fixed assets and systematic collection of revenue. Every year, the main source of income of the campus is students fees. Besides student fees, the other source of income are as follows:

- Donations from community
- Donations/Grants From University Grants Commission/Nepal
- Supports from Government agencies (DDC/Municipality/Minister and others)
- Infrastructure development supports from Member of Parliament
- Other Sources

## Income of the last three years

**Table 13: Year wise analysis of financial resources at KSC / income of the last three years**

Descriptions of Income	2070/71	2071/72	2072/73	2073/74
Students' Fees	77,69,150.00	83,12,675.00	91,95,015.00	79,24,593.75
Self-Generated Resources		2,83,843.72	1,39,389.77	49,496.82
Grants from UGC	31,64,338.10	12,70,000	8,20,000.00	5,72,325.00
From DDC Kathmandu		26,16,723.00	18,80,118.00	23,17,573.01
Chandragiri Municipality	49,545.00		95,740.00	
Grants from Ministry of Peace and Reconstruction		2,86,088.00	1,49,325.00	3,03,820.00
Parliament Development fund			19,12,311.00	
Others Sources	31,09,707.49	29,772.82	42,000.00	18,970.00

## Expenditure trend in KSC

The major areas of expenditure in KSC are under the following headings:

- Staffs remuneration
- Staffs provident fund expenditure
- Faculty development
- Research and scholarship aids
- Others

The following table reveals the expenditure trend in KSC during three F. Years

**Table14: Expenditures analysis of the last three years**

Descriptions of expenditure	2070/71	2071/72	2072/73	2073/74
<b>A. Recurrent Expenses</b>				
Salary	49,23,682.04	50,82,665.40	48,90,476.60	45,77,710.19
Others	62,45,155.84	44,99,451.83	52,86,808.27	
<b>B. Capital Expenditures</b>				
Major Infrastructures Development	80,37,449.80	50,99,076.62	96,92,791.04	32,60,994.50
Minor Infrastructure Development				3,98,933.16
Equipments		1,93,900.00	7,45,233.00	2,22,447.13
Books	33,408.00	21,495.00	41,277.73	1,15,498.00
Furniture			7,72,872.81	60988.03
Others	7984		59,350.8	

## **Infrastructure development**

KSC is striving to strengthen its physical facilities as the main building is under construction. Currently, the campus relies on Padmodaya Secondary School's physical infrastructure. To achieve this collective goal, at basic infrastructure development is a prerequisite and around 700m road from Bishnudevi temple to phone factory needs to be concreted as soon as possible. Campus area boundary, ground management, well- stocked library, Research Management Cell, gender friendly toilets, modern canteen, new desk benches and required tables are to be immediately managed. To complete aforementioned requirements, we have estimated nearly Rs. hundred million calculations.

## **Audit observations**

From its establishment, Campus Management Committee strictly follows the recommendation of financial auditor. A committee under the leadership of the member of a Campus Management Committee has formed. Before the endorsement in the CMC meeting, the financial and monitoring committee reviews the statements provided by auditor. CMC approved the campus financial statement and provide some guidelines to implement the audit report if found necessary.

## **Audit observations / issues and steps taken to mitigate the issues raised by audit observations in the last fiscal year-2073/74**

As per the decisions of campus management committee, Mr Shyam Krishna Timilsina of S.K.Timilsina and Associates is appointed as the auditor for the FY 2073/74. Mr Timilsina has pointed few problems associated with this campus to be addressed for smooth operation, transparency and to follow the government rule. The issues raised by Mr Timilsina have shown in the table below .Besides, the campus administration has tabled this report to Campus Management Committee for necessary action and further improvement.

**Table 15: Issues raised by audit observations in the last fiscal year-2073/74**

<b>Descriptions of issues raised by Audit Report 2073/074</b>	<b>Steps taken for improvement</b>
Petty cash should not be used for the amount more than 1000	Implemented
TDS on payment within 25 <sup>th</sup> day of the month of expense	Full time Accountant hired
Update the record of physical properties	Partially Implemented
Update the records of libraries	Partially implemented
Revision and Evaluation of Physical and Capital Assists should be updated	Under discussions of CMC
Examinations/Library records should be improved	Under discussions of CMC
Accounting /library/store and examination records should be operated through Software	Under discussions of CMC
Old advance amounts should cleared	Under discussions of CMC
Separate accounting software should be adopted for undergraduate level of program	Implemented
PAN card of faculties for remuneration should make compulsorily	Under discussions of CMC
<b>Classification of faculties</b> (Full time/Part Time/Basic/Contract and others) should be defined as per government and the norm and regulation of affiliating university. Full time faculties of other organizations should not be treated as the permanent staffs of this campus.	Under discussions of CMC
At least few regular staffs (Account/General Administration/Library) should be appointed.	Under discussions of CMC
Further work Approval letter is necessary for all full time staffs of other organizations	Implemented

### Social progress

The health awareness program at KSC has been organized by KSC health club to general awareness in the community. The club with the association with the health department and the students were organized a three community survey programs in different parts of the valley.

## Campus's involvements in social activities

In KSC, we celebrate some programs in an association with student organizations. Some of them were non-political programs that the campus has organized on the regular basis are Guru *Purnima*, *Bhanu Jayanti*, *Moti Jayanti*, *Hari Talika Teej*, *Dashain-Tihar Celebration* and *Dipawali Puja* for the harmony and maintained the social and moral education in the campus.

Some other programs organized in KSC with the support of student organizations are mentioned below.

- World environment day - Cleanliness program
- KSC quiz competition on the auto -biography of Laxmi Prasad Devkota
- Creative writing competition –‘**Power of Peace**’ for Master degree students
- Debate competition - ‘The future depends on what we do in the Present’
- Lyrics writing competition on peace building condition and non-violence issues
- Workshop/ Seminars in current educational, political, economic, and cultural issues
- Health camp to Chandragiri Municipality

## Society's contributions for campus

The campus has been in touch of different social units, departments, and individuals. Recently the campus has organized interaction program with community people for community involvement in all its activities. The meeting also discussed to raise some funds for the development of infrastructure. Chandragiri municipality provided Rs 100,000 for the development of infrastructure in the campus. Besides, municipality some individuals have also contributed for the development of the campus. They are as follows;

- Mr. Gauri Prasad Dabadi has contributed 300 references and textbooks in the library
- Mr. RC Yadav of RC foundation and Research Centre, Kalanki has contributed around 200 plants for greenery and gardening in campus surrounding.
- Some individuals have contributed some amounts for infrastructure development as mentioned in the audit report

### Plan for campus's contribution to society

KSC is the community campus. The management committee of this campus has decided to contribute and perform some societal activities within the Chandragiri municipality. For this some amounts will be allocated in its regular budget to perform the activities mentioned below. The following table shows the five years plan of campus contribution to society within municipality.

**Table 16. Five years plan for campus's contribution to society**

<b>Descriptions of activities</b>	<b>074/75</b>	<b>075/76</b>	<b>076/77</b>	<b>077/78</b>	<b>078/89</b>
Full Scholarships each level in number	10	10	10	10	10
Library facilities in a day except holidays	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs
Awareness programs times in a year	2	2	2	2	2
Free medical checkup program to community in a year	1	1	1	1	1
Sanitation program specially adolescent girl in a year	1	1	1	1	1
Games materials distribution to the community schools	5	5	5	5	5
Teachers training to the community school teachers (subject wise)	All community schools	All community schools	All community schools	All community schools	All community schools

## Plan for increased involvement of society in the campus

A campus regulation revision team headed by our founder Campus Chief Prof. Dr. Prem Narayan Aryal has submitted its report to increase the involvement of society in the campus. Besides this, the Management Committee of this campus has formed the **Research Management Cell** with the wider involvement of the community intellectuals. Likewise, an advisory committee has been formed to work closely with the community people. For this some efforts have been done to incorporate the cooperation received as a donation in the development of the Campus by community people. Our main concentration is to foster the issues and challenges of the community and draw the attraction of concerned authority. For this KSC has planned to do the following activities to increase the involvement of society in its all activities. They are as follows;

- Improvement of campus regulation with a view to involve the community people
- Participation of community people in campus all activities
- Collaboration with societal organizations
- Regular discussions on the societal issues
- Recognition, appreciation and award for the best practices in the society
- Industrial dialog to link the education for the need of the society

## Issues and challenges

For over two and half decades, KSC has been working to uplift its educational standard by providing quality higher education but there are many obstacles and hurdles that are emerging. Some problems, issues and challenges associated with this campus are shown through the following table.



**Table 17: Problems issues and challenges of KSC**

Problems	Issues	Challenges
Low enrollment	Less participation of community	Less research works on campus activities
High dropout	Inconsistency in campus policies	Political interference
Lack of teaching resources	Poor implementation of strategic plan	Decreasing trend of educational budget
Lack of full time faculties and staffs	Teachers dissatisfaction towards remunerations and facilities	Permanent settlement of campus
Lack of equipment	Single stream- academic programs	Quality enhancement to students with present situation due to rented building
Lack of minimum facilities	Less priorities by Government and affiliating university to the community campuses	
Lack of resources	Token grants allocation by UGC	
	the over rapid decreasing of enrolment in education program	
	the low level of managerial effectiveness	
	Quality erosion	

## Opportunities

Following are the major opportunities envired by the campus for students:

- Increased awareness of educations in new areas/Municipality.
- KSC is the only degree campus in the Municipality.

- Regarding outer ring road, KSC will be a center point and accessible to all people living in the Western Part of Kathmandu Valley.
- The growing concerns of the stakeholders are very encouraging and appreciable.
- Learning has got high priority individually or organizational wise.
- There is a big scope to conduct the research works.
- Availability of skilled manpower/human resources are another positive dimension of campus.
- New premises and environment will be highly academic rather politics.
- New ways and techniques of learning and teaching are being subject of discussion.

### **Threats**

- Competitors are growing from national and international perspectives.
- Students are demanding more facilities.
- Government intervention is increasing and financing is decreasing.
- Role of affiliating university (TU) is not community campus friendly
- Low enrollment in education is a big threats to the campuses conducting only the education programs

### **Short term problems**

Table, bench, drinking water, sanitation, play- ground for physical class and sufficient playing material are the general problem.

### **Long term challenges**

#### **Quality**

KSC is facing the high drop rate and high failure rate in the campus. The regularity, punctuality, regular teaching practices, low involvement in microteaching, low quality of thesis research works are some of the barriers of quality education in KSC.

## **Student unrest**

Among the challenges of higher education it is important to address students' unrest. Lack of physical and educational facilities is bringing much hindrance in the way of development. Teachers are less motivated to do certain research work. With student prospective, teachers are not competent, and they are teaching in higher education institutions. The most important problem of higher education in Nepal is the political involvement of students in management.

## **Administrative reform**

KSC is facing the big challenges of skilled manpower in the administration. As a reform in the administration, KSC gives priority to skill and train staff in the days to come.

## **Single academic program**

- Number of students decreasing constantly in education program
- Only evening shift (students have no choice of shift)

## **Financial problem**

- Depending on the students fees only
- No permanent other sources of financial resources
- Lack of fund for quality enhancement
- Budget constraints for infrastructure development

## **Barriers of human resource development**

- Lack of own faculty.
- No reputational provision of upgrading the faculties.
- Most of the faculties are university teachers.
- Time constraint in the rented building for academic growth.
- Semi-skilled non-teaching staffs.

## **Measures taken to address the issues and challenges**

Various problems, Issues and Challenges are associated with this campus. The table below shows the various issues and challenges and the action to be taken to mitigating these issues.

**Table.18 Measures taken to address the issues and challenges**

Issues	Mitigating measures	Challenges	Mitigating measures
Less participation of community	A advisory committee has formed to involve community participation in the campus	Less research works on campus activities	RMC has fully authorized to perform the research based activities in the campus
Inconsistency in campus policies	Campus Regulation reviewed committee has submitted its report to overcome this problem	Political interference	Student counseling for less political interference
Poor implementation of strategic plan	A separate team has formed to review the strategic plan and analysis the poor implementation of strategic plan	Decreasing trend of educational budget	
Teachers dissatisfaction towards remunerations and facilities	A committee has formed to review the resources and remuneration of the faculties and staffs	Permanent settlement of campus	A team has formed to shettle the issues of campus conduction from its own building
Single stream- academic programs	CMC has decided to conduct the programs of other stream rather than education. For this campus is trying for affiliation of other academic programs from TU	Quality enhancement to students with present situation due to rented building	Concentration on Infrastructure development
Token grants allocation by UGC	We appeal for the increment of grants		
the over rapid decreasing of enrolment in education program	Public commitment to enhance the quality		
the low level of managerial effectiveness	Hired skilled and committed manpower in managerial duties		
Quality erosion	Quality enhancement through quality teaching with use of ICT in classroom		

## Plan for addressing the issues and challenges

Campus has developed five years strategic plan to overcome its problems and issues associated with this campus. Besides, CMC has decided to solve the following problems. They are as follows;

- Full time subject department head should be appointed as soon as possible.
- They should be assigned to evaluate all class and have in intellectual analysis with full commitments.
- Departmental system should be forwarded to execute the future plans and policies to this campus.
- Clear responsibility, transparency of work, result oriented teaching should be minutely defined to develop a positive change as it is a great challenge which is to be solved immediately.
- There should be provision of award and punishment to bring the aimed result in all subjects through department heads.
- New salary system will be developed on the basis of qualification, efficiency and time given by them and others.
- A provision of basic subject teacher's must be changed and qualitative and energetic lecturer with full time should be appointed after the recommendation of committee.
- Those students who achieve the best score in the in final exam of T.U. from our own campus are to be prioritized to fulfill the vacancy of lecturers of this campus rather than outsiders.
- KSC emphasizes the regular meetings and trying to increase the compliance of teacher's efforts with the policies that the campus has taken to enhance quality.
- With the support of the teachers, students, students union, and expert's efforts are being directed towards reducing absenteeism, turnover of faculties, negligence's, etc.
- Get support from all departments heads by maintaining close relation and for regular consultations
- Get support from teachers through effective coordination of department heads
- Increase its achievement with the development of team sprit with faculty members, students, students union, department heads, and others.
- The campus has planned to add some land with community support. As a preliminary work, it has started works with local communities to strengthen relation and identify the possibilities for mutual benefits with local community.

## Annual Work Plan and budget of FY 2074/75

The campus management committee has approved the campus budget of the FY 2074/75. The items of expenditure as per the strategic plan are mentioned in the table below.

**Table 19. KSC Development Expenditure of the Year 2074/75**

Sn	Descriptions of works	Nu/Set	Rate	Expenditure
1	Desk Bench Set	40	10,000.00	400,000.00
A	Official Chair	5	10,000.00	50,000.00
B	Official Table	5	10,000.00	50,000.00
2	Water Treatment Plant for drinking	1	350,000.00	350,000.00
3	Aluminum Doors/Windows	40	12,000.00	480,000.00
4	Educational Equipment's			
A	Laptop	2	50,000.00	100,000.00
B	Server Computer	1	75,000.00	75,000.00
c	Printer	5	25,000.00	125,000.00
d	Multimedia projector	2	50,000.00	100,000.00
e	Camera	1	40,000.00	40,000.00
f	Sound System	1	45,000.00	45,000.00
5	Sofa set-1 and official furniture			200,000.00
6	Trust Construction of fifth floore			1,500,000.00
7	Railing ( Steel )	70 feet		300,000.00
8	Electricity Materials			500,000.00
9	Construction of basket Ball court			350,000.00
10	Computer Lab table 7/ chair 30			250,000.00
11	New Toilet Construction	5	60,000.00	300,000.00
12	Construction of Physics lab			300,000.00
13	Construction of Chemistry labs			300,000.00
a	Office Management			
b	Carpeting			50,000.00
c	Parda			50,000.00
d	Library Racks			50,000.00
e	Waiting Rooms			50,000.00
f	RMC hall			50,000.00
g	HEP Rooms			50,000.00
h	IQUA Rooms			50,000.00
15	EMIS Software and equipment's			300,000.00
16	Internal Coloring/Painting (White Ce- ment/Paints/and Materials			500,000.00
	<b>Total exp</b>			<b>6,965,000.00</b>

## Summary of the approved budget of KSC FY 2074/075

KSC has approved the budget heading wise to fulfill its vision. The approved budget and its previous trends have been shown in the table below.

**Table 20: Expenditure status 2074/075& its previous trend**

<i>KSC PROPOSED EXPENDITURE STATUS 2074/075&amp; ITS PREVIOUS TREND</i>					
<b>Annex</b>	<b>Descriptions</b>	<b>Proposed Exp in FY2073/74</b>	<b>Actual Exp in FY 2073/73</b>	<b>Proposed Exp In 2074/75</b>	<b>% of allocation</b>
1	Building Construction	8,005,000.00	2862061.34	6,965,000.00	33.71
2	Plus Two Program expenses	1,348,000.00	621,220.82	1,187,160.00	5.75
3	Research Management Cell	607,000.00	184666.00	270,000.00	1.31
4	Internal Quality Insurance Accreditations Unit	278,000.00		181,000.00	0.88
5	Educational Management Information System	591,000.00	25000.00	579,000.00	2.80
6	Documents and Report Preparation		3000.00	270,000.00	1.31
6	Library Expenses and Development	216,000.00	115498.00	293,000.00	1.42
7	Basic Salary KSC Faculties	2,383,550.00		1,978,470.00	9.58
	Non-Teaching Staffs Salary plus two	503,958.00		435,006.00	2.11
	Non-Teaching Staffs Salary KSC		4577710.19	750,846.00	3.63
34	Extra Enumeration KSC	2,180,625.00		1,485,000.00	7.19
	Extra Remuneration Plus two			445,000.00	2.15
7	Free Students Union	67,500.00	15000.00	30,000.00	0.15
8	Student Welfare Expenditure	150,000.00	318590.00	95,000.00	0.46
9	Merit Based Scholarships	38,400.00	23,260.00	19,200.00	0.09
10	Discount and Scholarship	910,000.00	572300.00	480,000.00	2.32
11	Advertisement/Field Visits	205,000.00	35760.00	215,000.00	1.04
12	Maintains and Development	264,500.00	69665.00	-	-
A	Electricity works		84,492,30	250,000.00	1.21



*KSC PROPOSED EXPENDITURE STATUS 2074/075& ITS PREVIOUS TREND*

<b>Annex</b>	<b>Descriptions</b>	<b>Proposed Exp in FY2073/74</b>	<b>Actual Exp in FY 2073/73</b>	<b>Proposed Exp In 2074/75</b>	<b>% of allocation</b>
B	Generator for repairing and maintance		11839.00	79,000.00	0.38
C	Telephones/ Mobiles and other equipment's		29881.00	63,000.00	0.30
D	Vehicles tax/repairing/servicing		7150.00	14,500.00	0.07
E	Other maintances			39,500.00	0.19
13	Stationary and Logistic Support	105,350.00		105,350.00	0.51
14	Printing Services	247,500.00	209,426.00	201,000.00	0.97
15	Royalty & Remuneration	529,000.00		119,000.00	0.58
16	TP Hand Book for Med	351,200.00		-	-
17	Administrative expenditure	154,000.00	55,400.00	624,000.00	3.02
18	27 th Campus Day	210,500.00	66211.00	253,000.00	1.22
19	Cultural Program and Co-Curricular Activities	297,000.00	172,039.00	86,000.00	0.42
20	Deposit Return	43,000.00		31,000.00	0.15
21	Resource /Research Oriented Classes	125,000.00		62,600.00	0.30
22	Thesis /Viva Expenditure	351,000.00	219100.00	282,600.00	1.37
23	QAA and HEP Project	330,000.00	132000.00	40,000.00	0.19
25	Transportation Expenditure	132,000.00	141,594.00	170,000.00	0.82
26	Refreshment and Hospitality	170,900.00	72310.00	170,900.00	0.83
27	Micro-Practice Teaching	226,425.00	119,650.00	240,525.00	1.16
28	Cost of Practical/Practi-cum Classes	26,400.00		79,500.00	0.38
29	Allowances to the officials	396,000.00		396,000.00	1.92
30	DV Allowances to the faculties	28,000.00		37,500.00	0.18
35	Staffs Development	215,000.00	12000.00	215,000.00	1.04
38	TU Examination Fees	1,150,000.00	996110.00	1,150,000.00	5.57
37	New Program Develop-ment	170,000.00	29111.00	170,000.00	0.82
38	Others	1,000,000.00		100,000.00	0.48
	<b>Total</b>	<b>24,518,308.00</b>	<b>10602756.42</b>	<b>20,658,657.00</b>	<b>100.00</b>

## Projected annual work plan

KSC has doing their best to cope with the change in conduction of Higher education Institutions. It is therefore, to meet the strategic plan developed for change and smooth transition of the campus from rented to its own building, the management committee of KSC has projected the three years annual expenditure plan. As per the plan, the proposed expenditure plan has mentioned in the table below.

**Table 21: Proposed three years expenditure plan as per strategic plan**

Descriptions	Exp In 2074/75	Exp In 2075/76	Exp In 2076/77
Building Construction	6,965,000.00	500,000.00	500,000.00
Research Management Cell	270,000.00	500,000.00	1,000,000.00
Internal Quality Insurance Accreditations Unit	181,000.00	100,000.00	50,000.00
EMIS	579,000.00	25,000.00	20,000.00
Documents and Report Preparation	270,000.00	100,000.00	50,000.00
Library Expenses and Development	293,000.00	322,300.00	354,530.00
Basic Salary KSC Faculties	1,978,470.00	2,176,317.00	2,393,948.70
Non-Teaching Staffs Salary KSC	750,846.00	825,930.60	908,523.66
Extra Remuneration	1,485,000.00	1,633,500.00	1,796,850.00
Free Students Union	30,000.00	33,000.00	36,300.00
Student Welfare Expenditure	95,000.00	104,500.00	114,950.00
Merit Based Scholarships	19,200.00	21,120.00	23,232.00
Discount and Scholarship	480,000.00	528,000.00	580,800.00
Advertisement/Field Visits	215,000.00	236,500.00	260,150.00
Electricity works	250,000.00	275,000.00	302,500.00
power backup	79,000.00	86,900.00	500,000.00
networking with system	63,000.00	75,000.00	100,000.00

<b>Descriptions</b>	<b>Exp In 2074/75</b>	<b>Exp In 2075/76</b>	<b>Exp In 2076/77</b>
Vehicles tax/repairing/servicing	14,500.00	15,950.00	17,545.00
Other maintances	39,500.00	43,450.00	47,795.00
Stationary and Logistic Support	105,350.00	115,885.00	127,473.50
Printing Services	201,000.00	221,100.00	243,210.00
Royalty & Remuneration	119,000.00	130,900.00	143,990.00
Administrative expenditure	624,000.00	686,400.00	755,040.00
Campus Day	253,000.00	278,300.00	306,130.00
Cultural Program and Co-Curricular Activities	86,000.00	94,600.00	104,060.00
Deposit Return	31,000.00	34,100.00	37,510.00
Resource Classes	62,600.00	68,860.00	75,746.00
Thesis /Viva Expenditure	282,600.00	310,860.00	341,946.00
QAA and HERP	40,000.00	44,000.00	48,400.00
Transportation Expenditure	170,000.00	187,000.00	205,700.00
Refreshment and Hospitality	170,900.00	187,990.00	206,789.00
Micro-Practice Teaching	240,525.00	264,577.50	291,035.25
Practical/Practicum Classes	79,500.00	87,450.00	96,195.00
Allowances to the Officials	396,000.00	435,600.00	479,160.00
DV Allowances	37,500.00	41,250.00	45,375.00
Staffs Development	215,000.00	236,500.00	260,150.00
TU Examination Fees	1,150,000.00	1,265,000.00	1,391,500.00
New Program affiliation	170,000.00	600,000.00	600,000.00
Others	100,000.00	50,000.00	25,000.00
<b>Total</b>	<b>20,658,657.00</b>	<b>12,942,840.10</b>	<b>14,841,534.11</b>

## Annual actual trend of expenditure

This table shows the actual trend of expenditure in KSC.

**Table: 22 KSC expenditure status 2074/075 & its previous trend**

Annex	Descriptions	Proposed Exp in FY2073/74	Proposed Exp In 2074/75	% of allocation
1	Building Construction	8,005,000.00	6,965,000.00	33.71
2	Plus Two Program expenses	1,348,000.00	1,187,160.00	5.75
3	Research Management Cell	607,000.00	270,000.00	1.31
4	Internal Quality Insurance Accreditations Unit	278,000.00	181,000.00	0.88
5	Educational Management Information System	591,000.00	579,000.00	2.80
6	Documents and Report Preparation		270,000.00	1.31
6	Library Expenses and De- velopment	216,000.00	293,000.00	1.42
7	Basic Salary KSC Faculties	2,383,550.00	1,978,470.00	9.58
	Non-Teaching Staffs Salary plus two	503,958.00	435,006.00	2.11
	Non-Teaching Staffs Salary KSC		750,846.00	3.63
34	Extra Enumeration KSC	2,180,625.00	1,485,000.00	7.19
	Extra Remuneration Plus two		445,000.00	2.15
7	Free Students Union	67,500.00	30,000.00	0.15
8	Student Welfare Expenditure	150,000.00	95,000.00	0.46
9	Merit Based Scholarships	38,400.00	19,200.00	0.09

Annex	Descriptions	Proposed Exp in FY2073/74	Proposed Exp In 2074/75	% of allocation
10	Discount and Scholarship	910,000.00	480,000.00	2.32
11	Advertisement/Field Visits	205,000.00	215,000.00	1.04
12	Maintains and Development	264,500.00	-	-
A	Electricity works		250,000.00	1.21
B	Generator for repairing and maintance		79,000.00	0.38
C	Telephones/ Mobiles and other equipment's		63,000.00	0.30
D	Vehicles tax/repairing/servicing		14,500.00	0.07
E	Other maintances		39,500.00	0.19
13	Stationary and Logistic Support	105,350.00	105,350.00	0.51
14	Printing Services	247,500.00	201,000.00	0.97
15	Royalty & Remuneration	529,000.00	119,000.00	0.58
16	TP Hand Book for Med	351,200.00	-	-
17	Administrative expenditure	154,000.00	624,000.00	3.02
18	27 th Campus Day	210,500.00	253,000.00	1.22
19	Cultural Program and Co- Curricular Activities	297,000.00	86,000.00	0.42
20	Deposit Return	43,000.00	31,000.00	0.15
21	Resource /Research Oriented Classes	125,000.00	62,600.00	0.30

Annex	Descriptions	Proposed Exp in FY2073/74	Proposed Exp In 2074/75	% of allocation
22	Thesis /Viva Expenditure	351,000.00	282,600.00	1.37
23	QAA and HEP Project	330,000.00	40,000.00	0.19
25	Transportation Expenditure	132,000.00	170,000.00	0.82
26	Refreshment and Hospitality	170,900.00	170,900.00	0.83
27	Micro-Practice Teaching	226,425.00	240,525.00	1.16
28	Cost of Practical/Practicum Classes	26,400.00	79,500.00	0.38
29	Allowances to the Officials	396,000.00	396,000.00	1.92
30	DV Allowances to The Faculties	28,000.00	37,500.00	0.18
35	Staffs Development	215,000.00	215,000.00	1.04
38	TU Examination Fees	1,150,000.00	1,150,000.00	5.57
37	New Program Development	170,000.00	170,000.00	0.82
38	Others	1,000,000.00	100,000.00	0.48
	<b>Total</b>	<b>24,518,308.00</b>	<b>20,658,657.00</b>	<b>100.00</b>

**Note: The actual expenditure of different FY has mentioned in table 21**

**Table 23: Projected annual work plan and budget of the three Fiscal Years following the current Fiscal Year**

<b>Projected Annual Work Plan</b>				
<b>FY</b>	<b>Descriptions of works</b>	<b>2073/74</b>	<b>2074/75</b>	<b>2075/76</b>
1	Desk/Bench construction			
2	Fifth flooreDhalan			
3	Official Furniture, Notice Board, Library and RMC Office			
4	Availability of Water facilities			
5	ManchNirman			
6	Mato filling in ground			
7	Water facilities and toilet construction			
8	Separate Toilet Finishing for girls			
9	Electricity Works In The Building			
10	Drainage Management Front Side			
11	Official and Desk Bench Furniture for canteen and library and other offices and labs			
12	Aluminum Work			
13	Trust for the fifth floore			
14	Play Ground Management			
15	Computer Digital Lab (BCA)			
16	Guard Room Construction			
17	Gardaning in the premises			
18	Main gate construction and finishing work			
19	Building painting works			
20	Staffs room development			
21	Networking and system management			
22	E-library/E-management/Online education facilities started			
<b>Total</b>				



# Thesis Records of KSC Graduates

## Passed in 2016/17 A.D.

**Table: 24 Subject-wise Thesis Records 2016**

Sub	Title	Student's Name	Year	Supervisor Name
English	Free Writing Proficiency of Grade Ten Students	Chet Raj Joshi	2,016	Mr.Gagan Singh Air
English	Techniques and Gaps in Translation of Cultural Terms: A Case of Novel, MUGLAN	Durgeshwori Paudel	03-30-2016	Mr.Gagan Singh Air
English	Professional Development Obstacles faced by Primary Level English Teachers.	Kabita Thapa	12-04-2016	Mr. Prem Prasad Paudel
English	Effectiveness of Jiggle Techniques in Developing Reading Comprehension	Omi Gurung	12-04-2016	Mr. Prem Prasad Paudel
English	Effectiveness of Pre-learning Vocabulary on EFL Learners Writing	Rita Parajuli	13-05-2016	Mr. Ashok Sapkota
English	Learning Strategies Adapted by Adult Learners of English Language	Kamal Bahadur Lama	15-08-2016	Mr. Laxmi Prasad Ojha
English	The Effectiveness of Project Work Technique Creative Writing in ELT Classroom.	Kalpna Kumari Acharya	2016	Mr. Hari Raj Atreya
English	Learner Center Technique	Muna Devi Bastola	17-04-2016	Mr.Gagan Singh Air
Health	Knowledge and Behavior Towards Abortion in Lingeshowr Municipality Bhaktpur District	Dipa Khadka	2016	Mr.Basant Kumar Baral
Health	Nutritional Practice Regarding Antenatal care Among Tamang Women in Bageshwori VDC Kavre	Hari Krishna Tamang	2016	Mr.Basanta Kumar Baral
Health	Practice of Safe Motherhood in Tamang Community of Mahadevtar VDC of Kavre	Ninimaya Lama	2016	Mr.Basanta Kumar Baral
Health	Impact of Smoking Behavior After Printing Pictorial Health Warning Message on Cigarettes coves Among Magar Community at Manamaiju Kathmandu	Krishna Bahadur Phyal	18-03-2016	Mr. Krishna Pd. Acharya
Health	Knowledge and Behaviour on STD and HIV/AIDS Among secondary School Students of Ramechhap District	Sangdoma Tamang	8/4/2016	Mr. Bishnu Kumar Adhikari
Health	Child Health Care Practice (Under five years) of Dalit Community in Nijgad Municipality Bara District	Sarita Kumari Kharel	2016	Mr.Basant Kumar Baral

Health	Knowledge and Behavior on smoking Habits among Higher secondary Level Students.	Sushila Nagarkoti	08-04-2016	Mr. Krishna pd.Acharya
Health	Knowledge, Attitude and Awareness on Human Sexuality Among Adolescents is, Shamkharapur Municipality, Kathmandu	Shailendra kumar Shah	08-04-2016	Mr.Basant Kumar Baral
Health	Public perception and Behavior of open Bathing Among Adolescence Girls in Dadeldhura District	Ganesh Bahadur Bista	8/4/2016	Mr.Basanta Kumar Baral
Health	Female Involvement in Utilization offamily Planning Devices in Baireni VDC, Dhading.	Shanta Dhakal	2016	Mr. Bishnu Kumar Adhikari
Health	Feeding Practice and Nutrition Status of under 5 Children in Marginalized Community of Dadeldhura District	Yadab Pd. Joshi	01-09-2016	Mr. Bishnu Kumar Adhikari
नेपाली	प्राथमिक तह कक्षा एकदेखि पाँचसम्मका नेपाली पाठ्यपुस्तकहरुमा समावेश गरिएका चित्रहरुको लैङ्गिक अध्ययन	फुलमायाँ दाहाल	२०७२	प्रा. महेश्वर न्यौपाने
नेपाली	तेह्रथुम जिल्लाका कक्षा ५ मा अध्ययनरत लिम्बुमा.वि. विद्यार्थीहरुको नेपाली भाषाको लिखित क्षमताको अध्ययन	शुशमा खड्का	२०७२	प्रा. महेश्वर न्यौपाने
नेपाली	काठमाडौँ जिल्लाका नि.मा.वि. तह-कक्षा सातमा अध्ययनरत विद्यार्थीको निबन्ध लेखन क्षमताको अध्ययन	गीता घिमिरे(दुङ्गाना)	12/4/2016	दिनेश घिमिरे
नेपाली	कक्षा आठमा अध्ययनरत विद्यार्थीहरुले वाक्य गठनमा गर्ने त्रुटिहरुको अध्ययन	इन्द्र कुमार राई	12/4/2016	शिव प्रसाद तिमल्सीना
नेपाली	कक्षा सातका हाम्रो नेपाली किताब र नयाँ नेपाली श्रीङ्खलाको तुलनात्मक अध्ययन	टीका कुमारी भट्टराई	२०७२	प्रा.महेश्वर न्यौपाने
नेपाली	कक्षा दशको शिक्षक निर्देशिकाको प्रयोग र प्रभावकारिता सम्बन्धी अध्ययन	राधा खनाल	18-12-2016	डा.चुडामणि पाण्डेय
नेपाली	कक्षा नौको नेपाली भाषापाठ्य पुस्तकमा प्रयुक्त नीति प्रधान र प्रकृति प्रधान कविताहरुको अध्ययन ।	साधना रोका	18-12-2016	ध्रुव भट्टराई
नेपाली	स्नातकतहकाअनिवार्य नेपाली विषयका प्रश्नपत्र (२०६० र २०७१) हरुको विश्लेषणत्मक अध्ययन	तीर्थ कुमारी बस्नेत	18-12-2016	प्रा.महेश्वर न्यौपाने
नेपाली	महत्ता हीन उपन्यासको समाज भाषिक अध्ययन	उर्मिला भट्टराई	17-12-2016	प्रा.महेश्वर न्यौपाने

EPM	समुदाय द्वारा व्यवस्थापन गरिएका विद्यालयको शैक्षिक अवस्था	रमेश पाडेल	12/8/2016	हरिविनोद अधिकारी
EPM	समुदायमा हस्तान्तरित विद्यालयको सिकाइ उपलब्धि	शङ्कराचार्य पन्त	12/8/2016	राजेन्द्र पोखरेल
EPM	सामुदायिक विद्यालयको शैक्षिक उपलब्धि बालविकास केन्द्रको योगदान	केशवकुमार कार्की	12/8/2016	बाबुराम पाण्डे
EPM	शिक्षक व्यवस्थापनले शैक्षिक उपलब्धमा पार्ने भाव	विष्णुदेवि पाण्डे	23-03-2016	प्रा. डा. सतीश कुमार ओझा
EPM	सडक बालबालिका हरूको सामाजिक तथा आर्थिक अवस्था	किरण जोशी	23-03-2016	हरि विनोद अधिकारी
EPM	शिक्षकको पेशागत विकासमा सुचना सञ्चार प्रविधि	बाबुराम रोक्का	23-03-2016	शत्रुघ्न प्रसाद गुप्ता
EPM	माध्यमिक तहमा शैक्षिक सामग्रीको प्रयोग	श्याम सुन्दर खड्का	23-03-2016	हरि विनोद अधिकारी
EPM	विद्यालय सुधार योजना निर्माण र कार्यन्वयन	रोशन राज तुइतुइ	6/4/2016	मनोज भण्डारी
EPM	विद्यालय खाजा कार्यक्रमले विद्यार्थी उपस्थितिमा पार्ने प्रभाव	जगनाथ सुजखु	11/4/2016	प्रा. डा. सतीश कुमार ओझा
EPM	Study of effectiveness of computer Education in secondary School in Nepal	Kiran Kumar Paudel	11/4/2016	Shatrughan Prasad Gupta
EPM	सामुदायिक र संस्थागत विद्यालयको शैक्षिक अवस्थाको अध्ययन	प्रेम लामा	7/6/2016	बाबुराम पाण्डे
EPM	मदर्शामा व्यवस्थापनको अभ्यास	वविता शर्मा	2016	प्रा. डा. सतीश कुमार ओझा
EPM		मधु श्रेष्ठ	2016	

# Guideline for Masters in Education Thesis Writing in APA Style

Ramshah path, Kathmandu as referred by

**Faculty of Education, Tribhuvan University - 2075**

Thesis year students at **Kathmandu Shiksha Campus** are required to follow this guideline in general while preparing their thesis. This guideline is drafted mainly based on the APA formatting. Where necessary some changes can be done as per the requirement of their respective departments.

## General Requirements

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**Title of the Study:** Within 12 words, concise, clear and communicate what is intended to be

Font	Times New Roman, 12 Points, left align for English median	For Nepali median Preeti, 16 point, left align
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Page layout	A4 size paper, 1.5 point left side and 1 inch space remaining sides
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Page number	Top right
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Spacing	2 point line spacing (double line spacing), 0 point paragraph space (before and after 0 point)
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Indentation	0.5 inch
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**Preliminary Part** (Should be in different number and not counted with the main body)

### Cover page

Front with thesis title, details of the researcher, the level for which it is written and department/campus. (Same cover page content in inner page as well plus TU registration number, month and year)

### Title page

### Abstract

(An abstract of the thesis with not more than 250 words including the topic, major objective, method and procedure, main findings and key recommendations of the study).

### Copyright- optional

### Deceleration- optional

**Recommendation Letter** (Supervisor with date in Campus Letter head )

**Approval Letter** (Thesis evaluation committee – Head, supervisor, external expert with date)

## Acknowledgment

### Table of Contents

### List of Tables (If necessary)

### List of Figures (If necessary)

### Abbreviations

## Main Part : As suggested by their respective departments

### References

### Appendices (List of respondents, tools, tables, case study, etc.)

### Table and Figures

#### Table Checklist

- Is the table necessary?
- Is the entire table double spaced (including the title, headings, and notes)?
- Are all comparable tables presented consistently?
- Is the title brief but explanatory?
- Does every column have a column heading?
- Are all abbreviations; special use of italics, parentheses, and dashes; symbols explained?
- Are the notes organized according to the convention of general, specific, probability?
- Are all vertical rules eliminated?
- If the table or its data are from another source, is the source properly cited?
- Is the table referred to in the text?

**Numbers.** Number all tables with Arabic numerals sequentially. If the manuscript includes an appendix with tables, identify them with capital letters and Arabic numerals (e.g. Table A1, Table B2).

**Titles.** Like the title of the paper itself, each table must have a clear and concise title.

**Headings.** Keep headings clear and brief.

**Body.** Numerals should be expressed to a consistent number of decimal places that is determined by the precision of measurement. Never change the unit of measurement or the number of decimal places in the same column.

## References in text

### References

#### Book

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

#### Edited Book, No Author

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York: Russell Sage Foundation.

#### Edited Book with an Author or Authors

Plath, S. (2000). *The unabridged journals* (K.V. Kukil, Ed.). New York: Anchor.

#### A Translation

Laplace, P. S. (1951). *A philosophical essay on probabilities*. (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814).

#### Edition Other Than the First

Helfer, M. E., Keme, R. S., & Drugman, R. D. (1997). *The battered child* (5th ed.). Chicago: University of Chicago Press.

#### Online Periodical with DOI Assigned, not DOI

Brownlie, D. (1998). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283. doi:10.1108/03090560710821161  
Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

#### Press release

American Psychological Association. (2010, August 15). *Today's superheroes send wrong image to boys, say researchers* [Press release]. Retrieved from <http://www.apa.org/news/press/releases/2010/08/macho-stereotype-unhealthy.aspx>

#### Painting

Wyeth, A. (1948). *Christina's world* [Painting]. Retrieved from <http://www.moma.org/explore/collection/index>

#### Speech recording

King, M. L., Jr. (1963, August 28). *I have a dream* [Audio file]. Retrieved from <http://www.americanrhetoric.com/speeches/mlkihavedream.htm>

#### Interview recording

Barnes, E. (1969, September 4). *Interview with Eva Barnes—Part 1* (S. Terkel, Interviewer) [Real Media file]. Retrieved from <http://www.studsterkel.org/dstreet.php>

### **Blog post**

Laden, G. (2011, May 8). *A history of childbirth and misconceptions about life expectancy* [Blog post]. Retrieved from [http://scienceblogs.com/gregladen/2011/05/a\\_history\\_of\\_childbirth\\_and\\_mi.php](http://scienceblogs.com/gregladen/2011/05/a_history_of_childbirth_and_mi.php)

### **Blog comment**

MiddleKid. (2007, January 22). *Re: The unfortunate prerequisites and consequences of partitioning your mind* [Blog comment]. Retrieved from [http://scienceblogs.com/pharyngula/2007/01/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php)

### **Doctoral dissertation, from an institutional database**

Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing education* (Doctoral dissertation). Retrieved from <http://www.ohiolink.edu/etd/>

### **Doctoral dissertation, from the web**

Bruckman, A. (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from <http://www.cc.gatech.edu/~asb/thesis/>

### **Article in a Newspaper**

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

### **Text Cites Examples**

#### **A Work by Three to Five Authors:**

(Kernis, Cornell, Sun, Berry, & Harlow, 1993) example (Kernis et al., 1993)

**Unknown Author:** (Anonymous, 2001)

**Unknown Date:** (Acharya, n.d.)

**Organization as an Author:** First citation: (National Planning Commission [NPC], 2000)

Second citation: (NPC, 2000)

**Two or More Works in the Same Parentheses:** (Berndt, 2002; Harlow, 1983)

**Authors with the Same Last Name:** (E. Johnson, 2001; L. Johnson, 1998)

**Two or More Works by the Same Author in the Same Year:**

Research by Berndt (1981a) illustrated that...

**Personal Communication:** (E. Robbins, personal communication, January 4, 2001).

### **Important Points to be Considered**

#### **Plagiarism and Self-Plagiarism**

**Plagiarism.** Researchers do not claim the words and ideas of another as their own; they give credit where credit is due.



**Self-plagiarism.** Just as researchers do not present the work of other as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism).

### **Reducing bias in language**

- Removing Bias in Language: Disabilities
- Removing Bias in Language: Race & Ethnicity
- Removing Bias in Language: Sexuality

### **Avoid Gendered Pronouns**

To avoid the bias of using gendered pronouns:

- Rephrase the sentence
- Use plural nouns or plural pronouns - this way you can use "they" or "their"
- Replace the pronoun with an article - instead of "his," use "the"
- Drop the pronoun - many sentences sound fine if you just omit the troublesome "his" from the sentence
- Replace the pronoun with a noun such as "person," "individual," "child," "researcher," etc.

### **References**

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# शिक्षाशास्त्री राजेन्द्र कुमार रोंगोंगप्रति श्रद्धा सुमन

जन्म  
सन् १९३०



स्वर्गारोहण  
सन् २०१८

नेपालको शैक्षिक इतिहासमा कलेज अफ एजुकेसनबाट पहिलो शिक्षाशास्त्री प्रा.डा. राजेन्द्र कुमार रोंगोंगको जन्म सन् १९३० अप्रिल महिनामा भएको थियो र स्वर्गारोहण २०१८ मे १६ मा भयो । उहाँले शिक्षाशास्त्रमा स्नातकोत्तर दिल्ली विश्व विद्यालय र स्नातकोत्तर तथा विद्यावारिधि संयुक्त राज्य अमेरिकाको साउदर्न इलिनवाय विश्व विद्यालयबाट गर्नु भएको थियो । काठमाडौँ शिक्षा क्याम्पसको स्थापनाकाल २०४८ साल वैशाख १५ गतेदेखि १५ वर्षसम्म अनवरत क्याम्पस सञ्चालक समितिको अध्यक्षका रूपमा र क्याम्पसको सङ्क्रमण कालीन अवस्थामा केही वर्ष अध्यक्ष सहित क्याम्पस प्रमुखको समेत कार्यभार समाल्नु भएको थियो ।

यस क्याम्पस सञ्चालक समितिका अध्यक्ष प्रा.डा. माधव भट्टराईको अध्यक्षतामा मिति २०७५ जेष्ठ ९ गते बसेको बैठकले स्वर्गीय रोंगोंगप्रति श्रद्धाञ्जलि व्यक्त गर्दै समवेदना सन्देशमा प्रा.डा. रोंगोंग एक मिलनसार, सहृदयी, सदैव अर्काको सहयोगका लागि तत्पर रहने र कुनै पनि प्रकारको अहङ्कार नभएका, आध्यात्मिक व्यक्ति, गुरुहरुका गुरु डा. रोंगोंगको देहावसानले यस क्याम्पसले एउटा मार्ग दर्शक तथा अभिभावक गुमाएको छ र नेपालले एक पाठ्यक्रमविद्, मूल्याङ्कनविद्, राष्ट्रिय विकास सेवा र उच्च शिक्षाको अन्तरघुलन गराउन सक्ने सक्षम विकासवादी शैक्षिक नेतृत्व गुमाएको छ' भन्ने उल्लेख गरिएको छ ।

उहाँले शिक्षाशास्त्र सङ्कायका प्राध्यापक, कलेज अफ एजुकेसनका प्रवर्धक, पाठ्यक्रम विकास केन्द्र (त्रिवि)का निर्देशक, राष्ट्रिय विकास सेवाका निर्देशक, लेबोरेटरी स्कूलका प्रधानाध्यापक, दीपेन्द्र प्रहरी स्कूल, साँगाका प्रिन्सिपल भई शिक्षा क्षेत्रमा लामो सेवा गर्नु भएको थियो ।

उहाँको सदैव एउटै कल्पना थियो—काठमाडौँ शिक्षा क्याम्पस नेपालको शैक्षिक फाँटमा सदैव अग्रणी रहोस् र यसबाट प्रशिक्षण प्राप्त गरेका विद्यार्थीहरुले नेपालको शैक्षिक क्षेत्रमा नेतृत्व गरुन् । क्याम्पस परिवार स्वर्गीय रोंगोंगको त्यो सपना पुरा गर्ने लक्ष्यमा लागि रहने प्रतिबद्धता व्यक्त गर्दछ ।

उहाँको दिवङ्गत आत्माले परमेश्वरको सामीप्य प्राप्त गरौस्, शान्ति पाओस् र उहाँका परिवार जनमा दुःख खप्ने क्षमता परमेश्वरले प्रदान गरुन् भनी क्याम्पस परिवार हार्दिक श्रद्धाञ्जलि व्यक्त गर्दछ ।

**काठमाडौँ शिक्षा क्याम्पस परिवार**