

The Language – Experience Approach

✍ Dinesh Panthee

Abstract

The language experience approach is a whole language approach that integrates listening and speaking, reading and writing through the development of a written text based on first hand experience. This article introduces the language experience approach. It also deals with theory, principles, features, steps and procedure of the language experience approach.

Key Words

Language experience approach, whole language, oral language, personal experience, acquisition.

Introduction

The language experience approach is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogeneous group of learners. LEA is an effective method to help to promote literacy development. It is a method of teaching a person to read his or her own spoken words. The philosophy of the language experience approach is expressed in the following statements.

- What a person thinks can be spoken?
- What is spoken can be written?
- What is written can be read?

The language experience approach combines all of the language skills – listening, speaking, reading and writing. This approach develops literacy not only with the whole learner in mind but also the whole language. When using this approach, due need not be concerned about whether the materials being read are in the learner's background and will be too difficult to comprehend or whether the student will be interested in the subject. LEA is a method to reading instruction based on activities and stories development from personal experiences of the learners. Learners feel empowered, see the connection between the spoken and written word and are more interested in learning to read if they can read their own words on topics of their own choosing. Although this method/ approach was developed primarily as a tool for reading development, this approach can be used successfully to develop listening, speaking and writing as well.

Features of language experience approach

- Materials are learner-generated.
- All communication skills listening, speaking, reading and writing are integrated.
- Difficulty of vocabulary and grammar are by the learners own language use.
- Learning and teaching are personalized, communicative and creative.

Theory behind LEA

- Learning occurs from the known to unknown. The learner begins with his or her own spoken language.
- Learning occurs most effective in a general to specific direction. In reading students must be immersed in a meaningful context of written language for learning to be most effective.
- Struggling adult readers usually have a low self concept as readers and need to be assured of some immediate success.
- Adult learners are often very time conscious and need to leave each lesson with a feeling of accomplishment. Everyone reads at every LEA session.

Principles of LEA

The central principle of language experience approach is to use students own vocabulary, language patterns and background of experiences to create reading texts making reading an especially meaningful and enjoyable process.

- Oral language and personal experience bridge the gap between spoken and written language.
- Literacy instruction is organized around the learner's personal experience.
- The language skills – listening, speaking, reading and writing must be integrated.
- Language is for making meaning and best acquired through meaningful use and practice.
- Writing knowledge is acquired most easily in company with the acquisition of reading.
- A sight vocabulary is derived from dictated accounts to support growth in word recognition.

Steps for LEA

Step- 1 Shared Experience

The teacher and the students discuss an experience in which all have recently participated, such as a school trip or the examination of an unusual object observations and opinions are exchanged oral language skills are developed and reinforced.

Step-2 Creating the text

The student dictates an account or story to the teacher who records the statements to construct the basic reading materia.

Step-3 Read and Revise

The student reads the story several times until the story has become quit familiar. Reading comprehension is made easier by the fact that the student is reading material that is self – generated.

Step-4 Read and Re-read

Individualstorywordsarelearnedandotherreadingskillsarereinforcedthroughteacher -designed activities related to the story.

Step-5 Extension

Students move from reading their own dictation to reading other author materials as they develop confidence and skill with the reading process.

Conclusion

Although the LEA was developed primarily as a tool for reading development this method can be used successfully to develop listening, speaking and writing. This integrated approach is unique in that it begins with student's individual or shared experience as a basis or discussion, writing and finally reading. As students see their personal experiences transcribed into the written word they also gain a greater understanding of the processes of writing and reading and can make the bridge to reading and writing.

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Assignments in English Language Teaching

✍ Prakash Mani Khanal

Abstract

A number of artificial, natural and fixing devices are traditionally used in English Language Teaching (ELT) among which ASSIGNMENT has remained quite crucial. The chief accent of the text is on helping teachers to teach better. The objective is strictly utilitarian and is written to serve as a reliable source to the work in the classroom. This text aims to strengthen the concept, importance, essentials and procedures of an assignment in ELT in a teacher's mind since he/she needs to consider it as day to day task to be assigned to the learners.

Usually used tasks to be assigned to the second language learners of English are debate, description, discussion, explanation, lecturing, note dictation, storytelling, dramatization, questioning observation, demonstration etc. Since learning is chiefly considered to be more than just instruction and teaching, giving information where in a language learner develops knowledge, skills and attitudes. Learning is a sequences of mental events or conditions leading to changes in the learner. The individual has needs and is therefore in a state of readiness to respond. He /She meets a learning situation or problem. A new interpretation is required because previously leaned responses are not adequate for reaching the goal and satisfying his/her needs. He/she encounters something new or unexpected and must search for a different response. The way a language learner perceives the situation and the response he/she makes, depends both on readiness and on external conditions of the situation. If the learners response leads desired goals or satisfaction, he/she will tend to interpret and respond to similar future situations in the same way. If not he/she keeps on trying and re-interpreting until consequences are attained. Thus an English language teacher needs to reinforce the learners to get engaged with varied assignments that enable them to respond situationally appropriate and grammatically accurate.

Significance of an Assignment

The core position of the assignment in the techniques of language teaching has remained unquestioned. Upon the proper assignment of the lesson depends much of the success of the recitation and also much of the pupil's progress in learning how to study. Teachers generally do not appreciate the importance of the assignment W.N. Drum insists, "The work of the pupils probably suffers as much from hasty or careless assignment as from any other single cause." H.R. Douglass views, "The assignment represents one of the most important phases of teaching." An assignment keeps a learner on work to materialize **learning by doing** or **doing by learning** approach. When a learner feels he/she is not learning but doing something As per his/ her interests, then learning outcomes are

definitely achieved for which language tasks are much needed.

Types of Assignments

Bossing has listed the following types of assignments

1. Page or paragraph assignment. It is often thought of as the textbook assignment. This method is still widely used as recent studies have revealed.
2. Chapter assignment: It is another form of the text book assignment though vastly different from the page or paragraph form. Chapters usually are of a unitary nature and involve some elements of completeness within themselves.
3. Topical assignment: This type may or may not centre around a single chapter in a text book. It has a wealth of possibility in the social sciences particularly.
4. Problem assignment: where an arbitrary distinction is setup between a problem and a project, this type becomes quite valuable form of assignment.
5. Project assignment: This assignment type is specially adapted to the workshop natural sciences and some measures to the social sciences, its special appeal is through the natural motor skill oriented activities.
6. Experience assignment: Most frequently used in mathematics, it represents an old traditional approach to teaching even though if it is used in combination with other types, this assignment form can be used very effectively.
7. Individual or group report assignment: It is extensively used as a device for the utility of other types and to provide for individual differences in interests, skills and capacities within the same group of language learners and it has remained very effective.
8. Unit assignment: It may apply to an extensive segment of class room activity that present factors of cohesion and a relatively complete additional element around which the unit may resolve itself as a core.
9. Experimental assignment: In fact this is a form of the problem and project types characteristic of the science laboratory. Too often in practice, it does not represent either an experiment or a problem in the true sense. It can be made a vital instrument of educational training if properly used.
10. Practice assignment : This type represents an assignment of repetitions of activities designed to produce mental or motor skills. Memorization of a poem, word meaning or practice in speed on the keyboard etc are examples.

Essentials of an Assignment

Following are the points that make us realize how and what an assignment should be.

1. Undoubtedly an assignment is to be clear, unambiguous and definite.
2. The assignment needs to be concise but sufficiently detailed to enable each pupil to understand the task assigned.

3. The assignment should anticipate special difficulties and suggest ways to remove them.
4. Materials of the assignment should be varied and adaptable to the needs and interests of the learners. The assignment is to be adjusted to the opportunity and time of the class.
5. The assignment should provide necessary and specific directions for the study of the lesson.
6. The assignment should relate new lesson to past experiences.
7. The assignment needs to arouse an interest in advance work.
8. The assignment should provide for differences in the ability and interest of students.
9. The language learners are to be motivated with the assignment chiefly by the hope of worthy achievements rather than scholastic reward or the fear of punishment.

Difficulties in the Preparation of an Assignment

According to **Fleming** and **woodring**, following are the difficulties enlisted:

1. Insufficient thought and preparation in planning the assignment.
2. Inability to obtain an acceptance by the pupil of a worthy purpose for performance of the task.
3. Prevention of loss of interest due to too long phase of time between the assignment and preparation.
4. Avoidance of assignments is so long that successful accomplishment is impossible in the time available for preparation with consequent loss of interest.
5. Guarding against too many and too varied activities resulting in dividing interests with consequent bad habits of work, and unsatisfactory accomplishments.
6. Difficulty in presenting work to be done so that it is clearly understood by the pupils; also, the difficulty of understanding whether every student understands.
7. Inclusion of challenges to mental exploration by the pupil, there by stimulating real thinking.
8. Correlating with other subjects and outside activities.
9. Focusing attention on important elements in the new problem or task, and directing the attract in such a way as to increase interest rather than lessen it, to stimulate effort, and to overcome seeming obstacles to accomplishments.
10. Providing the necessary tools for preparation by training in study procedures and techniques and in selection, organization and use of materials, there by developing effective habits of independent work.
11. Providing sufficient time for adequate consideration of the assignment and determining the psychological moment for its presentation.

Procedures for Preparation of a Good Assignment

1. Analyze the nature of the learning process required in the advance unit. This is, without exception the first step in a good assignment procedure. Much of what follows in any good assignment depends upon this analysis.
2. Study the various types of assignments available and select the one or modified form of it, that appears to fit the best learning situation.
3. Provide the essential background for the advance work where uncertainty exists that such background obtains. At this point too many teachers are likely to assume the adequacy of this background when in fact it may not exist.
4. Whether this is the next step in the assignment procedures or not, it is obvious that very early in the assignment phase the teacher must throw out a challenge to the student that will enlist his/ her interests and maximum effort in the new unit.
5. Outline in sufficient detail the advance unit to be studied.
6. Where reference to source material other than the text book is necessary, this should be made specific. The most satisfactory plan in the large unit assignment is to provide the list of available sources.

Conclusion

Keeping all these things in mind an English language teacher can stimulate his/her learners in order to enhance learning English as a second/foreign language with effective exposures and practices. Proper and adequate use of this instructional device will definitely lead the learners to the achievement of the targets they have set. Hence, English language teachers are strongly suggested to follow the steps of preparing an assignment and regard its importance.

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Socio- Economic Impact of the Cottage and Small Scale Industries in Ramgram Municipality, Nepal

✍ Prem Prasad Paudel

Abstract:

Cottage and small scale industries (CSIs) have a very large tradition in Nepal. Till the beginning of the 20th century, it was ever-expanding and had monopolized Tibetan market. Institutional attempts were made both in pre-Rana and post-Rana period to develop this sector. CSIs sector is the backbone of Nepalese economy. The percentage of the cottage and small industries overwhelms that of total industries, 95% are cottage and gives 90% of the employment generated in the industrial sectors. In the study area 48 milling industries of rice, oil and flour in Ramgram municipality. There is positive a linear relationship between production and investment. That is 1% change in investment will contribute 0.25% increase in production. There is closed relationship between production and the labour. The elasticity coefficient of 0.643 explains that 1% change in labour employment result into the 0.64 % change in production. Similarly other inputs remain the constant, 1% changing labour 0.30% change in production.

1. Introduction:

Some countries have attained industrialization mainly through medium and small scale attaining high economic growth rate. Nowadays industrialization has been considered traveled as most powerful instrument. Small scale industries have played vital role together with medium and large scale industries in promoting sound and speedy industrial growth. Before proceeding further, it is necessary to understand the expression of cottage and small industries. The cottage and small industries have been defined in different countries in different ways.

The sum of two words – cottage and small industry gives us the idea of the small type manufacturing unit which in generally handled at households level in which family member work full or part time. Such industry is capital light and uses locally available raw materials. Cottage Industries were producing goods required to daily consumption. Therefore people were self sufficient in respect of several consumption goods.

2. Statement of the Problem:

Nepal is the least developed foreign aid dependent or other countries, geographically landlocked between two great nations India and China with US dollar 733 per capita GDP per annum (Economic Survey 2016/17), more than 21.6 percent population below the poverty line (Eco Survey 2016/17). The Nepalese economy reflects and actual state of disguised unemployment and subsistence peasantry with limited mechanization where

foreign aid has continues to play a critical role over the years to sustain the pace of economic development. The overall level of policy- induced constraints or discrimination against the cottage and small industry sector in Nepal are various. Especially, after economic reform measures such as considerable liberalization of foreign trade and a simplification of registration and licensing requirements a congenial environment has been created for the growth of cottage and small scale industry sector. While policy reforms are very supportive for the growth of small business sector the implementation of which should be improved. The several provisions made under the industrial enterprise act 1992 concerning the concession and protection for CSI from the government still need clear cut definition and classification of various term mentioned in Acts. Moreover, The bureaucratic delays in providing such services have also resulted in the adjective implementation of the Act. On the other hand, the adoption of free market economy has above mentioned concession and protection meaningless since the products of Nepalese cottage and small Industries. Now, have to compete with cheap Indian products in term of quality and quantity and also in term of price. Such a policy of free market economy has compelled a large number of cottage and small industries either to be sick or to go out at business.

3. Objectives of the Study Area :

The research reflected in this paper set out to:

- i. To identify the productivity and investment condition of rice, flour and oil industry.
- ii. Examine the contribution made by such industries in national perspective.
- iii. Recommendation and conclusion.

4. Review of the literature

In the literature of small and cottage industry the words such as rural industries have been used as synonyms. In order to locate identity problem of research as such it is naturally essential. The explanations of the terminologies as regards to micro and small industries and again to the rural and cottage industries are not made explicitly in the literature and in the case of Nepal. There is not clear cut explanation as regards to small and medium scale industries. The only official explanation of different industries appeared while formulating the sixth plan (1980-1985). For that period the government of Nepal shifted the emphasis from the infrastructure development to production, employment and meeting the basic needs for the people through the exploitation of already created infrastructures. Adhikari (1982) in his dissertation deals with significant role of cottage industry in the overall economic development of the economy. This study mainly depends upon the analysis of secondary data. And his study is purely descriptive one. Shrestha (1985) in his study explain the situation of cottage Industry in Kritipur municipality. His study depends upon the primary data which are collected through questionnaire method. He has found out that about 80% of the loans are owned by master weavers. And, rest

by accounts weavers and cooperative society. He has also found the percentage of female workers in the total employment structure of the wearing units

i.e 90% market for hand loom products is quite limited therefore for half of the year the units are closed. Upadhyay(1986) , in his book "cottage and village industry for economic development in Nepal" explain that the cottage industry sector of Nepal has not been able to hence headway in the country's rural economy. Recognizing the fact that in countries like ours where all characteristics of traditional society exist and which is struggling hard to pass over the stage of pre condition for takeoff rural development may be the appropriate strategy to achieve rapid economic development. to withstand new challenges of 1990's besides rescuing the country from the state of economic stagnation, HMG/N has accorded priority to promote cottage industries so as to expand industrialization right at the grass root level in view of the serious limitation faced by otherscale of operation. Khanal(2006) , in his study the cottage and small industries in Nepal " explains small and cottage industries situation and role of economic progress in Nepal.

Cottage Industry is a sector to generate national income in under developed countries, which contributes significantly to the progress of economic development. Though agriculture has domination share in GDP of development. According to Indian economist

C.D. Desmukh "cottage Industry are generally means all forms of production other than organized production in big industries. At last as a working definition of world bank small scale enterprises includes enterprises classed as small in their countries subject to an upper limit of 52,00,000. In 1925 prices for fixed assets including land before any purpose expansion project. UNIDO (1969) states that cottage industries are labour intensive and capital saving in those places where the basic infrastructure is lacking. The social and economic objectives put forward by UNIDO for promoting small scale industries seem equally relevant and appropriate for cottage industries as well. They include social objectives like stimulation of indogeneous entrepreneurship, modernization of tradition of industry and creation of employment.

Cottage industry is run by national resources. In other words, in cottage industry generally everything is used to available resources. Inside the country among these studies different field and different topics are used to research and report on basis of cottage and small industries in Nepal. But among then and there is not select the milling industries on Nepal. Milling industries are the major part of the small and cottage industry. Milling industries are rising and emerging industry in Nepal. Such production is the basis for our daily life. Similarly larger part of the employment and production are also based on this part such industry used the local raw materials and capital. Industry used the local people is also storing positive part of such industry. So that my topics is selected to identify the problems , detail informate about milling industry and to give the recommendation of improvement of this paper of CSD's in Nepal.

5. Methodology:

Research Design:

The research has been so designed keeping in mind the purpose of the study. The design as such includes both descriptive and analytical types. The data for this purpose are collected from CSI financed Rice, flour and oil industries in the Ramgram municipality. The natures of the data are refer to the practical year 2067 B.S. By the term time series, one has to understand the observation made at an instant of time on several economic units.

Introduction to Ramgram Municipality

Ramgram Municipality is a small in size based on residing population and seems as rural municipality which is created in 2053 by combining nearest four VDCs. The municipality has all together 13 wards, out of which only 5 are in urban area. It is not only the headquarter of Nawalparasi district but also main trade centre of surrounding area. Ramgram municipality is situated at 300 meters above from sea level.

The population

In Nepal there are 23949 CSI financed Rice, flour and oil industries which are 229683 of the total CSI financed industries in Nepal. Out of above mentioned 23754 mills, 48 are in Ramgram municipality and for the purpose of the study only 24 (50%). Industries have been taken as the sample with a view to collecting the secondary information.

Nature and sources of data

Collected and used data information are both qualitative and quantitative in nature have been collected from secondary sources.

Secondary data collection

Secondary data are collected from various published and unpublished sources. They are collected from national planning commission, CBS, NRB, TPC, ANCSI etc.

Specification of the variables

The variable is defined as quality which can assume different variables at different point of observation. In the present study the variables are:

- a. Production
- b. Labour
- c. Investment
- d. Raw materials
- e. Cost
- f. Profits

6. Result and Discussion

Cottage and small industries have a very long tradition in Nepal. Till the beginning of the 20th century, it was ever-expanding and monopolized Tibetan market. Institutional attempts were made both in pre-Rana and post-Rana period to develop this sector. CSI sector is the backbone of Nepalese economy. The percentage of the cottage and small industries overwhelms that of total industries, 95% are cottage and gives 90% of the employment generated in the industrial sectors. There is total sum of small and cottage industry from up to Fiscal year 2051/52 to fiscal year 2066/67 the number has reached 1,55,112 where the productivity industry covers maximum 49.58%. Service industry covers 34.8% tourism industry 6.59% and so on. There is 2,29,683 small and cottage industry are register total capital investment of these from is 16057.074 billion and total employment is 19,14,469 in fiscal year 2066/67.

Small and cottage industry registered in Nawalparasi up to till Now 2997, the total number of firm are 541 in up to 2066/67 and 48 milling industries of rice, oil and flour in Ramgram municipality. The relationship between the production and investment or capital in linear form, the elasticity coefficient is 0.25 refering that production is so much responsive with regard to investment. That is 1% change in investment will 0.25% increase in production. There is relationship between production and the labour, the elasticity coefficient is quite higher than those placed about which shows the subject production with respect to labour. The elasticity coefficient of 0.643 explains that 1% change in labour results in the 0.64% change in production. Production has been taken as the function of investment and labour. The elasticity coefficient are given as 0.80 and 0.30 with respect to investment, labour and respectively. The elasticity coefficient of investment refers that 1% change in investment results into the 0.80% change in labour employment. Similarly, other inputs remain the constant 1% changing labour resulted only 0.30% change in productive labour is regressed with the capital in the productive function format.

7. Recommendations:

It is very difficult task to make generally acceptable policy suggestion and recommendation on the basis of the conclusion of variables and small size. But the conclusion drawn from the analysis will be helpful in policy suggestion in particular for the area covered by the present study. The suggestions as such should be used very carefully. Hence, In this regard the following recommendation can be made.

7.1. Recommendation for Security

- Security all over the country
- Action for intimidators and stop forced collection and money.
- Enforcement of rule of law
- Industries security force makes little sense

7.2. Recommendations for capital

- Unlock key credit market (high spread rate, high liquidity).
- Lower cost capital.
- Government needs to spend more.
- Measure to cut interest rate and improve credit provision.

7.3. Recommendation for Entrepreneurs

- Reduce cost of production
- Emphasis on value addition
- Introduction of new technology and productivity.
- In service training of workers.

7.4. Recommendation for policy

- Growth oriented policy should be emphasized
- Ancillary industries parts and components should be emphasized.
- Industrial policy should be seriously implemented.
- Improvement on skill development programs.

7.5. Others

- Improve marketing opportunities.
- Improve the credit facilities for entrepreneurs.
- Restriction on illegal activities.
- Systematic information management needed at government level.
- The raw materials should be available, etc.

8. *Scope and limitation of the study*

Since the study is being made of rice, flour and oil industry in Ramgram municipality, it does not include similar industry under taken in other parts of the country or elsewhere. It limits itself only on agro based rice, flour and oil industry. The objectives of this study is not to evaluate the impact of the industry rather to give the descriptive outline of the industry, its implementation and identified problems are on the basis of their analysis to draw out the recommendation. Similarly on the multiple regressions there is no use to multi collinearly values.

9. *Conclusion:*

It is obvious that the cottage and small industries is a vague sector. It encompasses from potteries ceramics from wooden and bamboo crafts to stone caring from cotton textile to carpet warning and from traditional handmade paper of modern plastic manufacturing. The total sum of Nawalparasi district industry from up to 2060/61 to fiscal year 2066/67 is 1904. That the productive industries which has registered is maximum

as 733 and fuel industries is least registered as 6 only. The total percentage of milling industry is 15.31 percentages and other industry is 84.69%. Estimates the relationship between productive and investment or capital in linear form. The elasticity coefficient is 0.25 referring that production is so much responsive with regard to investment. That is 1% change in Investment will contribute 0.25% change in production. CSI is the backbone of Nepalese economy. The percentage of cottage and small industries overwhelms that of total industries, 95% are cottage gives 90% of the employment generated on the industrial sectors. Being one of the potentials for the development of industry in Nepal. This sector had to be the concern of the government. The CSIs, in Nepal, have been facing a number of difficulties which have resulted in the even increasing number of agro- industries. According to investigate. There is positive relationship between input and output. The sum of elasticity is less than one showing decreasing returns to scale. The marginal physical productivity of the number of worker is also in good position. In study area, all inputs namely capital of Entrepreneur, CSI capital and the number of employed workers have been considered.

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A STUDY ON HEALTH STATUS OF STUDENTS UNDER TEN YEARS OF AGE IN RAMAPUR SECONDARY SCHOOL

 Dharmaraj Panthi

Abstract:

The cross sectional study to assess the health and nutritional status of school students in the age group of 5-10 years was carried out in Ramapur Secondary school of Sainamaina Municipality. A total of 33 students of both sexes, 17 boys and 16 girls were examined. The study shows that the majority of the students are suffering from nutrition and other disease. Among of them, boys are suffering more than girls. The 5-6 years old students were affected mostly. The students are suffered by the four most common diseases i.e. Pediculosis, Dandruff, Dental caries and skin infection. The study highlights the need for continuing of school health services aimed at improvement of their health & nutritional status.

Objectives:

- To assess the health status of under ten students.
- To measure the treatment preference of the parents towards their sick students.

Materials and Methods:

Ramapur Secondary School was selected for this study by purposive sampling. Descriptive cross-sectional study was conducted. The entire 5-10 years age students and total 33 students of class one and two were included for this study. The research was conducted by investigator himself and self develop tools were used to health status of the child.

Results:

Pediculosis, dandruff, dental caries and skin infection found. Besides, most of the morbid conditions also found in the study those were related to skin diseases (ring worm, boils/wound, cuts), ear infection, UTI, Diarrhea/vomiting, abdominal enlargement and malnutrition with different grade.

Conclusion:

Majority of the parents were not having health education regarding child care. The treat their child with home remedies, by faith healer then after third time they seek sick child with health personnel.

Key words:

Child, Students, Status of Health, Nutrition, Disease

Introduction

School health service is an economical and powerful means of raising community health and more important in future generations. By simply doing periodic medical examination and daily morning inspection of students only we can detect many more problems and treat accordingly. The health problems of students vary country to country. The most prevalent health problems are malnutrition, infectious disease, intestinal parasites, and diseases of skin, eye, ear and dental caries. Health status of school students is of paramount importance, because the foundation for lifetime and strength is laid during this period. School students are prone to protein energy malnutrition as a result of diet limitation, lack of adequate calories and protein, all dependent upon total amount of food intake. Malnutrition during this critical phase of growth can lead not only to shunting of physical growth but also to sub optimal intellectual development and poor neuro-integrative competence in children. There are concerted efforts to provide care to under 5 children through various national maternal and child health programs. The 5-10 years age group appears to remain a neglected lot. School students constitute a large pool of students of this age group. Various types of government sponsored school health programs have been launched but school health services are inadequate, intermittent limited to the urban & few favored schools. The 5-10 years old children are on the threshold of adulthood. If they are to reach adulthood in a healthy state, then it is necessary to provide specifically targeted and concerted health services to improve their health status. The present study was carried out to find out the health status of school students Ramapur secondary school.

Materials and Methods

Ramapur Secondary School situated at Sainamaina Municipality ward no 6, Colony of Rupendhi district was selected for this study by purposive sampling method. A descriptive cross-sectional study design was conducted. The entire 5-10 years and 33 students of class one and two were included for this study. This study was carried out a period of two month beginning form May 1 to July 1, 2017. The semi-structure questionnaires were used for this study. It was conducted by researcher himself using difference tools. The collected information entered in to a personal computer and analyzed using SPSS 11.5 version.

Results**Table1: Distribution of Students by Gender**

| Age in year | Boys | Girls | Total | Percent |
|-------------|------|-------|-------|---------|
| 5 | 7 | 4 | 11 | 33.34 |
| 6 | 3 | 4 | 7 | 21.21 |
| 7 | 3 | 6 | 9 | 27.27 |
| 8 | 3 | 2 | 5 | 15.15 |
| 9 | 1 | - | 1 | 3.03 |
| Total | 17 | 16 | 33 | 100 |

Table no 1, shows that both genders were distributed equally in among the sample population there were 16 girls and 17 boys.

Table 2: Distribution of Students by Cast/Ethnicity

| Ethnicity | Boys | Girls | Total | Percent |
|----------------|------|-------|-------|---------|
| Braman/kshetri | 4 | 4 | 8 | 24.24 |
| Janajati | 5 | 6 | 11 | 33.33 |
| Dalit | 8 | 6 | 14 | 42.43 |
| total | 17 | 16 | 33 | 100 |

Table no 2,shows that most of student were found Dalit and Janajati cast.

Table 3: Personal Hygiene of the Students

| Hygiene | Number | Percent |
|-------------------|--------|---------|
| Skin: clean | 12 | 36.36 |
| Dirty | 21 | 63.64 |
| Cloths : clean | 15 | 45.45 |
| Dirty | 18 | 54.55 |
| Bath: Once a week | 10 | 30.30 |
| Daily | 16 | 18.48 |
| When get dirty | 7 | 21.22 |
| Hair: clean | 8 | 24.24 |
| Not clean | 25 | 75.76 |
| Pediculosis | 7 | |
| Dandruff | 28 | |
| Nose: clean | 10 | |
| Running | 18 | 30.30 |
| Blockage/ | 5 | 54.55 |
| obstruction | | 15.15 |

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| | | |
|---------------------|----|-------|
| Mouth: Healthy soft | 20 | 60.60 |
| Dirty | 13 | 39.40 |
| Teeth: clean | 14 | 42.42 |
| Dirty | 19 | 57.58 |
| Nail: short/ clean | 12 | 36.36 |
| Long/ dirty | 21 | 63.64 |

Table 3, depicts that majority of the student's personal hygiene were poor.

Table 4: Health Status of the Students (within 8 week)

| Diseases | Number |
|--|--------|
| Ring worm | 12 |
| Wound/ Cuts | 17 |
| Ear discharge | - |
| Mumps/Enlarged lymph node | - |
| Upper respiratory tract infection(URTI) | 15 |
| Diarrhea/ vomiting | 18 |
| Abdominal enlargement | 8 |
| Nutritional status: | 25 |
| Garde I | 8 |
| Garde II | - |
| Garde III | - |
| Garde IV | - |

Table 4, depicted that among 33 students, major number of the students (21) were suffered from skin disease Boils and wound (17) gastrointestinal problems diarrhea/vomiting followed by URTI (18) and 15 children's were suffered from different grade of malnourished compared with Indian Academic Classification(IAP).

Table 5: Behavioural status

| Behavioural status: | Number |
|---------------------|--------|
| Nail Biting | 16 |
| Diging nose | 4 |
| Thumb sucking | 6 |
| Bed wetting | 24 |

Table 5, states that half of the student's behavior problem was bed wetting (24) followed by Nail beating (16)

Conclusion

House hold surveys offer an excellent opportunity to screen a large size of under ten population with minimum resources. The present study was undertaken at Saina maina municipality (Ramapur Secondary School) where class 1-2 students were selected and there were total 33 under 10 years students. This study was conducted to find out status of personal hygiene, morbidity patterns, nutritional status, and behavioural patterns.

All of the parents were of low socioeconomic background with high percentage of illiteracy. This community was undeveloped, where not good facility of water supply and toilet. The unhygienic personal hygiene among the students was prevalent to morbid pattern.

Most of the morbid conditions founded in the study were related to skin diseases 63.64% URTI 45.45%, Diarrhoea/ vomiting 54.54%, abdominal enlargement 24.24% and malnutrition with different Grade 45%.

Among the 33 students depicted behavioural problems as: nail biting 48.48%, digging nose 12.12%, Thumb sucking 18.18% and bed wetting 72.72%.

Majority of the parent were not having health education regarding child care. The treat their child with home remedies, by faith healer then after third time they seek sick child with health personnel.

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Annexure

Health examination Tool

Name of School

Parents' details

- | | | | |
|--------------------|---------|--------------|---------------|
| 1. Father's | a. Name | b. Education | c. Occupation |
| 2. Mother's | a. Name | b. Education | c. Occupation |

3. Types of house**4. Water source****5. Types of Toilet**

6. Name of child:.....

7. Age:

8. Gender: M/F

9. Ethnic group:.....

10. Personal hygiene:

- i. Skin clean/ dirty
- ii. Hair pedicels / dandruff/clean with combed/ dirty not combed
- iii. Nails cut & clean/uncut & unclean
- iv. Nose clean/ Running nose
- v. Clothes clean/ not clean
- vi. Bath a. daily, b. twice a week c. once a week d. others (specify)

11. General appearance**i. Built**

- | | | | | | |
|-----------|-------------|-------------|------------|--------------|-----------|
| a. normal | b. kyphosis | c. lordosis | d. rickets | e. scoliosis | f. others |
|-----------|-------------|-------------|------------|--------------|-----------|

ii. Anthropometric measurements

- | | | | |
|-----------|----|-----------|----|
| a. height | cm | b. weight | kg |
|-----------|----|-----------|----|

12. Skin

- | | | |
|----------|---------------------------------|------------------|
| I. color | a. normal (healthy)/non- health | b. yellow/pallor |
|----------|---------------------------------|------------------|

13. Lesions at the time of study

- | | | | | |
|--------------------|-------------|----------|-------------|----------------|
| a. Eczema | b. Ringworm | c. Scars | d. Impetigo | e. pediculosis |
| f. others(specify) | | | | |

14. Eyes

- | | |
|--------------------------|---------------------------|
| I. Redness/ discharge | right/ left |
| II. Any lesion on lids | yes/no |
| III. Any lid abnormality | yes/no |
| IV. Sclera/ conjunctive | yes/ no |
| V. Bitot's spot | pallor/ jaundice/ healthy |
| VI. Corneal opacity | yes/ no |

15. Ear right / left

- I. General condition healthy/ unhealthy
- II. Discharge yes/ no
- III. Pain yes/ no
- 16. Nasopharynx**
- I. sore throat/ Tonsillitis yes/ no
- II. Nasal obstruction yes/ no
- 17. Mouth**
- i. Lips
 - a. healthy and soft b. angular stomatitis c. ulcers d. dry e. others (specify)
- ii. Tongue
 - a. healthy and soft b. coated white c. ulcers d. dry e. others (specify)
- iii. Teeth/ gum
 - a. healthy b. carries c. swollen/ bleed e. others (specify)
- 18. Thyroid** enlarged/ not enlarged
- 19. Lymph nodes**
- (cervical/ inguinal/axillary) palpable/ not palpable
- Mobile/ not mobile painful/ not painful
- Hard/ soft
- 20. Pulse rate** / mit regular/ irregular
- 21. Respiratory rate** / mit
- 22. Lungs**
- 23. Heart**
- 24. Abdomen**
- a. general appearance Normal/ abnormal
- b. scars yes/ no
- c. Hernia yes/ no
- d. pain yes/ no
- e. liver/ spleen (enlarged) yes/ no
- f. others(specify)
- 25. Behavior status**
- I. Nail biting yes/ no
- II. Thumb sucking yes/ no
- V. others (specify)
- 26. Locomotors system**
- a. upper limbs normal/ deformed
- b. lower limbs normal/ deformed
- c. reflexes normal/ deformed
- if any abnormal specify
- 27. Any communicable diseaseswithin 6 months.**

Review of Investment Policies in Nepal

✍ Hem Bahadur Thapa

1. Background

Public policy pitches a framework of government services on the one hand and enables an operating regime on the other to address the issue of public concern on an objective mode. As situations are ever changing whether we call it turbulence or dynamics the policy becomes a matter of concern for its appropriate tuning to provide a pathway to realize the objectives. As such policy review and reformulation constitute a continuum process.

Organized establishments in Nepal started in the 1930's. Instrumental were enactment of Company Law in 1993 BS and subsequent promotions of Nepal Bank Limited and Biratnagar Jute Mills in 1994 BS. This heralded the flow of investment backed driven by company law on the one hand the investment climate generated first by quit India movement against British Raj and then worldwide scarcity created by World War II. Policy instrumentations in Nepal thereafter were initiated only after the swing to democracy in 2007 BS, but by then many of the establishments of the 1930's and 1940's had collapsed or were on the verge of it given the shift of investment climate. The second period saw the initiations such as presenting government budget in the parliament (2008 BS), launching of the First plan for economic development (1956-1961 AD), reforms in government Administration (2012 BS) under the leadership of the then Prime Minister Tanka P. Acharya) and the announcement of Industrial Policy (1957 AD over the Radio Nepal).

Since then, industrial policies have become pseudo investment policy in Nepal while strategic thrusts were provided by mid-term plan policies and annual budgetary policies. Industrial policy was changed/replaced in 2030 BS, 2037 BS which were protectionist in nature: opening up the government participation and constraining the private sector given the macro-economic setting of control and command economy right from the launching of the first plan in 1956 AD. Economic liberalization that started in 1965 AD in Asia Pacific Economies as a spill over of Japan's development had reached western hemisphere by 1975 AD and multinational agencies started driving on the same in Nepal by 1985 AD. Asian Development Bank supported Industrial Sector Policy Study in 1985 AD and this contributed towards change of industrial Policy in 1987 AD as a first policy reform towards liberalization, the policy was further improved in 1992 AD. Nepal replaced the framework of control and command economy by market friendly economy with series of policy reforms after the democratic change in 1990 AD.

2. Objective

The review of investment policy intends to contribute to overcome the existing policy gaps to improve the conditions for investment in Nepal.

3. Methodology

The key policy issue in driving investment is creating a regime which ensures investible climate, reduces risks of losing investment and contributes to sustenance in a comparative setting and business competitiveness. The review framework adopted in this study rests on a tripod of liberalization (openness in entry and exit in investible sectors and projects within the sector), facilitation (ease in doing business, pooling resources at the process level, and market access), and responsiveness (in resolution of issues, disputes and disruptions). In terms of weightage the first is critical, second needs to be substantive and third has to be quick and equitable). Investment is appealing and attractive in togetherness of them as they constitute building blocks and besides, the base level for any investment is peace and security, but this one is outside the scope of current review.

The elements of building blocks of investment as found in existing policies, plans and outlays of Go N has been analyzed in the current review which has been discussed with policy actors around the spectrum of investment Board in the review, the completeness of the policy in drawing investment from within and outside the country to economic and commercially transactional projects in different sectors is assessed and points raised to overcome the policy constraints to create enabling environment and direct the flow of investment for economic prosperity of the country.

4. Investment

Investment is using money to purchase assets in the hope that the asset will generate income over time or appreciate over time. Comumption, on the other hand, is when you purchase something with the immediate intent of personal use and with no expectation that it will generate money or increase in value. Investment also helps grow the economy because it creates economic activity such as the buying and selling of goods and services and employing people. Employed people get paid and either save, invest or spend their money. If they spend their money, businesses make more profits in further business activities that expand the economy. In finance an investment is a monetary asset purchased with the idea that the asset will provide income in the future or will be sold at a higher price for a profit.

BY type of application, investment could be in the form of shares or stocks, bonds or debentures, mutual funds (a collection of stocks and bonds). An alternative investment is an investment product other than the traditional investments of stocks or bonds. It includes tangible assets such as art, wine, antiques, coins, or stamps and some financial assets such as commodities, private equity, hedge funds, venture capital, film production and financial derivatives, It also includes Options, Futures, FOREX and Gold.

To an economy investment is a key to growth and prosperity, but the investment would only be forthcoming if there is investible climate in general and competitiveness

on the other. In situation of investible environment the investment would pour provided the opportunities are there either in terms of resources (natural, forest and agriculture), cheap labour, infrastructure and market or for being a hub of specific products, services or facilitation. There are risks involved as such care needs to be taken otherwise an invest- ment might fail not delivering any ROI value for the investor.

5. Brief Review of Policies

A policy is a deliberate plan of action to guide decisions and achieve rational outcome(s). The exigency of policy is there with uniformity at macro-economic level, sectoral for the programmes at meso level, and activity centered or project specific at the micro level.

Macro economic policies comprise three crucial elements, namely (a) stabilization, (b) liberalization, and (c) intervention, which are definitively setters, enablers and boosters respectively, In the context of macro-economic policies, the key policy requisites comprise fiscal, monetary, finance and investment, commerce, technology and foreign aid. On the sectoral front, the policies could be categorised by specific fronts of the productives sector (agriculture, manufacturing and services), the development sector (local development, health education, information and communications, transport, energy and water), and the cross cutting sector (environment, labour, land peace and reconstruction and social dimension). Besides, policies for the governance fronts (foreign relations, general administration and security) are of critical importance.

There is no separate policy pronouncement for investment promotion barring Foreign investment Policy, despite needed in view of the country's pressing needs for investment both from within and outside. At the sectoral level Industrial policy is key policy instrumentation for investment, while Trade Policy, and others provide critical supplements which are only partial and not complete and are also inconsistent. Additionally, Three-Year Interim Plan and Annual Budgets do provide a framework for promoting investments in the specific period of time.

Foreign Investment Policy 2063 BS

Envisioning to promote Nepal as saleable investment point, the policy considers to increase the flow of foreign investment including that from non-resident Nepalis into the economy and there of increase the access of industrial products and services to international markets. In this regard the key strategies comprise of simplifying the process of foreign investment and technology transfer including promotion of special economic zones, one stop services.

The policy also states about extending Nepali corporate investments beyond the borders as well. However such investments need to be confined areas where competitiveness has been proven on goods production and market promotion.

The domain of foreign investment is to include FDI, loans investment made through secondary markets, investment relating to intellectual property rights and technology transfer, rights relating to economic contracts, tangible assets and collaterals. The policy has defined such process as technology transfer and such transfer will include technical rights, formulas, process, patents and use of intellectual property rights, use of trademark and goodwill, technical consultation, training and market access. The policy assures that there would be no nationalization is essential for public interest due compensation will be provided as per the valuation affixed by representatives of both the parties. The policy also states that relaxed labour management and retirement in industries with foreign investment. The policy provides for capital repatriation after investment. The policy provides for capital repatriation after settlement of legal requirements if any.

The policy specifies that Nepal will enter into bilateral agreements for investment promotion and protection as well as doing away with double taxation with source countries for foreign investment. The policy has specified that foreign investment is welcome on all industrial activities excluding traditional cottage, micro (save for technology transfer), security, nuclear energy and radioactive materials, real estate, local language film production, mint, tobacco and liquor (that export less than 90%), internal postal services and other industries which are excluded by sectoral policies, However, the foreign investment priority list includes of IT and consultancy, pulp and paper, microbial and medicinal academics, cement (with mines), economic infrastructure, chemical fertilizer (save for blending), herbal farming and processing, integrated circuit chips, research laboratories on microbial technology, hotel and resorts of four star and above class outside Kathmandu and Pokhara valleys, Hospital and nursing homes in excess of NRs one billion investment, tourist recreation parks in excess of NRs 150 million investment, eco-tourism, large hydro power generation and distribution, processing of herbs and agricultural produces for international markets, agricultural implements and industrial machineries with 50% value addition and petroleum and natural gas investigation, production and distribution. The list could be reviewed by industrial Investment Board. The policy also specifies that Nepal will provide equal treatment to both local and foreign investment except in situation of providing security to poor and deprived citizens, micro and small enterprises and supplies of essential goods and services on public interest albeit on a positive differentiation mode. The policy also states about simplified exit procedures.

There has to be a minimum of USD 100,000.00 investment in manufacturing; the minimum ceiling could be relaxed on recommendation of Industrial Promotion Board for investments from mult-national companies. With respect to service industries, Industrial Investment Board would affix the proportion of foreign equity participation nonetheless than commitment made by Nepal in the process of getting membership to WTO.

Industrial Policy, 2067 BS

Industry is defined as any economic activity that produces goods or provides services for the purpose of generating income. The policy has included activities based on using agricultural and forestry produces (as specified), based on using agricultural and forestry produces (as specified), manufacturing, energy, generation, mining, tourism (as specified), construction of physical infrastructures (as specified), Information Technology related activities (as specified) and services (as specified). It also states about encouraging Contract Manufacturing, Outsourcing, Contracting-Out, Franchising, Ancillary and Buy-back activities. The policy has classified industries in terms of investment and intrinsic nature into micro industries, traditional and other cottage industries, small scale industries, medium scale industries and large scale industries.

Permission will not be required for promoting industries but registration save for security, health and environment related establishments. Industries opting for foreign investment need to take permission as specified in prevailing laws. The policy has prioritised some industries from investment point of view, that include agriculture and forestry based, construction, energy, export oriented, tourism, mineral based, public transport, health education/research and traditional cottage industries.

The policy states about attracting FDI, investment from NRNs apart from local private sector. The policy states of instituting Industrial Investment Protection Fund, Investment Promotion Fund, Technology Development Fund, Micro Cottage and Small Industries Development Fund, Sick Industries Rehabilitation Fund for encouraging investments with participation of private sector including cooperatives as well.

The policy also provides for creation of Board of Investment with a view to providing due priority, protection, support and commitment from the highest level of government. It states creating Single Point (one stop) Services Centre, Industrial Promotion Board, Industrial Estate Authority, Industrial Manpower Development Institute and Nepal Business Forum with a view to facilitate industries. It also states about instituting mechanism for protecting Industrial Property Rights.

Trade Policy, 2066 BS

The policy states that the private sector will be facilitated to actively engage in the conduct of trade. This would include facilitating exports and imports through procedural simplification, facilitation and institutional strengthening as well as concluding of bilateral and regional agreements for the recognition of Nepalese quality standards.

The policy specifies that the foreign investors and non-resident Nepalese nationals will be encouraged to establish international production network. Special economic zones will be established and expanded for export promotion with a view to attracting domestic and foreign investments. Contract farming and cooperative farming system will be

encouraged by attracting investments in exportable agricultural product to promote large scale production and market. All other goods except the goods of archaeological and religious importance, explosives, goods relating to environment and wildlife conservation, and goods prohibited by treaties and conventions to which Nepal is a party will be opened for export.

The policy also states that service sectors such as tourism, education and health and information technology will be developed and promoted as the special thrust area.

Other Sectoral Policies

Tourism Policy 2065 BS states categorically that investment will be open to national and international investors through public private partnership in large scale tourism industry while it will be open to national investors on priority basis in medium and small tourism industry. Specifically BOOT model will be applied on tourism infrastructure development. The policy reiterates that government will create conducive business environment for the private sector to promote and manage profit oriented tourism business. The government will play a role of facilitator, regulator, coordinator and motivator.

Hydropower Development Policy 2058 BS open up investment from private sector (local or foreign) and government, joint venture of private sector and government. It also states of PPP mode from the perspective of risk management and mobilization of capital market and financial products to make up for the investment needs, and borrowings from foreign sources on prior approval of the government. The policy considers watershed areas of major rivers as a basis of exploiting water resources and allocating water rights. The policy provisions local private sector participation in promoting upto 100 KW power projects with subsidies from the government, and priority sector financing from the financial intermediaries. Projects will be honoured and will not be nationalized within the purview of the Permission provisions. The Permission may contain a provision for benefits of local populace in connection with dam, reservoir and powerhouse being located in the area. Exports will be allowed as per the Agreement with the GoN.

Aviation Policy 2063 BS categorises domestic and international air flights, training and development plus handling of airport facilities. Foreign investment limits are set to 80%, 49%, 95% and 95% on international air services, domestic air services, training institute and repair and maintenance workshops with a minimum paid-up capital of NRs 500 million, 150 million, 100 million, 50 million respectively and Rs 10 million for aviation sports. Airport facilities are open to be developed under BOT, OT or BOOT.

Telecommunications Policy 2060 BS states of open door system for licensing new services provider with a provision of standard license and individual license. Separate permission will be required for radio spectrum, numbering load and right of way. Private sector is called upon to invest, the foreign investor should make a provision of local participation to a minimum of 20%.

Irrigation Policy 2060 BS states of involving private sector in construction, operation and management of irrigation systems. The private sector is eligible to charge for irrigation services on account of investment made as such upon receiving permission.

National Transport Policy 2058 state so finvolving private sector,particularly, indeveloping wire roads, cable cars, railways, waterways and green roads. It also mentions about attracting local and foreign private sector to participate in BOT, OT and BOOT modalities.

Three Year Interim Plan

Nepal adopted three Year interim plan (TYIP) for the period 2064/65 BS to 2066/67 BS and initiated another one for 2067/68 BS to 2069/70 BS. TYIP II states of increasing savings to upgrade investment capacity and thereby to direct investment in the most productive sectors. It also states of mobilizing public debts to provide for investment in infrastructure(hydropower,tourism,transport)developmentbutwithinmanageablelimits. It states of mobilizing foreign investment for the development of the prioritized sectors and to realize opportunities in trade and services.

The considerations include capital inflows, technology transfer and promoting management efficiencies. It also states about foreign participation in secondary market of selective sectors. With respect to foreign loan TYIP II States of drawing them to national priority sectors including private sector development and trade but limiting within 2.1% of the GDP at the end of the Plan period. On private sector participation, the plan states of encouraging private investment in areas of production and distribution of goods and services and construction of large projects. It also states of creating conducive investment climate including betterment of financial and monetary policies. The Plan specifically mentions about encouraging cooperative drives and developing public-private and cooperative/community partnerships.

Annual Budget (s)

A new three year plan, which is the 13th plan of the country, has started from July 16. 2013. Every year the budget presented by the Government to the Parliament underscores key policy thrusts as a basis of budgetary allocation of the government expenditure in driving economic growth and social equity. Budget for the FY 2068/69 underlined the desirability of enhancing the level of private sector investment in industries and infrastructures. It outlined the strategic path of Public Private Partership in building large infrastructures, monilizing foreign investment with appropriate legal provisions. It proposed tocarryon strategic initiatives of transforming agriculture with commercializationapproach,commonagriculturalfarmsunderpartnershipofcooperatives. Italsomade apropositionofformulatingnationalinvestmentworkplanwithaviewtoproperly mobilize remittance incomes into the productive sectors. The Budget stipulated a specific programme for private sector development in respect of facilitating their needs, providing

seedmoney to skilled returness, contributing to construction of gharelugram (micro-industrial estate) for the women entrepreneurs, handicrafts village and product development centres. The Budget also specified for establishing investment Protection Fund and Technology Improvement Fund. It mentioned about formulating a fresh foreign investment and technology transfer policy as well and making an arrangement for NRNs to invest in shares through secondary market.

Gaps and/or Binding constraints

The existing policies provide scattered feeler for investment. The absence of investment policy is recognized by the investment Board Act as formulation of investment policy constitutes one of the tasks authorized to it.

The umbrella investment policy within the framework of economic liberalization needs to segregate areas and specifics of economic activity (product or service creation and disposition) in general and emergent as well as commercially doable infrastructure activities for private sector (local or foreign) participation and also those doable under PPP mode. It should also spell out the areas wherein the government would like to invest exclusively and under PPP mode, albeit such investment would have to be made in non-competitive fronts under the economic liberalization. It should also provide a line for segregation of public institutes from public enterprises along with a privatization strategy for the latter.

Along the alignment pitched by the umbrella investment policy, the sectoral policies need to clearly set the framework of investment. Foreign investment policy and Industrial policy have specifically set out a guidance which needs to be further improved but other policies lack the completeness for the investor/promoter to take on the investment activity. Investment Board may specify the terms and specifics of investment modality for its prioritized projects on case consideration for the investors enabling them to plan for investment with clear understanding and determination.

For the sake of FDI the competitiveness of Nepal vis a vis China and India does count Both China and India have had the strong push through great deal of inflows of FDI. According to Dumon (), with respect to China it successfully attracted FDI for six factors namely capital availability, competitiveness, regulatory environment, stability, local market and business climate, and openness to regional and international trade despite lack of transparency, inconsistently enforced laws and regulations, weak IPR protection, corruption, industrial policies that protect and promote local firms, and an unreliable legal system. Diwan (2010) states that despite challenging hurdles like political uncertainty, bureaucratic hassles, shortages of power facilities, and infrastructural deficiencies India has been able to attract FDI but in contrast with China the policies are rigid.

A study by Velde (2001) shows that, government policies towards inward foreign direct investment will have implications for human capital FDI are not sufficient for generating economic development and countries have begun to design further policies to "make FDI work for development". Dunning's OLI paradigm (Dunning, 1993) states that locating in a foreign location must possess an ownership (O) advantage (e.g. superior technology), must have a locational (L) advantage (e.g. available skills) and investing company must have reasons to internalise (I) operations rather than outsource and license foreign firms. Diwan (2010) states that natural and created locational characteristics of a country can have a major influence on a firm's decision to invest in the country. The attractiveness of a country may also vary from one firm to another depending on its organizational context.

Recommendations

It eventually falls onto NIB to propose an exclusive Investment Policy which under approval from the government it would be a party to implement it. This apart the sectors where in the investment should be forthcoming would have to improve upon the investment strategy along the parameters of the Investment Policy.

In the competitive setting of the economies in to-days globally interlinked societies, investment policy can not be thought in isolation. It should be set in a way that enhances competitive edge for the investors to be attracted of course there are areas where natural support factors are strongly competitive by itself, but, for others enabling climate created by the government could matter the most.

The next move following this review of investment policy will be interactions with the investors in the specific sectors as well as development professionals to find out the areas to be improved in the policy front for enabling investment flows. Then this needs to be followed by drafting of the umbrella investment policy and reforms in sectoral policies along the lines specified in Section Seven above. This could be then discussed at the Investment Board for final drafting of the policy documents and thereby submit to the government for approval.

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Team Teaching

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Abstract

Team Teaching is the arrangements of various faculties with different teaching styles. This article tries to involve different types of team teaching, its benefits for faculties and students, suggestions for the implementation in institutions with its strengths and drawbacks as well. Team teaching suggests a number of tangible and intangible benefits to students, faculty and institutions.

Key words

Tangible, Self-reflective , Variations, Team-Teaching, Expectations, Interjecting, Disparity, Detrimental, Perspectives, Romanticism, Interrupted, Absolutism.

Introduction

There are a lot of things to consider while teaching a class with another teacher. There are also different ways to go about teaching. Before you begin a class, or even if you're in the middle of one student satisfaction and performance are mixed. Research results on whether team teaching improves suggest a number of tangible and intangible benefits to students, faculty, and institutions that engage in team teaching (Watkins, Miller, and Wozniak, 2006). Based on a literature review of team teaching literature, this report provides an overview of team teaching, summarizes some of its benefits, identifies some challenges, provides suggestions for best practices, and makes recommendations for supporting and engaging in team teaching.

Definition

"A strong team includes a variety of different teaching styles. Students will respond differently to these different teachers. It is also essential that the teachers value and support each other in those roles." -Glen Lawson

"All arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course". -Davis (1995)

Types of Team Teaching

One needs to consider whether team teaching participants are open to diverse ways of thinking; wary of absolutism; able to admit that they do not know; good at listening; unconventional; flexible; willing to take risks; self-reflective; and comfortable with ambiguity. Team teaching includes a number of different approaches. Faculty arranges and integrates a curriculum so as to maximize learning and connections using paired

or linked courses, an integrated cluster of independent courses, or freshman interest groups. Though not necessarily team teaching per se, this curriculum-level approach to interdisciplinary can help to achieve some of the expected gains of team teaching

1. **Interactive team teaching** – two faculty members present in front of the class simultaneously.
2. **Rotational format team teaching** – faculty alternate teaching the class. This rotational format has a number of variations depending on the subject matter and the number of faculty involved.
3. **Participant-observer team teaching** – all participating faculty are present for all the classes, but only one is “teaching” at a time. Roles that the other teachers could play as participating observer(s) are model learner, observer, panel member, or resource. Benefits Team Teaching Provides for Faculty Literature on teaching and learning suggests a number of benefits faculty gain from participating in team teaching. Specifically, faculty can
 - Learn about teaching
 - Improve their own teaching skills
 - Have opportunities to socialize graduate students into the world of teaching
 - Step out of their comfort zone
 - Have opportunities for creative assignments
 - Become informed and encouraged in interdisciplinary research
 - See teaching through the learners' eyes
 - Avoid the lonely, repetitive, fragmented experience of solo teaching
 - Gain new insights into their disciplines
 - Develop clearer perspective on the differences between disciplines
 - Build collegial relationships
 - Foster respect
 - Build bridges of understanding across disciplines

Benefits of Team Teaching for Students

Team teachers cite several characteristics of an outstanding team that really works for the benefit of students. The one trait they all seem to agree upon: Team members must laugh when appropriate to maintain the proper perspective about what's happening with students and themselves. Use humor, teachers say, to keep the team positive and on target.

“Don't hold grudges against team members,” Glen Lawson, who teaches science and reading at Davis Middle School in Flowery Branch, Georgia, told Education World. “You should laugh together, eat together, and make copies together at least twice a week.

- Deepen students' analytical abilities
- Help to build bridges of understanding across disciplines for both faculty and students
- Build greater curricular coherence for students
- Create a greater sense of academic community
- Provide explicit structures for academic and social engagement (this is particularly necessary at commuter campuses)
- Improve student-teacher relationships
- Make classes more interesting and challenging because of the novelty
- Improve student learning outcomes, retention rates, interpersonal skills, communication skills, analysis and judgment, and diversity

Challenges that Team Teaching Create to Faculty

Scholarly discussion on the drawback of team teaching is limited faculty (Klein, 1990; Letterman and Dugan, 2004). The literature does suggest that team teaching can be detrimental to faculty performance when

- Lack of sufficient time for collaborative work exists
- Lack of training in group dynamics exists
- Problems with overlapping roles exist
- Territorial and status conflicts exist
- One discipline dominates the process
- Insufficient funding and inadequate logistics are provided
- Individual autonomy is lost

Challenges that Team Teaching creates to students

Students report that team teaching is ineffective when

- Instructors are not flexible in addressing students' learning styles
- Confusion about learning expectations exists
- Disparity in evaluation exists

The team teaching problems cited above can be overcome if faculty implement best practices in planning and execution, and if institutions implement best practices in fostering and supporting team teaching (Focus on Faculty Newsletter)

Suggested best practices for faculty

Team teaching works well when faculty

- Plan together
- Identify sources of information on team teaching
- Talk to others with experience
- Become acquainted with each others' styles
- Communicate (i.e., clearly define expectations)

- Plan alternating, interjecting strategies
- Attend each others' classes
- Support each other
- Model debate
- Participate even if not teaching on a certain occasion
- Apply common grading standards
- Attend all staff meetings
- Let the students speak
- Be willing to be surprised
- Have an open discussion about power issues. Who is in charge? How will conflict be resolved?
- Apply team teaching to case-based courses: the team teaching can model how various perspectives bear on a solution
- Ensure sufficient time and resources for success: team teaching often requires more resources
— e.g., time and planning — than solo teaching.

Suggested best practices for Institutions

Institutions can support team-teaching faculty when they

- Create structures to support team teaching
- Are aware of costs and time limitations
- Clearly articulate expectations for the teaching team
- Recognize and reward planning efforts (e.g., planning lunches for teachers, stipends for summer planning time, and professional development funds for travel to conferences)
- Are flexible when scheduling team planning events. (A one-time workshop, for example, works only if all members of a team can be present.) Institutional leaders can set aside several dates and times for planning sessions and require teaching teams to participate as a group
- Provide examples of successful teamwork in learning communities
- Avoid (whenever possible) changes in teaching assignments once a team has formed and started its work
- Suggest that teaching teams set meeting schedules well in advance, particularly days and times to meet once the semester begins
- Create or suggest space where teaching teams can meet. (Space that is away from individual offices or departments may allow for more focused, less interrupted team planning time.)

Ways to promote faculty collaboration include

- Faculty pairings
- Discussion around common concerns
- Multi-sectioned course seminars
- Departmental review

The Fiscal Impact of Team Teaching

Team teaching can be more expensive than solo teaching because it may involve faculty taking more time to teach fewer total credit hours. One viable approach to garner the positive aspects of team teaching while reducing fiscal impact is to use the "dispersed model" of team teaching. For example, a course entitled "Romanticism in the Arts" could be taught by one faculty member from each of the disciplines of history, art, and literature (the course could be cross-listed in each of these disciplines, as well). Each faculty member teaches his or her section of one-third of the students twice a week. Then on the third day of the week, everyone comes together for a class that explores the interlinking of the disciplines on this theme (McDaniels and Colarulli, 1997).

Conclusion

In summary, successful team teaching requires the active institutional and faculty commitment of time, resources, and careful planning. By so doing, team teaching can enhance the teaching and learning experiences of students and faculty and fulfill the purposes of university education by helping participants integrate disparate disciplines and perspectives.

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धुन्धुकारी र गोकर्णको कथा

✍ कुलमणि ज्ञवाली

धेरै वर्ष अघि तुङ्गभद्र नदीको तीरमा एउटा उत्तम शहर थियो । यस शहरमा बस्ने सबै मानिसहरू धर्मको आचरण गरेरसत्य सत्कर्ममा तत्पर रहन्थे । यस शहरका सबै वेदको मर्म बुझ्ने श्रौत स्मार्त कर्ममा निपूर्ण दोस्रो सूर्य समानका तेजस्वी आत्मदेव नाम गरेका एक जना ब्राह्मण रहन्थे । भिक्षा वृत्तिले जीवन निर्वाह गर्ने भए पनि यिनी लोकमा पैसा बाल ठहरिएका थिए । यिनकी पत्नीको नाम धुन्धुली थियो । यी बढी जिद्दिलाल अर्थात् आफ्नो कुरामा अड्डी लिनै किसिमकी थिइन् । यिनको जन्म असल कुलमा भएको थियो र राम्री पनि थिइन् । यी क्रूर स्वभावकी महिला सधैं अर्काको घरको परिपञ्च गरी रहन्थिन् र अत्यन्त मुखाले थिइन् । बढी लोभिनी र भ्रुगडा गाएरहने भए तापनि घरको काम काजमा अत्यन्तै सिपालु थिइन् । जे भए पनि ती पति पत्नीको एक आपसमा अत्यन्तै प्रेम थियो । आनन्दसंग सुख पूर्वक गृहस्था श्रममा रमाएर दिन बिताएका थिए । घरमा सुख सयलका चीज र आर्थिक अभाव नभए पनि कुनै सन्तान नभएको हुँदा दुवै अत्यन्त दुःखित थिए । सन्तान प्राप्तिका लागि उनीहरूले थरीथरीका पुण्यकर्म गर्न थाले । दीन दुःखीलाई गाई, जमीन, सुन र अनेक बस्त्र आदि दान दिन लागे । यिनीहरूले सन्तान प्राप्तिको लागि आफ्नो सम्पत्तिको आधा जति खर्च गरे । तर ती दम्पतिलाई छोराछोरी कुनै सन्तान भएनन् । २२

एक दिन ती ब्राह्मण देवता बडो दुःखी भएर घरबाट निस्की वनतिर हिँडिदिए । त्यहाँ मध्याह्नको समयमा तीर्खा लागेकोले उनी एउटा तलाउको किनारमा आए । जल पिइ सकेपछि सन्तानको चिन्ताले दुःखित औ व्याकुल भएका ती ब्राह्मण देवता त्यही तीरमा बसे । उनी बसेको दुई घडीपछि एकजना सन्यासी महात्मा त्यहाँ आए । ती सन्यासीले जल पिइसकेको देख्दा ती ब्राह्मणदेवता उनीनिर गई चरणमा ढोग गरेर लामो लामो सास फेर्दै अगाडि उभिए । २५

सन्यासीले सोधे-

हे ब्राह्मणदेवता ! भन तिमी किन रोइरहेको ? कुन बलियो चिन्ताले गर्दा तिमी व्याकुल भएका ह्वौ ? भट्टै मलाई आफ्नो दुःखको कारण भन । २६

ब्राह्मणले भने-

म तपाईंलाई आफ्नो दुःख के भनूँ ? यो मेरो पूर्व जन्मको पापको फल हो । मेरा पितृहरू पनि “यो पछि हामीलाई कसले पानी दिने हो” भन्ने चिन्ताले ताता सास फेर्दछन् । यसै कारण मैले उहाँहरूलाई दिएको जलाञ्जली उहाँहरूको तातो सासले तातो हुन्छ । २७ देवता औ ब्राह्मणहरूले पनि मैले दिएको अन्न प्रसन्न मनले ग्रहण गर्दैनन् । सन्तान नहुनाले मलाई बडो दुःख भइराखेको छ ।

सारा संसार नै शून्य भएको छ । यै दुःखले गर्दा म यहाँ प्राण त्याग्न आएको हुँ । बिना सन्तानको जीवनलाई धिक्कार छ, जुन घर मा केटाकेटी छैनन्, त्यो घरलाई पनि धिक्कार छ, जसको सन्तान छैन, त्यसको कुल औ धनलाई समेत धिक्कार छ ॥२९॥ म जुन गाई पाल्दछु ती पनि बाँझी हुन्छिन्, जुन रूख लगाउँछु त्यसमा समेत फलफूल केही लाग्दैन । मेरो घरमा जुन फल आउँछ त्यो पनि भट्टै बिग्रिहाल्दछ अतः म जस्तो अभागी औ निः सन्तानको जीवन व्यर्थ हो ।

यति भनिसकेपछि ती ब्राह्मण देवता दुःखले व्याकुल भई ती महात्मा संन्यासीनिर उभिएर डाँको छाडीछाडी रून् लागे । यो देखा संन्यासीको चित्तमा ठूलो दया उत्पन्न भयो । ती संन्यासी योग निष्ठा थिए, यसैले उनको निधारको रेखा हेरेर सारावृत्तान्त थाहा पाइहाले र यसप्रकारले विस्तार पूर्वक ब्राह्मणलाई भन्न लागे ॥३३॥

संन्यासीले भने-

अज्ञानले गर्दा उत्पन्न भएका, सन्तान नहुनाको यो शोक छाडिदेउ । हेर, कर्मको गति बडो बलियो हुन्छ, टारेर टर्न सक्दैन ।

तसर्थ विवेकको आश्रय लिएर तिमीले संसारको बासनालाई त्यागिदिनु पर्दछ ॥३४॥ हे ब्राह्मण ! सुन, अहिले तिम्रो प्रारब्ध हेर्दा कुनै तरहले पनि सात जन्मसम्म तिम्रो कुनै सन्तान हुन सक्दैन भन्ने मलाई निश्चय भएको छ ॥३५॥ हेर, पूर्वकालमा यै सन्तानका लागि राजा सगर औ अङ्गले कत्तिको दुःख भाग्नु परेको थियो १ अतः यो कुटुम्ब ममता छाडिदेऊ, त्यसमा त सबै तरिकाले सुखै

सुख छ ॥३६॥

ब्राह्मणले भने-

तपाइँले गर्नुभएको ज्ञानबाट त 'मेरो चित्त बुझ्दैन । मेरो भाग्यमा सन्तान नभए पनि आफ्नो तपोबलले मलाई छोरा दिनुहोस्, अन्यथा यस शोकले व्याकुल भएर हजुर कै अगाडि- आफ्नो प्राण त्यागिदिनेछु ॥३७॥ पुत्रकलत्रादिको सुःख नभएको यो संन्यास त सर्वथा निरस नै हो । वास्तवमा छोरा नातिले भरिपूर्ण भएको गृहस्थाश्रमलाई नै यस संसारमा सरस मान्नु पर्दछ ॥३८॥ ब्राह्मणको यस्तो आग्रह देखा ती तपोधन महात्माले भने-हेर, विधाताले लेखेको कुरा मेट्न जिद्धि कस्ताले राजा चित्रकेतुले वडा कष्ट भोग्नुपरेथ्यो । दैवद्वारा पुरुषार्थ नष्ट भइसकेको मानिसले भैँ तिमीले पनि छोराबाट सुख पाउन सक्दैनौ, तिमी त कुरा बुझ्दैनौ, केवल ढिपी मात्र गरिरहन्छौ, पुत्रप्राप्तिको अड्डी लिइराखेका तिमीलाई म के भनूँ ॥४०॥

ब्राह्मणको ज्यादै आग्रह देखा ती संन्यासीले उनलाई एउटा फल दिएर भने- "यो फल आफ्नी पत्नीलाई खान देउ यसबाट उनको एउटा छोरो जन्मने छ ॥४१॥ तिम्री ब्राह्मणीलनई एक वर्षसम्म साँचो बोल्ने, पवित्र रहने, दया पूर्वक दान दिने तथा दिनभरिमा एकपटक मात्र भोजन गर्ने-यी सब नियमको पालन गर्नुपर्दछ, उनले यसो गरेको खण्डमा त्यो बालक बडो शुद्ध

स्वभावको हुनेछ" ॥४२॥

यति भनेर ती योगीराज बाटो लागे र ब्रह्मणदेवता आफ्नो घर फर्केर आए । घर आएपछि त्यो फल आफ्नो स्त्रीको हातमा दिएर आफू कतै बाहिर तिर लागे ॥४३॥ कुटिल स्वभाव भएकी ती तरूणी ब्राह्मणीले आफ्नी कुनै एक सखीको अगाडि

रूँदै भनिन्- "ए सखी ! मलाई त ठूलो चिन्ता भई राखेको छ, म त यो फल खान्तः किनभने फल खानाले गर्भ रहनेछ र गर्भले गर्दा पेट ठूलो हुने छ, अनि त भोजन अलिकता मात्र गर्न सक्ने छु, जसले गर्दा कमजोरी बढ्छ । अनि मैले घरको काम धन्दा कसरी गर्ने ? ॥४५॥ दैव संयोगले गाउँमा लुटमार मच्चियो भने गर्भिणी आइमाईले कसरी भाग्ने? यसबाहेक शुकदेव जी भैँ गर्भमा बाह्रवर्षसम्म पेटभित्रै अडियो भने त्यसलाई बाहिर कसरी फिकने ॥४६॥ कदाचित प्रसवकालमा हुने भयङ्कर पीडालाई म सुकुमारी स्त्रीले कसरी खपुंला ॥४७॥ प्रसवकालमा मलाई परेको देखा नन्दले मेरो सर्वस्व लुटेर लैजाने छन् । यी सब कुराबाहेक मेरो पति देवले भन्नुभएको सत्य शौच आदि

नियमको मबाट पालन हुन ज्यादै गाह्रो देखिन्छ । सन्तान भएकी स्त्रीले सदासर्वदा बालकको लालन-पालनको दुःख भोगिरहनु पर्दछ । मेरो विचारमा त बन्ध्या वा विधवा स्त्री नै यी सब दुःख खप्नु नपरेकोले सुखसंग वस्तछन् ॥४९॥

मनमा थरीथरीका कुतर्क गरेर ती ब्राह्मणीले त्यो फल खाइन् र पतिले सोझा खाएँ भन्ने जवाफ दिइन् ॥५०॥ केही समयपछि उनकी बहिनी स्वयम् उनको घरमा आइन् र ब्रह्मणीले पनि सारा वृत्तान्त सुनाएर भनिन्- “ए बहिनी ! सन्तान नहुँदा ब्राह्मण देवतालाई के भन्ने हो भन्ने कुराको मलाई ठूलो चिन्ता छ ॥५१॥ यै पीरले गर्दा म दिन दिनै दुब्ली हुँदै गएको छु, ए बहिनी भनन अब के गर्ने हो?” बहिनीले भनिन्- “तिमी चिन्ता नगर, मेरो पेटमा गर्भ रहेको छ । बालक जन्मता साथ त्यो बालक तिमिलाई दिनेछु ॥५२॥ तबसम्म तिमि गर्भवतीले भै गुप्ती तवरले मोजसँग घरमा बस । मेरा पतिलाई अलिकता धन दियौ भने उनले तिमिलाई आफ्नो छोरा दिने छुन् ॥५३॥ म आफ्नो छिमेकमा मेरो छोरो छ महिनाको भएर मच्यो भन्नेकुरा फिजाइ दिने छु र सधैं तिम्रो घरमा आएर त्यस बालकको पालन पोषण गर्ने छु ॥५४॥ परीक्षाको लागि यो फल आफ्नी गाईलाई खाइदेऊ ।

“यसपछि ती ब्राह्मणीले स्त्रीस्वभाव अनुसार आफ्नी बहिनीले भनेअनुसार काम गरिन् र त्यो फल गाईलाई खाइदिइन् ॥५५॥

समय अनुसार बहिनीको छोरा जन्मेपछि उसको बाबुले एकान्तमा ल्याएर त्यो बालक धुन्धुलीलाई दियो ॥५६॥

धुन्धुलीले पनि आफ्नो पतिलाई सुखसंग बालक उत्पन्न भयो भन्ने सूचना दिइन् । आत्म देवले छोरा पाए भन्ने सुन्दा सबै जानालाई बडो आनन्द भयो ॥५७॥ आत्म देवले त्यस बालकको जातकर्म संस्कार गराएर ब्राह्मणहरूलाई दानदिए उनको ढो कामा गाना गाउने बाजाबजाउने र नाच्ने जस्ता अनेक उत्सव हुन लागे ॥५८॥ यै मौकामा धुन्धुलीले आफ्नो पतिलाई भनिन् । मेरो स्तनमा दुध छैन त्यसैले अरू जातकी स्त्रीको दुधले कसरी यस बालकलाई पाल्ने ? ॥५९॥ मेरी बहिनीले पाएको छोरो भर्खरै मरेको छ, त्यसैले बहिनीलाई बोलाएर राखेको खण्डमा उनले आफ्नो दुधले यस बालकको पालपोषण गर्ने छुन् ॥६०॥ पुत्रको र क्षका लागि आत्मदेवले धुन्धुलीले भने अनुसार नै गरेर आमाले त्यस बालकको नाम धुन्धुकारी राखिन ॥६१॥

तीन महिना बितेपछि ती गाईबाट पनि फलको प्रभावले मनुष्यको आकार भएको एउटा बालक उत्पन्न भयो । सर्वाङ्ग

सुन्दर दिव्यरूप तथा सुर्वणको जस्तो अति स्वच्छ कान्ति भएको त्यस बालकलाई देखा बाह्रमण देवलाई अति आनन्द भयो र उनले स्वयम् बालबबो सबै संस्कार गरे । गाईबाट मनुष्य बालकको जन्म भएको सुन्दा सबैलाई बडो आश्चर्य लाग्यो र बालब हेर्न भनी उनीहरू त्यहाँ आए ॥६२॥ त्यस बालकलाई देखा सबै जना आपसमा भन्न लागे- “अहो १ आत्मदेवको भाग्यको उदय भएछ, त्यसैले त गाईबाट पनि यस्तो दिव्य रूप भएको बालक उत्पन्न भयो, यो त बडो आश्चर्यको कुरो हो” ॥६४॥ सबै ले यो दैवसंयोगले जन्मेको हो भन्ने ठहर्‍याए, कसैले पनि यसको गुट्य रहस्य बुझ्न सकेनन् । गाईको जस्तो कान देखेर आत्मदे वले त्यसबालकको नाम गोकर्ण राखे ॥६५॥

केही समयपछि ती दुबै बालक जवान भए । गोकर्ण चाहिँ ज्ञान एवम् पण्डित भए तर धुन्धुकारी बडो दुष्ट भएर आयो ॥

६६॥ त्यो ब्राह्मणले गर्नुपर्ने स्नान शौचादि कुनै काम पनि गर्दैनथ्यो , खान पीनमा अलिकता पनि परहेज थिएन , उसमा क्रोधको मात्र निकै बढेको थियो, खराब खराब कुराको सङ्ग्रह गर्दथ्यो र मूर्दाको हातले छोइएको अन्न समेत खान्थ्यो ॥६७॥ अर्काको माल चोर्ने र सबैसंग शत्रुता गर्ने उसको स्वभाव थियो लुकीलुकी अर्काको घरमा आगो सल्काइ दिन्थ्यो, अर्काका छोराछोरीलाई देलाउन भनेर काखमा लिन्थ्यो र चट्ट इनारमा फ्याँकि दिन्थ्यो ॥६६॥ हिंसा गर्नमा आनन्द मान्ने त्यो हरवखत अस्त्र-शस्त्र धारण गरीरहन्थ्यो र विचारा अन्धा दीन दुःखीलाई व्याथर्मा

तड्ग गथ्यौ । हरवखत हातमा पाशोलाई कुकुरहरूको साथमा चण्डालको जमातमा मिलेर घुमी रहन्थ्यो वेश्याहरूको कुसंगतमा परेर त्यसले आफ्नो बाबुको सारा सम्पत्ति बरबाद गर्‍यो र एक दिन आमा बाबुलाई पीटपाट पारेर घरका सबै भाँडाकुडा लिएर हिँडिदियो ॥७०॥

यसरी सारा धन स्वाहा भएपछि, सोचनीय अवस्थामा परेको उसको बाबुले डाँको छोडेर रूँदै भन्न लागे- “यसकी आमा बाँझी भएर रहेको भए नै बेसहुने थियो, कुपुत्रता बडो दुःख दिने हुन्छ ॥७१॥ अब म कहाँ बस्ने हो? कहाँ जाने हो ? मेरो यस दुःखलाई कसले दुर गर्न सक्ला ! अहो मेराउपर त ठूलो कष्ट आइपरेको छ, यस दुःखले गर्दा मैले अवश्य एक दिन आफ्नो प्राण त्याग्नु पर्नेछ” ॥७२॥ यै मौकामा परम ज्ञानी गोकर्ण जी त्यहाँ आए र पितालाई वैराग्यको उपदेश गर्दै यस प्रकारसंग सम्भाउन बुझाउन लागे ॥७३॥ “हे पिताजी ! यस संसारमा केही पनि सार छैन, यो त अत्यान्त दुःख रूप र मोह उत्पन्न गराउने पो हो धन र छोरा कहिल्लै पनि कसैको भएको छ र ? यिनको माया ममतामा पर्ने मानिसले सदा भुट भुटिइरहनु पर्दछ ॥७४॥ इन्द्र अथवा चक्रवर्ती राजालाई समेत अलिकता पनि सुख छैन । सुख एक मात्र एकान्त बासी विरक्त मुनिलाई मात्र हुन्छ ॥७५॥ तपाईं यो पुत्र स्नेह रूपी अज्ञानलाई त्यागिदिनुस् । यस मोहमा पर्नाले त नरकमै जानुपर्दछ, अन्त्यमा यो शरीर पनि नष्ट नभइछाड्दैन, तसर्थ अहिलेदेखि नै सब थोक त्यागेर वनमा गई हरिभजन गर्नुहोस्” ॥७६॥

गोकर्णको कुरा सुनेर आत्मदेव वन जान भनी तयार भए र उनलाई भन्न लागे- “ए छोरा वनमा गएर मैले के गर्ने हो, सो कुरा विस्तार पूर्वक बताई देऊ ॥७७॥ म त बडो मूर्ख छु, अहिलेसम्म आफ्नो कर्मले गर्दा स्नेह पाशमा बाँधिएर लुलो-लगडो भै घररूप अँध्यारो इनारमा परि राखेको छु । तिमी त बडो दयालु छौ, यस बाट मेरो उद्धार गर” ॥७८॥

गोकर्णले भने-

हे पिताजी ! हाड, रगत र मासुको थुप्रो यो असार शरीरको अभिमान छोडेर या यो शरीर नै म हुँ भन्न छोडेर स्त्री पुत्रदिता यी मेरा हुन् भन्ने भाव त्यागिदिनुस् । रात दिन यो संसार क्षणभङ्गुर हो भन्ने सम्झेर एक मात्र वैराग्यरूप रसको रसिक बनी सर्वदा भगवान्को भक्तिमा लागि राख्नुस् । भगवान् भजननै सब भन्दा ठूलो धर्म हो, त्यसैले निरन्तर यसैको आश्रम लिनोस् अरू सब प्रकारका लौकिक धर्मलाई छाडिदिनुस्, साधुसंतको सेवा गर्नपट्टि लाग्नुोस, भोगको लालसा त्यागिदिनुोस, भट्टै अर्काको दोष गुणमा विचार गर्न छोडी एक मात्र भगवान् सेवा र भगवानका कथाको रस पान गर्नुोस् ॥८०॥

छोराको यसप्रकारको भनाइले गर्दा साठी वर्षभन्दा बर्ता उमेर भएका आत्मदेव चित्तलाई स्थिर गरेर घरद्वार छोडी वनतिर लागे र त्यहाँ मन लगाएर रोजरोजै भगवान्को पूजा गर्नाले र नियम पूर्वक भागवतको दशम स्कन्धको पाठ गर्नाले उनी कृष्ण भगवान्को परमपदमा प्राप्त भए ॥८१॥

सूतजी भन्दछन् -

बाबु वनतिर लागेपछि हे शौनकजी ! एक दिन धुन्धुकारीले आफ्नी आमालाई बेसरी पीटपाट पारेर भन्यो “भन धन कहाँ राखेको छ ? नत्र अहिले नै लात्तीले हिर्काउँछु” ॥९॥ छोराको यस प्रकारको हाप्क्याहटले डराएर एवं सधैको उसले गरेको दुष्टताले दुःखित भई तिनले रात्रिको समयमा इनारमा हामफालिन् र यसले गर्दा तिनको मृत्यु पनि भयो ॥२॥ यसरी आमा बाबु कोही पनि नहुँदा सदा योगमा स्थित रहने गोकर्ण पनि तीर्थयात्रा गर्न भनी हिँडे । उनलाई यस्ता घटनाबाट सुःख अथवा दुःख केही पनि हुँदै नथ्यो । उनको दृष्टिमा आफ्नो न कोही मित्र थियो न कोही शत्रु ॥३॥

यसपछि धुन्धुकारी पाँचओटी वेश्याहरूलाई साथमा राखेर घरमा बस्न लाग्यो । उनीहरूको पालन पोषणको चिन्ताले उसको बुद्धिलाई पूर्ण नष्ट गरिदियो र यसैले नाना प्रकारका अति भयानक कर्म गर्न लाग्यो ॥४॥ एक दिन ती वेश्याहरूले उसित धेरै गहनाहरू मागे । कामले अन्धो भएको धुन्धुकारी आफ्नो शिरमा मडारिइरहेको मृत्युको ख्यालै नराखी ती गहना जुठाउन चोरी गर्न भनी घरबाट निस्क्यो ॥५॥ जता ततै बाट निककै धन चोरचार पारेर घर फर्केर आयो र ती वेश्याहरूलाई अलिकता राम्रा राम्रा लुगा गहना पनि ल्याइ दियो ॥६॥ त्यसले घरमा ल्याएको धनको ठूलो थुप्रो देख्दा ती वेश्याहरू रात्रीको समयमा आपसमा भन्न लागे- “यी त दिन दिनै चोरी गर्दछन्, त्यसैले राजसेवकहरूले कुनै न कुनै दिन यिनलाई अवश्य पक्रने छन् ॥७॥ राजाले सबैधन खोसेर अवश्य यिनलाई प्राणदण्ड दिनेछन्, तसर्थ यो धन बचाउन हामीले नै किन गोप्यरूपमा नमानौं ? ॥८॥ यसलाई मारिसकेपछि यसको सम्पत्ति लिएर हामी यताबाट अन्यत्र कतै लागौं” यस्तो निश्चय गरेर उनीहरूले सुतिराखेको धुन्धुकारीलाई डोरीले बेसरी बाँधे ॥९॥ घाँटीमा फाँसी लगाएर मार्ने चेष्टा गर्न लागे तर हतपत्ती उसलाई नमरेको देख्दा उनीहरूलाई बडो चिन्ता भयो ॥१०॥ अनि उनीहरूले बल्दो आगोको (फिलिङ्गो) अगुल्टो ल्याएर उसको मुखमा भोसीदिए । अग्निको ज्वालाले अत्यान्त दुःखित र व्याकुल भएर छटपटाइ छटपटाइ मर्न्यो ॥११॥ यसपछि ती वेश्याहरूले उसको शरीरलाई एउटा हिलै हिलो भएको खाल्डोमा जाकेर गाडिदिए साँच्चै नै हो १ आईमाईहरू बडो ठूलो साहसे गर्न, सक्तछन् । उनीहरूको यस करतुतको कसैले पनि पत्तो पाउन सकेनन्

॥१२॥ कसैले धुन्धुकारी कहाँ गए भनेर सोध्यो भने हाम्रा प्रियतम धनको लोभले आकृष्ट भएर यसपाला अलिटाढा जानुभएको छ ।

सायद यै वर्ष भित्र फर्कनु हुनेछ ॥१३॥ बुद्धिमान पुरुषले कहिले पनि दुष्ट स्त्रीहरूको विश्वास गर्न हुन्न, जुन मूर्खले यिनीहरूको विश्वास गर्दछ, त्यसले अवश्य थरीथरीको आपत्ति भोगनुपर्दछ ॥१४॥ यिनीहरूको बोली अमृत समान मीठो हुनाले कामी पुरुषको हृदयमा रस बढाउँछ, तर हृदय भने छुराको धार समान तीखो हुन्छ, यस्ता स्त्रीहरूको निम्तिमा कोही पनि प्यारो छैन ॥१५॥

यसपछि अनेक पुरुषहरूसित सहवास गर्ने ती वेश्याहरू धुन्धुकारीको सारा सम्पत्ति लिएर त्यहाँबाट अन्यत्र लागे र धुन्धुकारी पनि आफ्नो कुकर्मले गर्दा भयङ्कर प्रेत भयो ॥१६॥ वायुको रूप धारणा गरेको त्यो प्रेत सदै दशै दिशामा दगुरी रहन्थ्यो र भोक प्यास जाडो, गर्मीले आकुल व्याकुल पर्न जाँदा “हे दैव ! हे दैव !” भनेर चिच्याइरहन्थ्यो तर शरण भने कतै पाउन्नथ्यो । केही कालपछि गोकर्णले पनि मानिसहरूको मुखबाट धुन्धुकारी मरेको थाहा पाए ॥१७॥ उसलाई अनाथ सम्झेर उनले गयाजीमा उसको श्राद्ध गरिदिए र अरू पनि जुनजुन तीर्थमा आफू जान्थे, त्यहाँ उसको श्राद्ध गरिदिन्थे ।

यस प्रकारसंग भ्रमण गर्दागर्दा गोकर्ण आफ्नो शहरमा आएर रात्रिको समयमा अरूको नजर छली सुत्नको निम्ति सो भैं आफ्नो घरको आँगनमा पुगे । त्यहाँ आफ्नो भाइलाई सुतिराखेको देख्दा धुन्धुकारीले आधा रातको समयमा आफ्नो बडो विकट रूप देखायो ॥२१॥ त्यो कहिले भेडो, कहिले हात्ती, कहिले राँगो, कहिले इन्द्र र कहिले अग्निको रूप धारण गर्न लाग्यो । अन्त्यमा त्यो मानिसको आकारमा प्रकट भयो ॥२२॥ यस्तो विपरीत अवस्था देख्दा गोकर्णले यो दुर्गतिमा परेको कुनै जीव रहेछ भनेर बुझिहाले । मनमा यस्तो निश्चय गरेर उनले धैर्यपूर्वक उसित सोधे ॥२३॥

गाकर्णले सोधे-

रात्रिको समयमा यस्तो भयानक रूप धारण गर्ने तिमी को ह्वौ? यस्तो दशा कसरी भएको हो ? तिमी

प्रेत, पिसाच अथवा राक्षस को १ ह्वौ म लाई भान ॥२४॥

सूतजी भन्दछन् -

गोकर्णले यस प्रकारसँग सोध्दा धुन्धुकारी बारवार चिच्याएर रून लाग्यो आफुमा बोल्ने सम्मको पनि शक्ति नहुदा त्यसले केवल ईशाराले मात्र आफ्नो दुःख र कष्ट बतायो । ॥२५॥ गोकर्णले आफ्नो अञ्जलीमा जल लिएर मन्त्रको उच्चारण गर्दै उसको शरीरमाथि छर्किदिए । यस अभिषेकले गर्दा पाप केही शमन भएकोले यसले यस प्रकारसँग भन्न लाग्यो ॥२६॥

प्रेतले भन्यो

म धुन्धुकारी नाम गरेको तिम्रो दाजु हुँ, मैले आफ्नो दोषले आफ्नो ब्राह्मणत्व नष्ट गरिदिएँ । महान् अज्ञानमा परेको थिएँ मेरा कुकर्मको गणना गरी साध्य छैन जीवको हिंसा गर्ने मलाई अन्त्यमा मेरा दुष्ट स्वास्नीहरूले बडो यातना दिएर मारिदिए

॥२८॥ यसैले म अहिले प्रेत यौनीमा प्राप्त भएको छु । अब म तिमीलाई आफ्नो दुर्दशाको वर्णन गर्दछु । देवाधीन कर्मफलको उदय भएकोले म अहिले केवल वायु भक्षण गरेर बाँचिराखेको छु । हे भाई तिमी त दयाका सागर ह्वौ, अब कुनै उपायले भट्टै मलाई यस यौनीबाट मुक्त गर । धुन्धुकारीको सारा कुरा सुनेपछि गोकर्णले उसलाई भने ॥३०॥

गोकर्णले भने

ए दाई १ तिम्रो निम्ति मैले गयामा विधि पूर्वक पिण्डदान गरेको थिएँ तै पनि तिमि प्रेत यौनिबाट किन मुक्त भएनौ मलाई यस कुरामा बडो आश्चर्य लागि राखेको छ । गयाश्राद्धबाट पनि तिम्रो मुक्ति नभए पछि त यसका लागि म कुनै उपाय देखिन । हे प्रेत १ तिमीलाई कुनै उपाय थाहा छ भने तिम्रो निम्ति मैले के गर्नु पर्ने हो ? सो कुरा विस्तार पूर्वक मलाई भन ॥ ३१ ॥ ३२ ॥

प्रेतले भन्यो

मेरो मुक्तित गयामा सयपटक श्राद्ध गर्नाले पनि हुन सक्दैन तसर्थ तिमीले नै यसको निम्ति अर्को कुनै उपाय विचार गर्नु पर्नो ॥३३॥

प्रेतको यो कुरा सुन्दा गोकर्णलाई बडो आश्चर्य लाग्यो र उनी भन्न लागे “सयौँ गया श्राद्धले समेत तिम्रो मुक्ति हुन सक्दैन भने त तिमिले यो यौनीबाट मुक्ति पाउनु असम्भव छ ॥३४॥ हे प्रेत अहिले तिमी निर्भय भएर आफ्नो ठाउँमा बस तिम्रो मुक्तिको निम्ति अर्को उपाय गर्ने छु ॥३५॥

गोकर्णको आज्ञा पाएर धुन्धुकारी त्यहाँबाट आफ्नो ठाउँमा फर्केर आयो । यता गोकर्णले पनि त्यो रात विचार गरे तर एक उपाय पनि उनको मगजमा पसेन ॥३६॥ विहानी पख गोकर्ण आएका छन् भन्ने खबर पाएकोले सबै दङ्ग परेर उनीसँग भेट गर्न आए १ गोकर्णले रात भरी आफूले देखेका सुनेका सबै कुराहरू उनीहरूलाई सुनाई दिए ॥ ३७॥ यी गाउँलेहरूमध्ये जति विद्वान योगी, ज्ञानी, र वेदज्ञ थिए ती सबैले अनेक शास्त्रहरू वल्टाइपल्टयाइ हेरे तर धुन्धुकारीको मुक्तिको कुनै उपाय पनि देखेनन् ॥३८॥ यसपछि उनीहरूले यसको मुक्तिको विषयमा सूर्य नारायणनले जे भन्नु हुन्छ सोही गर्नु पर्छ भन्ने निश्चय गरे । अत गोकर्णले आफू नो तपोवलले सूर्यको गतिलाई रोकेर उहाँको प्रर्थना गर्न लागे ॥३९॥ “सारा संसारको साथी हुनुभएका हे भगवान १ म तपाईंलाई नमस्कार गर्दछु कृपा गरी धुन्धुकारीको मुक्तिको उपाय मलाई बनाई दिनु होस् ।” यो सुनेर सूर्यनारायणले टाढैबाट स्पष्ट शब्दमा भन्नु भयो ॥४०॥ श्रीमद्भागवतको श्रवणद्वारो मुक्ति मिल्न सक्दछ, तसर्थ यसको सप्ताह पारायण गर ।” सूर्यको

यो धर्ममय वचन

सवैले सुने ॥४१॥ अनि सबै जना भन्न लागे -‘सूर्यनारायणले वताएको यो साधन वडो सरल छ । प्रयत्न पूर्वक हामीले यै उपाय गर्नु पर्दछ । अतः गोकर्णजी पनि निश्चय गरेर कथा सुनाउनको निम्त तयार भए ॥४२॥

कथाको समाचार पाए वरिपरिका भक्त औ दयालु मानिस कथा सुन्न भनेर आउन थाले यस बेला अनेक अपाङ्ग लुला लंगडा, अन्धा, बुढा बुढी र मन्द बुद्धि भएकाहरू समेत आफ्नो पाप क्षीण गराउने उद्देश्यले त्यहाँ आए ॥४३॥ यस प्रकारसँग देवताहरूलाई समेत छक्क पार्ने किसिमको कथा सुन्न त्यहा वडो भिड लाग्यो । गोकर्णले व्यास गद्दीमा बसेर कथा भन्न लाग्ना साथ प्रेत समेत त्यहाँ उपस्थित भयो र यता उति आफूलाई वस्नको लागि ठाउँ खोज्दा खोज्दै उसका दृष्टिमा सातवटा आख्ला भएको

सोभो पारेर उभ्याइएको उभ्याएको बाँसमाथि पर्न गयो ॥४४॥४५॥ त्यस बाँसको जरामा भएको प्वाल भित्र पसेर कथा सुन्न बस्यो । वायुरूप हुनाले त्यो बाहिर कतै पनि वस्न सक्दैनथ्यो तसर्थ बाँस भित्र पस्यो ॥४६॥

गोकर्णले एकजना वैणव ब्रह्मणलाई कर्ता र मुख्य श्रोता बनाएर प्रथम स्कन्ध देखिनै स्पष्ट स्वरले कथा सुनाउन थाले ॥४७॥ सायमकालमा जबकथालाई विश्राम दिइएथ्यो । त्यस बखतमा त्यहाँ एउटा विचित्रको घटना भयो । त्यहाँ वसेका

सभासदहरूको प्रत्यक्षमा त्यस बाँसको एउटा आँखो पटपट गरेर फुट्यो ॥४८॥ यसैगरी दोस्रो दिन सन्ध्यामा दोस्रो आँखो र तेस्रो दिन ठीक उही बेला तेश्रो आँखो फुट्यो ॥४९॥ यसै प्रकारले सात दिनमा सात ओटा आख्ला फुटे । धुन्धुकारी बाह्रै स्कन्धको कथा पारायण सुन्नाले प्रेत यौनीवाट मुक्त भयो ॥५०॥ दिव्य रूप धारण गरेको त्यो धुन्धुकारी मेघसमानको श्याम शरीरमा पीताम्बर पहिरेर तुलसीको मालाने शुसोभिच भई सवैको सामुन्नेमा प्रकट भयो । उसको शिरमा मुकुट र कानमा कुण्डल भल्कि राखेको थिए । त्यसले तुरून्त भाई गोकर्णलाई प्रणाम गरेर भन्यो “ए भाई १ तिमीले कृपा गरेर मलाई प्रेत यौनीको यातनावाट मुक्त गरि दियो ॥५२॥ अहो प्रेत यौनीको प्रवल पीडालाई नाश पार्ने यो श्रीमद्भागवत कथा धन्य हो । श्रीकृष्णधाम रूपफल दिने यो सप्ताह पारायण पनि धन्य हो । सप्ताह सुन्ने विचार उठ्ना साथ सबै पापहरू यस भागवत कथाले अव चाडै नै अन्त गरिदिनेछ” भन्ने मनसायले थरथर काम्न लाग्दछन् ॥५४॥ जसरी आगोले चिसो सुकेको सानो ठूलो सबै किसिमको काठ डडाएर भस्म गरिदिन्छ त्यसै गरी यस सप्ताह श्रवणले मन वचन र कर्मद्वारा गरिएका नयाँ पुराना साना ठूला सब थरिका पापलाई नष्ट गरिदिन्छ ॥५५॥

विद्वान्हरूले देवताको सभामा भारत वर्षमा जन्म पाएर जसले श्रीमद्भागवतको कथा सुन्दैन, त्यसको जन्म निष्फल हो, भनेका छन् ॥५६॥ मोह पूर्वक लालन पालन गरेर यस अनित्य शरीरलाई हिस्टपुष्ट एवम् बलवान् बनाए तापनि कसैले श्रीमद् भागवतको कथा सुनेन भने त्यसले ब्यर्थमा आफ्नो जीवन बिताएको भनुपर्दछ ॥ ५७॥ यो शरीर हाडरूपी थामको भरमा उभिएको छ, नसारूपी डोरीले बाँधिएको छ । माथिबाट मासु र रगत थुपारेर छालाले यसलाई वेरेको छ । यसको प्रत्येक अंगबाट दुर्गन्ध निष्कन्छ किन भने यो मलमूत्रको भाँडो हो । वृद्धावस्था एवं शोकले गर्दा यो परिणाममा दुःखमय हुन्छ रोगहरूले घेरीएको नित्य निरन्तर आकुल व्याकुल रहने सदा सर्वदा कुनै न कुनै कामनाले पिडित रहने यस देहमा तृप्ती भनेको कहिल्लै पनि हुदैन । यसलाई धारणा गरिराख्नु पनि भार हो, रौ रौमा दोष भरिएको दुष्ट स्वभावको यस शरीरलाई नाशहुन एक क्षण पनि लाग्दैन ॥५९॥ अन्तमा कीरा विष्टा वा खरानीको थुप्रो वन्नु-यस शरीरका यी तीन गति बताइएका छन् । यस्तो अस्थिर शरीरद्वारा मानिसहरू अविनाशी फलदिने कर्म किन सिद्ध गर्दैनन् ॥६०॥ विहानीपख पकाएको अन्न साँभसम्म विग्रेर जान्छ त्यस्तो अन्नको रसले पुष्टहुने यो शरीर कसरी नित्य हुन सक्ला ॥६१॥

यस लोकमा सप्ताह श्रवण गर्नाले भट्ट भगवानको प्राप्त हुन सक्दछ अतः सबप्रकारका दोषको निवृत्तिको लागि यो मात्र एउटा साधन छ ॥६२॥ श्रीमद्भागवतको कथा नसुन्ने त जलमा पानीको फोको र जीवनमा लामखुट्टे समान केवल मर्नाको लागि नै जन्मेका हुन् ॥६३॥ जसको प्रभावले सुकेको बाँसका आँख्ला त फुट्दछन् भने त्यस्तो भगवानको कथा सुन्नाले चित्तको गाठो फुस्कनु कुनै आश्चर्यको कुरो होइन ॥६४॥ । सप्ताह श्रवण गर्नाले मानिसको हृदय ग्रन्थी फुस्कन्छ अर्थात् उसको देह, आत्म, बुद्धि सदाका लागि टाढा हुन्छ उसका सारा संशय छ्यान्नव्यान्न हुन्छन् र सारा कर्म क्षीण भएर जान्छन् ॥६५॥ विद्वान् (नृहरूको भनाइ अनुसार संसार रूपी हिलोलाई पखाल्नमा समर्थ भएको यो कथा हृदयमा स्थित भए पछि मानिसले अवस्य मुक्ति पाउँछ ॥६६॥

धुन्धुकारीले यस प्रकारको प्रवचन दिइराखेको वेलामा वैकुण्ठवासी विष्णु भगवानका पार्षदहरूले सुशोभित भएको एउटा विमान त्यहाँ उपस्थित भयो, त्यस विमानले गर्दा चारैतिर मण्डलाकार प्रकाश फैलिरहेको थियो ॥६७॥ सवैले हेर्दा हेर्दैमा धुन्धुलीको छोरो धुन्धुकारी त्यस विमानमा चढ्यो । यसपछि विमानमा विराजमान भएका विष्णु भगवानका पार्षदहरूलाई देख्दा गोकर्णले उनीहरूलाई यस प्रकारसँग प्रश्न गरे ॥६८॥

गोकर्णले भने

मैले भनेको कथा निर्भय चित्तले सुन्ने अनेक स्रोतहरू यहाँ छन् । उनीहरूको निम्ति पनि यस विमानको साथमा तपाईंहरूले अरू विमान समेत एकै चोटि किन ल्याउनु भएन ॥६९॥ भगवानका हे पाषर्ड हो यहाँ त सवैले समान भावले कथा सुनेको दे ख्छु । तसर्थ फलमा यस प्रकारको भेद किन भयो मेरो यस सन्देहलाई दूर गरिदिनुहोस् ॥७०॥

भगवानका सेवकहरूले भने

सवैले एउटै भावसँग कथा सुनेनन् त्यसैले फलमा भेद भएको हो । सुन्नत सवैले सुने तर यी धुन्धुकारीले भै कसैले मनन् गरेनन् । त्यसैले सवैलेसँग सँगै भजन गरे तापनि हे मानद त्यसको फलमा यो भेद भएको हो ॥७१॥ यस प्रेतले सात दिनसम्म निर ।हार बसेर कथा सुन्थ्यौ र त्यसको मननादि पनि गर्नु ॥७२॥ जुन ज्ञान दृढ छैन त्यो निष्फल हुन्छ यसै गरी जसले ध्यान दिएर सुन्दै न त्यसको फल पनि व्यर्थ हुन्छ मन्त्रमा सदेह भएपनि त्यसको फल पनि हराएर जान्छ । चित्तलाई यताउति गरेर भड्कन दिएर गरे को जय पनि निष्फलै हुन्छ ॥७३॥ जहाँ विष्णुभक्त हुनन् त्यो देश पनि नष्ट हुन्छ कुपात्र ब्राह्मणले गराएको श्रद्ध व्यर्थ जान्छ अश्रो त्रीय अर्थात् धर्मशास्त्र नपढेको ब्राह्मणलाई दिएको दानबाट कुनै फल पाइन्न तथा अनाचारले गर्दा कुलै नष्ट भएर जान्छ ॥७४॥ गुरूको वचनमा विश्वास गरेर आफूमा दीनताको भाव राखेर मनको दोषलाई जितेर र एकाग्र बुद्धिले कथा सुन्यो भने मात्र कथा

सुन्नको पुरा पुरा फल पाइन्छ । यी श्रोताहरूले पनि माथि भनिएका नियमको पालना गरेर फेरी कथा सुने भने निश्चय यिनीहरूको वैकुण्ठमा वास हुनेछ ॥७५॥७६॥ तपाईंलाई त हे गोकर्णजी भगवान स्वयम आफैले लगेर आफ्नो गोकुल धाममा स्थान दिनुहुने छ । यति भनेर सवै पार्षदहरू हरिकीर्तन गर्दै वैकुण्ठ लोक तिर धुन्धुकारीलाई साथमा लिई वैकुण्ठ लोकतिर गए ।

; Gbe\$ft ; Pl

डा. गौतम चमनलाल तृतीय संशोधन ग्रन्थ हिन्दी अनुवाद

- पण्डित भट्टराई बासुदेव (२०६९) चतुर्थ संस्करण: साक्षा प्रकाशन नेपाली अनुवाद
- श्रीमद्भागवत महात्म्ये (४-१६ देखि ५-७७) गीताप्रेस गोरखपुर वेदव्यास ।

नेपाली भाषा साहित्यका केही उल्लेखनीय अभियान र आन्दोलनहरू

obhfn kGy

नेपाली भाषा प्रारम्भ भएको धेरै पछि मात्र नेपाली साहित्य लेखनको प्रारम्भ भएको हो । अठारौँ शताब्दिबाट लेखन प्रारम्भ भएको नेपाली साहित्यलाई विकसित र समृद्ध तुल्याउन समय-समयमा विभिन्न साहित्यक आन्दोलनहरू भएको देखिन्छ । विभिन्न भाषाविद् र साहित्यकारहरूले यस्ता आन्दोलनको नेतृत्व गरेको छन् । यहाँ नेपाली साहित्यको विकासमा देखा परेका केही प्रमुख आन्दोलनहरूको संक्षिप्त चर्चा गरिन्छ ।

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यो आन्दोलन राममणि आ.दी.ले वि.स. १९६५ मा बनारसबाट चलाएको आन्दोलन हो । विशेषगरी शब्दहरूमा खुट्टा काट्ने प्रचलनका विरुद्ध यो आन्दोलन चलेको हो । यसले अजन्त प्रयोगबाट भाषिक सौन्दर्य भल्किन्छ भन्ने मान्यता राख्दछ । तत्कालीन साहित्यिक पत्रिका माधवीमा हलन्त वहिष्कार गरेका रचनाहरू छापिन्थे । यस कार्यले नेपाली भाषा-साहित्यको लेखाइ छपाइमा नवीनता ल्यायो । राममणि आ.दी.ले प्रारम्भ गरेको यो आन्दोलनलाई पछि कविशिरोमणि लेखनाथ पौड्याल, चक्रपाणि चालिसे लगायत थुप्रै साहित्यकारहरूले समर्थन गरेका थिए ।

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युवककवि मोतीराम भट्टको सक्रियतामा स्थापित 'मोती मण्डली' ले नेपाली कविताको विकासमा महत्वपूर्ण योगदान पुऱ्याएको देखिन्छ । यो संस्था काठमाण्डौँ र बनारस दुवै ठाउँमा सक्रिय रहयो । मोतीराम भट्टकै संयोजकत्वमा स्थापित यस संस्थामा पद्म विलास, काशीनाथ, चेतनाथ आचार्य, नरदेव पाण्डे, तीर्थराज पाण्डे, गोपीनाथ लोहनी आदि कविहरू सम्मिलित थिए । श्रृङ्गारिक रसका कविता-गजल लेखनमा यी कविहरू सक्रिय रहे । अभियानको रूपमा संगठित सबैले कविता लेख्नु यसको प्रमुख विशेषता हो ।

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वि.सं. २०१३ मा बनारसमा पढ्ने नेपाली विद्यार्थीहरू बालकृष्ण पोखरेल, तारानाथ शर्मा, बल्लभमणि दाहाल, चूडामणि रेग्मी आदिद्वारा चलाइएको यो आन्दोलनले हिन्दी, अंग्रेजी वा अन्य विदेशी भाषाको प्रयोगमा रोक लगाई भर्रा नेपाली शब्दको मात्र प्रयोग गर्न प्रेरित गरेको छ । आवश्यक परे नेपाली शब्दहरू निर्माण गरी अभाव पूर्ति गर्नुपर्ने दृष्टिकोण राख्ने यी कविहरूले अन्य भाषाले नेपाली भाषालाई थिचोमिचो गर्न हुन्न भन्ने मान्यता राख्थे । बनारसबाट नेपाल आएपछि यी साहित्यकारद्वारा २०२३ साहित्यमा प्रकाशित मोती पत्रिकाबाटै प्रयोग थालनी भएको मानिएको छ ।

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यो आन्दोलन वि.सं. २०२० मा दार्जलिङ भारतबाट सुरुवात भएको हो । बैरागी काइँला, इन्द्रबाहादुर राई र ईश्वर वल्लभ प्रवर्तक रहेको यो आन्दोलन 'तेस्रो आयाम' नामक पत्रिकामा घोषणा पत्र सहित देखा परेको हो । मानव जीवनलाई लम्बाइ र चौडाइका दृष्टिकोणले मात्र होइन गहिराइबाट पनि हेर्नु पर्दछ भन्ने यसको दृष्टिकोण हो । यस आन्दोलनले परम्परागत साहित्यलाई चेट्टो साहित्यको संज्ञा दिएको छ र परम्परागत साहित्यले समग्र जीवनलाई समेट्न नसकेको बिचार राख्दछ । जीवनलाई कुनै एक पक्षबाट मात्र नभई सम्पूर्णतामा अर्थात्उनु पर्छ भन्ने कुरामा यसले विशेष जोड दिएको पाइन्छ ।

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राल्फा आन्दोलन वि.सं. २०२३ साल तिर केही साहित्यकार र संगीतकारहरूको समूहले प्रारम्भ गरेको अभियान हो । पारिजात, गणेश रसिक, मञ्जुल, रामेश, रायन, निनु, विमल, नोरेम, अरिभ, सिसोम, ओमकृष्ण इत्यादिले संगीत र साहित्यका माध्यमबाट यो आन्दोलन चलाएका हुन् । उनीहरूले आफ्ना नामका पछाडि 'राल्फा' शब्द जोडेर लेख्ने गरेको पाइन्छ । तत्कालीन पञ्चायती सत्ताको विरोधमा जनमत तयार गर्न र आन्दोलनमा प्रेरित गर्न यस अभियानले महत्वपूर्ण भूमिका खेलेको थियो । यो आन्दोलन विश्व प्रसिद्ध सांगीतिक समूह 'विल्डस' बाट प्राभावित थियो पनि भन्ने गरिन्छ ।

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वि.सं. २०२५ तिर केही युवा साहित्यकारहरू शैलेन्द्र साकार, अञ्जिर प्रधान, पुष्कर लोहनी, कनक द्वीप, प्रकाश प्रेमी, कविताराम, इन्द्र राजभण्डारी, प्रेमनारायण आदिले संगठित रूपमा स्थापित मूल्यहरूका विरुद्ध गरेको आन्दोलनको नाम नै अस्वीकृत जमात हो । साहित्यमा देखा परेका अन्योल हटाउन साहित्यलाई भाषिक जटिलबाट मुक्त गराउन र स्थापित मूल्यको विरोध गर्न अस्वीकृत जमातको स्थापना भएको जनाइएको छ । प्रथम विश्वयुद्धका फ्रान्समा स्थापित ज्ञान, संस्था र मूल्यका विरुद्धका विरुद्ध उब्जेको दादावादबाट यो आन्दोलन प्रभावित देखिन्छ । यसले स्थापित सम्पूर्ण साहित्यिक, सामाजिक, नैतिक र यौनगत मूल्यहरूलाई भङ्ग गर्दै वास्तविकता वा स्वाभाविकतामा जोड दिनु पर्ने कुरा बताएको छ । यसमा संलग्न जमातले आफूलाई स्थापित मूल्यहरूबाट शासित र शोषित ठानेर कृत्रिम जीवन तथा सामाजिक मान्यताको घोर विरोध गर्दै आफूहरू सामाजिक मान्यताबाट अस्वीकृत भएको ठानी साहित्यमा सामाजिक चेतनाको विद्रोही रूपलाई प्रस्तुत गरेका छन् । सभ्यताको क्रूरता र वर्वरताको विरोध गर्दै मान्छेलाई समग्र वाह्य वातावरण र औपचारिकताबाट नाङ्गो पारेर प्राकृतिक रूपमा हेर्दा जस्तो देखिन्छ, त्यस्तै रूपमा प्रस्तुत गर्न यो जमात उद्यत रहेको देखिन्छ ।

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अमलेख शब्दको शाब्दिक अर्थ दासत्वबाट मुक्त हुनु बन्धनबाट छुटकारा पाउनु वा स्वतन्त्र हुनु भन्ने हुन्छ । नेपाली साहित्यिक आन्दोलनमा यसले छुट्टै अर्थ र अस्तित्व बोकेको छ । वि.सं. २०२६ तिर स्वतन्त्रताको माग गर्दै तत्कालीन निरङ्कुश पञ्चायती शासन व्यवस्थाका विरुद्धमा सुरु भएको साहित्यिक अभियान नै अमलेख आन्दोलन हो । यस आन्दोलनका प्रमुख हस्तीहरूमा द्वारिका श्रेष्ठ, कृष्णभक्त श्रेष्ठ, भूपि शेरचन, मोहन कोइराला, मदन रेग्मी ध्रुवचन्द्र गौतम, ताना शर्मा, रत्न शमसेर थापा, भुवन ढुङ्गाना, पुरुषोत्तम बस्नेत जस्ता साहित्यकारहरू रहेका छन् । प्रारम्भमा अमलेख नामकै पत्रिका दर्ता गराई थोत्रा बिचारधारा, मान्यता, परम्परा र प्रतिस्थापित मूल्यहरूबाट स्वतन्त्र हुने चाहना राखेका आन्दोलनकर्ताको योजना निरङ्कुश शासकले पूरा हुन नदिए पछि सिउँडी पत्रिका मार्फत आफ्ना रचना, विचार र दृष्टिकोण प्रस्तुत गरेको पाइन्छ ।

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नयाँ र युवा साहित्यकारहरूद्वारा सिर्जना गरिएका रचनाहरू प्रकाशन गर्न अर्थ सङ्कलनका लागि नयाँ सङ्कलको पीपलबोट मुनि बसेर जुत्ता (बुट) पालिस गर्ने अभियान नै नेपालको साहित्यिक इतिहासमा बुट पालिस आन्दोलनका रूपमा चर्चित छ । "युवा लेखन प्रकाशनार्थ आफ्ना जुत्ता चम्काइ सहयोग गुर्नहोस्" लेखिएको प्लेकार्ड भित्तमा टाँगी मिति २०३१ असोज १२ गते का दिन शैलेन्द्र साकार, भाउ पन्थी, कविताराम, काशीनाथ तमोट, मोहन घिमिरे, ध्रुव सापकोटा, विश्वनाथ न्यौपाने सन्तोष भट्टराई, तेज खरेल, नारायण ढकाल, विजय शर्मा, आनन्द जङ्गली, विनोद रिमाल, प्रेम कैदी, हरि न्यौपाने, बद्धि घिमिरे आदि बुटपालिस गर्ने काममा जुटेका थिए । यो अभियान अर्थ सङ्कलन गर्ने भनिए पनि तत्कालीन राज्य व्यवस्था विरुद्धको साङ्केतिक, व्यङ्ग्यात्मक र विद्रोहात्मक आन्दोलन थियो ।

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आयामेली आन्दोलनका प्रवर्तक मध्येका सहित्कार इन्द्रबहादुर राईले उक्त आन्दोलनबाट अझ अगाडि बढेर २०३४ तिर ल्याएको विशेष लेखन अभियान नै लीला लेखन हो । रूपरेखा पत्रिकाको २०० अङ्कमा यससम्बन्धी अवधारणा प्रकाशनमा ल्याएको पाइन्छ । यस सिद्धान्तको बीज रूप श्री कृष्णको लीलामा भेटिन्छ । कृष्ण एक थिए तर पनि सोह्र सय गोपिनीले भ्रममा परी कृष्णलाई प्राप्त गरेको अनुभूति गरेका थिए । त्यही मिथकलाई मूल आधार बनाइ राईले यथार्थ त बुझिनसम्नु र ठम्याइनसक्नुको जगत रहेछ, हामी भ्रम लेखेर त्यसलाई यथार्थ ठान्ने रहेछौं भन्ने अभिव्यक्ति दिनुले यस आन्दोलनको मूल मर्म स्पष्ट हुन्छ । उनले यसको राम्रो प्रयोग 'कठपुतलीको मन' कथा सङ्ग्रहमा सङ्ग्रहित कथाहरूमा गरेका छन् । दृष्टि भिन्नताले कृष्णलाई फरक फरक रूपमा देखे जस्तै रचना वा कृतिलाई पनि फरक फरक ढङ्गले हेर्न सकिन्छ भन्ने मान्यता यस आन्दोलनकर्ताको रहेको देखिन्छ ।

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वि.सं. २०३८ को देशव्यापी राजनैतिक आन्दोलन पछि राजाले सुधारिएको पञ्चायती व्यवस्था रोज्ने कि बहुदलीय शासन व्यवस्था रोज्ने भन्ने विकल्पका साथ जनमत सङ्ग्रहको घोषणा गरे । निरङ्कुश शासनबाट उकुसमुकुस भएका स्रष्टाहरूले बहुदलीय शासन व्यवस्थाका पक्षमा खुलेर समर्थन गर्दै आन्दोलनमै सडकमै क्रान्तिकारी कविताका साथ उत्रिए, यसैलाई नै सडक कविता क्रान्ति भनिन्छ । पुराना र नयाँ दुवै पुस्ताका कविहरू मोहन कोइराला, हरिभक्त कटुवाल, भवानी घिमिरे, वर्णद महर्षि, ध्रुव सापकोटा र गोविन्द गिरी, किशोर पहाडी, विमल कोइराला, शैलेश आचार्य, दिनेश सत्याल आदि दर्जनौ कविहरूको सहभागितामा यस क्रान्तिले गति लिएको थियो । कोठाभिन्न सीमित कवितालाई खुला रूपमा सर्वसाधारणका अगाडि सडकमा पुऱ्याउदै जनजीवनका सुख दुःखका अभिव्यक्ति दिनु, निरङ्कुश राज्य व्यवस्था र यसले गरेका कुकृत्यको भण्डाफोर गर्न तथा राजनैतिक-प्रजातान्त्रिक भावनाको विकास गराउनु यस अभियानका महत्वपूर्ण पक्ष रहेका छन् ।

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बहुचर्चित कवि तथा नाटककार अशेष मल्लले वि.सं. २०३८ मा 'सर्वनाम' नामक नाट्य समूहको स्थापना गरे । यस संस्थाले २०३९ मा "हामी वसन्त खोजिरहेछौं" नाटकबाट सडक नाटक अभियानको प्रारम्भ गर्‍यो । सडकमै गएर नाटक प्रस्तुत गर्नुलाई सडक नाटक अभियान भनिन्छ जसका प्रारम्भकर्ता मल्ल नै हुन् । यसै समूहले प्रत्येक वर्ष सप्ताहव्यापी रूपमा सडक नाटक अभियान सञ्चालन गर्दै आएको छ । विना मञ्च, विना साजसज्जा खुला सडकमा नाटक प्रदर्शन गरी मनोरञ्जन दिनु परम्परामुक्त समसामयिक विषयवस्तुलाई नाटकका रूपमा प्रस्तुत गर्नु र चेतनामूलक सन्देश प्रवाहित गर्नु यस अभियानका मुख्य उद्देश्य हुन् । अशेष मल्लका अतिरिक्त ओममणि शर्मा, गोविन्द सिंह रावत, उज्ज्वल भण्डारी, शैलेश भण्डारी, कुमार कार्की, दीपा न्यौपाने, कृष्ण कँडेल, जनक कडेल, केशव प्रधानजस्ता थुप्रै नाटककारहरू यस अभियानमा लगेका देखिन्छन् । उपर्युक्त आन्दोलन र अभियान बाहेक नेपाली भाषा र साहित्यका क्षेत्रमा थुप्रै अन्य आन्दोलनहरू भए । तरलतावाद (२०४०), आन्दोलन कविता (२०४६), संरक्षण कविता आन्दोलन (२०५३), नेपाली भाषा वचाऔं आन्दोलन (२०६२) जस्ता आन्दोलनले भाषा र साहित्यलाई सही मार्गमा हिडाउन र भाषा र साहित्यका माध्यमबाट राजनैतिक, सामाजिक, नैतिक चेतना तथा जागरण ल्याउन सफल भएका छन् । अहिले नेपाली भाषा र साहित्य जुन अवस्थामा आइपुगेको छ त्यसको श्रेय यी आन्दोलनहरू र आन्दोलनकारी साहित्यकारहरूलाई पनि जान्छ ।

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- तामाङ, गुमानसिंह, नेपाली कविता काव्य र समालोचना सहायक,
- भण्डारी यादव र भट्टराई राजन, नेपाली साहित्य र समालोचना, हजुरको प्रकाश प्रदर्शनी मार्ग काठमाण्डौ,
- श्रेष्ठ, दयाराम (२०६९) साहित्यको इतिहास सिद्धान्त र सन्दर्भ, दोस्रो संस्करण, काठमाण्डौ त्रिकोण प्रकाशन

k7edl M

नेपालमा औपचारिक शिक्षाको थालनी राणा प्रधानमन्त्री जङ्गबहादुरले वि.सं. १९१० मा दरबार स्कुलको स्थापना गरेबाट भएको पाइन्छ। राणाहरूको एक सय तीन वर्षे शासन अवधिमा उनीहरूले नचाँहदा नचाहँदै पनि थुप्रै पाठशाला तथा विद्यालयहरू र उच्च शिक्षाका कलेजहरूको स्थापना भयो। उक्त अवधिमा भएका विभिन्न कार्यहरू मध्ये वि.सं. १९७६ को त्रिचन्द्र कलेजको स्थापना तथा वि.सं. १९९० को एसएलसी बोर्डको स्थापना निकै महत्वपूर्ण काम हुन्। वि.सं. २००७ को राजनैतिक परिवर्तन हुँदाको वखत ३२१ प्राथमिक पाठशाला, ११ ओटा माध्यमिक विद्यालय र एउटा कलेज स्थापना भएका थिए (राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९)। यक्त अवस्थाबाट २०७४ सम्म आइपुग्दा ३५२२२ विद्यालय, १० ओटा विश्वविद्यालय, ४ ओटा विश्वविद्यालय सरहका संस्थान तथा १५ सयभन्दा बढी कलेजहरू (शिक्षा मन्त्रालय, २०७३) सञ्चालनमा छन्।

वि.सं. २००७ सालमा परिवर्तन भएको राजनीतिक व्यवस्थाले सो अनुकूलको शिक्षा प्रणाली सञ्चालनका लागि नेपाल शिक्षा आयोगको गठन गर्‍यो। आयोगको सिफारिस तथा सुझावको कार्यान्वयन हुँदै गर्दा २०१७ मा भएको राजनीतिक परिवर्तनले अर्को सर्वाङ्गीण राष्ट्रिय शिक्षा आयोगको गठन गर्‍यो। राजनीतिक व्यवस्थामा परिवर्तन नभए पनि शिक्षाको व्यवस्थामा परिवर्तन गर्ने ध्येयले २०२८ मा राष्ट्रिय शिक्षा पद्धतिको योजना २०२८-३२ कार्यान्वयनमा ल्याइयो। वि.सं. २०४७ सालको राजनीतिक परिवर्तन पश्चात पुनः राष्ट्रिय शिक्षा आयोगको गठन गरियो। यसरी हरेक राजनीतिक परिवर्तन तथा अन्य सन्दर्भमा शिक्षा प्रणालीमा फेरबदल आइरहे। यस्ता फेरबदलहरूसँगै शिक्षाको संरचना तथा पाठ्यक्रम र विद्यालयमा पठनपाठन गर्ने विषयहरूमा समेत परिवर्तन भइरहेको पाइन्छ। यसै सन्दर्भमा हाल विद्यालय शिक्षाको माध्यमिक तहमा अनिवार्य विषयको रूपमा शिक्षण हुने स्वास्थ्य, जनसङ्ख्या तथा वातावरण विषयको पठनपाठनको अभ्यास, उपलब्धि अवस्था र यसको विकासक्रमलाई यस लेखमा समावेश गर्ने प्रयास गरिएको छ।

p27o M

यो लेख खासगरी हाल विद्यालय शिक्षाको माध्यमिक तहमा अनिवार्य विषयको रूपमा रहेको स्वास्थ्य, जनसङ्ख्या र वातावरण विषयको पठनपाठनको विकासक्रम, विद्यालयको अभ्यास र सिकाई उपलब्धिको अवस्थालाई तुलना र विश्लेषण गर्ने उद्देश्यले तयार पारिएको छ।

ljlw M

लेख तयार गर्नका लागि विभिन्न शिक्षा आयोगका प्रतिवेदन, पाठ्यक्रम तथा अन्य दस्तावेजको अध्ययन, परीक्षा नियन्त्रण कार्यालयबाट प्रकाशित सामग्री र रुपन्देहीको सैनामैना नगरपालिका अन्तर्गतका ६ ओटा र कञ्चन गाउँपालिकाको १ गरी जम्मा ७ ओटा सामुदायिक विद्यालयबाट सङ्कलन गरिएको सूचना तथा तथ्याङ्कहरूको प्रयोग गरिएको छ। विद्यालयको परीक्षाको नतिजा, शिक्षकहरूको विवरण तथा अन्य सूचनाहरू प्रश्नावलीको प्रयोगबाट सङ्कलन गरिएको हो। विद्यालयहरूको छनौट नगरपालिका क्षेत्रका सामुदायिक विद्यालय तथ्याङ्क सङ्कलनको सहजताका आधारमा उद्देश्यमूलक ढङ्ग बाट गरिएको छ।

स्वास्थ्य, जनसङ्ख्या र वातावरण विषयको अध्ययन अध्यापन पृष्ठभूमी :

माध्यमिक तहमा अनिवार्य विषयको रूपमा पठनपाठन हुने स्वास्थ्य, जनसङ्ख्या र वातावरण विषय विभिन्न तीनओटा फरक फरक विषयक्षेत्रको एकिकृत विषय हो। उच्चस्तरीय शिक्षा आयोगको प्रतिवेदन २०५५ ले सिफारिस गरेबमोजिम शैक्षिक सत्र २०५६ देखि यो विषय माध्यमिक तहको अनिवार्य विषयको रूपमा पठनपाठन भइरहेको छ। वि.सं. २०११ सालको नेपालमा शिक्षा आयोगको प्रतिवेदनले प्राथमिक तहमा स्वास्थ्य र शरीर विज्ञानका विषयवस्तुहरू तथा माध्यमिक तहमा सामुदायिक स्वास्थ्य, व्यक्तिगत स्वास्थ्यजस्ता विषयवस्तुहरू पठनपाठन गर्ने गरी पाठ्यक्रम सिफारिस गरेको थियो (नेपाल राष्ट्रिय शिक्षा आयोगको प्रतिवेदन, २०११)। वि.सं. २०१८ मा गठन भएको सर्वाङ्गीण राष्ट्रिय शिक्षा समितिले प्राथमिक तहको कक्षा १ देखि ५ सम्मका लागि विज्ञान र स्वास्थ्य शिक्षा तथा कक्षा ६, ७ र ८ का लागि शारीरिक र स्वास्थ्य शिक्षा तथा ९ र १० का लागि ऐच्छिक रूपमा प्राथमिक मेडिकल साइन्स विषय सिफारिस गरेको थियो (सर्वाङ्गीण राष्ट्रिय शिक्षा समिति, २०१८)। राष्ट्रिय शिक्षा पद्धतिको योजना २०२८-३२ ले कक्षा १ देखि ३ सम्म सरसफाइको विषयवस्तु तोकको थियो भने कक्षा ४ देखि ७ का लागि शारीरिक शिक्षा र स्वास्थ्य शिक्षा विषय तथा साधारण माध्यमिकको ८, ९ र १० का लागि व्यवहारिक स्वास्थ्य शिक्षा अनिवार्य र ऐच्छिक विषयमा मानव शरीर शास्त्र, व्यवसायिकमा नर्सिङ र स्वास्थ्य कार्यकर्ता थियो भने व्यवसायिक माध्यमिकतर्फ विज्ञान र स्वास्थ्य शिक्षा अनिवार्य विषय तोकिएको थियो (राष्ट्रिय शिक्षा पद्धतिको योजना २०२८)।

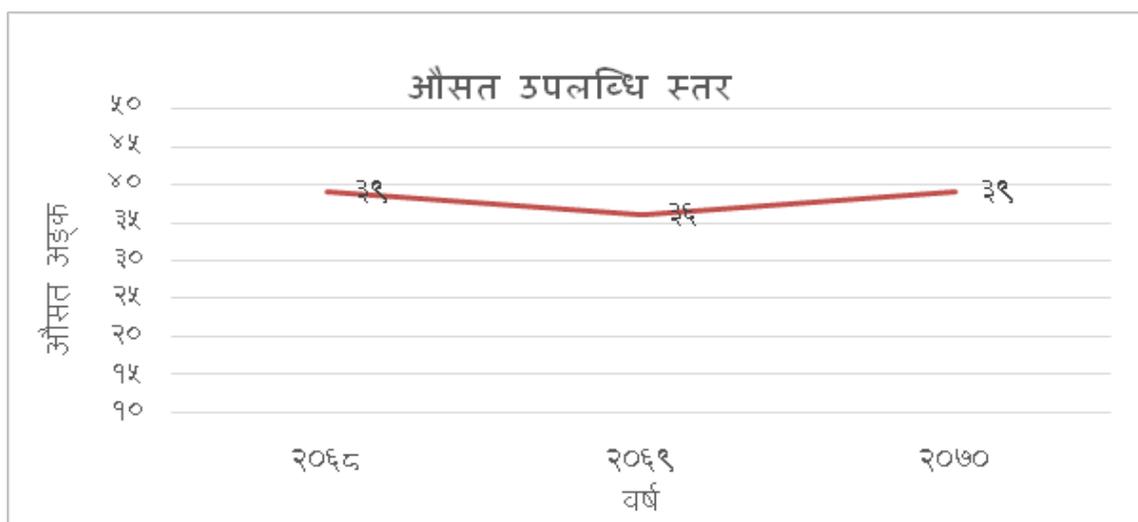
वि.सं. २०३८ मा प्राथमिक तह १ देखि ५ बनाइयो र कक्षा १ देखि ३ बाहेकको अन्य पाठ्यक्रम ढाँचा परिमार्जन भयो। कक्षा ४ देखि ८ सम्म विज्ञान+स्वास्थ्य विषय राखियो। कक्षा ९ र १० का लागि ऐच्छिक विषय अन्तर्गत शिशु स्याहार तथा जनसङ्ख्या र स्वास्थ्य शिक्षा विषय निर्धारण गरियो (आचार्य, २०७३)। राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९ ले कक्षा १ देखि ५ को लागि स्वास्थ्य, शारीरिक र वातावरण शिक्षा, कक्षा ६ देखि ८ मा विज्ञान र वातावरण, स्वास्थ्य र शारीरिक अलग अलग दुई विषयको रूपमा अनि ९ र १० मा विज्ञान र वातावरण अनिवार्य गरियो भने स्वास्थ्य शिक्षा ऐच्छिक विषयमा रह्यो (राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९)। उच्चस्तरीय शिक्षा आयोगको प्रतिवेदन २०५५ ले कक्षा ९ र १० मा ६०० पूर्णाङ्क अनिवार्य गर्ने र अनिवार्य विषयको रूपमा स्वास्थ्य, जनसङ्ख्या तथा वातावरण शिक्षा रहनुपर्छ भन्ने सिफारिस गरेपछि (उच्चस्तरीय शिक्षा आयोगको प्रतिवेदन, २०५५) यो विषय माध्यमिक तहको अनिवार्य विषय बन्न पुग्यो।

स्वास्थ्य शिक्षाका विषयवस्तुहरू २०११ देखि नै पठनपाठनको अभ्यास देखिन्छ, भने जनसङ्ख्याका विषयवस्तु २०३८ ले ऐच्छिकमा र वातावरणका विषय २०४९ बाट शुरुवात भएको देखिन्छ। स्वास्थ्य, जनसङ्ख्या र वातावरण तीनवटा अलग अलग विषयवस्तु र प्रकृति भएका विषय एउटै विषयको रूपमा रहेका छन्। तीनवटै विषय अध्ययन गरेको शिक्षक पाइँदैन। विश्वविद्यालयमा स्वास्थ्य अलगगै विषयको रूपमा, जनसङ्ख्या अलगगै विषयको रूपमा र वातावरण अलगगै विषयको रूपमा पठनपाठन हुन्छ। वि.सं. २०५६ बाट पठनपाठन शुरु भएको यो तीनवटा विषयको एकिकृत विषयवस्तु वास्तवमा जीवनोपयोगी सिकाइसँग सम्बन्धित विषयवस्तु भएको विषय हो तर यसले विद्यालयको पठनपाठनमा निकै कम महत्व पाएको अवस्था छ।

l; sf0sf]cj :yf M

स्वास्थ्य, जनसङ्ख्या र वातावरण गरी तीन अलग अलग विषयका विषयवस्तुहरूलाई एकीकृत गरी तयार पारिएको यो एउटा विषयले विद्यालयको पठनपाठनमा त्यति धेरै प्राथमिकता पाएको हुँदैन। सञ्चालन अनुमति लिएर माध्यमिक तह सञ्चालन गरेका विद्यालयमा यो विषय प्राथमिक तहकै शिक्षकले पढ पढ शैलीबाट शिक्षण गरिरहेको अवस्था पनि भेटन सकिन्छ। त्यसैगरी कतिपय विद्यालयमा नीजिस्रोतबाट व्यवस्था गरिएका न्यून वेतनमा काम गर्ने शिक्षकहरूले यो विषय शिक्षण गरेको पाइन्छ। एकातिर यी तिनवटै विषय अध्ययन गरेको शिक्षक नै

हुँदैन भने अर्कातिर तुलनात्मक रूपमा न्यून शैक्षिक योग्यता, न्यून वेतन तथा तल्लो तहका शिक्षकहरूले यो विषय पढाउने गरेको अवस्था भेट्न सकिन्छ। विद्यालय तहमा यो विषयको पठनपाठनका लागि निर्धारण गर्दा शिक्षक दरबन्दी, शिक्षकको योग्यता, शिक्षकका सक्षमताको वारेमा कुनै तयारी हुन सकेन। पाठ्यक्रम निर्माण भयो, विद्यालयमा पाठ्यपुस्तक गयो। पढाउनु पर्छ कसै न कसैले त्यसको जिम्मा लियो। पठनपाठन चलिरहेकै छ। वि.सं २०५६ बाट जिल्लाहरूमा विषयगत रूपमा स्थायी दरबन्दी वितरण हुन सकेको छैन। विद्यालयमा पठाइएका राहत कोटाहरूमा विद्यालयले आफु अनुकूल शिक्षक नियुक्ति गर्ने गरेका छन्। देशभरमै यो एकिकृत विषयको लागि अलग्गै शिक्षकको व्यवस्था केन्द्र तहबाट भएको छैन। शिक्षक (स्वास्थ्य शिक्षा, स्वास्थ्य र शारीरिक शिक्षाको) अलग्गै छ। शिक्षक सेवा आयोगका विषयगत विज्ञापनहरूमा यो विषयको विज्ञापन भएको पाइएन। विद्यालयहरूमा पठनपाठन भइरहेकै छ। अनिवार्य विषयहरूमध्ये सबैभन्दा कम ध्यान दिइने र महत्त्व भएको विषयको रूपमा चित्रित छ। परीक्षा नियन्त्रण कार्यालयबाट प्रकाशित तथ्याङ्कहरू हेर्दा यो विषयको औसत सिकाइ उपलब्धि स्तरलाई निम्नानुसार देखिन्छ।



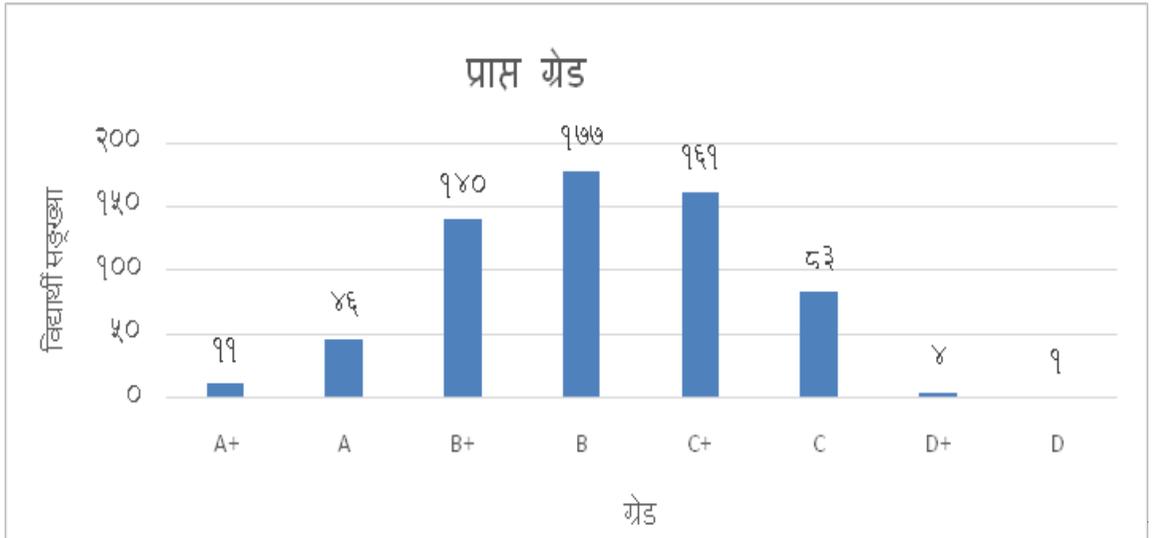
विभिन्न तीन वर्षको औसत सिकाइ उपलब्धि स्तर हेर्दा दुई वर्ष ३९ र एक वर्ष ३६ रहेको छ। यो पूर्णाङ्क ७५ को औसत अङ्क हो। यसलाई १०० मानेर हेर्दा ५२ र ४८ प्रतिशत हो। विद्यालयहरूले विषयलाई सजिलो मान्ने र कम महत्त्व दिएको भनिएता पनि सिकाइ उपलब्धिका दृष्टिले करिब ५० प्रतिशतको हाराहारीमा मात्र देखिनु त्यति सन्तोषजनक मान्न सकिदैन। अन्य अनिवार्य विषयसँगको तुलनामा राम्रो देखिएता पनि उपलब्धि पचास प्रतिशत मात्र हुनु आफैमा राम्रो होइन्।

शैक्षिक सत्र २०७३ बाट सबैप्रकारको माध्यमिक विद्यालयहरूमा कार्यान्वयनमा ल्याएको अक्षराङ्कन मूल्याङ्कन पद्धतिबाट विषयगत रूपमा औसत अङ्क प्राप्त नभए पनि विषयमा विद्यार्थीले प्राप्त गरेको विभिन्न ग्रेडहरू प्राप्त गर्न सकिन्छ। शैक्षिक सत्र २०७३ मा रुपन्देहीबाट माध्यमिक शिक्षा परीक्षामा सहभागी भएका विभिन्न विद्यालयमध्ये ७ वटा विद्यालयको स्वास्थ्य, जनसङ्ख्या र वातावरण विषयको विद्यार्थीहरूको उपलब्धिस्तर निम्नानुसार रहेको छ।

तालिका नं. १

| क्र.स. | विद्यालयका नाम | ग्रेड | | | | | | | | जम्मा विद्यार्थी |
|--------|----------------|-------|----|-----|-----|-----|----|----|---|------------------|
| | | A+ | A | B+ | B | C+ | C | D+ | D | |
| १. | विद्यालय १ | ८ | १५ | २७ | १२ | २३ | ३ | - | - | ८८ |
| २. | विद्यालय २ | - | १० | २८ | ६२ | ४६ | २५ | १ | - | १७२ |
| ३. | विद्यालय ३ | - | ५ | २५ | २१ | ३८ | ३४ | १ | १ | १२५ |
| ४. | विद्यालय ४ | - | - | ६ | १५ | ५ | १ | - | - | २७ |
| ५. | विद्यालय ५ | - | ४ | २० | ३४ | १२ | १ | - | - | ७१ |
| ६. | विद्यालय ६ | ३ | ५ | १ | १३ | १८ | ६ | - | - | ५४ |
| ७. | विद्यालय ७ | - | ७ | २५ | २० | ११ | १३ | २ | - | ८६ |
| | जम्मा | ११ | ४६ | १४० | १७७ | १६१ | ८३ | ४ | १ | ६२३ |

(स्रोत: फिल्ड सर्वेक्षण २०७४)



११ जनाको मात्र ए प्लस रहेको छ । कूल विद्यार्थीमध्ये जम्मा ९ प्रतिशत विद्यार्थीको मात्र सिकाइ राम्रो देखिन्छ । ४० प्रतिशत विद्यार्थीको उपलब्धि सी प्लस र त्यो भन्दा कम छ । यसरी हेर्दा विद्यालयहरूले सजिलो विषयको रूपमा लिई कम ध्यान दिने तथा न्यून सक्षमता र फरक पृष्ठभूमिका शिक्षकले पढाउने गर्दा उपलब्धिमा प्रत्यक्ष प्रभाव परेको देखिन्छ । उपलब्धि स्तर अध्ययन गरिएका सात विद्यालयका शिक्षकहरूको विवरण निम्नानुसार रहेको छ ।

| विद्यालय | शैक्षिक योग्यता | उत्तीर्ण दरकम हुनुको कारण -शिक्षकलाई सोधे अनुसार) | विद्यालयमा सन्दर्भ सामग्रीको उपलब्धता | उपलब्धि बढाउने उपाय (शिक्षकलाई सोधे अनुसार) |
|----------|---|--|--|---|
| १. | MBBS | विद्यार्थीको हेल्थचेक्राई | सन्दर्भ सामग्री नभएको | विद्यार्थीलाई बढीमात्रमा अभ्यास गराउनु पर्ने |
| | M.Ed (Health) | विषय शिक्षकको अभाव | सन्दर्भ सामग्री नभएको | विषय शिक्षक द्वारा शिक्षण गर्नु पर्ने तथा विद्यार्थी केन्द्रित विधि अपनाउनु पर्ने । |
| २. | M.Ed (Health) | <ul style="list-style-type: none"> अन्य विषयलाई जस्तो विद्यार्थीले महत्व नदिनु । तालिम प्राप्त भन्दा अन्य विषयका शिक्षकबाट पढाई हुनु । | कोर्सलाई सहयोग पुग्ने विशेष सन्दर्भ सामग्री उपलब्ध नभएको | <ul style="list-style-type: none"> विषयगत शिक्षकबाट पठन पाठन गराउने सजिलो विषय भन्ने गलत धारण हटाउने समसामुहिक तथ्याङ्कहरु सम्बन्धी सामग्रीको व्यवस्था गर्ने । |
| ३. | I.A | अन्य विषयको तुलनामा सजिलो भएपनि विद्यार्थीको हेल्थचेक्राईको कारण उत्तीर्ण दर नभएको | मुद्रित चाटहरु र स्थानिय सामग्रीहरु | <ul style="list-style-type: none"> विद्यार्थीमा उत्प्रेरण जागृत गराउने विद्यार्थी केन्द्रित विधि प्रयाग गर्ने उच्च सिकाई क्षमता भएका विद्यार्थीलाई सामूदायिक विद्यालयमा भर्ना गराउने |
| ४. | M.Ed (Health) | यस विषयलाई विद्यार्थीले महत्व कम दिनु | शिक्षक निर्देशिका र चार्टहरु | विद्यार्थीमा सबै विषय प्रतिको महत्व बुझाउनु पर्ने । |
| ५. | B.A. (Social) | विद्यार्थीले सजिलो विषयको रुपामा लिनु | शिक्षक निर्देशिमा मात्र | विद्यार्थी केन्द्रित विधि प्रयोग गरेर पढाउने । |
| ६. | B.A./B.Ed. (History/ political science) | विद्यार्थीको हेल्थचेक्राई | सन्दर्भ सामग्री नभएको | विद्यार्थीलाई सक्रिय बनाउने |
| ७. | B.Ed. (Health) | | शिक्षक निर्देशिका | शिक्षक तालिमको व्यवस्था गर्ने, शिक्षण विधि र सामग्रीमा आधुनिकरण ल्याउने । |

माथि प्रस्तुत गरिएको नतिजा र शिक्षकको विषयगत योग्यता पनि कारकत्व हो भनेर भन्न सकिने

अवस्था देखिदैन । विषयगत रूपमा हेर्दा स्नातक र स्नातकोत्तर स्वास्थ्य विषयमा गरेका शिक्षकहरूले पढाएका विद्यार्थीको सिकाइ उपलब्धि उच्च हुनुपर्नेमा त्यस्तो देखिदैन । स्वास्थ्य विषय पढेका शिक्षकहरूको सक्षमता पनि औसतमै देखिन्छ । त्यसैगरी विद्यालयमा उपलब्ध सामग्री र विद्यार्थीको सिकाइ उपलब्धिका बीचमा पनि सम्बन्ध देखिएको छैन भने शिक्षकहरूले उल्लेख गर्नुभएका उपलब्धि बढाउने उपायहरूको पनि सान्दर्भिकता देखिदैन । स्वास्थ्य शिक्षा विषयमै स्नातकोत्तर अध्ययन गरेका शिक्षकले विषयगत शिक्षकले पढाउनु पर्ने भन्ने तथ्य त्यति सान्दर्भिक हुन सक्दैन । पाठ्यक्रमले निर्धारण गरेको विषयवस्तुका दृष्टिले स्वास्थ्य शिक्षामा स्नातकोत्तर गरेका शिक्षक आफैमा विषय शिक्षक नै हो ।

कार्यविधि M

- १) स्वास्थ्य, जनसंख्या तथा वातावरण विषय पढाउने अधिकांश शिक्षक स्वास्थ्य शिक्षा बाट स्नाकोत्तर गरेका पाइन्छ ।
- २) कतिपय विद्यालयहरूमा विषयगत भन्दा अन्य क्षेत्रका शिक्षकहरूले समेत शिक्षण गरेको पाइयो ।
- ३) यस विषयमा विद्यार्थी उत्तीर्ण दर कम हुनुको प्रमुख दोषी शिक्षकले विद्यार्थीलाई (हेलचेक्राइ) दिएको पाइयो ।
- ४) तालिम प्राप्त शिक्षणको अभावको साथै अन्य विषयका शिक्षक शिक्षण गर्दा उत्तीर्ण दर कम हुने गरेको उत्तर दाताको भनाई रहेको छ ।
- ५) पाठ्यपुस्तक बाहेक अन्य सन्दर्भ सामग्री विद्यालयमा नभएको पाइयो ।
- ६) यस विषयमा विद्यार्थीको उत्तीर्ण दर बढाउन के गर्नु पर्ला भन्ने प्रश्नको उत्तरमा प्राय शिक्षकले विद्यार्थीहरू लाई बढी अभ्यास गर्न लगाउने, विषयगत शिक्षकबाट पठन पाठन गराउने, 'सजिलो विषय हो' भन्ने अवधारणामा परिवर्तन गर्ने तथा विद्यार्थी केन्द्रित विधिको प्रयोग गर्दै विद्यार्थीमा उत्प्रेरण जगाउनु पर्छ भन्ने पाइन्छ ।
- ७) शिक्षकहरूले कक्षा शिक्षण गर्दा कुनै शैक्षिक सामग्री विना पूर्णतः भाषण विधि (Lecture method) बाट पठन पाठन गर्ने गरेको पाइयो ।
- ८) छलफल, प्रश्नोत्तर, गृहकार्य जस्ता कुनै पनि क्रियाकलापहरूको सञ्चालन नगरिएको शिक्षण बाट विद्यार्थीहरूले केही सिक्नसके सकेन् ? भन्ने कुनै आधार थिएन ।
- ९) शिक्षण सिकाई प्रक्रियामा भएका विविध कम्जोरी कारण स्वास्थ्य जनसंख्या तथा वातावरण विषयको विषयवस्तु विद्यार्थीको लागि कठिन भएको पाइन्छ । किनकी यस विषयमा राखिएका प्राय सबै विषयवस्तु विद्यार्थीको शरिर र जीवन र वरीपरीको वातावरण सँग सम्बन्धित छन ।

निष्कर्ष

- १) स्वास्थ्य शिक्षा, जनसंख्या शिक्षा र वातावरण शिक्षामा स्नातक गरेका बाहेक अन्य क्षेत्रका व्यक्तिले यो विषय पढाउने परिपाटीमा रोक लगाउने ।
- २) पाठ्यक्रमले प्रत्येक पाठमा पढाउने कुराहरू निश्चित गरिदिने भन्दा पनि सिकाई उपलब्धिको विस्तृतिकरण प्रदान गरेर पाठ अनुसार विषयवस्तुमा लचकता प्रदान गर्नु आवश्यक छ ।
- ३) यस विषयको तालिम सञ्चालनको दौरानमा विषयवस्तुलाई जोड नदिई शिक्षण सिकाई क्रियाकलाप, सामग्रीको निर्माण, विद्यार्थी उत्प्रेरण, योजना निर्माण र सन्दर्भ सामग्रीको प्रयोग गर्ने सीपमा केन्द्रित गर्ने तिर ध्यान दिनु आवश्यक छ ।
- ४) स्वास्थ्य, जनसंख्या तथा वातावरण शिक्षा शिक्षण गर्ने शिक्षकमा हुनुपर्ने केही आधारभूत सक्षमताहरू निर्धारण गर्ने तथा त्यसको लागि सधन रूपमा विभिन्न तालिमहरूको व्यवस्था पनि प्रभावकारी हुन सक्छ ।
- ५) स्रोतकेन्द्र स्तरमा स्वास्थ्य, जनसंख्या तथा वातावरण विषयमा सबैभन्दा उच्चतम संख्यामा विद्यार्थी उत्तीर्ण

गराउने तथा उच्चतम उपलब्धि हाँसिल गराउने शिक्षक-शिक्षकालाई पुरस्कृत गर्ने ।

६) विद्यार्थीहरूको लेखन सीप र शैलीमा सुधार गर्ने किनकी हाम्रो परीक्षा प्रणालीले लिखित परीक्षालाई बढी प्राथमिकता दिएको छ ।

lgisf M

नेपालको शासकिय स्वरूपको परिवर्तन सँगै शिक्षा प्रणालीमा परिवर्तन गर्न खोजेको त देखिन्छ तर त्यो संरचना परिवर्तनमा मात्र सिमित छ । विद्यार्थीको परीक्षा पक्षलाई अंकगणितको सट्टा अक्षराडक प्रणालीमा प्रस्तुत गर्ने बाहेक नयाँपन महशुस भएको छैन । स्वास्थ्य जनसंख्या तथा वातावरण जस्तो सरल र व्यवहारीक विषयमा विद्यार्थीहरूको उपलब्धिस्तर करिब ५०% देखिन्छ । विद्यालयमा यस विषयको दरबन्दि निश्चित गरिएको छैन । विद्यालयमा यस विषयको शिक्षण सिकाई क्रियाकलाप निरासाजनक र कमजोर छ । त्यस कारण यसमा सुधारका लागि मूलतः कक्षामा गरीने सिकाई वातावरण सुदृढ गर्ने, नविनतम विधि र प्रविधिको प्रयोग गर्ने शिक्षकलाई प्राविधिक साक्षरतामा (Technological skill) पोख्त बनाउने । सम्बन्धित विषयमा विशिष्टता हासिल गर्दैमा र पढाएको अनुभव लामो हुँदा विद्यार्थीको उपलब्धिस्तर वृद्धि हुन्छ भन्न सकिदैन । यो सिकाई अवसर सिर्जना गर्ने कुरा निर्भर हुन्छ । यसरी पाठ्यक्रममा आधारित सिकाई र पाठ्यक्रममै आधारित मूल्याङ्कन पद्धति सुदृढ गर्न थप प्रयास आवश्यक देखिन्छ ।

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- आचार्य देवीराम र पौडेल सावित्रा, (२०७३), विद्यालय निरीक्षक अध्ययन सामग्री । सारा प्रकाशन, काठमाण्डौं ।
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- परिक्षा नियन्त्रण कार्यलय (२०६९) परीक्षा वर्ष २ अंक १ । सानोठीमी भक्तपुर ।
- पाठ्यक्रम विकास केन्द्र (२०७१), माध्यमिक शिक्षा पाठ्यक्रम । सानोठीमी भक्तपुर ।
- राष्ट्रिय शिक्षा आयोगका प्रतिवेदनहरू, २०११, २०१८, २०२८ र २०४९ ।
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| रामापुर मा.वि. सैनामैना ६, कलौनी |
| परोहा मा.वि. सैनामैना ३, मुर्गीया |
| जनचेतना मा.वि. सैनामैना ७, बाँसगडी |
| सैनामैना मा.वि. सैनामैना २, रानीवगिया |
| गजेडी मा.वि. कन्चन गाँउपालिका २, गजेडी |
| दुर्गो भवानी मा.वि. सैनामैना १, वनकट्टा |
| सालभण्डी मा.वि. सैनामैना १० भिमभिम |

बालकथाको सैद्धान्तिक परिचय

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‘बालसाहित्य’ दुई फरक अर्थबोध गराउने शब्दहरु ‘बाल’ र ‘साहित्य’ को संयुक्त रूप हो । बाल भन्नाले बालबालिकाहरुलाई बुझ्नु भन्ने सहित्यले मानिसको सिर्जनाशिल प्रतिभाद्वारा लेखिने वाङ्मयको एक विशिष्ट विद्यालाई जनाउँछ । यसरी सरल अर्थमा

‘बालसाहित्य’ ले बालबालिकाहरुका लागि लेखिने र बालबालिकाहरुद्वारा लेखिने साहित्यलाई बुझाउँछ ।

बालसाहित्य भन्नासाथ तोकिएको उमेर समुहलाई लक्षित बनाई सिर्जना गरिएको साहित्य भन्ने बुझिन्छ । बालबालिकालाई बढी लक्षित गरिने भएकाले यो प्रौढ साहित्यको तुलनामा परक हुन्छ । बाल उमेर शारीरिक मानसिक, बौद्धिक, संवेगात्मक आदि विविध पक्षबाट विकासोन्मुख उमेर भन्ने बुझिन्छ । यसर्थ बालसाहित्यको सिर्जना गर्दा उनीहरुको उमेर रुचि, क्षमता, स्तर मनोवैज्ञानिकपक्ष, ग्रहणशिलता जस्ता कुरालाई आधार बनाउनु पर्छ ।

‘बालसाहित्य’ एक तत्सम शब्द हो जसको निर्माण दुई फरक-फरक अर्थ भएका ‘बाल’ र ‘साहित्य’ शब्दहरु मिलेर बनेको छ । ‘बाल’ वा ‘बालक’ भन्नासाथ जन्मपछि युवावस्था शुरु नहुँदैको अवस्था हो अर्थात सोढा वर्षमुनिको अवस्था भन्ने बुझिन्छ । बालबालिका स्वयमले आफ्नो प्रतिभा प्रदर्शन कलमद्वारा लेखाइको माध्यबाट गर्ने र लेखाइस्तर उकास्ने गर्दछन् भने अर्कोतिर बालबालिकाका लागि प्रौढ बालकै बनेर लेख्ने गर्दछ जसलाई समग्रमा बालसाहित्य भनिन्छ । बालसाहित्यको सम्बन्ध बालसाहित्यकारहरुले र बालसमालोचकहरुले दिएका परिभाषा र विचारहरु यहाँ प्रस्तुत गरिन्छ ।

डा. तारानाथ शर्मा का अनुसार ‘अविकसित बालकलाई मनोरञ्जन दिँदै निर्माणका कार्यतर्फ राष्ट्र र संस्कृतिको स्नेह तर्फ रज्ञानतर्फ आर्कषण गराउने काम बालसाहित्यको हो । विदेशमा बालसाहित्यको ठूलो विकास भएको छ । नेपालीमा बालसाहित्यको ठूलो अभाव छ ।’

राजेन्द्र सुवेदीका अनुसार ‘बालसाहित्यको सृजना बालकको उमेरको हद, ग्रहणशीलता, पररवक्षमता, मनोवैज्ञानिक विकास आदिलाई दृष्टि दिएर गरिएको हुनुपर्छ । त्यस्तो साहित्य रचना नै बालसाहित्य हो ।’

अच्युतशरण अर्यालका अनुसार ‘बालमनोविज्ञानको आडमा बालरुचि अनुकुलको नैतिक, आध्यात्मिक, वैज्ञानिक चेतना दिने, राष्ट्रिय वातावरणयुक्त, बालसमस्यालाई ध्यान दिइर लेखिएको बालउमेर अनुसारको सिर्जनात्मक साहित्यिक रचना नै बालसाहित्य हो भन्न सकिन्छ ।’

रमेश विलका अनुसार ‘स्वतन्त्र’ बालसाहित्यलाई बालबालिकाको जीवनमा लादिएको शैक्षिक बोझका रूपमा होइन, वर एउटा स्वतन्त्र मनोरञ्जन र रुचिकार क्रीडाका रूपमा लिँ त्यसबाट आफ्ना लागि यथेष्ट मानसिक बौद्धिक खुराक ग्रहण गर्छन् । त्यसै हुनाले यसको असर चिरस्थायी र दुरगामी हुन्छ ।’

डा. चुडामणि बन्धुका अनुसार ‘प्रौढ साहित्य वा सामान्य साहित्यमा.....आयुवर्गलाई छुट्टयाइँदैन, भाषिक संरचना र शब्द भण्डार लेखिएको निजी शैलीअनुसार हुन्छ । स्तरीकृत गरिँदैन । बालबालिका निम्ती स्वास्थ्य, मनोरञ्जन उपयोगी शिक्षा, व्यावहारिक ज्ञान र नायाँ नयाँ सुचना दिने सबै कृतिलाई बालसाहित्य शब्दले जनाउने चलन छ ।.... बालसाहित्यका विद्या मात्र होइन विषय पनि धेरै छन् । यसको क्षेत्र व्यापक छ । बालसाहित्य विशेष

गरी पाठक केन्द्रत हुन्छ, लेखक केन्द्रक होइन । यसमा पाठकको स्तर, उमेर भाषाजस्ता कुराहरुको पनि विचार गरिन्छ ।’

जीवेन्द्रदेव गिरीका अनुसार ‘बालसाहित्यले छोटो, मीठो र सरल भाषाबाट शक्ति प्राप्त गर्दछ र लोकबालसाहित्यबाट पनि उर्जा बटुल्दछ, इतिहास र संस्कृतिका मुल्यवान सामग्री भुगोलका सुन्दर दृश्य तथा समाजका अनेकौ पक्ष देखिनछन् ।’

माथि उल्लेखित बालसाहित्यका वारेमा नेपाली भाषाका लेखक एवम् बालसाहित्यका वारेमा नेपाली भाषाका विचार वा धारणा प्रस्तुत गरेको पाइन्छ । मी सबैको अध्ययनपश्चात् बालसाहित्यक सिर्जनाका लागि आवश्यक कुरालाई हामी बुँदागत रूपमा प्रस्तुत गर्न सक्छौ ।

- उमेरअनुसरको सिर्जना
- सरल भाषा र रोचक प्रस्तुती
- मनोरञ्जन दिने, ज्ञान विज्ञानका विविध विषयवारे जानकारी दिने र सिर्जनात्मक हुन प्रोणा दिने विषयवस्तु
- कलात्मक एवम् आकर्षक मुद्रण
- पाठककेन्द्रित
- विषयगत विधिता

एउटै वाक्यमा भन्नुपर्दा ‘बालकबालिकाहरुलाई मनोरञ्जन दिने, रचनात्मक एवम् सिर्जनात्मक हुन प्रेरणा दिने ज्ञानविज्ञानका विविध विषय समबन्धमा जानकारी दिने विषयवस्तुलाई उनीहरुको उमेरअनुसारको सरल सरल भाषामा रोचक तवरले लेखी रङ्ग गीत चित्रहरुसमेत प्रकाशन गरिएको कृति नै बालसाहित्यक हो ।’

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बालबालिकाको निम्ति रचना गरिएको कथालाई बालकथा भनिन्छ । बालसाहित्य भित्र विभिन्न विद्याहरु छन् जस्तै बाल गीत, बालकविता, बालकथा, बालउपन्यास, बालनटक, चित्रकला, अनुवाद-बालसाहित्य, बालउपयोगी जीवन आदि । यी मध्ये बालकथा एक विशिष्ट विद्याको रूपमा पर्दछ । बालकथाको विकासतर्फ दृष्टि दिँदा गाउँघरमा हजुरआमाले नातिनातिना र केटाकेटीहरुलाई जम्मा गरेर कथा नाउने प्रचलनबाट भएको मान्न सकिन्छ जुन अहिले सम्म जीवन्त नै छ बालबालिकाहरु त्यस्ता कथाबाट कहिले उत्प्रेरित र कहिले भयभीत हुने गरेका एवम् त्यसबाट प्रशस्त मनोरञ्जनसमेत प्राप्त गर्ने गरेका कुरा अबै पनि देख्न सकिन्छ । अशिक्षित आमा, बज्यैका काखमा बसेका केटाकेटीले काल्पनिक कथाका नायकनयिकाको बहादुरी, साहस, सुनेको हामी कल्पना गर्न सक्छौ । यस्तै विषयबाट बालकथाको विकास हुनथालेको हो । फुर्सदको समयमा सुनाइएका यस्ता कथाले बालबच्चा शान्त भएको र बदमासी गर्न थाल्दा कथा सुन्दा सुन्दै निदाएको प्रसङ्गबाट उनीहरुका लागि बालकथा कति रुचिकार हुँदा रहेछन् भन्ने कुरा अनुमान गर्न सकिन्छ ।

बालकथाका वारेमा विभिन्न लेखकहरुले व्यक्त गरेका विचारहरु यस प्रकार छन् जसबाट बालकथाको स्वरूपबारे थाहा पाउन सकिन्छ ।

रञ्जुश्री पराजुलीका अनुसार ‘बालमस्तिष्कले अठ्याउन सक्ने खालका रमइला विषयको एउटा प्रमुख घटनालाई समातेर त्यसै को सेरोफेरोमा केन्द्रित रहेको आख्यानलाई बालकथा भन्नुपर्छ ।’ डा. जगत क्षेत्रीका अनुसार ‘...बालकथा मधुर र सरल शब्दहरुमा सहज र छोटो वाक्यहरुमा भनिन्छ वा लेखिन्छन् । ...बालकथा विशेषगरी पाठककेन्द्रित हुन्छन् लेखककेन्द्रित होइन । यस्ता कथाहरु रचना गर्दा पाठकको मानसिक स्तर, उमेर, भाषा विषयमा विचार गरिन्छ ।’

मनोरमा जफाका अुनसार 'कथा भनेको रङ्गीविरङ्गी मोतीहरूको यस्तो माला हो, जुन एउटा सुखद दिनका लागि उनिएको हुन्छ।' बालकथाहरू लेकजीवनका जिभ्रोमै पनि रहेका छन्। जुन आजसम्म पनि जनजिभ्रोबाट जिभ्रोमै सने गरेका छन्। अर्कोतिर दिखीत बालकथाहरू लिपीमा उत्रिएका छन् र यिनले कित्ताव पढनसक्ने क्षमता भएका बालबालिकाको आनन्दको पुर्ति गर्ने गरे का छन्।

यसरी बालकथालाई चिनाउँदा छोटो आयाममा रहेका, बालबोलिभिन्न समेटिएका विभिन्न ज्ञान, घटना, कल्पना परिवेश समेटिएका रचनाहरूलाई बालकथा भनेर भनन सकिन्छ। बालकथाहरूको विषयवस्तु विविध क्षेत्रको भएतापनि परिवेश बालकहरूकै संसारको हुन्छ। पात्र चयनमा मानविय र मान वेतर एकल तथा मिश्रित प्रकृतिको हुन्छ। विशेषगरी औ पचारिक तथा अनौपचारिक ज्ञान आर्जन गर्ने उद्देश्यमा बालकथाको रचना गरिएको हुन्छ। यो बालसाहित्यकै सबैभन्दा रोचक विद्या पनि मान्न सकिन्छ।

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कथामा थुप्रै तत्वहरू रहन्छन् जसमा विषयवस्तुको महत्व पूर्ण स्थान छ। कथाकारले सबैभन्दा पहिले कथाका लागि विषयवस्तुको छनोट गर्दछन्। त्यस्ता विषयवस्तुको छनोट गर्दा कथाकारले लोक प्रचलित जिब्रोकथा, धर्म, पुराण, समाज जस्ता विभिन्न क्षेत्रहरूलाई आधार मानेको हुन्छ, र हामीले कथाको वर्गीकरण गर्दा पनि उपर्युक्त आधारभुत कुराहरूलाई नै आधार बनाएर बालकथाको वर्गीकरण गर्नु पर्ने हुन्छ।

कथा र बालकथा दुवै उस्तै आख्यानत्मक भएपनि बाल कथाहरू बालबालिकाको संवेदनशीलतालाई ख्याल गरेर सिर्जना गरिएका हुन्छन्। बालकथाको वर्गीकरण विभिन्न व्यक्ति तथा पुस्तकहरूमा फरक फरक किसीमले गरिएको पाइन्छ।

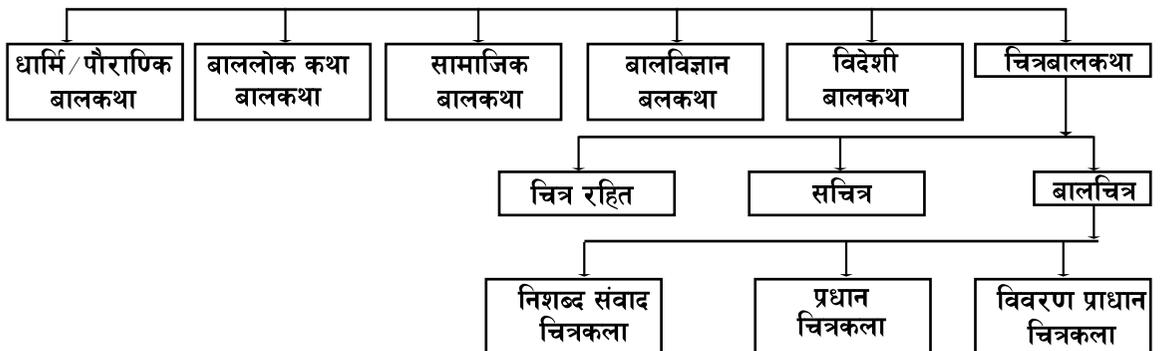
अग्रेजी विश्वकोराले फिक्सन अर्थात आख्यान अन्तर्गत बालकथालाई काल्पनिक कथा, आश्चर्य कथा, जनावर कथा अरु देशका मान्छेका कथा, ऐतिहासिक कथा, विज्ञान कथा जासुसी/खोजमुलक कथा पौराणिक कथा, सामाजिक कथा एव. व्यक्तिगत कथा भनी वर्गीकरण गरेको पाइन्छ।

बालसाहित्यकार कल्पना भट्टराईले बालकथाको वर्गीकरण पौराणिक स्रोतमा आधारित, सामानिक स्रोतमा आधारित, लो कस्रोतमा आधारित र विदेशीस्रोतमा आधारित गरी वर्गीकरण गरेकी छन्।

यस्तै गरी विनु भट्टराईले बालकथालाई धार्मिक/पौराणिक बालकथा, लोक बालकथा, सामाजिक बालकथा, विज्ञान बालकथा, लोक बालकथा, सामाजिक बालकथा, विज्ञान बालकथा र चित्र बालकथा गरी वर्गीकरण गरेकी छन्।

विभिन्न पक्षलाई आधार मान्दा बालकथाको विभाजन यसरी आरेखमा देखाउन सकिन्छ।

नेपाली बालकथाको वर्गीकरण



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पाठ्यपुस्तकीय बालकथा र पाठ्यपुस्तकेतर बालकथामा स्वरूपगत समानता रहेपनि दुवैमा केही समानता र केही असमानता औल्याउन सकिन्छ । चुडामणि वन्धुको पाठ्यपुस्तक र बालसाहित्य (लेख) लाई र केशवप्रसाद उपाध्यायको 'बालसाहित्य र भाषा' (लेख) लाई समेत आधार बनाउँदा यी दुईका विचमा रहेको समानता र अन्तरलाई तल प्रस्तुत गरिन्छ ।

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- दुवै कथाहरू बलसमुहलाई नै लक्षित गरी लेखिएको हुन्छन् ।
- दुवै कथाहरूमा बालबालिकाको उमेरगत आधारलाई ख्याल गरिएको हुन्छ ।
- दुवै कथाहरूमा बालबालिकाको भाषिक क्षमताको आधारमा शब्द, वाक्य, भाषाशैली प्रयोग गरिएको हुन्छ ।
- दुवै कथामा बालबालिकाको ग्रहणशीलताको आधारमा उपयोगी शिक्षा दिने उद्देश्य, विषय र भाव राखिएको हुन्छ ।
- आवश्यकता अनुसार एकरङ्गी र बहुरङ्गी चित्रहरूको संयोजन गरिएको हुन्छ ।

cGt/

- पाठ्यपुस्तकयि बालकथा शैक्षिक उद्देश्य पूर्तिका निमित्त तयार पारिन्छ भने पाठ्यपुस्तकेतर बालकथा बाल पठन रुचि सम्वर्द्धनका लागि तयार गरिएको हुन्छ ।
- पाठ्यपुस्तकीय बालकथा पाठ्यक्रमको विषयवस्तु भित्र सिमीत भई रचना गरिन्छ भने पाठ्यपुस्तकेतर बालकथा बालमनोवैज्ञान, मानविय अनुभव प्रकृतिलाई ध्यानमा राखेर तयार गरिएको हुन्छ ।
- पाठ्यक्रम परिवर्तन नभए पनि पाठ्यपुस्तकीय बालकथाहरू परिवर्तन गर्न सकिन्छ तर पाठ्यपुस्तकेतर बालकथाहरू पाठ्यपुस्तकेतरका लागी हुन सक्छन् । त्यो भन्दा राम्रा वृत्ति भएर पनि ती कथाहरू फेरिदैनन् ।
- पाठ्यपुस्तकीय बालकथाहरूमा अभ्यासहरू प्रश्नहरू र गृहकार्यहरू पनि हुन्छन तर पाठ्यपुस्तकेतर कथाहरूमा कुनै प्रश्न र अभ्यासहरू हुँदैनन् ।
- पाठ्यपुस्तकीय बालकथाहरू बालबालिकाहरूका लागी प्राथमिक पाठ्यसामग्री हुन् यी नभई पढाई राम्रो सँग चल्दैन तर पाठ्यपुस्तकेतर बालकथाहरू बालबालिकाकै निमित्त भए पनि यी सहायक सामग्री हुन् । यी नभए पनि पढाई चल्दछ । यिनीहरू पुरक सामग्रीका रूप हुन् ।
- पाठ्यपुस्तकीय बालकथाहरूमा चित्र उद्देश्य केन्द्रीत र स्थिर हुन्छ । चित्रकारको भुमिका सहायकको रूपमा रहन्छ भने पाठ्यपुस्तकेतर बालकथामा चित्रको प्रायोग गतिशील हुन्छन् र चित्रकारको भुमिका स्रष्टाको रूपमा उत्तिकै महत्वपूर्ण रहन्छ ।

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बालबालिकाको निम्ती तयार गरिएका कथालाई बालकथा भनेर चिनिन्छ । बालकथाहरू बालबालिका अनुरूप, उनिहरूको क्षमता तथा रुचिअनुरूपका हुन्छन् । संक्षेपमा भन्नुपर्दा बालकथाको भाषा बोध्य हुनुपर्छ । सरल रहनुका साथै रोचक हुनुपर्छ । बालकथालाई बालबालिकाको निमित्त सरल, रोचक, बोध्य गराउन निम्न कुरामा ध्यान पुऱ्याउनुपर्छ ।

- शब्दसंयोजनमा विचार पुऱ्याउनुपर्छ ।
- छोटो-छोटो सरल वाक्यको चयन गर्नुपर्दछ । (दश शब्द सम्मका सरल वाक्य)

- वर्ण शब्दको पुनरावृत्ति गर्नुपर्दछ ।
- सरल र बालपरिचित शब्दको प्रयोग गरिनुपर्दछ ।
- पुर्वाधार प्रसङ्गबाट बुझिने गरी कठिन शब्दको पनि प्रयोग गरिनु पर्दछ ।
- आयुवर्गको भाषालाई पनि ध्यानमा राख्नुपर्दछ ।
- उमेरसँगै जटिल शब्दहरू थप्दै लानुपर्छ ।

बालकथामा भाषाको उपर्युक्त प्रयोग ने यसको प्रभावकारिता बढाउने उपाए मानिन्छ । भाषाको सुहाँउदो र आकर्षक प्रयोगबाट कथाको प्रभावकारिता भल्कन्छ । कथामा संवादको पनि उपस्थित रहने भएकोले संवादमा प्रयुक्त वाक्यका सरल र छोटो रहनु पर्छ ।

ती छोटो सरल वाक्यबाटै पात्रको आचरण भल्किने हुनुपर्छ । कथामा कौतुहलता बढाएर उनीहरूमा कल्पनाशक्तिको विकास गर्ने घटना क्रमलाई रहस्यपूर्ण तवरमा अगाडी लिएको हुनुपर्छ । भावनात्मक भाषिक रूपको प्रयोग त्यति सुहाउदो नहुने भएकाले वर्णनात्मक पाराको हुनुपर्छ । कथाको विषयवस्तु एकातिर सम्प्रषणपूर्ण र अर्कातिर मनोरञ्जनात्मक रहनुका साथै ज्ञानवर्द्धक रहनु पर्छ ।

बालकथा बालकका लागि भएकाले अन्य कथाभन्दा बालकथाको प्रकृति आफ्नै खालको हुन्छ । बालबालिकाहरू स्वाभावै ले अल्पज्ञानी र अवोध हुने बालकथामा पनि उनीहरूकै स्तरअनुरूपको हुनुपर्छ भन्ने कुरामा दुईमत हुन सक्छ भन्ने कुरा पनि हामीले विर्सनु हुँदैन । त्यसैले बालबालिकालाई अवोध सम्झिएर भुट्टा कपोकल्पित, बेप्रयोजनका गतिहीन पलाएनवादी कथाहरू प्रदान गर्दा रचनाकारले उनीहरूको सुनौलो भविष्यमाथि व्यवस्था गरेको ठहर्छ । त्यसैले बालकथाको भाषा सुहाउँदो हुन अनिवार्य छ ।

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Editorial....

It has been our great pleasure in publishing **SNPRC Journal** pioneer volume. This journal published by Research Management Cell (RMC) of Sahid Narayan Pokharel Ramapur Campus has incorporated research based articles purely by the campus lecturers which is a thriving national publication platform for professors, research scholars, academicians, professionals and students engaged in research. **SNPRC Journal** has, obviously adopted a multi- disciplinary approach such as language and literature, management, economics, health and physical education and so on. The main objective of this journal is to bring out valuable ideas, opinions, thoughts, research findings and their expertise of the distinguished researchers through publishing authentic and scientifically developed research articles of international caliber.

The articles in **SNPRC Journal** at your hand are purely based on the authors' personal experience, study and research; they do not resemble official views of the institution. It is modestly an academic job. Criticisms, constructive feed back, appraisal and comments to be made on these articles by scholars will always be considered as sound guidance for us to avoid weaknesses in future.

We would like to extend our unfeigned gratitude to University Grants Commission (UGC) of Nepal for solid financial support for overall development of campus as well as empowerment of RMC. Likewise, we are grateful to Mr. Dilliraj Gyawali, the chairperson, Campus Management Committee and his entire team members for allocating budget and managerial cooperation. Our big thanks goes to Mr. Dinesh Panthee, campus chief, who perpetually encouraged and empowered our team until its accomplishment. We have words of appreciation to Mr. Krishna Gyawali, proprietor, Sharma Offset Press, Saljhandi, Rupandehi for his tireless help in publication.

Finally, we would like to thank the authors, readers, and the content providers who have made our journal the best possible.

Thanks

Prakash Mani Khanal

Editor-in-Chief

