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NOTE:
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Editorial

It is an immense pleasure that we have come with another issue of journal entitled 'Journal of Interdisciplinary Studies' and now it is in your hand. As an academic practice that has been carried out in the campus with an active effort of GMMC faculties and guest researchers from outside, the campus has been able to publish its journal regularly on annual basis. The regular issue of journal has provided the faculty members an opportunity to cultivate the habit of research that is sure to help them to move towards academic excellence in their respective fields.

With the advancement of science and technology, the framework of knowledge on any discipline has been so wide that updating oneself with its rapid change has been a matter of challenge for any academic practitioner who is involved in imparting knowledge in the colleges or universities. On one hand one has to cultivate the culture of regular study, on the other hand, one should make oneself always ready for finding out something new or more than that of existing knowledge to cope him/her with the changing scenario of academic world. Moreover the production of knowledge is far better than that of consumption and distribution of it. The research works or articles included in the journals will certainly be helpful in leading the researchers towards the direction of production of knowledge in the days to come. In this sense Gupteshwor Mahadev Multiple Campus has created a platform for developing the habit of rigorous study and research for anyone who is interested.

The Journal includes varieties of research articles from various disciplines of knowledge such as humanities, language, bio-diversity, commerce, book review, population etc. making it true to its name. The articles included in the journals are the reflection of rigorous as well as dedicated attempts of researchers in finding out something more and something newer than that of existing knowledge which creates a sense of wonder and interest in the readers of it.

Finally, the editorial board would like to thank sincerely to all the contributors for their cooperation and contributions without which the journal world not have appeared in this form. Their contributions are undoubtedly great to make this volume a grand success. The editorial board is fully hopeful that the campus will certainly get such co-operation and contribution of all in the days to come. At the sometime, the campus administration and all the other stakeholders deserve our sincere gratitude for their continuous supports, suggestions and co operation for the continuation of its publication.

Principal Leadership in Nepalese Public Schools: A Closer Look through the Eyes of Teachers

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Abstract

Schools in developed countries are often highly regarded places of learning. These schools have been studied heavily by researchers to uncover and identify the behaviors and practices of their school leaders. However, the practices of leaders of schools in the least developed country like Nepal are equally important to examine in order to identify significant issues for researchers and representatives. This quantitative study examined the perceived leadership behavior of school principal by the teachers of eight public high schools in Nepal. The study captured the dogmas and beliefs adopted by the principals through the lens of teachers. Confirmatory factor analysis indicated an association of perception of teachers on their principals' different leadership attitudes.

Key Words: leadership; student achievement; school principal; teachers; public schools

Introduction

Despite the significant quantitative growth in education, Nepal is facing the problem of poor quality of education among the public schools. School principals have testified several encounters while improving schools. Challenges consist of low attendance of teachers and students, deficiency of enough teaching resources, inadequate financial backing from the government, and the shortage of training for in-service teachers or qualified teachers (Khanal, 2018; Gautam, Alford, & Khanal, 2015; Mathema, 2007; Thapa, 2011). The three-year interim plan of Nepalese government clearly identified the problems of low pass rates, poor quality of professional development among the teachers, lack of leadership quality, high school dropouts and class repetition rates. Mathema (2007) also noted high attrition rates as the major education challenges in Nepal, revealing to high rates of repetition, dropouts failures as the key problems. The failure is more common than success in public schools. The failure rate of over 55 percent (very high- in public schools) on average, indicating a huge wastage of the public resources invested in public schools of Nepal. The school failures could be at least partly or fully associated with the lack of effective school leadership by the

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principal. There is an unceasing need for well-qualified school principals who can work as the role model, inspiring others to create a positive school environment necessary for facilitating school success (Crane, 2007). There is further and greater importance, to identify the leadership behavior of school principal through the eye of teachers. Consequently, daily administrative decision-making by the school principals directly or indirectly influences the school success. The purpose of this quantitative study was to identify the perceptions of school teachers on their school principal leadership behavior in public schools in Nepal.

Research Questions

➢   This study was underpinned by one key research questions:
➢   How do Nepalese school teachers perceive their school principal's leadership behaviors?

Literature Review

Studies of School Leadership

The studies on principal leadership and its effect on student achievement have been well-documented over the past few decades (Hallinger 2005; Branch, Hanushek, & Rivkin, 2009). The role of the school principal in contemporary school reform efforts for students achievement become a topic of great interest when the concept of the school leadership and learning environment seem to be intuitively linked (Hess & Kelly, 2005). Effective principals are viewed as transformational leaders that focus on establishing a long-term goal and utilizing skills such as innovation, influence, and consideration for an individual in the school improvement process (Walters, Marzano, & McNulty, 2003; Khanal, & Park, 2016). The expectations from school principals have greatly increased, especially in unsuccessful minority schools (Bloom & Ownes, 2003). Regardless of the barriers and challenges, some principals are successful when they exhibit the multidimensional leadership skill related to curriculum, instruction, organization, staffing, budgeting, professional development, supervision, discipline, attendance, activities, goal, and supervision (Khanal, 2015; Grissom & Loeb, 2009; Horng, Klasik, & Loeb, 2009; Leithwood, Harris, & Hopkins, 2008).

There is a big call of principals with moral, ethical, and multidimensional leadership skills (i.e., instructional leadership skill, contextual leadership skills) necessary to effectively lead school improvement (Barton, 2002; Bell, 2003; Meier, 2005). Hallinger, (2011) focuses on exploring the relationship between school leadership and learning

particularly on how leadership practices get distributed among members of the school (Harris, 2007, Leithwood, Mascall, & Strauss, 2009). A principal who engages in a learning program appears to be an effective leader (Malakolunthu, McBeath, & Swaffield, 2014) and improves an existing situation in an innovative way (Bames, Cambum, Sanders, & Sebastian, 2010). There is a demand for a new generation of school leaders, who are visionary strategists and have both the courage and capacity to transform the system, mobilizing all stakeholders, to help teachers so they can help themselves' (Khanal, & Park, 2016; Huang & Wiseman, 2011). When this happens, the leadership paradigm is shifted from traditional, top-down to the new model--from a sole focus on an administrator to the multidimensional leader who shares and distributes this knowledge to the teachers (Spillane, Hallett, & Diamond, 2003). Multi-dimensional leaders stay objectively alert in order to transfer the school within the context of ever-changing circumstances, parameters, and variables. Thus, great leadership requires a range of competencies and skills. Distributed leadership, contingent leadership, contextual leadership, visionary leadership, and transformational leadership are increasingly seen as features of effective leadership for organizational change (Khanal & Park, 2015).

Research Method

A quantitative research approach was adapted for this study. Random sampling technique was adapted by selecting participants from the public schools. Paper survey instruments were used as a method of collecting data from a group in order to described characteristics and identified aspects or opinions, of the population from which the sample is the part. The Leadership Behavior Inventory, developed by Green (2006), was adopted to obtain descriptions of leader behaviors by the followers (teachers) within the framework of thirteen core competencies.

Instruments

The survey questionnaire was used to determine whether public school principal displayed high or low-frequency characteristics in their leadership behavior in relation to thirteen core competencies. This Leadership Behavior inventory consists of thirty-nine statements characterized by leadership behavior promoted for twenty-first-century school leaders. It consists of thirteen subscales having three items statements to each scale that explained leadership behavior. A 5-point Likert scale was used to determine the frequency of the behavior always (A), Frequently (F), Occasionally (O), Seldom (S), Or never (N) (Green, 2006). The mean and standard deviations of the variables in the

study were used to summarize and present the data to provide useful information. Perception of teachers was calculated based on thirteen core competencies by using the AMOS version 21.0. Factors in leader behavior were computed through running Factor analysis and regression analysis. The reliability score of Leadership Behavior Inventory for school principals' instruments was found an alpha of .905.

Participants

Leadership Behavior Inventory (LBI) is the main instrument for quantitative data. The participants are teachers of the schools. Total 340 printed questionnaires were distributed to the teachers individually. 295 forms were returned. Data were collected from both male and female respondents.

Findings

Parameter estimates of the generic equation model of the perceptional effect of public schools are displayed in Table 1. Error terms are seen in the estimate which valued > 1. All critical ratios were seen as greater than 1.96, which shows statistically significant relationships at p ≤ .05 levels.

Table 1: *Parameter Estimates for Perceived Leadership Generic Measurement Model by Low-*

			Estimate	S.E.	C.R.	P	S.R.W.
Visionary	<---	Perception	1.00				.71
Unity	<---	Perception	1.18	.25	3.99	***	.87
Reflection	<---	Perception	1.19	.27	5.32	***	.82
Professionalism	<---	Perception	1.20	.23	5.30	***	.85
Professional	<---	Perception	1.43	.26	4.49	***	.88
Organization Manage	<---	Perception	1.23	.27	5.24	***	.82
Learning Community	<---	Perception	1.32	.22	4.92	***	.83
Instructional	<---	Perception	.71	.23	3.15	.001	.55
Inquiry	<---	Perception	.92	.22	5.01	***	.79
Diversity Management	<---	Perception	1.44	.27	5.32	***	.87
Curriculum	<---	Perception	.82	.26	4.11	.002	.49
Collaboration	<---	Perception	.89	.25	3.99	***	.55
Assessment	<---	Perception	.91	.21	5.12	***	.69

Achieving School Teachers

Note: ** *= Correlation significant at p ≤ .05 S. E. = Standard Error;

C. R. = Critical Ratio   S. R. W. = Standardized Regression Weights;

The goodness of Fit Statistics for the Perceived Leadership before Modification was Normed Fit Index (NFI) = .82, Relative Fit Index (RFI) =.86, Incremental Fit Index (IFI) =.83, Tucker-Lewis Index (TLI) =.86 and Comparative Fit Index (CFI) =.85

The minimum was achieved. Chi-square is 138.70. The probability level is .000 which is less than 0.05 with a degree of freedom 65. The degree of freedom likelihood ratio is 2.506.

Insignificant correlations among error terms shown in Table 1 were reconsidered and meaningfully correlated ones were pooled to elevate modification indices. Table 2 presents the Estimation after adjustment. The standardized regression weights of exogenous variables are ranged from .49 to 88. The curriculum instruction has weakest regression weight and professional development has the highest regression weight. The exogenous variable professional development and reflection has second and third strongest standardized regression weights.

Table 2: Parameter Estimates for Perceived Leadership Revised Measurement Model by Low- Achieving School Teachers

		Estimate	S.E.	C.R.	P	S.R.W
Visionary	Perception	.72	.11	6.13		.50
Unity	Perception	.89	.10	8.01	***	.64
Reflection	Perception	.79	.14	6.98	***	.65
Professionalism	Perception	.84	.13	5.99	***	.71
Professional D	Perception	.88	.13	7.92	***	.72
Organization M	Perception	.87	.14	8.98	***	.93
Learning C	Perception	.89	.13	7.02	***	.66
Instructional	Perception	.51	.14	4.31	***	.61
Inquiry	Perception	.59	.13	6.01	***	.69
Diversity Management	Perception	1.00				.85
Curriculum Instruct	Perception	.55	.15	4.32	***	.60
Collaboration	Perception	.63	.15	5.11	***	.70
Assessment	Perception	.69	.16	6.34	***	.67

Note: ** *= Correlation significant at p ≤ .05 S. E. = Standard Error;

C. R. = Critical Ratio   S. R. W. = Standardized Regression Weights;

The goodness of Fit Statistics for the Perceived Leadership Modified Measurement SEM Model after Modification was:

Normed Fit Index (NFI) = .91, Relative Fit Index (RFI) =.90, Incremental Fit Index (IFI) =.92, Tucker-Lewis Index (TLI) =.90 and Comparative Fit Index (CFI) =.92

The minimum was achieved. Chi-square is 103.201. The probability level is .000 which is less than 0.05. With a degree of freedom are 29. The degree of freedom likelihood ratio is 3.14 which is less than 4(All fittest).

As seen in the numbers, the revision to some extent better-quality the model fit scores. The chi-square value has upgraded from 138.70. to 103.201 and the lower the chi-square value, the superior the model fit. The chi-square degree of has better-quality from 65 to 29. The probability score for both cases is .00. The degree of freedom ratio for both the cases is lower than 4. The Normed-Fit-Index (NFI) value is enhanced from .81 to .91, which almost fits. The Incremental-Fit-Index (IFI) value is enhanced from .83 to .92, which almost fit the model. The Tucker-Lewis index (TLI) value is enhanced from .86 to .90 near to fit. The Comparative-Fit-Index value (CFI) is enhanced from .85 to .92. The thirteen subscales related to school principal behaviors are confidently accompanying. There is a statistically noteworthy relationship between 13 core competencies behavior of school principal. Among thirteen core competencies of school principal leadership behavior, Organizational Management (.93), Diversity Management (.85), and Professional Development (.72) has been seen supplementary and confidently linked with school teachers' perceptional value.

Discussion and Conclusion

It is not shocking that the teacher's perceptional score with regard to organizational development is higher. The organizational development is centered that leader must communicate for teachers and students and effectively uses materials resources. He or she must try to improve school climate by using practices of effective organizational management skill. For example, must guide the teachers by showing the relationships between their roles and functions. Second and Third high score is in diversity management and professional management. Maybe when the principal is not available regularly in the school, teachers may have decreased dependence on their principal as a direct source of expert knowledge. Perhaps only where principal provide more time to school, and available for teachers, they do look to the principal for direct instructional

support tend to make Learning community weak.

The average scores on remaining competencies except visionary leadership support the findings (Rapp &Duncan, 2011) that practical and serious involvement with multidimensional leadership skills is a crucial element of a successful school. At the same time, it is important to consider that it is the school principal responsibility to facilitate a collaborative, democratic environment to form a community of practice in which all members work towards student success. Fuller, Young, &Baker (2011) suggested that the overall qualification of principal on the school should be meaningfully linked with gains in students' performance. Principals should be capable of effectively identifying the leadership styles to encourage the teachers (Myung, Loeb, & Horng, 2011). The principal in the least developed country like Nepal should be compelled to deal with additional contextual matters that might detract from the quality of the work of their schools (Yang, 2014). The school principals are supposed to dedicate time and effort towards strong school-community relations by promoting a sense of mutuality and respect between school and the local community. Thus school principal must be consummate relationship builders with teachers, parents as well as students (Fullan, 2011). The overall rating scale of teachers on school principal leadership competencies is very low in visionary leadership. Like the business world, Nepalese school principal requires a focused vision. This vision should be the force and must provide sense and determination to the work of the educational institution. In this era where effective school principal usually requires strategy execution and change, focused is vital.

To further enrich the understanding of Nepalese school principal leadership and its impact on school effectiveness, further research could take the version of local and contingent factors, with focus on the adaptation of international best practice to meet local needs and priorities. More studies are required to assess the different leadership skills needed to cope with the challenges of low achievement in diverse contests, and how training opportunities can be best tailored to transform the schools form low-achieving to high-achieving. On the basis of this small sample, evidence from this study cannot be comprehensive in any conformist sense, not that this was ever intended.

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Scope of Educational Research under Faculty of Education, Tribhuvan University

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Abstract

This paper examines the scope of educational research under the faculty of education, Tribhuvan University. This study is based on secondary data and both qualitative and quantitative data analysis was done. The data analysis revealed that knowledge sharing culture among faculty is rare; lower faculty engagement in research activity is affecting the quality of higher education; researching and writing culture of the faculties is very rare; there is possibility of attracting foreign students in FOE programs; FOE can provide consultancy services to federal, provincial and local government by strengthening research capacity of faculties. This will help TU to moving forward toward Research University. Therefore, there is greater scope of educational research within the Faculty of Education.

Key Words: *Educational Research, higher education, scope, Faculty of Education, Tribhuvan University*

Introduction

Research is one of the integral components of teaching learning process in higher education for aiming quality education. Competent and skillful production from university cannot be imagined without strong fundamental bases within its products. Among four faculties of Tribhuvan University (TU), Faculty of Education (FOE) is responsible for producing different level of high level manpower in the field of education. Currently, FOE is implementing various programs such as B Ed, M Ed, M Phil, and Ph D within its constituent and affiliated campuses around the nation. All of these programs demand high quality research based teaching learning inside and outside classroom to be equipped FOE graduates with recent knowledge and skills of subject matter along with strong research capacity. Shrestha (2001) argues that "in order to project itself as a credible institution, FOE has to build a strong academic and research base that will establish and sustained it's pivotal position in the educational development of Nepal" (p. 100).

FOE is playing crucial role in producing manpower needs in the education sector. There is large scale expansion from basic level to tertiary education in the country. Private sector has done huge investment especially in school education comparing to government. However, only quantitative expansion is not adequate to produce quality

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manpower production. According to Shrestha (2001), FOE has to be proactive and responsive in its display of professional capacity in serving the interest of stakeholder and the nation (p. 100). So, there is large space and possibility of educational research under the FOE. Except B Ed, remaining other programs such as M Ed, M Phil, and Ph D are research focused programs. Moreover, M Phil and Ph D are fully research oriented programs tends to foster and promotes graduates to be able to carry out research project independently. In recent years, FOE has made M Phil as mandatory in order for Ph D admission by removing earlier policy of direct admission in PhD programs. Similarly, it is dire needs to encourage teachers and students in carrying out research in their respective subject area. University Grants Commission (UGC) has announced proposed higher education policy (UGC, 2014) which conceived research as high priority component in academic programs of higher education.

This paper examines the existing scenario of research under FOE. More specifically, it aims to discuss critically the scope of educational research under FOE, TU.

Methodology

This study is descriptive and based on secondary data available in different documents. Various publications such as Proposed Higher Education Policy (2014) and Educational Management Information System (2015) from UGC, Nepal Education in Figure 2015 from Ministry of Education, Journals and Special Bulletins from TU, Higher Education in Developing Countries (2000) and Advancing Policy Options for Higher Education (2014) from United Nations Educational Scientific and Cultural Organization (UNESCO) was used to obtain data. Similarly, data were acquired from a scholar's article from My Republica (April 26, 2018) a daily newspaper, journal articles such as European Bulletin of Himalayan Research and books such as Higher Education Research and Innovation (2009). Data were analyzed qualitatively and quantitatively.

Results and Discussion

The scope of education under FOE is critically presented under the following themes:

Research Culture

"The research function of academia remains a prime source of knowledge…and innovation at national, regional and international levels' (Kearney, 2009, p.18). Research culture among the faculties pays crucial role in strengthening their research capacity

is currently lacking in FOE. Collegiately and sharing culture among the faculties is being experienced very lower or nonexistent within FOE. "A culture of research also impacts individual citizens whom learn to "find out" and "assess" and take "systematic" approach to understanding work, society, and life" as Sharma (2018) argues. TU the biggest higher education institution in the country has its wings of four research centers. Among these four research centers, Research Centre for Educational Innovation and Development (CERID) which was established in 1978, conducts various researches from school education to higher education. Even though, CERID conducts educational researches, only few of the FOE faculties are getting chances to be involved in research activities there. So, remaining other faculties have very rare chances of conducting researches. This tends to poor delivery of undated and research based knowledge in classroom teaching. Mathema (2009) argues that "University classes mostly consist of lectures, and learning is simply the passive absorption of facts rather than any active intellectual discourse, participation or research. Seminars and discussions rarely take place and reading assignments, drafting term-papers, project work, and case studies are unheard of" (p.54). So, from this discussion it lacks the sharing cultures of research experiences and findings by faculties among peers.

Linkage between Teaching and Research

Research based updated knowledge is essential component of teaching learning process. University faculty is supposed to be engaging both in research and teaching simultaneously by searching and applying research findings in their classroom teaching. According to Shrestha (2001), FOE teachers cannot isolated and alienated from the activities of mainstreaming schooling and it requires professional capacities in serving the schools, society and nation in various ways. FOE needs to build a framework of strong academic base for carrying out research and linking it to classroom teaching. Similarly, Shrestha (2001) stressed "FOE needs a faculty who are well grounded at least one discipline are willing to reflect on how the process and learning can best be best facilitated" (p.100). Similarly, Sharma (2018) argues that teachers and students and the public alike will be thirstier for new knowledge if university education is defined as and designed for putting research first.

Research and Innovation

Researching, writing and publishing are the regular activities of university faculty. Such faculties are supposed to be handled innovative projects and applying findings in respective field outside the classroom. However, there is very limited and rare

research opportunity and funding for them to carry out research project independently. Likewise, the capacity of all faculties to carry out research is questionable (Shrestha, 2001; Mathema, 2007). So, FOE needs to take initiative to provide adequate research opportunity to its faculties so that they can promote and share their innovation inside and outside TU. However, little devotion to research with university faculty is a common phenomenon and serious challenge for research and innovation in developing countries (World Bank, 2000) like as in TU.

Rapid Expansion of School Education

In recent years, high growth rate of schools expansion and greater students' enrollment is being experiencing through the country. For instance, 34,806 (Grade 1-12) schools are operating and total student enrollment is 10, 14,339 in the year 2015 (Ministry of Education [MOE] , 2015). This expansion demands various levels of man power planning such as teacher, educational administrators, school managers, policymakers, trainers, researchers, curriculum planners, etc. in relation to school education system.

Effective handling and operating the school system is not possible without competent research informed manpower production in education from FOE. It tends to greater scope of educational research both to FOE faculties and its graduating students as well.

Promoting FOE as Centre for Excellence

Likewise other social science areas student failure rate is very high in FOE, i.e., 74% and 73% at bachelor and master level respectively (Mathema, 2007) which is a serious challenge to FOE. This disappointing situation is main hindrance of developing FOE as centre of excellence. Blending "academics and research" is only way to overcome this problem (Shrestha, 2001). Similarly, Shakya (2001) argues that "if TU fails to play the role of producing quality human resource there is no future of both TU and nation" (p.96). Therefore, developing FOE as centre for excellence helps to produce skillful and competent manpower demanded by job market. UGC (2010/011) reports indicated "education (40.2%) has highest faculty wise graduates. Similarly, TU bears highest graduating number as 32 and 61 in M Phil and PhD respectively" (p.56). Moreover, the largest share (94.2%) of education graduates comparing with other faculties tends to justifying developing FOE as centre of excellence. The ultimate way to moving forward on it is possible only through the expanding horizon of educational research within the FOE.

Initiating Consultancy Services

Currently Nepal is in the process of state restructuring by adopting the federal system for the first time. The intent of such system is to empowering local people by decentralized governance with adequate power practices. Similarly, educational restructuring is also being implementing as education decentralization governance along with the adoption of federal system. This is the area that could need high level assistance from experts, educationists to reform existing policy and practice of school education. To do this there is a great opportunity to FOE in engaging to revisit and strengthen its policies and academic programs by integrating research focused components. So that FOE graduates could play significant role in promoting and implementing local governance in education which signify greater scope of education under FOE. Similarly, they can co work with local bodies as a facilitator in implementing new provision of constitution of Nepal. Sharma (2018) argues that "especially in the context of decentralize governance making education research- based can help us put it to direct use, both by studying and tackling local socioeconomic needs/opportunities and by preparing students to do so in the future". This demands high level educational manpower of various capacities in order to handling school education system at province and local level such as school management, conflict management in school, formulation of local educational policy, curriculum planning, pedagogy, designing and evaluating educational reforms and so on. In order to handle these activities FOE can be great research reservoir for providing consultancy services which needs strong mechanism of research facilities and provision within FOE. Similarly FOE also can provide technical assistance to the federal government to formulate policy, initiate new program and implement innovative projects as well. Without producing high quality manpower and trained existing faculties by state of art of the research methodology FOE could not provide consultancy services. UNESCO (2008) suggested that the research is to become compulsory in school education which signifies the great possibility of scope of educational research in FOE.

Attracting International Students

Shifting existing university to Research University and attracting international students is common phenomenon in the globe. A large number of students are going abroad for higher education study. Koirala (2001) argues that "TU will meet the growing demand of low-cost high quality modern education in various disciplines and dissuade people in seeking high-cost high-quality education abroad" (p.59). Why TU cannot do attract international students by strengthening its higher education focused

with research? Many foreign universities are doing the same.

There is mandatory provision of no objection letter from MOE for abroad study in any discipline. The number of student s for abroad study is rapidly growing every year. For example, 12025 students in 2011 and 28763 students in 2015 received no objection letter respectively (MOE, 2015). These data shows that in the period of four years, more than double of the students are perusing their higher studies in foreign universities. If we could persuade these students to study in Nepalese universities it could save a huge amount of money which ultimately could generate employment in Nepal. Improving the quality of our higher education by integrating research is only way to move forward. Therefore, there is greater scope of research in education under FOE.

Conclusion

Research is an integral component of higher education. FOE is implementing M Ed, M Phil, and Ph D as research focused programs in which M Phil and Ph D are fully research intent academic programs. This tends to signify the greater scope of educational research within FOE.

Collegiality and knowledge sharing culture is poor and it is lacking among the FOE faculties. Similarly, FOE faculties are less engaging in research activities which are affecting their classroom delivery. Neither there is any network of education researcher existent nor is the FOE initiating to establish such network for academic advancement. Researching, writing and publishing are the beauty of any university faculty but most of them are less engaging on this way. There is a great possibility of research and consultancy services on educational matter to federal, provincial and local government various aspects of school education that FOE could provide. For this earning entrust is pre condition and the greater challenge for FOE to provide such services. This also signifies the greater educational research scope under FOE.

Making the research university and attracting international students is popular agenda of universities in the globe. FOE under TU can attract international students in its program by strengthening research based higher education programs. This saves huge amount of money and can generate various employment opportunities within the country.

FOE needs to provide space and adequate research opportunity to its faculties by making research and publication mandatory in promotional system and for their

professional development. It is being late to take initiative researched-based teaching learning by adopting innovative technology. FOE should earn entrust in carrying out mega educational researches and in designing and implementing innovative educational programs from school level to higher education. By making strong foundation on research focused programs FOE should take initiative to provide consultancy services nationally and internationally on various educational programs and policies. Similarly, FOE needs to be reformed so that foreign students can be attracted on its academic programs. Moreover, FOE can establish the network of educational researcher possibly to collaborate with the national and international scholars.

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Macroeconomic and Firm-Specific Variables affecting Stock Price: Evidence from Commercial Banks of Nepal

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Abstract

Equity markets enhance corporate efficiency, spur innovation, and provide a valuable source of capital for long-term economic development. The main objective of the study is to identify the firm-specific factors and macroeconomic variables affecting the share price of commercial bank of Nepal. Market price per share is selected as dependent variables. Firm-specific variables and macroeconomic variables are selected as independent variables. The study has taken a sample size of 10 commercial banks of Nepal. The sample includes five joint venture banks and five nonjoint venture banks. It includes total observation of 120 which includes data collected from 2004-2016. The study is based on secondary data. The data were collected from the banking and financial statistics and supervision report published by Nepal Rastra Bank and annual report of selected banks. The multiple regression models were estimated to test the impact of firm-specific and macroeconomic factors on the share price of Nepalese commercial banks. The result shows that firm-specific variable like dividend per share and returns on assets are the major determining factors affecting the share price of commercial banks in Nepal. Among the variables, dividend per share is found to be the most important determining variable that affects the share price. It means, higher the dividend payment, higher would be the share price of commercial banks in Nepal. Among macroeconomic variables GDP and inflation, political events have a significant impact on the share price of commercial banks. The result shows that MPPS is positively related with DPS, equity capital, P/E ratio, ROA, GDP, and inflation. Similarly, MPS is negatively related to NPL and interest income. The study concludes that DPS and ROA are the major factors influencing the market price of stocks.

Key Words: Bank-specific, macroeconomic, market price, political, significant

1. Introduction

The stock market plays an important role in economic development by promoting capital formation and raising economic growth. Trading of securities in this market facilitates savers and users of capital by fund pooling, risk sharing, and transferring wealth. Economic activities can be created by the flow of reserves to the most productive investment. Investors take decisions to invest in particular shares of companies, keeping in view their share prices. Theories suggest that there is an association between changes

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in share prices and changes in financial fundamental variables (Nisa & Nishat, 2011).

The stock price is determined by demand and supply. Both the qualitative and quantitative factor determines the stock price, to specify exactly what factors determine the stock is a controversial/ unpredictable issue. The stock price fluctuates time to time and stock exchange reacts with the environmental changes Al-Qenae et al. (2002) made a significant contribution to the topic by basing his research on the GCC market. He analyzed the impact of the effect of earnings and other macroeconomic variables on the stock prices of the Kuwait Stock Exchange during the period 1981-1997. The macroeconomic variables examined were a gross national product (GNP), interest rate, and inflation. The study found that earnings and GNP were positively related to stock prices (Midani, 1991) while inflation and interest rate showed a significant negative impact on the stock prices in Kuwait. The reason attributed for the effect in Kuwaiti shares is that the Kuwait share market is highly responsive to the sentiments of public and external events. This suggests the extreme vigilance and scrutiny of external factors by the people of Kuwait while basing their investment decisions. Maghayereh (2003) investigated the long run relationship between the Jordanian stock prices and selected macroeconomic variables by using Johansen's methodology and monthly time series data over for the period of January 1987 to December 2000. This study identifies exports, foreign reserves, interest rates, inflation, and industrial production as the major macroeconomic variables influencing stock prices. The results illustrate that the stock price index is cointegrated with exports, foreign reserves, interest rates, inflation, and industrial production. The results also show that investors' perceptions of stock price movements in the Amman Stock Exchange are highly sensitive to the international environment especially to the economic and political environments in the neighboring Arab countries. Scott and Arias (2011) studied the performance of the five largest banks in the United States. They proved that GDP did not directly affect the profit level of the U.S banking sector.

Dangol (2008) studied the reaction of Nepalese stock market to announcements of unanticipated political events using the event analysis methodology. His analysis covered the period from 2001 to 2006. He found that good-news (bad news) political announcements generate positive (negative) abnormal returns in the post-event period. This finding suggests that there is a strong linkage between political uncertainty and common stock returns in Nepal. Bhattarai (2014) has examined that dividend

yield, earning per share and price-earnings ratio are the most influencing factors in determining share price in Nepalese commercial banks. Sapkota and Pradhan (2016) have asserted that there is positive relationship of market prices per share with Return on assets (ROA), earnings per shares (EPS), dividend per shares (DPS), Prices earnings ratio (P/E Ratio) and GDP growth rate (GDPR). Lama (2016) shows that there is a positive relationship of the market price per share with size, earnings per share, dividend per share, return on assets, money supply, inflation, and gross domestic product. It indicates that an increase in size, earnings per share, dividend per share, return on assets, money supply, inflation, and gross domestic product leads to an increase in the market price per share. However, the beta coefficient is insignificant for inflation at 5 percent level of significance. Similarly, the result states that there is a negative relationship of the market price per share with interest rate which reveals that higher the interest rate, lower would be the market price of the share.

From the above studies and past finding, mostly researcher has used firm-specific factors like EPS, DPS, and the book value of the share, P/E ratio, and Size. Past finding has limited their findings in the variables like EPS, DPS, the book value of the share, P/E ratio and size. In the domestic context, researchers have ignored the firm-specific factors like the impact of NPA, management team, leverage. During the review of past articles, researchers have conducted their research differently in firm-specific factors and macroeconomic variables. Only limited research includes both firm-specific variables and macroeconomic variables affecting the share price of a commercial bank in an individual paper. The papers either focused on firm-specific variables or macroeconomic variables only. So, it is believed that this study will focus on both firm-specific factors and macroeconomic variables affecting the share price of a commercial bank in Nepal. The study has included the additional firm-specific variables like NPL, leverage, Return on Assets which are not included by many researchers in their paper. The main aim of the study is to explore both the macroeconomic and firm-specific variable affecting the stock price of commercial banks in Nepal.

2. Data and Methods

The research design adopted in this study is causal comparative type as it deals with the relationship of firms specific and macroeconomic variables with the market price per share. Some financial and statistical tools have been applied to examine facts. Convenience followed by stratified sampling technique has been used to determine

the sample. The sample consists of 10 commercial banks stratified as Joint Venture (JV) and Non-Joint Venture (NJV) commercial banks. Each stratum consists of 5 commercial banks. Secondary sources of data were obtained from the Nepal Rastra Bank official website. Time series data of 12 years (2004-2016) with 120 observations are included. The variables like Dividend per Share (DPS), Market Price Per Share (MPPS), Paid Up Capital, Management Team, Non-Performing Loan (NPL), Price Earnings Ratio (P/E), Return on Assets (ROA), Leverage as a part of bank-specific variables. In addition, macroeconomic variables like Gross Domestic Product (GDP), Inflation (INF), Interest Rate (Int) have been employed.

Model

As a first approximation, the model estimated in this study assumes that the market price per share on firm-specific and macroeconomic variables as may be seen as under:

Market price per share = f (firm-specific variables)

Market price per share = f (macroeconomic variables)

Market price per share = f (firm-specific variables, macroeconomic variables)

The firm-specific variables selected in this study are dividend per share, Equity capital, Price-earnings ratio, Return on Assets and Non-Performing Loan. The macroeconomic variables mainly include GDP growth rate, inflation The regression model can be expressed in the following equation:

$Ln(MPS) = \alpha + \beta_1 Bank$ specific variables $+ \beta_2$ macroeconomic variables

$Ln(MPS) = \alpha + \beta_1 DPS + \beta_2 ROA + \beta_3 NPL + \beta_4 PEratio + \beta_5 ln(CAP) + \beta_6 GDP + \beta_7 INF + + \varrho$

The collected data were coded and entered into SSPS and excel worksheet. Various statistical tools tool like independent sampling testing, correlation tests, and regression model has been used to identify association and relation among the variables.

3. Results and Discussion

3.1 Mean Difference of Firm-Specific Variables between JV and NJV banks

Table I exhibits the results of independent sample t-test comparing joint venture and nonjoint venture commercial banks of Nepal. In this case, the null hypothesis examines that there is no significant difference between JV and NJV commercial banks on the basis of different firm-specific variables.

Table I: The difference in Average Value of Firm-Specific Variables between JV and NJV banks

Variables	JV	NJV	T-Test	Sig	Hypothesis Result
MPPS	1932.47	592.20	6.73	0.022	Alternate accepted
DPS	51.02	14.65	7.44	0.023	Alternate accepted
Equity Capital	2481.07	1842.67	0.943	0.025	Alternate accepted
P/E Ratio	27.43	35.38	-1.64	0.111	Null accepted
ROA	1.93	1.25	5.76	0.000	Alternate accepted
NPL	2.14	1.45	2.37	0.212	Null accepted
Interest Income	9.37	8.95	0.913	0.362	Null accepted

Ho: There is no significant difference of bank-specific variables between JV and NJV commercial banks

H1: There is a significant difference of bank-specific variables between JV and NJV commercial banks

The above table at 5% level of significance has sig value 0.022 which is less than 0.05 so alternative hypotheses are accepted. It means there is a significant difference in the average value of MPS between joint venture bank and nonjoint venture bank. The output of the hypothesis test of DPS which is undertaken to evaluate the significant difference in the average value of DPS between the joint venture and nonjoint venture banks. The table depicts that DPS at 10% level of significance has sig value 0.23 which is less than 0.05 so the alternative hypothesis is accepted. It means there is a significant difference in the average value of DPS between joint venture bank and nonjoint venture bank. The significant difference is also observed in terms of EPS of JV and NJV commercial banks. A significant difference has also been observed in terms of equity capital. P/E ratio depicts that the significant value of 0.111 which is greater than 0.04, so the null hypothesis is accepted. It means there is no significant difference in the average value of equity capital between joint venture bank and nonjoint venture bank. NPL and Interest income also exhibit that there is a significant difference between JV and NJV as both the factors are not significant at 5 % level of confidence. However, ROA is significant at 5 as the significant value is 0.000 highlighting the acceptance of the alternate hypothesis. It indicates that there is a significant difference between JV and NJV commercial banks in terms of ROA.

3.2 Correlation Analysis

Table II shows bivariate Pearson's correlation coefficients between the market value of share and variables affecting the market price of the share. EPS, DPS, P/E ratio, Equity capital, ROA, NPL, INT, GDP, INF as defined in the table. The correlation coefficients are based on the data from 10 sample banks with 120 observations for the period 2005 through 2016. The highest co-relation has been observed between MPPS and DPS with 0.824. The result shows the highest co-relation of MPPS with DPS and ROA with a value of 0.832 and 0.587 respectively. The result shows MPPS is positively related with DPS, equity capital, P/E ratio, ROA, GDP, and inflation. MPPS is negatively related to nonperforming loan and interest income. It indicates that the increase or decrease in DPS, EPS, equity capital, P/E ratio, ROA, GDP and inflation (INF) will also affect the market price per share in the same direction. However, NPL and Interest rate tends to move in the opposite direction to MPPS. The figures mentioned above shows that investors should closely look at the NPL and interest rate of commercial banks because it tends to follow a negative trend.

Table II: Correlation Analysis of among Variables

	MPS	DPS	Equity Capital	PE Ratio	ROA	NPL	Int	GDP	INFININF
MPS	1								
DPS	.832**	1							
Equity Capital	.089	.196*	1						
PE Ratio	.092	-.107	-.122	1					
ROA	.587**	.728**	.385**	-.276**	1				
NPL	-.169	-.055	-.121	-.044	-.246**	1			
Int.	-.158	-.017	.371**	-.030	.093	.114	1		
GDP	.160	.011	.027	.116	-.010	-.097	.086	1	
INF	.079	.000	.341**	.051	.150	-.276**	.416**	.101	1

**, Correlation is significant at 1 % level of significance

I*, Correlation is significant at 5 % level of significance

3.3 Regression Analysis

Table III depicts multiple regression analysis. It exhibits the MPPS as dependent variables and bank-specific, macroeconomic as independent variables. It presents three models.

Table III: Determinants of Market Price: Output of Multiple Regression

	Model I	**Model II**	**Model III**
	Aggregate Bank	Joint Venture Bank	Non-Joint venture Bank
C	4.303***	6.424***	5.234***
	0.864	1.061	1.255
DPS	0.11***	0.009***	0.008
	0.02	0.002	0.008
ROA	0.536***	0.285***	0.774***
	0.124	0.98	0.241
NPL	0.023	-0.049	0.79
	0.031	0.29	0.088
PE ratio	0.02	0.17***	0.003
	0.002	0.004	0.002
ln(cap)	0.127	-0.11	-0.37
	0.141	0.162	0.211
Inflation	-0.024	0.009	-0.52
	0.024	0.023	0.36
GDP growth	0.045	0.041	0.017
	0.0054	0.051	0.077
R^2	0.749	0.854	0.59
Adj R^2	0.727	0.826	0.518
F	34.157	30.606	7.558

*, Coefficient is significant at 1 % level of significance

**, Coefficient is significant at 5 % level of significance

***, Coefficient is significant at 10 % level of significance

The model I represents the regression output of aggregate sample commercial banks. The above model shows that DPS, ROA are significant coefficients that influence MPS of commercial banks. It means higher the DPS, ROA then higher the share price of a commercial bank. The output shows that ROA has a strong influence on MPS with higher β= 0.416. Similarly, DPS, political events, inflation, capital, P/E ratio, GDP and NPL have a respective influence on MPS. Here, 74.9% of the variation in the dependent model (MPS) is explained by independent variables in the model.

In model II, the table shows the regression output of joint venture banks. The table indicates DPS, ROA, P/E ratio are significant in relation to the market price of joint venture banks. The beta coefficient is positive for DPS, P/E ratio, ROA. Beta coefficients are significant for DPS, ROA and P/E ratio at 1% level of significance The result shows that higher the DPS, Return on Assets, Price earning ratio and favorable events, higher would be the market price per share. 85.4% of the variation in the market price of a share of joint venture bank is explained by independent variables (both firm-specific and macroeconomic variables) in the model.

In model III, the table shows the regression output of nonjoint venture banks. The output indicates ROA is significant in relation to the market price of nonjoint venture banks. The beta coefficient is positive for ROA. Beta coefficients are significant for ROA at 5% level of significance. The result shows that higher ROA higher would be the market price per share.

3.4 Estimated Relationship between MPPS and firm-specific variables

Table IV shows the estimated relationship of the linear regression of share price and its firm bank-specific variables on selected Commercial Bank. The results are based on 12 years (2004-2016) time series data of commercial bank by using a linear regression model. The estimated model of the study is:

$$\ln(MPS)=\alpha+\beta_1 DPS+\beta_2 ROA+\beta_3 NPL+\beta_4 PEratio+\beta_5 \ln(CAP)+\varrho$$

The reported values are intercepts and slope coefficients of respective explanatory variables with t-statistic in the parenthesis. R Square indicates the predictive explanatory power of the model while F-ratio shows the model fit.

Table IV: The determinant of MPPS based on Bank Specific Variables: Output of Multiple Regression Model

		Beta
Constant	5.792***	
	0.607	
DPS	0.14***	0.501
	0.003	
P/E ratio	0.004**	0.123
	0.002	
ROA	0.489***	0.38
	0.143	
NPL	-0.021	-0.638
	0.033	
In(capital)	-0.046	-0.558
	0.083	
R^2	0.663	
adj. R^2	0.646	
F	37.546	

The beta coefficients are positive for DPS, ROA, and P/E ratio. The result shows that higher the dividend per share, Return on Assets and Price Earning Ratio, higher would be the market price per share. However, the beta coefficient is significant at 1% level of significance for DPS and ROA and the beta coefficient is significant at 5% level of significance for P/E ratio. The model explains 66.3% variation in MPS by independent variables (firm-specific variables) in the model.

Estimated relationship between MPPS and Macroeconomic variables of commercial banks

Table V shows the estimated relationship of the linear regression of share price and its macroeconomic variables on selected Commercial Bank. The results are based on 12 years (2004-2016) time series data of commercial bank by using a linear regression model. The estimated model of the study:

$\ln(MPS) = \alpha + \beta_1 GDP + \beta_2 INF + \varrho$

The reported values are intercepts and slope coefficients of respective explanatory variables with t-statistic in the parenthesis. R Square indicates the predictive explanatory power of the model while F-ratio shows the model fit.)

Table V: Determinants of Market Price of a commercial bank based on macroeconomic variables: Output of Multiple Regression Model

		Beta
	6.442***	
Constant	0.472	
	0.043	0.044
GDP	0.095	
	-0.015	-0.04
Inflation	0.041	
R^2	0.17	
Adj R^2	0.15	
F	4.564	
N	120	

The model shows GDP and inflation is insignificant macroeconomic variables. Here, 17% variation in the dependent variable (market price of the share) is explained by independent variables (macroeconomic variables) in the model. Since the F value is significant indicating insignificance of the model itself.

4. Conclusions

The empirical research shows that there is a significant difference in MPPS, DPS, equity capital and ROA between JV and NJV commercial banks in Nepal. However, investors need not consider more on P/E ratio, NPL and Interest. As these factors affect the market price of JV and NJV in the same way. The research also reveals that DPS, EPS, Equity Capital, P/E ratio, ROA, GDP, and Inflation has a positive relationship with MPPS. NPL and Interest shows a negative relationship with MPPS. The share price increases when most of the bank and macroeconomic variables increases and vice versa. Regression model shows that DPS, ROA are significant coefficients that influence MPS of commercial banks. The study result shows that the share price of commercial banks is mainly influenced by dividend per share and return on assets. Therefore, investors need to have a close eye on these factors.

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The Protagonists of Shavian Plays in Ethical-Moral Issues of Love and Marriage

*Dr. Saroj Koirala**

Abstract

Directly opposite to the essence of art for art's sake the message of Bernard Shaw's writing is guided by the ground social reality. His perception about morality is straightforward, firm, and at time offensive. His dramatic protagonists willingly cross the boundary of hesitation and firmly utter dialogues, make choices or take steps to fulfil the mission in the playwright's mind. They clearly exhibit the conviction that false sentiments give birth to evils in human life and lust transforms a man into an animal. Therefore, the protagonists are guided by well-established social codes of conduct and they honor the fundamental ethical matters. They are normally devoid of passion and emotional earnestness. Morell gives his wife a free choice between her husband and the lover. Candida very tactfully preserves her chastity and marital tie because she has well-understood that romantic lovers cannot make good husbands. Ann runs away from the romantic lover Octavius and chases Tanner, a practical man. Higgins shows no intention of marrying Eliza because he knows that a creator should not keep physical relationship with his own creation as in the legendry. Thus, the main characters of Shavian plays maintain a high ethical-moral stand and remain undisturbed by the inferior impulses of lust and passion.

Key Words*: Love, sentimentality, sex, superiority, triangular*

Among various social relationships maintained by human beings, heterosexual man-woman relationship is of greater value. This relationship has been projected by most of the literary authors, in one or the other way, in their works. George Bernard Shaw is one of them for whom this relationship has been a matter of prime interest. Specifically, man-woman relationship is a theme of paramount importance in Shavian plays. Being a social reformer Shaw has always dealt with basic human nature. Shaw has analyzed the effect of certain social environment on life and character by catching the shift of human nature. Therefore, his characters are closely linked with social conditions. Here, I attempt to explore various facets of man-woman relationship based on three Shavian plays written in three different decades; *Candida* (1893), *Man and Superman* (1903), and *Pygmalion* (1913). The whole body analyzes the matter from the perspective of ethical-moral outlook.

Bernard Shaw, in one or the other way, seems dissatisfied with the traditional

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practices of man-woman relationship. Being a master of pen, he has used theatre to express the dissatisfaction as well as to put forward his opinions on this relationship. Shaw himself has frequently expressed that he dislikes traditional marriage system but some of his famous plays—*Candida, Man and Superman, Pygmalion, Getting Married*— end with holding out arms that symbolizes perpetual happiness between the couple. Similarly, sexual passion is isolated from all other sentiments and emotions in his plays. His lovers rarely use the language of admiration, affection or passion but they convey the kind of mental tumult they are in (Mayne 63). Before entering into further discussion it might be useful to make a general assessment of the selected plays.

The plot of *Candida* is simple and well-knit. The entire action takes place in a drowning-room; it begins in the morning and ends by 10 pm. There is nothing sensational or melodramatic. The events are quite ordinary that frequently take place in day to day life of common people. Morell, a Christian socialist clergyman, finds a street boy of eighteen, takes him home and discovers that he is a poet who does not understand the domestic life. Marchbanks, the young poet, starts living in Morell's home and becomes too devoted to Candida, Morell's wife, whom she mothers. One day, the poet, while talking to Morell, declares his love to Candida, a lady in thirties. Morell, at first, takes the matter lightly but later threatens the young poet. The clergyman, in his masculine pride, demands Candida to choose one of them. After listening their bids, she decides to choose the weaker of the two contestants. The poet knows that he has lost and disappears with a secret in the heart.

Shaw has given the subtitle to this play "a mystery." The canvas is not a crowded one. The central situation is very familiar—two men in love with the same woman, also known as triangular love. This eternal triangle forms the very basis of the play. But Shaw, very tactfully, has turned the eternal triangle upside down and has outsmarted the expectation of the audience. The anti-climax end is paradoxical too as the wife instead of going out with the romantic lover chooses to stay on with the husband because the latter is weaker and needs her support.

Man and Superman is a serio-comic love chase of a man by a woman. The traditional Don Juan theme is reversed here; woman is made the pursuer and man the pursued. Ann, the heroine, pursues Tanner and finally succeeds to wed him. The process of husband-hunting is shown by the characterization of the heroine (Levine 145). The play illustrates the idea that man is not a victor in the duel of sex but he is helpless in woman's hands. In a way, the play is a comic parody of old motif. It explodes the romantic notion of love and woman. Sexual passion is represented with peculiar

romance as it is in itself but none of the romantic glamour is associated with it. The play presents women as the prime mover in the evolutionary process.

Octavius, in the play, expects to marry Ann. Ramsden, one of Ann's guardians, favors him. But, she is attracted to Mr. Tanner, the other of her guardians and author of a revolutionary book. Tanner tries to run away from Ann but ultimately he is compelled to accept her as his wife. The play contains a famous dream scene in Hell that is full of high philosophic discussions. This play is the first full-length exposition of his theory of salvation for the human race, i.e. "life force." Shaw himself has subtitled the play, "Comedy and a Philosophy."

Pygmalion simultaneously deals with different aspects of society; the technicality of phonetics, the concept of class distinction, nature of man-woman relationship and so on. This is a story of a regenerated flower girl turning for love to her creators. The play begins in a rainy night at St. Paul's Church in London. The hero Higgins, a professor of phonetics, the heroine Eliza, a flower girl, and another major character Colonel Pickering all are introduced here. Eliza, to become a lady of a fashionable flower shop, wants to be trained in correct speech from Higgins. He and Pickering put a bet on the matter.

Eliza, after six months' training, is taken to an Ambassador's party where, because of her manner and speech, everybody takes her to be a duchess. Higgins, thus, wins the bet but knowingly or unknowingly ignores Eliza's womanhood. During the training she has been emotionally attached to Higgins, the old bachelor, which he fails to judge. She has expected to find a place in his heart but now Eliza discovers that he has no feelings at all to her. So she deserts the house and runs away at night with another little known person named Freddy. She weds him because, though uneducated and poor, he loves her immensely. Shaw's purpose of writing this play is to show the "thinness of differences" between various social classes and to expose the 'inside' of a woman. The title of this play bears, connections with mythical episodes too.

No drama is an accurate reflection of life because a drama is an artistic creation while life is the product of an unknown creative force. Life being anterior to art comparison between them is of limited applicability. Every work of art comes after an intellectual evaluation of life but no evaluation of life can be made before its creation. The artist is bound in a 'morality' but the life is not. The moral ideas in a work of art may be conventional as in Shakespearean drama or they may be unconventional as in Ibsen's works. But Shaw's language, especially on moral questions, is generally straight and solid. The meaning is direct and offensive. A quality very rare in him is hesitation

(Chesterton 87). He believes that the goodness of man does not consist in trying to be good, but in being good.

Shaw has an original view about sex and sentiment, the fundamental concept of man-woman relationship. In his philosophy, most of our evils are caused by the clouding of our visions by false sentiments. His ideals are strict and hygienic; he thinks man as a mere animal if it is associated with lust. Furthermore, ethical-moral side of man should be upright and this is a fundamental quality of respectable man for Shaw.

There is nothing more real than sex but modern society views it as 'obscene' because its true recognition will be fatal to the popular institutions. Sex is a matter of moments while marriage is an organization of life. So that, respectable couples always pretend that they are married not for sexual relationship but also for love, duty and many other beautiful things of life. These noble or beautiful things are ideally good, but they are false because they have no true connection with the primal human instinct (Holroyd 49). Shaw attacks sexual mores from the ground of social mores. He objects both to the assumptions of the sentimentalist dramatists in art and the assumptions of the sentimentalists in real life.

Discussion of the emotions is one of the main concerns of *Pygmalion*. Though Shaw has chosen the story in which Pygmalion finally marries his creation, Galatea, but here Shaw wants to prove that this is a wrong understanding of human emotions. A creator cannot love and marry his own creation. Shavian Pygmalion will live in close companionship with his Galatea but will have no sexual feelings for her. Higgins proves of being a typical Shavian, anti-sentimentalist hero. He is cold and devoid of emotions who leads life only at the intellectual level. He has no feelings himself and is not touched by the feelings of others. He is almost heartless in dealing with Eliza because his ethical ground dissuades him.

In *Man and Superman*, the mainspring of the action is the reversed love chase where woman is the aggressor. The fictional mask of Tanner, whose intellectual image is exposed by the comic action as a form of sexual display, is dismissed by a woman as irrelevant while the purpose has been served in winning her. On this issue Sengupta remarks:

Shaw's dramas are dramas of instincts rather than of sentiments, his real originality consisting in the distinction he has drawn between Emotion and Intellect on the one hand and Intuition on the other. Sentiment is an outer encrustation on the primal instincts and seen apart from them, is only a romantic fiction. John Tanner does not

fall in love with Ann; his tragi-comedy is far deeper. He succumbs to a deadly instinct, in spite of the fact that he understands and defies to the last the fate which finally overtakes him. (8)

Tanner, thus, is a character played upon instead of his traditional role of an active player.

Candida is a penetrating psychological observation upon the emotional reverberations in the souls of three clearly imagined and exquisitely realized characters. It is a little domestic drama, scarcely more than a 'scene from private life,' abounding in scenes and situations tense with emotional power. In the famous 'auction scene,' actions, especially in sex relationships, are not governed by the dictates of pure reason. This scene is 'thinking aloud,' i.e. the language of the subconscious.

The husband and wife relationship is mingled on account of the contradictions between Morell's strength and weakness, his greatness and his narrowness. Majority of ethical people may not be in sympathy with a young, delicate, morbid and altogether exceptional young man who falls in love with a massive middle-aged lady who peels onions. Certainly it is very difficult to feel a sympathetic interest in a lovelorn poet of the aesthetic school who is horrified because his ideal woman does domestic chores. The playwright is very careful to maintain the maidenly purity of Candida. She frankly tells her husband that Eugene is ready to fall madly in love with her. This marks her chastity. She would never have expressed so, had her thoughts been guilty and impure. In this context, Rudrika Khajuria perceives Candida as a postfeminist character who has completely restructured the dynamics of husband wife relationship through her intelligence and strong-will. The critic further observes;

Candida may be delineated as a postfeminist woman who exercises her □choice according to her own will and decides for herself how she wants to spend her life and with whom. She understands Morell inside out and is aware of his ego, weakness and pretence. She is aware of his patriarchal mind-set, his need to be cared for like a baby, and the real reason for his popularity and she makes her choice in full awareness of these facts. (Khajuria 4-5)

Indeed, Candida is a perfect woman of pragmatism who does not need any emancipation because she has been already emancipated with her role in the family.

Shaw prefers to attack the readers' romantic imagination in revealing the pretentious unreality of the characters' ideals. None of his heroes speak with passion and the heroines possess the deep emotional earnestness. Shaw thinks that the society cannot appreciate a perfectly rational lover because he would never get married. Therefore, he deals with

unromantic and unsentimental marriages. His plays are almost devoid of sentiments and if there is any presence of sentiment than it is defeated as in *Candida*. Shaw defines, "Love lacks personal interest. Love is the most impersonal of all passions. It is a vital experience in actual fact; but on paper it is redeemed from intolerable boredom only as a subject of biological science" (Gibbs 421). Shaw dislikes love of love more than love itself. Love rouses heroism but romantic passion rewards gallantry; it is only lust for him. Sengupta analyses the Shavian eyes on love, "He recognizes the instinct of sex, but leaves the romance of love out of consideration. He lays stress on the impersonal character of sex and points out that sex relation can and does exist between entire strangers; different in language colour, tastes, class, civilization, morals, religion and character" (163). So, love and sex are not always identical phenomena.

Though *Man and Superman* is not a sexual play or a play about sex its central theme is concerned with the root purpose of sexual union. It is mentally and morally but not sexually stimulating. Octavius Robinson is romantic to the backbone. He is over head and ears in love with Ann and cannot see any fault in her. She is his idol, he puts her on a high pedestal, and worships the very ground on which she stands. He adores her and feels that she alone can inspire him and enable him to write poetry. Though he adores and worships her he fails to understand her real nature. He does not realize that she tells and plays on men's instinct. Such romantic illusions are shattered soon after marriage and what remain are just frustration and disillusionment. Sharma perceives Ann not as a new woman but as a conventional woman and her obsession with the institution of marriage itself as antifeminist. He further opines, "Ann is anti-feminist, she cannot decide herself about her marriage and obeys the wish of her late father" (Sharma 126). Romantic lovers might be good to play with, but they do not make good husbands. This fact is clarified in the dialogue between Tanner and Ann:

TANNER. Why don't you marry Tavy? He is willing. Can you not be satisfied unless your pray struggles?

ANN. Tavy will never marry. Haven't you noticed that that sort of man never marries?

TANNER. What! A man who idolizes woman! Who sees nothing in nature but romantic scenery for love duets!

ANN. Yes I know. All the same, Jack, men like that always live in comfortable bachelor lodgings with broken hearts, and are adored by their landladies, and never get married. Men like you always get married.

TANNER. How frightfully, horribly true! (191)

Ann is a real practical woman who has understood the nature and attitudes of the different types of men in the surrounding society. The result is the defeat of sentiments and the victory of pragmatism that Ann reveals.

Another play where Shaw has made sentiment one of the principal themes for discussion is *Pygmalion*. He completely banishes the throne of romance and sentiment from this play. The exhibitions of a flower girl as a duchess is the most victorious event in Higgins's career and the greatest thing of his life is his attachment to and estrangement from Eliza. Higgins's feelings are always free from sexual association. Eliza is treated as a property by Higgins and Pickering. They may not want for the purposes which Doolittle thinks they do, but she is a property to them none the less. They are fascinated by the game of transforming her into a lady and refuse to consider the human implications of that game. Although Pickering is superficially politer and considerate to Eliza, like Higgins, he too is fundamentally unaware of her as a person. Living in close association with two intellectual and cultured persons, Eliza's standards and expectations also rise very high. She thinks that after the training Higgins might even propose to marry her.

The Pygmalion of the legend made a statue of a beautiful woman and fell in love with it, which is very natural because every artist is in love with his own creation. A shoe-maker loves the shoe that he has made with his hands and a tailor loves the cloth that he has made. But a shoe-making machine does not love the shoe and a textile mill does not love the cloth. Higgins is not a man but only a machine. That is why he has no love of his creation—Eliza. The Pygmalion of legend made a statue but Shaw's Pygmalion himself is a statue, who has a heart of stone and is not moved in the slightest degree by a beautiful young woman who has lived in close touch with him for six months. Furthermore, Shaw does not understand the feelings of his own characters. She marries Freddy either of her "quick-wittedness, resourcefulness, and obvious intelligence" (McGovern 58) or simply because Shaw forces Higgins not to marry her. This reversal of myth is also an example of deconstruction because the playwright is determined to prove the heighted status of morality.

Candida becomes another exposition of romantic love. Miss Prossy is in love with Morell. Like other women, she too loves him for his splendid eloquence and handsome figure. It is because of her love of him that she serves him in a much lower salary than what she could get elsewhere. Morell is not conscious of her love for him but Candida knows this. Eugene also does not realize this; he is of the view that no woman can ever love a windbag like Morell. The poet, indeed, is not matured enough to view domestic

life from a morale ground.

The Candida-world rejects both the Antony/Cleopatra ideal and the conventions of domestic comedy; in the former the world is completely lost for love and in the latter the husband proves the superiority over the poetic lover. In this affair, while Candida has to choose one of the two men, it is not the romantic escapism that attracts her; it is Marchbanks' emotional need for her. At last she prefers the weaker. As Morell's dependence on wife his virtues of Christian socialism are real; this reality compels Candida to stay with her husband rather than embracing the romantic enjoyment offered by the young poet (MacCarthy 106). From the beginning the 'romantic' qualities of Marchbanks are stressed. The poet tells Morell that he has fallen in love with his wife, and Candida informs her husband that the poet needs her love. Eugene, the romantic spokesman, hopes that Candida is sure to choose him. But this romantic illusion is shattered when she chooses to stay on in her home with the husband instead of going out with him into the dark night. The conscious or subconscious loyalty to domesticity existing in Candida's mind inspires her to take this decision.

Some people think Candy a 'sentimental prostitute.' But in reality, there is nothing wrong in her attitudes towards Eugene, as it is one of the amused tolerance. She sympathizes him in his sufferings and gives him that love and affection which he could not get from his own parents. Her attitude towards him is one of maternal indulgence. She is not prudish enough to treat the boy harshly and deny him that which he so immensely needs. She has full confidence in herself, in her love and devotion to her husband, and never entertains any sinful thought. The basis of Candida's frankness is her innocence and her awareness of her heart's integrity. A woman with guilty conscience would never have talked so frankly. Shaw himself had great respect for her and thought her none other than Virgin Mary herself.

As far as man-woman loving relation is concerned Shaw is immensely interested on triangular situations. In the story he presents different types of lovers; one is the desired person, the other loves on the basis of immoral and unpractical reasons, and the next loves being based on practical ground who ultimately proves to be victorious.

In *Pygmalion*, triangular love situation approaches because of Higgins' behavior. There is a distinct contrast between Higgins and Pickering in regard to their relations with Eliza. Higgins has a dehumanized relationship with her. He treats her as a sort of speaking machine. When she makes a mistake he roars at her like a wounded lion. Her training is only an experiment for him and drops her as soon as the test is over. He wants to keep her as a sort of private secretary but has no affection for her. When he

knows that she is going to marry Freddy, he wounds her feelings by saying that Freddy is a fool and has no character. Pickering, on the other hand, treats Eliza from the very beginning with great affection like his own daughter. At the beginning he demands a guarantee from Higgins that no advantage would be taken of her helpless situation (36). When she marries Freddy he shares her happiness and helps them financially for a long time.

Higgins-Eliza relationship does not end in marriage because by idealizing his mother Higgins is in oedipal situation and it is impossible for a woman to pull him from the world of sound to the world of love. Higgins declares to his mother, "I can't be bothered with young women. My idea of a loveable woman is somebody as like you as possible. I shall never get into the way of seriously liking young women: Some habits lie too deep to be changed" (52-53). There is a difference of two decades between them which is biologically incompatible for a marital relationship. Higgins lives in an intellectual world but Eliza desires emotional fulfilment; so the harmony is not possible. Furthermore, Higgins is her God—her creator, like her father. This notion obstructs them to be married. Then in sheer desperation she accepts Freddy's love and weds him.

Triangular love situation, in *Man and Superman*, develops because of a kind of charlatanism possessed by Ann Whitefield. On the one hand, Octavius regards her, in common with other women, as an angel sent from somewhere: this wrong belief causes his failure. On the other hand, Tanner has no strength to free himself from Ann's net nor does he intend to do so. At the beginning, when he learns Ann's purpose from Straker he does not try to make himself spiritually bold against the fascination of the enchantress. Rather cowardly runs away in a motor-car; but while he is found by her, Tanner makes not more than a short quarrel. Ann does not apply her multi-functional net, for which she was prepared because the mere proposal could defeat on easy opponent. He challenges the process of husband hunting with mere words but not with his whole soul. The way he behaves proves her strong plot and trap absolutely unnecessary. She has only to convince him that she really loves him then Tanner dramatically becomes her man.

While dealing with triangular love situation Shaw uses the affair between woman and the artist too. The artist man and the mother woman, the first creating and destroying, the second preserving and perpetuating, are shown here to be in a state of war. This is what used to be called the duel of sex. It denotes a difference between the purpose of the man and the woman so deep that it is difficult to believe that there

can be any useful co-operation between the sexes. It is one of the signs of Tanner's stupidity that he does not realize that Ann is in love, not with Octavius, but with him.

Tanner goes on to speak of the perpetual battle between the creator-man—the artist and thinker and the creator-woman, the mother and home-maker. The long speech during which Tanner explains to Octavius, "The true artist will let his wife starve, his children go bare-foot, his mother drudge for his living at seventy, sooner than work at anything but his art" (27) is an exposition of the instinctive conflict between the mother-woman and man of genius. The genuine artist, inventor, adventurer etc. is bound by the law of his own nature to sacrifice everyone and everything to his primary function, which is to create new mind as surely as it is the woman's function to create new men. In the rage of that creative urge, he is as ruthless as the woman, as dangerous to her as she to him, and as horribly fascinating.

The general situation of *Candida* is called the eternal triangle, a situation in which two men are in love with the same woman—the woman already married to one of them. Generally, the moral or immoral key of this type of play is in sexual intrigue. But Candida is in different situation. Traditionally, the wife deserts the husband and runs away with the lover; but in *Candida* she chooses to stay on and the lover goes out alone. The wife is not unfaithful, but loyal and devoted to the husband up to the very end. There is no sex intrigue; the purity of the home is maintained, and the marriage is not broken up as is the case with the conventional treatment of the eternal love triangle. The peaceful life of the Morells is disturbed by the intrusion of Eugene Marchbanks, a romantic poet horrified at the realities of life. He falls in love with Candida about fifteen years older than he. Finally, the disturbing element is expelled and order and normality are restored. The Morells are left alone to continue their home as usual, despite its hollowness, and its drudgery for the women. This is a great victory of family ethics.

Eugene is one of Shaw's unconventional characters. He does not care much for established manners, customs, and codes of conduct. From this point of view, he is utterly immoral and irresponsible. He acts against the accepted canons of morality. Thus, he dares love the wife of another though it is poetic love, nothing physical about it. Still, to make love to the wife of his host and benefactor is highly immoral by conventional standards and it is obliged to be redundant.

Morell thinks that his love for Candida is different from the poet's devotion to her. But Marchbanks finds no contradiction between two persons being devoted to the same woman. When he understands that Morell also loves Candida, he feels a sort

of affinity with the clergy whom he hitherto looked down upon as a mere windbag. Latter he expresses, "I no longer desire happiness: life is noble than that. Parson James: I give you my happiness with both hands: I love you because you have filled the heart of the woman I loved" (80). The expression, obviously, is the poet's realized honor to conjugal relationship.

In the greatest crisis of his life Morell does not drive away his rival nor punishes his wife. He provides her a free choice that she could live with her husband or fly away with her lover. He does not behave like the typical jealous husband but acts in a gentleman's way. He proves his greatness by leaving his wife in the custody of Marchbanks but on his return Morell betrays his weakness and narrowness. Morell appeals to his rival, "Eugene, if that is not a heartless lie, if you have a spark of human feeling left in you, will you tell me what has happened during my absence?" (66). In comparison to Marchbanks Morell proves to be a moral coward. Intellectually also Marchbanks is more powerful; he understands Candida's true nature and realizes that she belongs to neither of them but to herself and she herself does not need protection but needs someone whom she may protect and take care of like a mother.

The crux of *Candida* and source of its mystery appears in the final scene when the heroine settles the contest of the two males by announcing for the bids that she will grant herself to the weaker one. In which she chooses her husband as weaker than the poet who, Shaw comments, "flies out into the night they do not know the secret of the poet's heart" (81). But it is not a great mystery or secret that an artist, being better able to stand alone, is stronger than the clergy. The problem is easily solved because of the heroine's intelligence and moral sincerity. Candida is guided more by common sense and does not allow men to quarrel over her; on the contrary she imposes her will on them (Varghaiyan 121). The ethical problem in the play is whether a woman should continue to stay with her husband even when they are mutually incompatible or go out with her lover with whom there is much greater compatibility. The inner hollowness of Morell is fully revealed, and it has been shown that he does not understand his wife; he has no appreciation of the fact that she is both mother and sister to him. Marchbanks, on the other hand, truly loves and understands Candida. His romantic love which has not much to do with the reality of life, but it is noble and beautiful. His love fails because it is neither practical nor it is based on ethical-moral standards of a respectable society.

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Status of Graduates: A Tracer Study on Gupteshwor Mahadev Multiple campus Pokhara

Ghanashyam Tiwari

Abstract

Tracer Studies have been used as an evaluating tool for the transition of the students from their education to their profession. This study has been done to promote a better understanding of the employment of the graduates and to measure the relevancy of programs run by the campus after they have completed their studies from Gupteshwor Mahadev Multiple Campus (GMMC) in 2015. The overall objectives of the study are focused on the employability and the conditions under which the graduates were employed, how they searched for a job and the length of time it took, and the relevance of the BBS and BEd programs offered by the campus. The survey instrument was adapted from a questionnaire drafted by University Grants Commission Nepal, and it was slightly modified in its layout for the ease of handling. Self-administered closed end questioner was employed for the instruments. The interpretation of each questions item is correlated to the numerical decrease or increase. The differences in employment statues, job nature and opinion of the graduates regarding the relevance and quality of the programs were analyzed using mean scores and independent samples t-test. Both programs offered by the campus have been found to have similar effectiveness in imparting relevant job related skills like theoretical knowledge, problem solving skills, research skill, communication skill, and team spirit. In general, the findings reveal that the programs offered by the college have satisfactory performance in terms of all the mention quality indicators. However, the B.Ed. program is found to be more effective with respect to course diversity, elective subjects offered, market oriented course, and all round development of the graduates. The college needs to improve on workplace attachment, infrastructure and resource support, and job placement to the graduates.

Key Words**:** *program, knowledge, skill, employment, satisfaction, job market, relevancy*

Introduction:

Ever growing population of Nepal is out of the causes of higher enrollment in higher education. Seeking for the job opportunities, Nepali graduates and under graduates spread over the Asia and rest of the part of the world. The expansion of higher education has increased the number of graduates entering into job markets in Nepal. The linkage between demand and supply of graduates instill a great significance in any study of higher education (Sharma 2014).

The success of the rapid changes in the workplace due to the globalization of the

workforce, the revolution in technology and a variety of other disciplines requires anticipation and evaluation of the competencies required by the job. Evaluation is necessary so that there is no gap between the world of higher education to the world of real work in the community. Some important shifts that occurred include the increase in unemployment of educated, both open and hidden unemployment, as a result of higher education massification, quality competence of workers do not meet labor market criteria and the low level of labor productivity, the lack of communication between the labor market with education, changing of socio-economic structure and global political influence labor market, the development of science and technology very rapidly lead to fundamental changes in terms of qualifications, competencies and requirements for entering the workforce. How big college graduates are able to act in accordance with the suitability of development education effort to do a search on graduates (Tracer Study). Tracer Study results can be used by universities to determine the success of the educational process that has been done towards their students **(**Renny, Chandra, R.Ruhama,S. W,S, Mochammad (2013**.**

The importance of graduate tracer studies is to incorporate improvements into the institutional effectiveness programs of universities or higher education institutions by collecting and analyzing information on graduate's professional and personal careers. Such studies can be used to collect data on the employment situation of the most recent graduates in order to obtain indicators for their professional performance They can theref.ore be used to contribute to causal explanations of the relevance of the study conditions and services provided by the higher education institutions and the graduate's performance in the labor market . Such studies also emphasize programmatic issues, conditions, situations and contexts within which the graduates studied at the university. (Egesah M.and Wahome, M 2014)

Education is generally perceived as one of the most well developed services to make the people more conscious cognitively. Education is an important indicator of national development. Nepal is running under the concepts of multi-university system, to produce skilled human resources and academic scholars since 1990. The human resource with the broader national development goals of the country has been the focus of higher education in recent years (Bajracharya, 2004).

One fundamental problem of education and training is that they must be geared to the current and future needs of societies undergoing social and economic change. Education and training cannot be planned to static specifications, but rather must be planned flexibly within the dynamic process. It is, and must always remain capable

of change. It must also be ensured that the specific circumstances of the country in question are taken into account, such that education and training are made effective and efficient, in order to make the best possible use of scarce resources (Schomburg 2003).

Graduate surveys provide rich experience about the whereabouts of graduates, which might help to broaden perspectives among administrators, faculty and students. Such information like the income, economic sector, current job title, working time, duration of search for the first job, methods of job search, values develop and practice in work, skills acquired are relevant for higher education institutions to note.("A Tracer Study of LSU College of Engineering...")

Gupteshwor Mahadev Multiple Campus (GMMC), is a not-for-profit making public campus with the active participation of local community including social workers, educationist, and social organizations located at Pokhara, 17 Kaski. Gupteshwor Mahadev Cave management committee played the important role as a patron organization for its establishment of campus since its inception in the year 2065 B.S. The campus is affiliated to Tribhuvan University and has been running classes of Bachelor's Degree in two faculties, namely, Management and Education **(**GMMC Brochures**).** The serene motive of establishing this Campus is to provide quality education for poor, disadvantaged village based students of Kaski, Syanja, Parabt and other districts of Nepal at fairly low cost with high standard of education. In order to materialize this, the campus has low tuition fee along with a number of scholarship options for deserving students. The campus is running with full strength. GMMC is an autonomous organization with own article of association; however it is governed by TUs academic rules and regulation. It has own land of 5-5-0-0 (five ropani five anna) on which three blocks building are under construction with financial support of University Grants Commission and Embassy of India. Now campus is running in Gupteshwor Mahadev Cave premises. Campus has 21 teaching faculties, six non-teaching staffs and 310 students in Bachelor in Business Studies (BBS) and Bachelor in Education (Bed) programs. According to the Campus Article of Association (BIDHAN) 2065, GMMC has the provision of its Campus Management Committee , Selection committee, Campus chief, Assistant campus chief, Departments, Campus Administration and many more committee and sub committees for its smooth operation (Article of Association 2065). GMMC has clearly defined its mission, vision, goals, objectives and standards along with strategic plan 2015-2020. GMMC is motivated to expand and strengthen the job oriented academic programs such and masters in Business Studies (MBS), Bachelor in

Hotel Management (BHM) and Bachelor in Information Management (BIM) through implementing the strategies. "The expansion of higher education has increased the number of graduates entering into the job markets in Nepal. The linkage between demand and supply of graduates instill a great significance in any study of higher education. The increasing trend of graduates may ultimately make the job market highly competitive. Due to high competition in job market there are high options for employer searching for new recruitment. To the best of study team, limited research has been carried out in higher education and none of the empirical studies have been found with regard to the absorption of the graduates in the job markets. Much of the studies discussed only challenges and policy intervention part" (Sharma 2014). As per the guidelines of its strategic plan GMMC is seeking to achieve the QAA Certificate from University Grants Commission (UGC), and submit letter if Intent (LOI) to UGC and preparing the self-study report (SSR). The main objective of this study is to trace out the students who have graduated from GMMC in 2015 batch in various streams such as BBS, B Ed.

Tracer study is a major evaluation tool to measure both effectiveness and quality of education. Outcome and impact of any type of educational programs are not constant over time. Fluctuations of such impacts can occur and can be observed in labour market. Tracer study is therefore, an essential technique to get information about employability, quality of education and the perception of graduates towards the institutions. It also provides the crucial information for the improvement of quality education in an institution and also helps to the policy makers or planners whether to continue or modify the academic courses and existing syllabus of the programs and teaching learning pedagogy.

Therefore, the main objective of tracer study is to trace the graduates not only to find out their location but also to get the information on activity status to make sure that the knowledge and skills of individual learned during the study period from the institution. The gathered information from the tracer study is not only applicable to identify the employment status, aspects about the academic curriculum of graduates but also analyses the further study enrollment and demand of labour market.

Objectives of the Study

The primary objective of the study is to obtain a better understanding of the graduates' employability, how they searched for jobs, how the coursework they had done at the GMMC helped them first to get jobs and then to do well at their jobs.

Additionally, this study is intended to survey the quality of education provided by the Gupteshwor Mahadev Multiple Campus of Pokhara as indicated through access to and success in the fields of work. Thus, the specific objectives of the study are as following:

➢ To disclose the influence of personal factors in the job search in terms of gender, and the background of the graduates;

➢ To compare the skills attained from the courses of study and the requirements of the labor market which contribute to the success to the graduates;

➢ To relate the experience and views of graduates as they evaluate GMMC teaching and learning materials, institutional facilities and curriculum, in order to plan for future improvement;

➢ To identify key aspects of the life-long learning of graduates, and offer feedback on the quality of GMMC programs; and

➢ To measured the relevancy of programs offered by the campus with job market

Institutional Arrangements to Conduct the Study

This tracer study is designed and conducted by Tracer Study Research committee of GMMC by outsourcing the expert groups from different universities and campuses. The primary data was collected by mobilizing the internal staffs at GMMC. External experts made the qualitative data collection. EMIS unit, examination committee and all of the related departments had also facilitated the whole data collection activities by providing the contract information of graduates. Moreover, campus has provided sufficient time to the staff who are involved in data collection analysis for the study.

Besides the above-mentioned quantitative data, qualitative data was also collected from employers, teachers and members of CMC at institution level. Similarly, data collection team has consulted with the employer and collected appointment letters and identity cards as per the need to make qualitative information from the respondents.

Graduate Batch Taken for the Study

GMMC is running their academic programs under the affiliation of Tribhuvan University since 2009 and altogether five batches have graduated from this campus but the campus has not completed the tracing about the graduates since the establishment date. Among all, tracing study of the graduates from 2012 to 2015 who have duly

completed their bachelors study from this campus have been made. Altogether 30 students have completed their study in 2015 including the partial involvement in final examination held by Tribhuvan University from this campus.

Data Methods

The study intents to establish a continuing evaluation process of the campus performance and the findings of the study will help the campus identify its expected learning outcomes (ELOs), the strengths and weaknesses of the campus programs, and the relationships between education and labor market needs. For this purpose the questionnaire was divided into four different groups of questions each one aimed at a specific objective. The first group of questions was related to the graduate's personal information and the reasons of choosing to study at the University. This part of the questionnaire provided a rich source of graduate's profiles such as year of graduation, age, and cast, current job position and so on. The second group in the questionnaire is entitled working experience before and/or during study at the Gupteshwor Mahadev Multiple Campus (GMMC). This group also tries to get the information about how the knowledge and skills they had learn from the GMMC was contributing to their work/careers. It was also used to investigate the expectation and satisfaction of knowledge gain from GMMC. The part third of questionnaire was to trace the information regarding the intentions of the graduates to go on for further study at the GMMC.

To gather data, the tracer committee started to collect the phone numbers of graduates from the campus administration especially in EMIS unit of GMMC in the beginning of February. In late February, the interviewers were recruited and trained and in early march the questionnaire was piloted and trialed. It is also important to note that the study relied primarily on telephone interviews because electronic mail (email) was not convenient for the alumni living in the remote areas however the graduates who are in abode study data were collected by email. For these reasons, all survey participants were contacted by mobile phones at least twice in order to confirm the full information regarding their current employment and the interviewers, who had been thoroughly trained how to decode the data, had to complete or circle the questionnaire items in as detailed a manner as possible. Depending on the participant availability, the interview took a minimum of twenty minutes per respondent. The respondents were invited to answer the questionnaire mostly by rating on a *five-point scale*; for instance, 0 represented *not at all* and 5 was *very much satisfied* and the results were carefully recorded and then converted to SPSS for analysis.

The data collection was completely done in early march; then, they were coded by the coordinator of the tracer committee with the help of expert personalities in research field in different universities of Nepal. The process of data entry took almost two days and was completed by the end of March. The study outcomes were only meaningful and therefore useful if the respondents agreed to participate until the end of the interviewing process. Therefore, the qualitative data responses were first coded and classified in separate categories before they were processed; then, the Statistical Software Package for Social Science (SPSS 20.0) was employed to manage and analyze data.

In early April, the data analysis process was conducted. The next part of the study was to analyze the answers to the survey. The information was categorized into three sections; the first one includes the profile of the graduates responding to the survey. The second section measures the educational experience and the graduates' subsequent careers. The last section is dedicated to the evaluation of professional knowledge and skills obtained by the graduates, and their intention to pursue future study. Statistics of quantitative data (ranking of 1-5) are converted into percentages shown in the table and used to express participants' point of views. For qualitative data in general comments are first coded and classified in separate categories, and included in the findings and conclusion along with rational to the institutional reforms. The results, which measure participant satisfaction, are reflected through the percentage retrieved from the SPSS system. The interpretation of each questions item is correlated to the numerical decrease or increase. The differences in employment statues, job nature and opinion of the graduates regarding the relevance and quality of the programs were analyzed using mean scores and independent samples t-test.

Discussion and Result.

The analyses of the tracer study are organized in the five thematic sections which are (a) Profile of respondents (b) Employment status of graduates (c) Satisfaction of the graduates, (d) Relevancy of the programs offered by the campus and; (e) Pursuing higher study of the graduates. Based on the analysis presented in this section, the next section consisting of findings and followed by implications and institutional reforms, and recommendations are presented.

a. cademic Profile of GMMC

Gupteshwor Mahadev Multiple Campus (GMMC) has traced the students who are graduated in 2015. Two programs are running in the campus they are faculty of

management and faculty of education .Altogether 29 students are graduated from this campus. Out of them 19 (65.5%) students are graduated from the management program of BBS and 10(34.5%) students from the education program of B.Ed. Out of them 29 were respond about the questioner of study period. Out of total graduates 24.1% are male and 75.9% are female form the campus during 2015 batch of graduates. Information about the age of the respondents was verified with the admission record of the campus and EMIS unit from the questioner of the responded. Minimum age of the graduates is 22 years and maximum is 30 years. 17.2 percent of graduates are male and 44.8 percent female are 20-24 years in where as 6.9 percent male and 27.6 percent female are graduated in 25-27 years in. Similarly 3.4 percent female graduates are above 27 years in the education program. Study covers the analysis of graduates as per their gender and ethnicity of the responded. Most of the graduates are Brahmin and Chettri and remaining are indigenous but no one are the Dalit and Madeshi out of the graduated in 2015 from the campus. Out of 19 graduates 31.6% male and 52.7% female are Brahmin and Chettri and 5.3% male and 10.5% female graduates are indigenous in BBS. Similarly out of 10 graduates from B.Ed. 90% of the female are Brahmin and Chettri and 10% are indigenous. Study shows that out of total graduates 82.6% Brahmin and Chettri and 13.8% indigenous were graduated from the campus in 2015.

b. Employment Profile of the Graduates

This topic includes the analysis on employment status of graduates among various programs including types and nature of employment and gender. Similarly, information regarding employment status about the service organization also gathered from all 2015 traced graduates. According to the interviews, the responses indicated that 41% of the 29 sample graduates are employed in service organization, 4% were self-employed and the remaining are either pursuing further studies and/or professional training or still looking for a regular job. It should be recognized that amongst the graduates who found a job, 75% of graduates are working full-time and another 25% of them are working part-time. In general 57.1 % graduates get job within three month after their graduation and 14.3% were employed 4-6 months and remaining were get their respective job after six month but within one year of graduation.

Table: Duration to get Job after Graduation

	Valid Percent	Cumulative Percent
1-3 Months	57.1	57.1

4-6 Months	14.3	71.4
After six months	28.6	100.0

Above analysis from table and figure shows majority of employed graduates are full-time service in an organizations, however unemployed graduates hold the large proportion out of total graduated students from GMMC. Result shows that some of the graduates are initiate their own profession and business. Majority of the students who desire to involve in an organization get job within three month.

Analysis of Unemployed Graduates

Analysis shows that, out of total graduates 12 are employed in service in organization and one is self employed. 87.5% of unemployed graduates are pursuing their higher studies and remaining 12.5% graduates are still searching job in the market. Campus offers graduate level course to the students so most of the graduates are enrolled in post graduate level course for their better career. Result show that 14 graduates from GMMC are the full time students for higher education.

Employment Types of Organization

Employed graduates were involves in different labor market. According to the nature of employer, organizations were categorized into different four types such as private, public, government and other organizations. Majority of the graduates (66.7%) were involved in private organization either private business house of the private service organizations and 16.7% were employed in government organization. Only 8.3% graduates were employed in public limited company and other NGOs and INGOs respectively. Program wise selection of the organization is also shows majority in private organizations. 75% male graduates and 50% female graduates from BBS are employed in private organization and remaining 25% male graduates are engaged in government organization from BBS. But remaining 50% female graduates from BBS are equally involve in public company and other organization. Nature of employer selection in the education program is only limited in private and government organizations. 75% graduates from education are involve in private and 25% graduates are in government organizations. All of the graduates are female in education that is why either they got job in government organization at any where or private organization near by the home.

Major Area of Current Employment 2015

Regarding the graduates' employment, , most of the graduates (41.7%) worked in various private businesses, twenty five percent (25%) worked in teaching, sixteen point seven percent (16.7%) worked in government job, and eight point three (8.3%) each were involved in industries and other Organizations like NGOS and INGO. Study shows that majority of graduates from management faculties are involve in business and government sector and faculties of education graduates are involve in teaching sector. Industries and other NGOS and INGO are the priority of management graduates not for education graduates. Table 2.4 shows the detail of the job nature of graduates.

Designation of Graduates

Out of the total employed 33% graduates were teacher and 41.% junior officer, 16.7% were account officer and 8.3%   hold manager post in different organizations. 100% graduates of education are employed in teaching profession. Majority of management graduates 62.5% were employed as junior officer, similarly 25% were worked as account officer and 12.5% hold the managerial post in different organizations.

Job Expectation Before Enrollment of the Study

Through the traced graduate BBS students are more (68.4%) likely to employed in banking sector where as 26.3% are intended to get government job and remaining only 8.3% are interested to go other NGO and INGO sector before enrollment of the program. Management graduates are not interested to go teaching sector before after their completion of study. About them management graduates 42.9% male graduates are interested for government job and 75% female graduates are interested for the banking and insurance sector. But in education graduates are more likely (60%) to involve in teaching sector and 40% are interested for government job. Nobody is interested to join in financial sector as well as NGO and other sectors. Among all traced graduates study shows that 44.8% are interested for financial sectors job viz. banking and insurance, 31% are interested for government job, 20.7% are interested for teaching and remaining 3.4% interested for other NGO and INGO.

Satisfaction of graduates with current job

Tracer study covers the satisfaction level of the current employed graduates. Out of total graduates 57.% are very much satisfied with their current job and 36% are much satisfied with current job similarly 7.% are little satisfied with the current job. None of the graduates are not satisfied with their current job. As per the program wise

analysis of their satisfaction with current job some employed who are graduated from management are little satisfied i.e. 11.1% and 33.3% are much satisfied and 55.6% are very much satisfied with their respective current job. Similarly the employed who are graduated from education are 40% much satisfied and 60% are very much satisfied none of the graduates are little satisfied and not satisfied with their current job.Result indicate that the graduates who got job after the complete their academic knowledge they are well satisfied with the current job. Graduates from the education program are more satisfied with the current job comparing with BBS graduates.

Analysis of Relevancy of the Academic Programs for Job Market

The study also attempted to establish the views of graduates regarding the study experience and relevancy at GMMC in which supported their enhanced academic knowledge, involved problem solving skill, learning efficiency, communication skill and enhanced team spirit of the students. The following table displays descriptive statistics for the eight items that measure relevancy of the programs offered by the college for imparting knowledge and skills required for the present job of the graduates. The items are measured in six point scale which represent 0 for not at all relevant and 5 for very much relevant. The mean scores for all the items are greater than 3 which reveal that the graduates agree that the program of the study is relevant to their present job. The highest mean score is observed for the item enhanced academic knowledge and team spirit. It shows that the graduate programs are much successful in instilling academic knowledge and team spirit in the students.

Table : Descriptive Statistics of Scores for Program Relevancy Items

Particulars	Minimum	Maximum	Mean	Std. Deviation
Enhanced academic knowledge	3.00	5.00	4.3500	0.58714
Improved problem solving skill	1.00	5.00	4.3000	0.97872
Improved research skill	1.00	5.00	3.5000	1.23544
Improved learning efficiency	2.00	5.00	4.2500	0.85070
Improved communication skill	3.00	5.00	4.3000	0.65695
Improved information technology skill	1.00	5.00	3.7000	1.21828
Enhanced team spirit	3.00	5.00	4.3500	0.74516

The average scores for the items improved research skills and improved information technology skills which are 3.5 and 3.7 respectively are relatively lower which reveal

that the graduates opine that the programs offered by the college are relatively weaker in the aspects. The figure below exhibits the mean scores for the items graphically. It reveals that the graduates perceive that the academic programs are successful in instilling skills and conceptual knowledge helpful for their present job. The programs are successful in improving team working skills, imparting conceptual foundation, improving communication skills, problem solving skills, IT and research skills. However, the courses need to focus on enhancing research and information technology skills are the two items have relatively lower scores.

Differences in Relevance of the Academic Programs for Present Job by Program Type

The following table depicts mean scores for BBS and B.Ed. graduates of the seven items representing program relevancy to their present job. It also provides output of the independent samples t-test which is used to examine the differences in the average scores by program type. Comparing the mean scores by program types, it is seen that for most items B.Ed. graduates have higher mean scores relative to BBS graduates. It implies that relatively B.Ed. program offered by the college is more successful with respect to job market relevancy of the program. Analyses of individual item mean scores show that comparatively BBS program is better only in case of enhancing academic knowledge while B.Ed. program is found to be more relevant in imparting job related skills like teamwork, IT skills, communication skills, problem solving skills and research skills. Hence, the B.Ed. program of the college is found to be having higher job market relevancy as compared to BBS program.

Table   Analysis of Differences in Mean Scores of Job Market Relevancy Items by Program Type: Output of Independent Samples t-test

Particulars	Mean Score			t-stat	Sig.
	Aggregate	BBS	B.Ed.		
Enhanced academic knowledge	4.3500	4.3571	4.3333	0.081	0.936
Improved problem solving skill	4.3000	4.1429	4.6667	-1.103	0.285
Improved research skill	3.5000	3.3571	3.8333	-0.782	0.444
Improved learning efficiency	4.2500	4.2143	4.3333	-0.280	0.783
Improved communication skill	4.3000	4.2143	4.5000	-0.886	0.387

Improved information technology skill	3.7000	3.3571	4.5000	-2.085*	0.050
Enhanced team spirit	4.3500	4.2857	4.5000	-0.579	0.570

means the test statistics is significant at 5% level of significance

The output of the independent samples t-test shows that the null hypothesis of there is no statistically significant differences in mean scores of job relevancy items of BBS and B.Ed. programs is accepted at 95 percent level of confidence for all items except the item improved information technology skill. Only the t-stat of -2.085 for the item is found to be significant at 5 percent significance level. Hence, generalizing the results to other batches we can infer that B.Ed. program is better than BBS in instilling information technology skills. However, both programs have been found to have similar effectiveness in imparting relevant job related skills like theoretical knowledge, problem solving skills, research skill, communication skill, and team spirit.

Strength and Weakness of Institutional Academic Programs

The following table illustrates the strength and weakness of the institutional academic programs, which contains mean scores of difference items reflecting different quality dimensions of the BBS, and B.Ed. program offered by the college. The rating scale used for measurement is 6-point Likert scale representing 0 = weak and 5 = Excellent. All the mean scores are higher than 3 which show that the graduates opine that the quality of the programs offered by the institution is highly satisfactory. The item teacher student relationship has the greatest mean score revealing academically friendly environment maintained the college. Similarly, the rating scale diagram exhibits that the items number of optional subject, problem solving, teaching learning environment have relatively larger score which indicate that the programs offered by the college possess high relative strength in the areas. However, the mean scores for the items workplace attachment and satisfaction with current job have attained relatively lower score which depict that the campus should envisage improving in these aspects.

Table Analysis of Differences in Mean Scores of Quality Indicator Items by Program Type: Output of Independent Samples t-test

	Mean Score			t-stat	Sig.
Particulars	**Aggregate**	**BBS**	**B.Ed.**		
Satisfaction with Current Job	3.5000	3.4444	3.6000	-0.415	0.686
Range of course offered	4.0690	3.8421	4.5000	-1.908*	0.067

Number of operational subject	4.4483	4.2632	4.8000	-1.826*	0.079
		3.9474	4.8000	-3.201**	0.003
Relevance of the program to your professional requirements	4.2414				
Extracurricular activities	4.2414	3.9474	4.8000	-2.502**	0.019
Problem solving	4.4815	4.3889	4.6667	-0.971	0.341
Interdisciplinary learning	4.4315	4.3158	4.6667	-1.177	0.250
Work placement /attachment	3.6429	3.3684	4.2222	-1.234	0.228
Teaching learning environment	4.5000	4.3684	4.7778	-1.217	0.235
Quality of education delivered	4.4286	4.3684	4.5556	-0.663	0.513
Teacher relation relationship	4.8571	4.7895	5.0000	-1.493	0.148
Library /lab etc.	4.0714	3.8947	4.4444	-1.548	0.134

*, and ** means the test statistics is significant at 5% and 10% level of significance respectively*

In general, the findings illuminate that the programs offered by the college have satisfactory performance in terms of all the above quality indicators. However, the B.Ed. program is found to be more effective with respect to course diversity, elective subjects offered, market oriented course, and all round development of the graduates. The college needs to improve on workplace attachment, infrastructure and resource support, and job placement.

E. Pursuing Higher Education by the Graduates

Another major objective of the tracing is to identify the higher education status of the graduates from GMMC. After the analysis of data result shows that the 79.3% graduates are pursuing their higher study and remaining 20.7% are not in higher study. Out of total 66.7%, graduates who are in service were pursuing their higher education with job and remaining 33.3% are left their higher study. 100% of self-employed are enrolled in higher education and 87.5% unemployed are still in education after GMMC graduation. 12.5% unemployed graduates are not pursued their higher education they are still searching job in labor market.

Out of 19 students from BBS only 57.1%, male and 91.7% female are pursuing the master's level education and 80% students from B.Ed. are studying master level out of 10 graduated from the campus. Remaining 20.7% graduates are employed in different job.

Result shows that 79.3% graduates are pursuing higher education and the remaining

20.7% have dropped to pursuing their higher studies. Majority of the female graduates are enrolled in higher education that covers 86.4% among total female graduates and only 57.1% of male graduates are pursuing the higher education. Out of total graduates majority of male graduates did not pursued their higher education.

Conclusion

From the above findings, a number of conclusions can be drawn about employment opportunities from our graduates currently in the field, and the relevance of the University qualifications, which did/did not help them find and keep good jobs. The following are the major conclusions which respond to the research questions that were set out for this study. Students are well satisfied with the current job status; however, the employment percentage is comparatively low. Most of the graduates are pursuing their higher study for their future career and employed graduates are engaged in the concern field of their qualification. Campus is not serious about to build linkage and good relationship with and market to sell their graduates in higher ratio.

According to the result, the responses indicated that 41% of the 29 sample graduates are employed in service organization, 4% were self-employed and the remaining are either pursuing further studies and/or professional training or still looking for a regular job. It should be recognized that amongst the graduates who found a job, 75% of graduates are working full-time and another 25% of them are working part-time. In general 57.1 % graduates get job within three month after their graduation and 14.3% were employed 4-6 months and remaining were get their respective job after six month but within one year of graduation. Out of the unemployed graduates 12.5% are still seeking their job without pursing higher study and remaining 87.5% are pursuing higher study.

GMMC has been producing qualified educational practitioners to serve the national educational needs; a majority of them had a many opportunities to work in a wide range of public fields such as the public or private education sectors, governmental institutions, NGOs, and various private sectors. Most of the B.Ed. graduates are involved in teaching jobs, which indicates the positive relation with education and job placement. Regarding gender, both male and female have fair equal opportunities for employment and careers, and many of them chose their career regarding their educational interest. The employment ratio of female graduates is more than male graduates. In terms of the academic perceptions, many of them were generally satisfied with the qualifications and skills obtained from the GMMC. From the findings of this

study, it is clear that many new graduates are working in various fields However, it is important to identify the current market requirements and the academic inputs which are needed to equip the students with the right skills and competencies for today's global market.

Both programs offered by the campus have been found to have similar effectiveness in imparting relevant job related skills like theoretical knowledge, problem solving skills, research skill, communication skill, and team spirit. In general, the findings reveal that the programs offered by the college have satisfactory performance in terms of all the above quality indicators. However, the B.Ed. program is found to be more effective with respect to course diversity, elective subjects offered, market oriented course, and all round development of the graduates. The college needs to improve on workplace attachment, infrastructure and resource support, and job placement to the graduates.

Recommendations

Based on data analysis and findings, following recommendations are made

➢ The study has recommended retaining the existing quality measurement indicator and improving their basic infrastructure and research skill to the graduates.

➢ The relationship between labor market and work placement to the graduates is very weak, even though majority of students are enrolled in job market with their own effort therefore campus administration must be serious about the minimum job placement of their graduates.

➢ The enrollment of the students have their majority of Brahmin, Chhetri and limited group of indigenous cast, it is better to enroll the students with inclusive system followed by the nation.

➢ It is recommended to incorporate basic research skills in the curriculum of each program.

➢ Recommended to carry out the tracing of the graduates by each year in a regular basis to update the market demand and course updating..

➢ It is recommended to establish functional placement and counseling unit, job placement cell or any other such mechanism in each program and in the GMMC as well to support graduates linking with job market.

➢ Future study can be carried out by incorporating many other factors such as students' performance on their job, which can be measured by their score, family status, efficiency of teaching and non teaching staffs for betterment of the performance and so on.

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Status of Child Labour Working at Hotels in Pokhara Metropolitan

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Abstract

This paper is based on the child labors conditions working at hotels situated in Pokhara valley. The general objective of this study is to explore and analyze the situation of child labour working at hotels in Pokhara Valley. However, specific objectives are to describe socio-economic and demographic characteristics of Child Labours, to explore the leading forces of being child labour and to identify the current working situation and vulnerability context of child labour.

Key Words: C*hild labour, Hazardous forms, ILO convention, Restaurants child labour*

Introduction

Child labor has been globally understood as work undertaken by children under the legal minimum working age, as well as by children above the legal minimum age; but under the age of 18 under slavery like, hazardous or other exploitative conditions and considered by international treaties to be prohibited. According to ILO estimation in 2008 is that globally 306 million children are involved in employment and 215 million are in child labor. Out of these 115 million children in worst form of child labor. Asia Pacific region accounts for the most child laborers e.g. 113.6 million, more than half of the world's child laborers' population. Despite of some success in past decade to reduce the scale of child labor and overall scale of hazardous forms of child labor, there is a concern on the increase of children of 14-17 years old on hazardous forms of child labor. The incidence ratio of hazardous forms of child labor in Asia Pacific is 5.6 percent of 5-17 years child population (Diallo et al. 2010). Child labour is indeed a big problem for Nepal4. The situation is similar in other developing countries like Bangladesh where 4.7 (13.4%) of children aged 5-14 worked as child laborers in 2003/2004. Likewise, the number was around 2.5 million in Pakistan (1999/2000). (Geneva: ILO; 2004. p. 17), and 0.48 million in Sri Lanka (1999) (Sri Lanka child labour data country brief. Geneva: ILO; 2003).

Child Labor has existed in Nepal as one of the major challenges on child rights protection and promotion. The definition of child labor in terms of age limit ranges from 5-14 or 5-17 years, although they fall within the range recommended by ILO

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conventions 182. In Nepal, a person of 16 years old is eligible for getting a citizenship certificate. So, age limit for the child labor 16 and under can be more practical in the Nepalese context. In Nepal, in 1995/1996, 2.6 million (42%) of the 6.2 million children aged 5-14 years were regularly working, out of which 1.7 million (26.7%) were economically active; 83% of the later carry out unpaid work. Out of the economically active ones, 54% were boys. Most of the child labour was noted in agriculture (94.7%) (Suwal et al. 1997). The number was still very high in 2008, with 33.9% of children aged 5-14 working as laborers (CBS 2008). The country with the population of 26.6 million having an annual growth rate of 1.4 percent (CBS 2012) has 1.6 million children of age group 5-17 are involved in child labor (CBS 2012).

Restaurants child labour is one of the major fields of employment for children in Nepal. Children are found working in teashop and restaurant in both urban and rural areas. In urban areas children usually work for local teashop and restaurant rather than tourist standard establishment. When children migrant from rural village, There has been little research carried out in the field of child labour in Nepal. However, the issue of child working has received increasing attention in recent working in the field but yet the problem has been more severe. In such situation, this study was carried out to find out the present conditions of the child labour working at hotels in Pokhara.

Objective and limitation

The general objective of this study is to explore and analyze the situation of child labour working at hotels in Pokhara Valley, however, specific objectives are: to describe socio-economic and demographic characteristics of Child Labours, to explore the leading forces of being child labour and to identify the current working situation and vulnerability context of child labour. This study was focused only in pokhara valley taking seven wards, i.e., 1, 4, 6, 8, 9, 11 and 17 . So, conclusion of this study may not be applicable at regional or national level. This study was carried out among child labours who were working at hotel which is only limited to small tea shop and restaurant, so the result may not be generalized for other hotels.

Methodology

This paper aims to explore the situation of child labour working at hotels, both qualitative and quantitative approaches were adopted. The secondary data is used for this paper. The questionnaire survey was designed so as to collect quantitative facts of the study variables. Case study methods and Key Informant Interview (KII) were

carried out for the generation of qualitative data. The methods of this research are solely based on child labour and their rights. The descriptive as well as exploratory types of research design were carefully applied. This study has described the social, demographic and economic characteristics of the respondents. This study has explored the leading forces of being child labour and identified the current working situation and vulnerability context of child labour. Both descriptive as well as inferential statistics were used to meet the objectives. Descriptive statistics was used to find the frequency, percentage, average for the description of the variables where chi-squared test was applied to find the association between causes for leaving home and other variables.

This study was focused only in pokhara valley taking seven wards, i.e., 1, 4, 6, 8, 9, 11 and 17 . So, conclusion of this study may not be applicable at regional or national level. This study was carried out among child labours who were working at hotel which is only limited to small tea shop and restaurant, so the result may not be generalized for other hotels. So the population of all the child labour working at hotels in these wards with age 18 years and under were the population of the study and it is 202. From these population, 133 respondents were proportionately distributed. Then the information was collected from these respondents from different child contact centers of Pokhara valley; run by child labour elimination programme under pokhara chamber of commerce and industry using convenience sampling procedure where first available first selection for the interview was followed out. For the reliability of data, based on the reviewing of literatures, the variables were identified and questionnaire was designed so as to include all these variables. In this research, highly academic, moral and research ethics was maintained during the entire process, specifically in data generation and data processing, so as to get academic and professional dignity of the research and for generalization of the result as well as for the publication of the report in standardized journals. Errors were sorted, filtered, edited then coded into SPSS 16 for the management and analysis of the data. Then both descriptive as well as inferential statistics were used to meet the objectives. Descriptive statistics was used to find the frequency, percentage, average for the description of the variables where chi-squared test was applied to find the association between causes for leaving home and other variables.

Table 1: Social Characteristics of the respondents

Name of the Variables	Frequency	Percent
Religion		
Hindu	116	87.2
Buddhist	11	8.3
Islam	2	1.5
Christian	3	2.3
Bedharma	1	0.8
Name of the Variables	**Frequency**	**Percent**
Caste/Ethnicity		
Brahmin	9	6.8
Chhetri	23	17.3
Dalit	30	22.6
Janajati	62	46.6
Others	9	6.8
Current Education(Types)		
Non-formal education (provide by organization)	107	80.5
Studying in Formal Education	26	19.5
Nationality		
Nepali	130	97.7
Indian Origin	3	2.3
Language of Speaking		
Nepali	116	87.2
other Mother Tongue	17	12.8
Total	133	100.0

Source: Field Survey, 2014

Out of 133 respondents, almost ninety percent of the respondents are Hindus followed by Buddhist. Very few of the respondents were Christian, Islam and some are found secular. In case of caste/ethnicity, more than three fifth of the respondents(46.6%) are Janajatis followed Dalits(22.6%), Chhetries(17.3%), Brahmins(6.8%) and others. Janajati group includes Gurung, Magar, Tamang, Newar , Thakali etc. More than eight tenths of the respondents are currently studying in non-formal system of education and

almost all respondent are under secondary graduation. In case of nationality, majority of them are Nepalese (97.7%) and very few of them are Indian origin. Majority of the respondents speak Nepali (87.2%) as their mother tongue.

Economic Characteristics

It describes the economic characteristics of the respondent's family. A low level of family income can push children into work. In both Pokhara and Lekhnath, most child labourers came from families that depended on agriculture or daily wage labour for their income.

Table 2: Source of family Income

Source of Income	Frequency	Percent
Agriculture	63	47.4
Services	3	2.3
Business	5	3.8
Foreign Employment	2	1.5
Daily Wages	58	43.6
Others	2	1.5
Total	**133**	**100.0**

Source: Field Survey, 2014

Almost half(47.4%) of the respondent's Family's major occupation is agriculture followed by daily wages(43.6%). Very few of the respondent's Families have occupations like service, small business, foreign employment and other sources.

Results and Discussion

Out of 133 respondents, almost ninety percent of the respondents are Hindus followed by Buddhist. Very few of the respondents were Christian, Islam and some are found secular. In case of caste/ethnicity, more than three fifth of the respondents(46.6%) are Janajatis followed Dalits(22.6%), Chhetries (17.3%), Brahmins(6.8%) and others. Janajati group includes Gurung, Magar, Tamang, Newar , Thakali etc. More than eight tenths of the respondents are currently studying in non-formal system of education and almost all respondent are under secondary graduation. In case of nationality, majority of them are Nepalese (97.7%) and very few of them are Indian origin. Majority of the respondents speak Nepali (87.2%) as their mother tongue. A low level of family income can push children into work. In both Pokhara and Lekhnath, most child labourers came from families that depended on agriculture or daily wage labour

for their income. Almost half (47.4%) of the respondent's Family's major occupation is agriculture followed by daily wages (43.6%). Very few of the respondent's families have occupations like service, small business, foreign employment and other sources. In this study, the different leading forces of being child labour are explored. Child Labors left their home due to the different reasons. They are compiled by their pitiable situation. Low economic status of the family may be the cause of leaving home. So, different leading forces like Parents status, Living arrangement of family member, Land ownership of Respondents family, food sufficiency, Support from NGO'S AND INGO'S to Respondents, Leading factor for child labour. Many children are forced to join the labour work. In our society, children are forced either by the family or by their personal will to entry in labour market at an early age. Some children leave home due to poor economic status and others leave due to domestic violence, attraction of cities, armed conflict etc. More than three fourth of the respondents (77.4%) reported that they came to this stage due to poor economic status. Very few respondents (8.3%) reported that they came to this stage for getting educational opportunity. Other causes for leaving their home are domestic violence (7.5%), attraction of cities (2.3%), armed conflict (0.8%) and others(3%). Almost two third of the respondents (59.4%) had previous working status whereas others have no previous working experiences.

Recruitment into child labour is often facilitated by intermediaries such as parents, relatives, neighbors, friends, employers or themselves. Some of the family members have information about the current job of their children while others do not have. Majority of the respondents (48.1%) reported that they involve in current work by the network of their parents/family members followed by relatives/ friend (38.3%), and neighbors (9%). Very few of the respondents reported that they escape away from home and join to the work themselves (2.3%) and by other mediators (2.3%). More than ninety percent of the respondents' families have information about their current job. The study gives that most of the respondents whose families were not receiving any external support had left home due to poor economic status. Majority of the respondents who had no sufficiency by income for living had left home due to poor economic status. Similarly majority of the respondents who had more than five family members had left home due to poor economic status. Majority of the respondents who had no ownership of farm land had left home due to poor economic status. Majority of the respondents who had their own house had left house due to poor economic status. Majority of the respondents who had their family with non-agriculture as major source of income had left house due to poor economic status. It indicates that larger family size, no sufficiency by income for living, having no ownership of farm land, not getting

any external support by family, having family with non-agriculture as major source of income tend the child to leave the home due to poor economic status. But statistically it is not found significant.

Some child labours live with their parents whereas some lives with relatives. Some of them live with the same house of employer while some lives in separate house from employers. Almost four fifth of the respondents(77.4%) have residence in employer's home whereas very few of the respondents are living separately in different apartment. Some of them are living alone. Out of 133 respondents, almost two third of the respondents (67.7%) reported that bearer of the cost of schooling are organization working in the field of child welfare followed by others. Twelve percent of the respondents reported that the bearers of the cost of schooling are their employers while very few of the respondents (3%) bear the cost themselves. Majority of the respondents have been working more than 10 hours daily. So, there is high work load for the child labors. More than two fifth of the respondents had their holiday facilities only on special occasion. Majority of the respondents (23.3%) have salary between 2001 to 30000 rupees per month followed by 3001 to 4000 rupees (22.6%). Very few of the respondents have their monthly salary above 4000 rupees. Two third of the respondents receive and spend their salary themselves followed by their parents (30.1%) and relatives (2.3%). Child labours often work in hazardous and unsafe environments that can cause physical, psychological, emotional and developmental harm.

Out of 133 respondents, more than two third of the respondents (69.2%) do not have health problems whereas   almost 17% of the respondents have physical problems followed by Others(common sickness/chronic illness)(12%). Very few of the respondents have mental problems and multiple disabilities. One third of the respondents do not have any health problem after involvement in the work. Almost 22% of the respondents have stomach problem followed by neuron problem (8.3%), ear problems (4.5%), throat problems (4.5%), and eye problem (7.1%). Whereas 21.8% have other problems than above. Out of 133 respondents, almost two third (63.2%) of the respondents go to clinic for treatment during illness, while more than one third (36.8%) of the respondents go to hospital for treatment during illness. Most of the respondents have practice of having bath in the interval of seven or more days. Majority of the respondents have practice of washing clothes within one week. Similarly, Majority of the respondents have nail cutting practices in the interval of seven or less days. During this study, it was found that the child labors are involved in various child based organization as a formally or informally. Some of them are also getting support in the

areas like education, health and leadership development. Almost all of the respondents are involved in some of the organization and majority of them were getting help of informal education followed by health services (25.2%) and child club (15%). Very few (7.1%) are getting physical social services from the organization. Almost half of the respondents responded that they would like to be involved in occupational job in near future followed by business (16.5%), service sector (12.8%), higher study (11.3%). Very few of the respondents would have plan for abroad job (6%) followed by politician and social worker (3.8%).

Nepal has ratified many international instruments regarding to child rights including universal declaration of child rights 1989. The state has made legalization of these instruments in the legal system but its practical implementation is found poor. In this context, this study has attempted to understand the perception of child labour on child right and its legalization. Out of 133 respondents, more than four fifth of the respondents (80.5%) had knowledge about child rights as well as its legalization. Two third of the respondents responded that they would inform police if they found a child abused followed by NGOs (23.3%). Very few of the respondents ignore about the child abuse.

Conclusions

From the study, it is concluded that out of total, majority of the child labours are found to be male as well as unmarried and most of them are not registered under birth registration. Majority of the respondents are found to be Hindus followed by Buddhist, Christian, Islam and some are found secular. Most of the Janajatis followed by Dalits, Chhetries, Brahmins and others are found to be involved in child labour stage. Almost nine tenth of the respondents are currently studying either in formal or informal system of education and almost all respondent are under secondary graduation. In case of nationality, majority of them are Nepalese and very few of them are Indian origin. Majority of the respondents speak Nepali as their mother tongue. Almost half of the respondent's Family's major occupation is agriculture followed by wage laboring. Further, though majority of the respondents have their both parent, they are being child labour because of poverty as reported by them. The noticeable fact is that 30 percent of the respondent's family is landless and almost all of respondent's are food deficit families. Around 4 percent of the respondents were neglected (child neglect by parents). One interesting fact leading to child labor is the elopement of mother (9%). Some of the respondents' have lost father, mother or both. Very few respondents reported that they came to this stage for getting educational opportunity. Further it

is found that most of the respondents who's families were not receiving any external support had left home due to poor economic status. Majority of the respondents who had no sufficiency by income for living had left home due to poor economic status. Similarly majority of the respondents who had more than five family members had left home due to poor economic status. Majority of the respondents who had no ownership of farm land had left home due to poor economic status. Majority of the respondents who had their own house had left house due to poor economic status. Majority of the respondents who had their family with non-agriculture as major source of income had left house due to poor economic status. Likewise half of the respondents have their own house where their family is living where as more than 20 percent of the respondents' families are living in rented home. Majority of the respondents reported that they involve in current work by the network of their family members followed by relatives, parents, friend, and villagers. Very few of the respondents reported that they escape away from home and join to the work themselves.

Almost 80 percent of the respondents have residence in employer's home whereas very few of the respondents are living separately in different apartment. Two third of the respondents reported that bearer of the cost of schooling are organization working in the field of child welfare. Almost two fifth of the respondents hardly manage two hours study period followed by one hour study period. Almost one fifth of the respondents can't spare time for study apart from school time. Majority of respondents have informal agreement of job contract with employer whereas very few respondents have written document for agreement. Most of the respondents have less sleeping hours than the normal standard and more working load per day. Almost all respondents do not have their holiday facilities except on special occasion and illness period. Most of the respondents have very low monthly salary which is received and spent by their parents and others. Majority of the respondents reported that their employers' natures of affection towards them are to help in work followed by politeness, providing nutrition, helping in their study and providing new clothes. The working place environment is varied temperature (very high and very cold) followed by dark place. It may harm the health of the respondents. Most of the respondents go to clinic for treatment during illness whereas others use hospital for treatment during illness. Most of the respondents have practice of having bath in the interval of seven or more days. Majority of the respondents have practice of washing clothes within one week. Majority of the respondents have nail cutting practices in the interval of seven or less days. Almost all of the respondents are involved in some of the organization and getting help of informal education followed by health services and child club. Further

majority of the respondents do not want to continue the current work. The reason for other respondents who do not want to return to their home leaving the current work is due to the poor economic status of the family. Almost all respondents have knowledge about child rights as well as its legalization and majority of them reported that they will inform police if they find a child abused.

Recommendations

This study strongly recommended that there should be strong implementation and monitoring towards child protection so that Child labours will not be in risk. Parents should be responsible for their children. They should be familiar with the work of their children. Government program should cover all the children having different child labour in their program and plan. There is no official information and data about child labour. So, the information and data regarding the child labour should be transparent and should be in website of the relevant offices. The society should speak about the rights of child labour and should counterpart if it finds any child labour in any areas. There is need of psychosocial and career counseling to those children who are working at hotels. Government should open some centers for child rights where child labours could come and share about their problems. Further study could be done in different areas having different types of child labour characteristics.

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सुम्निमाको भाषापरक अध्ययन

लालमणि पोखेल

सार

प्रस्तुत आलेखमा आख्यानकार वी. पी. कोइरालाद्वारा रचित सुम्निमा उपन्यासमा प्रयुक्त भाषिक प्रयोगलाई उजागर गर्ने प्रयत्न गरिएको छ । सुम्निमा उपन्यासमा वी. पी. ले आफ्नो भाषाप्रतिको असाधारण हैसियत प्रमाणित गरेर देखाइदिएका छन् । मुख्यतः पुस्तकालयीय अध्ययन पद्धति अवलम्बन गरी तयार पारिएको यस अनुसन्धानबाट वी. पी. को सुम्निमा उपन्यासमा प्रयुक्त भाषाका बारे जानकारी राख्न चाहने पाठक, अनुसन्धाता वा प्राज्ञ लाभान्वित हुनेछन् भन्ने अपेक्षा गरिएको छ ।

१. विषय प्रवेश

सुम्निमाले प्राचीन आर्य तथा अनार्य सामाजिकताको झल्को दिन्छ । त्यही भएर यसलाई मिथकीय उपन्यास मानिन्छ । यौन मनोविश्लेषणवादी चिन्तनमा आधारित रही रचना गरिएको प्रस्तुत उपन्यासमा कृतिकारले प्राचीन आर्य र अनार्य (किराँत वा भिल्ल) हरूको चिन्तन, जीवनपद्धति, वैचारिक, धार्मिक तथा दार्शनिक धरातल, सांस्कृतिक अवस्थिति, पारिवारिक संस्कार आदि कुराहरूलाई अत्यन्तै मसिनो ढङ्गले केलाएका छन् ।

विश्वेश्वरप्रसाद कोइरालाको नेपाली साहित्यमा आफ्नै खालको पहिचान छ । साहित्यलाई राजनीतिभन्दा पृथक् राख्न चाहने कोइरालाले नेपाली आख्यानका क्षेत्रमा विशिष्ट स्थान राख्छन् । समकालीन स्रष्टाभन्दा नितान्त भिन्दै किसिमका देखिने कोइरालाको आफ्नै खालको भाषिक पहिचान तथा शैलीगत वैशिष्ट्य छ । यिनका कृति पढ्दा जुनसुकै पाठकले यिनको शैली, आख्यान बुनोटको तौरतरिका, भाषिक प्रयोग, वाक्यगठन तथा रचना कौशलमा नवीनताको महसुस गर्छ ।

कोइरालाका उपन्यासहरूमध्ये भाषिक दृष्टिले सर्वाधिक उच्च कोटिको औपन्यासिक रचना हो सुम्निमा । यो कृति पढ्दै जाँदा भाषिक रूपमा कोइराला कति परिपक्व र असाधारण हैसियतवाला थिए भन्ने कुराको महसुस हरेक पाठकले गर्छन् । भाषामाथिको असाधारण हैसियत, नितान्त वैयक्तिक खालको शैलीगत वैशिष्ट्य र आर्य एवम् अनार्यहरूको सांस्कृतिक, धार्मिक तथा दार्शनिक चेतका कारण प्रस्तुत कृति अत्यन्तै उच्च कोटिको रचना दरिन पुगेको छ । प्रस्तुत छ सुम्निमा उपन्यासमा प्रयुक्त भाषा र त्यसले वहन गरेको अर्थ :

शब्द / पृष्ठ	अर्थ
अ	
अकिञ्चन २९	दरिद्र, धनहीन, असहाय ।
अकौतुक २९	उत्कण्ठा वा जिज्ञासाहीन, कुतूहलता नभएको ।
अक्षम्य ८३	क्षमा गर्न नसकिने ।

अखण्डवस्त्र ३७ खण्डित भएको वा नच्याातिएको वस्त्र वा कपडा ।

अगमता ५० जान वा पुग्न नसकिने ।

अग्नये स्वाहा, अनुमते स्वाहा, अग्निमा समर्पण गर्दछु,
देवाय सवित्रे सत्यप्रसवाय
स्वाहा ३७

अग्निमन्थन ५ आगो बाल्ने वा आगो पैदा गर्ने कार्य ।

अग्निवेदी ३५ यज्ञमा हवन गर्ने प्रयोजनका लागि आगो बाल्न बनाइने ठाउँ वा मञ्च ।

अग्निशिखा ८३ आगोको ज्वाला वा लप्को ।

अग्निस्पर्श ५७ आगोलाई छुने वा स्पर्श गर्ने कार्य ।क

अङ्गुली ७६ औँलो

अङ्गुष्ठपरिमाण २२ औँलोजत्रो, औँलो आकारको

अचल ६५ नचल्ने वा हलचल नगर्ने

अचिन्त्य ३३ मनले चिताउन नसकिने, मनभन्दा परको, अज्ञेय

अर्जितब्रह्मतेज १९ ब्रह्मको जस्तो तेज आर्जन गरेको

अज्ञानान्धकार १५ अज्ञानरूपी अन्धकार

अटवी ९ आश्रम, कुटी

अत्यास ७३ छटपटी

अत्यासिन्थ्यो ८५ छटपटिन्थ्यो

अत्याहट ६६ छटपटी वा दिक्क लाग्दो

अधित्यका २ पहाडमाथिको सम्म परेको जमिन, लेकको समथर जमिन

अधिष्ठित २४ माथितिर चढेको, कसैमाथि बसेको, ठूलो पदमा रहेको

अर्धाङ्गिनी ३६ श्रीमती, स्वास्नी

अनकण्टार ६३ निर्जन स्थल, एकलास

अनर्गल प्रलाप ८ अनावश्यक वा जथाभाबी रूपमा बोलिएको बोली, अर्थहीन अभिव्यक्ति

अनवरत गर्जन ५ निरन्तर रूपमा गर्जनु वा डाँको छोड्नु

अनार्य ७ आर्यभन्दा अर्को, आर्य कुलमा पैदा नभएको, असभ्य, बर्बर, जङ्गली

अनार्य भिल्लिनी ८० आर्यभन्दा भिन्न जङ्गलमा दुली हिँड्ने एक प्रजातिकी स्त्री, कुसुन्डा जातकी
नारी

अनास्वादित संभोग ७६ आस्वादन नगरिएको संभोग वा सहवास, सहवास नगरिएको अवस्था

अनिश्चित ४७	निश्चय नभएको
अनुत्सुकता ३३	उत्सुकता वा जिज्ञासा नभएको
अनुश्रुति २	मौखिक परम्परामा पहिल्यैदेखि सुनिँदै आएको कुरा, जनश्रुति, किंवदन्ती
अन्तरतम तलमा ८९	भित्री हृदय वा मनमा
अन्तर्चक्षु २१	भित्री आँखा
अन्धशत्रुता ७४	नदेखी, नबुझी शत्रुता साँधिएको अवस्था
अन्नघृतमय ५	अन्नलाई घिउमा मलिएको वा घिउजस्तै बनेको अन्न
अन्यदेशीय ६०	अर्को वा बिरानो देशको
अप्रतिहार्य ७६	प्रतिहार वा नियन्त्रण गर्न नसकिने
अबोध बालिके १५	केही ज्ञान नभएकी बालिका
अभिउत्तरदायिनी ७८	आफ्नो कर्तव्य वा उत्तरदायित्व पूरा नगर्ने स्त्री वा नारी
अभिनव ७८	नयाँ, भर्खरको
अभिनिर्लज्ज ७८	कुनै लाज, सरम नभएको
अमोऽहमस्मि सा त्वं सा त्वमस्यमोऽहं सामाहस्मि ऋक् त्वं द्यौरहं पृथ्वी ३९	म प्राण हुँ; तिमी वाणी; तिमी
अरक ५२	सडाइएका चीज उमालेर बाफका रूपमा निकालेको रस, अर्क, रक्सी, तेजाब
अरणि ५	ठूला ठूला यज्ञमा आगो पार्ने काठको मदानीजस्तो साधन, सूर्य, आगो
अरण्यभूमि १४	जङ्गल, वन, मानिसको आवादी नभएको क्षेत्र
अरण्यवास ३	वन बास, वनमा बस्ने कार्य
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चर्या ५३   घुमफिर, सैर, प्रथा, रीतिरिवाज, प्रचलन, जीविका

चर्यारत स्पर्श ५३   चलायमान स्पर्श, कसैलाई छुने वा स्पर्श गर्ने काम

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चित्तवृत्तिनिरोध १९   चित्त वा मनका विकारलाई नियन्त्रण गर्ने कार्य

चीत्कार ६३   ठूलो र चर्को स्वरले अत्तालिएर कराउँदाको आवाज, पीडाले भरिएको चिच्याहट

चूर्ण २२   कुनै वस्तु कुटेर वा पिँधेर पारिएको धूलो, पिठो

चेष्टा ७४   मनको भाव वा विचार प्रकट गर्न गरिएको सङ्केत, शारीरिक भावभङ्गी

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जनशून्य ५९   मानिस नभएको, एकलास

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जलक्रीडा २२   जलको क्रीडा, पानीमा डुबुल्की मारेर गरिने खेल, जलविहार

जलपात्र ४   पानीले भरिएको भाँडो, पानी खाने भाँडो, जलदानी

जलप्रपात ४४   कुनै उच्च स्थानबाट खसेको पानीको धारो, जलफाल, छहरो

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पञ्चाग्नि ३१	अग्निहोत्रीहरूद्वारा प्रयोग गरिने अन्वाहार्य, गार्हपत्य, आहवनीय, आवसथ्य र पचन पाँचप्रकारका अग्नि, तपस्या गर्दा आफ्नो चारैतिर बालिएका चार अग्नि र आफूमाथिको सूर्य समेत पाँच अग्नि ।

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परिप्लावित २१	चुलुम्म डुबेको, पानी वा कुनै तरल वस्तुमा पूरै चोपलिएको ।
परिवेष्टित ४९	चारैतिरबाट घेरिएको ।
परिष्कृत २१	परिष्कार गरिएको; चोख्याइएको, बनाइएको; शुद्ध तुल्याइएको ।
परिसमाप्ति ३५	राम्ररी समापन गरिएको वा टुङ्ग्याइएको ।
पर्णकुटी २/४२	भार वा सेउलाबाट बनाइएको कुटी/आश्रम; सेउले कुटी, छाप्रो ।
पलासदण्ड ३	पलाँसको दण्ड वा लौरो ।
पाणिग्रहण ३४	विवाहका समयमा वरले वधूको हात विधिपूर्वक समात्ने कार्य ।
पाण्डित्य ४०	पण्डित हुनुको भाव, उच्च बौद्धिकता ।
पातकी ६८	माफी नै दिन नसकिने खालको पाप कर्म गरेको; पापी ।
पात्र-धारोष्ण ५	भाँडामा राखिएको दुहुँदादुहुँदैको; भखर्रै दुहेको, दुहेर चिसो नभएको दूध ।
पादप्रहार ३१	पाद, खुट्टा वा पैतलाको प्रहार ।
पापमय प्रलाप ८	पापले भरिएको अनावश्यक आवाज ।
पापमोचन ४१	पापबाट मुक्ति, पापकर्मबाट मुक्ति पाउनका लागि गरिने कार्य ।
पायस ३८	गाई वा भैँसीको दूधमा चामल राखेर बनाइएको परिकार, खीर, पुवा ।
पारायण ६२	कुनै ग्रन्थको आदिदेखि अन्त्यसम्म गरिने पाठ, कुनै महत्त्वपूर्ण कार्यको समाप्ति ।
पार्थक्य १७	भेद, भिन्नता, फरकपन ।

पार्थिवता २३   पृथ्वीबाट बनेको, सांसारिकता ।

पार्श्व ९   पृष्ठभूमि, पर्दा पछाडि ।

पाशविक वृत्ति ८०   पशुको जस्तो कार्य; पशुप्रवृत्ति ।

पिङ्गल ३१   नीलो र पहेँलो मिसिएको रङ, खैरो रङ, कैलो वर्ण; छन्दशास्त्रका ज्ञाता मुनि पिङ्गल ।

पिरा ८९   काठबाट बनेको बस्ने साधन, पिर्का, पिरुका ।

पितृऋण ३४   धर्मशास्त्रअनुसार जन्मजात तीन ऋण (देवऋण, ऋषिऋण र पितृऋण) मध्ये तेस्रो ऋण; पुत्रोत्पत्तिपछि मात्र मुक्ति पाइने ऋण ।

पितृकुल ३४   पिताको कुल वा वंश ।

पीतआभा ६३   पहेँलो कान्ति वा प्रकाश ।

पुण्यात्मा ७३   पुण्य आत्मा; पवित्र आत्मा ।

पुत्रेष्टि ३९   पुत्र प्राप्तिका लागि शास्त्रले बताएअनुसार गरिने यज्ञयागादि ।

पुत्रेष्टि अनुष्ठान ४०   पुत्र प्राप्तिका लागि शास्त्रले बताएअनुसार गरिने यज्ञयागादि अनुष्ठान वा कार्य ।

पुत्रो मे शुक्लो जायेत वेदमनुब्रूवीत सर्वमायुरियादिति ३८   जुन पुरुष विमल वर्ण, वेदाध्यायी तथा पूर्ण आयुवान् पुत्रको कमना गर्छ त्यसले वैदिक विधिअनुसार पाकविधिद्वारा प्रस्तुत पायसको भोजन गर्नुपर्छ भन्ने स्मृति र धर्मग्रन्थको वाक्य ।

पुलकित ६५/७२   प्रेम वा हर्ष आदिले रौँ ठाडा भएको; रोमाञ्च भएको अवस्था ।

पूज्यपाद ३५   पूजा गर्न लायक व्यक्ति; पूजा गर्न लायक पाउ ।

पूर्णात् पूर्णमिदम् ३६   सबै पूर्ण हओस् भन्ने उपनिषद् वाक्य ।

पूतनर्क ३४   सन्तानहीन व्यक्ति नरकमा पर्छ भन्ने धार्मिक विश्वास ।

पूर्वाभिमुख ५   पूर्वतिर मुख फर्काएर बसेको अवस्था ।

प्रकाशबिन्दु ५४   प्रकाशको बिन्दु, सूर्यको किरण ।

प्रचण्ड वेग ६४   अति वेग, तीव्र गति ।

प्रज्ज्वलित ३७   अत्यन्तै ज्वलनशील, बलिरहेको ।

प्रणय ८०   प्रेम, नर नारीबीचको मिलन ।

प्रणय लीला ६१   प्रेम लीला, नर नारीबीचको मिलनका क्षणमा गरिने प्यारका अनेक रूप, शैली ।

प्रतिकार्य ७१   दुर्व्यवहार ।

प्रतिमास ४०   हरेक महिना, महिनैपिच्छे ।

प्रपात ४४   अग्लो ठाउँबाट कुनै वस्तु ठाडै तल खस्ने क्रिया ।

प्रपुष्ट ४८   राम्ररी परिपुष्ट भएको ।

प्रविष्ट ४३   प्रवेश गरेको वा घुसेको, छिरेको ।

प्रवीण ५३   वीणा बजाउन सिपालु, दक्ष, कुनै काम गर्न पोख्त ।

प्रस्तर खण्ड ४४   ढुङ्गाको खण्ड वा भाग ।

प्राङ्गण ३७   आँगन, चौर, घर अगाडिको खाली ठाउँ ।

प्राणवन्त ६८   निष्प्राण ।

प्राणान्त ८३   प्राणको हुन लागेको अन्त्य वा नाश; मृत्यु, मरण ।

प्राणायाम ५   योगका आठ अङ्गमध्ये एक; श्वासप्रश्वासका गतिलाई नियमित पार्ने क्रिया ।

प्रातः कालीन ५   बिहानको समय ।

प्रासाद ७१   राजाको दरबार; राजमहल; राजभवन ।

प्रेतयोनी ३४   प्रेत वा पिशाचको योनी ।

प्रेरणापुनीत ३५   प्रेरणा वा हौसलाले पवित्र बनेको ।

प्रोज्ज्वलित ३९   जलिरहेको; बलिरहेको वा अत्यन्तै उज्जवल बनेर बलेको ।

प्रोषितभतृका ६२   पति परदेशमा बसेकाले दुःखित बनेकी स्त्री; नायिकाका भेदमध्ये एक ।

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फलीभूत ३५   सफल बनेको; फल प्राप्त गरेको ।

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बक्र ७३(वक्र)   बाङ्गो, टेडिएको; घुमाउरो ।

बङ्क्रिम २५   बाङ्गो, टेडो ।

बटुक ४   ब्रह्मचारी साना विद्यार्थी; वेदाध्यायी छात्र ।

बाडा ५९   डोको, थुन्चे आदि बुन्दा थप्नुपर्ने चोया; बाँसको चोया ।

बालकिरण ६४   भखैँ सूर्य उदाउँदाको प्रकाश; सूर्यको कमजोर प्रकाश ।

बालसूर्य ३२   उदाउन लागेको सूर्य वा भखैँ उदाएको सूर्य; बालारुण ।

बालहृदय ४   बालको हृदय; कमजोर हृदय; बालकको जस्तो हृदय ।

बाह्यरूप ७४   बाहिरी रूप; बाहिर वा आवरणमा देखिने स्वरूप ।

बाह्यलोक ५५   बाहिरी दुनियाँ, यो लोकभन्दा बाहिरको लोक/ संसार ।

बिजुवा ४५   राई, याख्खा आदि किराती जातिको पुरेत; राई जातिको भाक्री ।

बेतोड ९०   अत्यन्तै वेग ।

ब्रह्मतेज २९/३०   ब्रह्म ज्ञान वा ब्रह्मचर्याबाट प्राप्त हुने दीप्ति वा कान्ति; ब्रह्म वा ब्राह्मणको तेज ।

ब्रह्मपदच्युत ९   ब्रह्मत्वबाट खस्केको वा च्युत भएको; ब्रह्मपदबाट तल झरेको ।

ब्राह्मणत्व ३०   ब्राह्मण, योगी, सन्यासी वा ब्रह्मचारीहरूमा रहने धर्म वा गुण ।

ब्राह्मणदर्प ५९   ब्राह्मण वा ब्रह्मचारीहरूमा रहने घमण्ड, अहङ्कार वा गर्व ।

ब्राह्मणोचित सद्धर्म ३   ब्राह्मणका लागि उचित मानिने सत्य धर्म ।

ब्राह्ममुहूर्त ३६   सूर्योदय हुनुभन्दा दुई घडीअघिको शुभ तथा पवित्र मानिने समय; झिसमिसे समय; उषा काल; प्रातः काल ।

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भक्षण ८५   भोजन गर्ने वा खाने काम ।

भङ्गिमा ७८   कुनै खास मनोभाव प्रकट गर्ने भावयुक्त तथा कलापूर्ण शारीरिक मुद्रा; भनाइ वा बोलाइको ढाँचा तथा विशेषता; व्यङ्ग्य; वक्रता ।

भयङ्कर दीप्ति ५५   डरलाग्दो वा भयलाग्दो प्रकाश वा चहक ।

भयोत्पादक ३१   भय वा डर पैदा गर्ने खालको ।

भर्तादेव ३९   पतिदेव; लोग्ने; पोइ; श्रीमान् ।

भवतु भवतु भिक्षां मे देहि ३   मलाई भिक्षा दिनुहोस् भन्ने आशयको वाणी; व्रतबन्ध गराइन थालेको पुरुषले आफन्त तथा इष्टजनबाट भिक्षाटनका लागि प्रयोग गर्ने वाणी ।

भस्मीभूत ३५/७८   भस्म भएको वा खरानी परेको ।

भाफ २३   वाष्प, बाफ ।

भार्या ब्राह्मणी ३७   स्त्री, पत्नी, ब्राह्मणहरूले आफ्नी पत्नीलाई पुकार्दा प्रयोग गर्ने शब्द ।

भावाकर्षण ७९   भावले आकर्षित बनेको अवस्था; भावको आकर्षण ।

भिल्ल २   कुसुन्डो, वनमा बस्ने एक अनार्य जाति ।

भिल्ल बालक ४३   भिल्ल परिवारको बालक ।

भिल्लको मानस सन्तान ८३
संभोगका बखत भिल्ललाई
स्मरण गरी उसैको स्मृतिमा
जन्मिएको सन्तान ।

भूमिसात् २   भूमि वा जमिनमा मिल्नु ।

भेददृष्टि ३४   भेदको दृष्टि वा हेराइ ।

भोगकामना ४५   भोग वा संभोगको इच्छा; यौन समागमको चाहना ।

भोगतृप्ति ७५   भोगबाट मिल्ने सन्तुष्टि; यौन समागमबाट मिल्ने आनन्द ।

भोगबोध ३९   भोगको बोध वा यौन समागमको ज्ञान ।

भोगविलास ६४   कामविलास, यौन कर्मबाट प्राप्त गरिने आनन्द ।

भोजनोपरान्त ४२   भोजन वा खाना खाइसके पश्चात् ।

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मछुवा १५   माछा मारेर जीविका चलाउने जाति, जलहारी, माछा मार्ने व्यक्ति ।

मदप्लावित चाञ्चल्य २०   मद वा उत्तेजना बढ्नाका कारणले सृजना हुने चञ्चलपन ।

मदोन्माद ७६   मदले उन्माद या उत्तेजना सृजना गरेको अवस्था ।

मनुवा दह ४६   मानव दह; किरात जातिले मान्छेको मनलाई खुसी पार्नका लागि नुहाउन प्रयोग गर्ने दह वा ताल ।

मनुष्यलोक ४५   मान्छे बस्ने गरेको लोक; पृथ्वी ।

मनोमालिन्यता ४०   मानसिक कटुता; मनमुटाव, एकआपस्तको मानसिक वैरभाव ।

मन्थन ३७   मथ्ने, हुँडल्ने वा फेट्ने काम ।

मयुरपङ्ख मुकुट ९   मयुरको प्वाँख जडिएको मुकुट वा श्रीपेच ।

मर्त्यधर्मा ४१   जन्मेपछि मर्नैपर्ने धर्म वा स्वभाव ।

मर्मस्थल ७४   मर्मको स्थल, मर्म पर्ने ठाउँ ।

मर्यादाच्युत ६२   मर्यादाबाट च्युत, आफ्नो मर्यादामा नरहेको ।

मलोद्रासा ३६   रजस्वलाका कारण अशुद्ध वा अपवित्र बनेको अवस्था; रजोकालको अशुद्धि अवस्था ।

मस्तक ५   निधार, ललाट ।

महत्तर ३०   धेरै ठूलो ।

महागङ्गास्नान ७२   महान् गङ्गा वा नदीको स्नान; दुर्लभले प्राप्त हुने गङ्गाको स्नान ।

महाभाग द्विजश्रेष्ठ ९   सौभाग्यशाली वा गुणवान् श्रेष्ठ ब्राह्मण ।

महाभिनिष्क्रमण २९   महान् वा महत्त्वपूर्ण धार्मिक कार्यका निम्तिको गृहत्याग, तपस्या गर्नका लागि गौतम बुद्धले गरेको गृहत्याग ।

महावेग १६   अत्यन्तै वेग वा गति ।

महिमामण्डित ७७   महिमा वा सर्वत्रको प्रशंसाले भरिएको ।

मांसखण्ड ३४   मासुको टुक्रो ।

माताको आह्वान ६   आमा वा माताबाट बोलावट हुनु ।

मातृअङ्ग २   माताको अङ्ग ।

मातृहृदय ८४   आमाको मन वा हृदय ।

मानसपट २१   मष्तिष्क, मष्तिष्क रहने ठाउँ ।

मानवोपरि १५   मानवको वरिपरि, सबै मानवमा ।

माप १   नाप्ने काम, नापो, मापन ।

मुखडा २०/४८   मुखको आकृति ।

मुखमण्डल ६९   अनुहार, चेहरा, मुहार ।

मुञ्जको लगौटी ५   मुञ्जबाट बनेको लगौटी वा धरो ।

मुण्डित ३   मुण्डन गरेको, कपाल खौरेको ।

मित्रे चाष्र्यौं ५   अष्टाध्यायी संस्कृत व्याकरणका रचयिता पाणिनीको व्याकरणिक सूत्र, कौमुदीको व्याकरणिक पाठ ।

मुहुडा ६६   अनुहार, मोहडा, चेहरा ।

मूढ २४   मूर्ख, मन्दबुद्धि भएको, जड ।

मृगचर्म ६०   मृगको छाला, मृगको छालाबाट बनाइएको बस्ने आसन ।

मृगमरीचिका ७१   दृष्टिभ्रम, दृष्टिदोष ।

मृगया ९   मृग वा जङ्गली जनावरको सिकार गर्ने काम ।

मृत्तिकापात्र ३८   माटाबाट बनाइएको भाँडो ।

मृत्युवान ४२   मरणशील, मर्नै पर्ने ।

मोहाच्छन्न ६२   मोह वा कुनै वस्तुप्रतिको आकर्षणले भरिएको ।

मौला ५८   ढिकीको फेदतिर त्यसलाई अड्याउनका लागि गाडिएको खाँबो ।

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यज्ञधूम २   यज्ञबाट निस्किएको धुँवा ।

यज्ञवेदी ५   यज्ञ गर्नका खातिर बनाइएको धार्मिक मञ्च ।

यज्ञोपवित ३   यज्ञमा विशेष मन्त्र पाठबाट चोख्याएर तयार पारिएको धागो, जनै ।

यम नियम ४०   अष्टाङ्ग योगमध्येका पहिलो र दोस्रो योग ।

याज्ञिक अनुष्ठान ३७   विधिपूर्वक यज्ञ गराउने व्यक्तिद्वारा गरिएको विशेष धार्मिक कार्य ।

युगल २   जोडी, भालेपोथी ।

योगमुद्रा ३३   योगमा अवस्थित महापुरुषको विशेष भाव या मुद्रा; योगको मुद्रा ।

योगेनान्ते तनुत्यजेत् ३५   योगको अन्त्यमा देह वा शरीर विसर्जन गर वा त्याग भन्ने शास्त्रीय वचन ।

यौनसमागम ३९   यौनको समागम, यौन सम्पर्क, नर र नारी यौन कर्ममा समाविष्ट भएको अवस्था ।

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रँगेको १   रङ्गिएको, रङ्गले भरिएको ।

रक्तकरवीर ७९   एक किसिमको रातो फूल फुल्ने बिरुवा ।

रक्तिम आभा ८२   रातो कान्ति वा किरण ।

रक्तिमता ४८   रातोपनले भरिएको, सर्वत्र रातो छाएको अवस्था ।

रजस्वला ४२   महिलाको पाठेघरबाट रज निष्काशन भएको अवस्था, नछुने वा छुइ भएको बेला, मासिक धर्म ।

रजोदर्शन ३६   नारीको रजस्वलाको प्रथम उदय; तरुणी महिलाको योनीबाट प्रत्येक महिना हुने रजको निर्गमन ।

रजोदर्शन काल ४०   रजस्वलाको समय, मासिक धर्म हुने समय ।

रमण ६२   मनोरञ्जनका लागि गरिने विलास, क्रीडा, घुमफिर, स्त्रीपुरुषको परस्परको रतिक्रिडा ।

रमणी १   स्त्री, सुन्दरी आइमाई, रमण गर्न योग्य स्त्री ।

रविवन्दना ५   सूर्यको वन्दना वा प्रार्थना गर्ने काम ।

राङ्कवखण्ड ३   ताप पर्दा पग्लने एक किसिमको गह्रौ सेतो धातुको खण्ड वा भाग ।

राजाज्ञा ९   राजाको आज्ञा वा आदेश ।

रुग्णावस्था ८७   रुग्ण वा कमजोर भएको अवस्था, वृद्ध अवस्था ।

रुदनको विलास ७९   रुवाइबाट लिइने आनन्द, रुवाइको आनन्द ।

रुदनकम्पित चीत्कार ११   रुँदा रुँदा कापेर निकालिएको क्रन्दन, चिच्याहट ।

रुद्ध ८३   गला अवरुद्ध भएको अवस्था ।

रुद्ररूप ६४   डरलाग्दो स्वरूप ।

रोमरोम ६७   प्रत्येक रौँरौँ ।

रोषपूर्ण ८०   रोषले भरिएको, रिसाएको ।

रौद्रताप ६०   डरलाग्दो तातोपन, अति तातो ।

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लघुकृत २९   अत्यन्तै सानो तुल्याइएको ।

लज्जाकातर ९३   लज्जाले कातर बनेको, अति लजाएको ।

लज्जाले कुञ्चित ८०   लज्जाले खुम्चिएको ।

लाञ्छना ७८   अनावश्यक आरोप, झूटो आरोप ।

लालसा ८०   तीव्र इच्छा, चाहना ।

लीन २१   एकाग्र, तल्लीन ।

लुप्त ७८   हराएको, लोप भएको ।

लुसी ५८   चिउरा वा धान कुट्ने साँबी, मुसल ।

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वक्र १   बाङ्गो, घुमाउरो ।

वञ्चना ७८   कसैलाई ठग्ने वा धोका दिने काम, छलछाम ।

वटवृक्ष ७५   वरको रूख ।

वत्स ३४   मानिसको बालक; गाईको बाछो; सन्तान, शिशु ।

वपुमान २६   कापिरहेको; डर, भय वा सङ्कोचका कारण शरीर कामेको अवस्था ।

वय १   जीवनको बितेको समय; उमेर, अवस्था; यौवन; जवानी ।

वयः वृद्धि ४६   उमेरको वृद्धि; उमेर बढ्नु ।

वशीभूत ८१   वश वा अधीनमा परेको ।

वस्त्रको ग्रन्थि ७८   कपडामा पारिएको गाँठो ।

वस्त्र खण्ड ६१   वस्त्रको भाग; लुगाको कुनै भाग वा अंश ।

वाचाल २०   बोल्नमा सिपालु; वाक्पटु; धेरै बोल्ने; चतुर ।

वाञ्छा ३१   कुनै आवश्यक वस्तुका लागि गरिने चाहना; इच्छा; अभिलाषा ।

वाजपेय   यज्ञवेदिरुपस्थी   समाजमा उच्चतम स्थानको प्राप्तिका लागि गरिने सात श्रौत यज्ञमध्ये पाँचौँ यज्ञ
समिद्धो मध्यतः ३९   मानिने वाजपेय यज्ञअनुसार उपस्थेन्द्रिय वा जनेन्द्रिय आसपासको क्षेत्र वेद हो र त्यसको मध्यभाग प्रोज्वलित अग्नि ।

वाजपेयी ३१   वाजपेय यज्ञसँग सम्बन्धित ।

वात्सल्यले द्रवित ७९   वात्सल्य भावले पग्लिएको; बच्चा वा बालकको प्यारले छटपटिएको ।

वानप्रस्थ ३   वैदिक आर्यहरूले निर्धारण गरेका आश्रममध्ये तेस्रो आश्रम । त्यस आश्रममा प्रवेश गरेको व्यक्ति ।

वाष्पध्वनि ६४   बाफ निकालेर उच्चरित ध्वनि; काम वा पीडाले आतुर भएर निस्किएको बाफयुक्त आवाज ।

वासनाशून्य ३२   वासना वा कामको भावनाले रहित भएको; यौनप्रतिको आसक्ति नरहेको अवस्था ।

वासनासक्त	सांसारिक सुख वा यौनप्रति आसक्त बनेको ।
विकल ११	मनमा शान्ति नभएको; अशान्त; व्याकुल ।
विकलता २७/६६	मानसिक रूपमा विह्वल भएको अवस्था ।
विकारयुक्त ७/२१	खराब बनेको वा बिग्रिएको अवस्था ।
विकीर्ण २२	छरिएको; छरपस्टिएको; फिँजिएको ।
विक्षिप्त ५७	मानसिक सन्तुलन गुमेको । अर्धबेहोस भएको ।
विक्षुब्ध ३०	मनमा शान्ति नभएको; अत्तालिएको ।
विगतयौवना ७७	यौवन अवस्था वा तारुण्य अवस्था बितिसकेकी । बूढी भएकी ।
विचार-भेद ४२	विचारमा भेद; विचारमा मतभेद हुनु ।
विचार्न ८३	विचार गर्न, सोच्न ।
विजित १०/८१	अरूबाट पराजित भएको; हारेको; पराजय बेहोरेको ।
विजिहिथां ध्वावा पृथ्वी ३९	वैदिक ब्राह्मणहरूले वेदसम्मत यज्ञ सम्पन्न गरी उच्च संस्कारयुक्त वा कुलीन सन्तान पैदा गर्न हेतु कामवासनाको परिहार गरी पतिपत्नी समागमका क्षण पढ्ने मन्त्र ।
विद्याभ्यास ४	विद्या आर्जनका निम्ति गरिने अभ्यास । विद्या पाउनका लागि गरिने प्रयत्न ।
विनीतता ३०	विनीत भएको अवस्था; ज्यादै फुकेको, नम्र वा शिष्ट बनेको अवस्था ।
विभूतवेष्टित शरीर ६	हवन वा यज्ञ कुण्डको खरानी वा विभूत लगाएको वा विभूतले लपेटिएको देह । ज्यानभरि खरानी घसेको ।
विपुल ५१	ज्यादै ठूलो ।
विमल वर्ण ३८	फोहोरमैला नभएको, स्वच्छ, सफा रङ ।
विमूढ २८/७७	मोहमा फसेको; ज्यादै मोहित । मन्द बुद्धि भएको; अबुझ; मूर्ख ।
विरक्त ३९	सांसारिक मायामोहबाट अलग भएको; उदासीन; वैरागी ।
विरक्ति ३९/७५	सांसारिक मायामोहबाट टाढा रहने काम; वैराग्य ।
विरक्तिकर ७९	सांसारिक मोहबाट टाढा गराउने खालको; सांसारिक वस्तुप्रति अरूचि पैदा गराउने ।
विरत ४	कामबाट हटेको वा हटाइएको; निवृत्त । मोहबन्धनमा नफसेको ।
विरतस्थिति १९	मनमा वैराग्य उत्पत्ति भएको स्थिति ।
विराग ३३	राग वा विषयवासनाप्रतिको इच्छा हटेको स्थिति; विरक्ति; वैराग्य ।
विलक्षण ४	असामान्य; अद्भूत । सामान्यभन्दा भिन्न खालको ।

विलास ७७ — भौतिक सुखसुविधाले मनलाई आनन्दित तुल्याउने काम ।

विलासको आनन्द ७९ — सांसारिक वस्तुबाट प्राप्त भएको सुख ।

विलासमय आनन्द ७९ — विलासबाट प्राप्त हुने आनन्द ।

विलीयमान ३८ — हराएको वा विलय भएको अवस्था ।

विश्रृङ्खला ७१ — शृङ्खला वा सिलसिला टुटेको ।

विषाक्त सम्बन्ध ८७ — नराम्रो सम्बन्ध; विषजस्तो सम्बन्ध ।

विष्णुर्योनि कल्पयतु ३९ — विष्णुको योनी कल्पना गर भन्ने शास्त्रोक्त वाक्य ।

विष्टा ५९ — जीव, प्राणी वा पछी विशेषको मल वा दिसा ।

विस्फारित ८० — राम्ररी खोलिएको; फराकिलो पारिएको ।

विस्मित ९ — जिल्ल परेको; आश्चर्यमा परेको; छक्क परेको; आश्चर्यचकित ।

विस्मृत ६ — सम्झना नभएको; बिर्सिएको ।

विस्मृति ७६ — विस्मरण; भुलाइ ।

वेदाध्ययी ३८ — वेदको अध्ययन गर्ने; धार्मिक; धर्मभीरु ।

वैरभाव ६६ — शत्रुताको भाव; दुस्मनी ।

व्यग्र ११/६६ — व्याकुल; विह्वल ।

व्यग्रातुर २७ — निकै व्याकुल भएको; आत्तिएको ।

व्यतिक्रम ७० — सिलसिला टुटेको; क्रम भत्किएको; विधि वा नियम नमिलेको ।

व्यभिचार ७५ — अनुचित वा खराब काममा लाग्ने प्रवृत्ति; अनाचार; दुराचार। परस्त्री वा परपुरुषसँग हुने अनुचित यौन सम्बन्ध । रन्डीबाज; वेश्यावृत्ति आदि ।

व्यभिचारजनित ८३ — व्यभिचार जनाउने; व्यभिचारलाई सङ्केत गर्ने ।

व्यभिचाररत ८४ — व्यभिचारमा लीन भएको; व्यभिचारमा लागिरहेको ।

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शनैः शनैः ४० — बिस्तारै, बिस्तारै; ढिलो-ढिलो ।

शम्बूक ३१ — घुँगी किरो । शङ्ख ।

शयन आसन ३८ — सुत्नका लागि तयार पारिएको आसन; बिछ्यौना ।

शयन काल ३८ — सुत्ने समय ।

शय्या ग्रहण ३५ — आफ्नो सुत्ने आसन ग्रहण गर्नु; सुत्नु ।

शरीर सुख ४५ — शरीरबाट प्राप्त हुने सुख; भोगविलास वा सांसारिक वस्तुको उपभोगबाट प्राप्त हुने शारीरिक आनन्द ।

शरीर हन्ता ४१	आफ्नो देह वा शरीरलाई आफैँ मार्ने काम; आत्महत्या; देहत्याग गर्ने काम ।
शस्त्रास्त्र १२	अस्त्र शस्त्रले भरिएको; अस्त्रशस्त्र सहित ।
शारीरिकी १५	शरीर वा देहसँग सम्बन्धित ।
शालवृक्ष २१	सालको रूख ।
शास्त्र लक्षित ८१	शास्त्रले निर्देश गरेको ।
शास्त्रोक्त ३५	शास्त्रमा भनिएको; शास्त्रमा उल्लेख गरिएको ।
शिखा ३	चूडाकर्म गर्दा शिरको माझमा राखिने कपालको गाँठो, टुपी ।
शिरशिखा ५	शिरको शिखा; शिरमा राखिएको टुपी ।
शिरोधार्य ३६	आत्मसात् गर्नु; आदरसाथ ग्रहण गर्न योग्य ।
शिलाखण्ड ४४	शिला वा ढुङ्गाको खण्ड वा भाग; ढुङ्गाको टुक्रो ।
शीतल समीर ६५	चिसो हावा, शीत वायु ।
शीत स्पर्श ५३	शीतल वा चिसो आनन्द दिलाउने स्पर्श, आनन्दको अनुभूत गराउने खालको छुवाइ ।
शीत्कार ९३	अत्यधिक आनन्द वा आकस्मिक पीडाका क्षणमा मुखबाट निस्कने केवल 'सी सी' को ध्वनि । विशेषतः संभोगका क्षणमा आनन्दमग्न हुँदा निस्कने ध्वनि ।
शुचिता ७२	चोखो वा शुद्ध बनेको; रजस्वला भएको चौथो दिनमा स्नानादि गरेर शुद्ध बन्ने कार्य ।
शुचिमय ३२	अत्यन्तै पवित्र वा चोखो । अति शुद्ध ।
शुचिवस्त्र ४	पवित्र वा चोखो वस्त्र; शुद्ध कपडा ।
शुभसंवाद ८२	शुभ भाव जनाउने संवाद; मीठो वा शुभ कुराकानी ।
शुभस्य शीघ्रम् ३५	राम्रो वा शुभ कार्य छिट्टै गर्नुपर्छ भन्ने आशयको अभिव्यक्ति ।
शुभ्र ४८	सेतो; टकटक । चम्किलो, उज्यालो ।
शुष्क कुरा ४२	बिरसिलो वा नीरस संवाद या कुरा ।
शृङ्ग ४४	शिखर; पहाडको चुचुरो; सिङ; स्तनको टुप्पो ।
शृङ्गार सज्जा ६५	शरीरलाई विशेष किसिमले सजाउने वा सिँगार्ने काम ।
शैवाल ३१	पानीसिँवाली; झ्याउ; काइ ।
शैवालिक १	शैवालभैँ हरियो; अग्लो ।
श्वेत हँसिनीको नर्तन २२	सेतो हाँसको नाच वा नृत्य ।

संज्ञाशून्य ३० — बाह्य पदार्थको ज्ञान तथा शरीर वा मनका कार्यव्यापारको अनुभूति हुने शक्ति; चेतनशक्ति; होस शून्य भएको वा नभएको अवस्था ।

संज्ञावती ६५ — चेतना भएकी; होस भएकी । कुनै कार्य वा घटनाको ज्ञान भएकी ।

संभोगकामी ७८ — संभोग चाहने; नारीसँग यौन आनन्द लिन चाहने । संभोग वा यौन चाहना भएको ।

संयत १७/५५ — कुनै नीति नियमले बाँधिएको; मर्यादा वा सीमामा रहेको ।

संयम साधित ७६ — संयम वा अनुशासनबाट सिद्ध पारिएको ।

संयोगजात ७२ — मैथुन, रतिक्रीडा वा संभोगबाट प्राप्त भएको; कुनै दुई वस्तु वा पदार्थको मेलबाट प्राप्त ।

सकौतुक ५१ — कुतुहलतापूर्ण; कौतुक, कुतुहलता वा रहस्यले भरिएको ।

सघन २२ — अति बाक्लो; घना ।

सङ्केतजनित १ — सङ्केत जनाउने; कुनै कुराको सङ्केत दिने ।

सचेष्ट ६२ — चेष्टा भएको वा चेष्टा गर्ने; प्रयत्नशील ।

सजग ७५ — सचेत; चनाखो; सावधान; होसियारी ।

सजल हरिति १ — पानी भएको, जलयुक्त वा आर्द्रताले भरिएको हरियोपन ।

सञ्चित क्रोध ७८ — सञ्चित भएको वा सञ्चय गरेर राखिएको रिस ।

सतत ३० — अविच्छिन्न रूप वा अटुट क्रमले; एकनासिसत; निरन्तर ।

सतीत्व ७ — आफ्ना पतिबाहेक परपुरुषको कामना नगर्ने स्त्री वा पतिव्रता स्त्रीमा रहने धर्म वा गुण ।

सतीर्थी शिष्य ५ — गुरूसँगै ज्ञान आर्जनका निम्ति सारा भौतिक वस्तु र मोह त्यागेको शिष्य, चेलो

सत्यासत्य रूप ३६ — वास्तविक वा सत्य स्वरूप ।

सन्धान ८१ — खोजी कार्य; समुचित ढङ्गले अनुसन्धान गर्ने काम ।

सन्ध्या मुहूर्त ३२ — साँझको समय; सन्ध्याको शुभ समय ।

सन्ध्यार्चनादि ३६ — सन्ध्यामा गरिने देव स्तुति, पूजा, अर्चना आदि कार्य ।

समर १२ — युद्ध; लडाइँ; द्वन्द्व ।

समवयस्क ४ — समान उमेरको; एकैसाथ बैंस वा यौवनमा प्रवेश गरेको । उमेरमिल्दो; दाँतरी ।

समवेत १० — एकत्र भएको; जोडिएको; सम्मिलित । घनिष्ठता वा अभेद्य रूपले सम्बन्धित ।

समागम काल ३७ — मिलनको समय; स्त्रीपुरुषका बीचको संभोगका लागि अनुकूल क्षण ।

समागमी ७३ — आफूसँगै संभोगमा लीन भएको ।

समागत विद्वतमण्डली ४ — सुबिस्तासाथ आइपुगेको वा फिर्तिएको विद्वान्हरूको समूह ।

समाधिस्थ २१	समाधिमा लीन भएको; ध्यान गर्दा गर्दा समाधिमा पुगेको । ब्रह्मचिन्तनमा केन्द्रित हुने योगसाधनाको आठौँ तथा अन्तिमावस्थामा पुगेको ।
समार्थक ४१	समानार्थक; समान अर्थ जनाउने ।
सिमधा ५	विशेष गरी यज्ञकुण्डमा बालिने दाउरा ।
सम्बन्ध जनित ७६	सम्बन्ध जनाउने वा कुनै नाता वा साइनुलाई सङ्केत गर्ने ।
सम्भोगाधिकार ७८	सम्भोगको अधिकार; आफूलाई मिलेको संभोग गर्ने हक ।
सम्मुख २३/७३/७६	अगाडिपट्टिको; सामुन्नेको; अगाडिको ।
सर्वाङ्ग ६४	सबै, सम्पूर्ण अङ्ग ।
सर्वाङ्गनग्ना ६	सबै अङ्ग नाङ्गो भएकी, कपडा वा वस्त्र नपहिरिएकी ।
सवित्रे ३७	सूर्य; भानु; सविता ।
सवेग अश्व १९	वेगले दौडेको घोडा वा वेगसहितको घोडा ।
सहचर ७४	साथसाथै हिँड्ने; सहगामी । साथी, सँगी, सेवक ।
सहपाठ ४२	सँगै पाठ गर्नु वा सँगै पढ्नु ।
सहभाव ३९	एउटै वा समान भाव भएको ।
सहवास १९	संसर्ग, यौन समागम; सँगै बसउठ गर्नु ।
सहरेतस् ३९	रज र वीर्यको समागमबाट गर्भ धारण गर्ने कार्य, नारी पुरुषको मिलनबाट गर्भाधान गर्ने कार्य
सहधर्मिणी ६०	भार्या; पत्नी; अर्धाङ्गिनी ।
सह-शय्यावती ६१	सँगै सुतेकी; एउटै बिछ्यौनामा सँगै शयन गरेकी ।
सहसा ६६	अपभ्रंटमा; एकाएक; अकस्मात्; अचानक । सोचविचार नगरिकन; हडबडाएर ।
सहस्र कण्ठ २	हजारौँ कण्ठ; अनगिन्ती कण्ठ ।
सहस्रसिन्धु सम्मिलित १९	हजारौँ वा अनगिन्ती सागरहरू मिलेको । असङ्ख्य समुद्रहरू मिलेको ।
साग्रह ७७	आग्रह वा अनुरोधका साथ; आग्रहपूर्वक ।
सारथी १९	घोडा आदिको लगाम समातेर रथ वा बग्गी हाँक्ने व्यक्ति; कोचवान; चालक ।
सारथ्य-साधन १९	सारथिको साधन; लगाम समाउने वस्तु ।
सिहरन २३	रोमाञ्च, पूलकित
सीत्कार ६४	सास मास्तिर खिच्ने शब्द; श्वास फ्याक्ने क्रिया । प्रायः दुःखानुभूतिमा वा जाडोले कठ्याङ्ग्रिँदा निस्कने ध्वनि ।
सुखतन्द्रा ७४	शारीरिक वा मानसिक आनन्दको हल्का बेहोसजस्तो स्थिति; सुखरूपी तन्द्रा ।

सुखमयी स्वप्ना ७८ — सुखानुभूति भएजस्तो सपना; आनन्द दिलाउने सपना ।

सुवर्णकेंवरा ६४ — सुनजस्तो केवँरा; एक किसिमको लाम्चा ठूलठूला हरिया पात हुने, पहेँला र सेता फूल फुल्ने बोट ।

सुवर्ण खण्ड ३५ — सुनको भाग वा सुनको टुक्रो ।

सुसंस्कृत ६ — उच्च संस्कार भएको; पठित; शिक्षित ।

सूक्ष्म बुँद १९ — सानो थोपा; अति सानो थोप्लो ।

सूक्ष्मातिसूक्ष्म ३६ — सूक्ष्मभन्दा सूक्ष्म; अति सानो ।

सौम्ये ७७ — अति सुन्दरी; अति शीतल वा शान्त प्रकृतिकी ।

सौरभमय ५० — सुगन्धयुक्त; सुगन्ध वा बास्नाले भरिएको ।

स्तनपान ४४ — स्तन वा दूध चुस्ने काम; आमाको दूध पान गर्ने कार्य ।

स्तनपेयी ९ — दूध पान गर्ने वा दूध खाने ।

स्तब्ध २२ — कुनै पनि चेष्टा नभएको; जड ।

स्तब्धता २२ — स्तब्ध बनेको अवस्था ।

स्त्रीसमागम ४५ — स्त्री वा नारीसँग मिल्ने वा स्त्रीसँग संभोग गर्ने काम ।

स्थालीपाक ३७ — पूजा वा यज्ञ आदिमा प्रयोग गरिने पात्र वा थाली ।

स्नानार्द्र ६८ — स्नान गरेर भिजेको; नुहाउनाले भिजेर चिसो बनेको ।

स्नेहको दीप्ति ६९ — स्नेह, प्यार वा मायाका कारण उज्जवल बनेको ।

स्पन्दित ६८ — स्पन्दन भएको, धड्केको काँपेको वा हल्लिएको ।

स्वजनपरिजन २९ — आफ्ना नजिकका आफन्त, नातेदार तथा आफ्ना आश्रयमा रहेका परिवारजन ।

स्वर प्रलाप ६७ — अनावश्यक रूपमा चर्को आवाजमा बोलेको अवस्था; अनावश्यक बोली ।

स्वल्पजीवी ३५ — कम वा अल्प आयु भएको, अल्पजीवी ।

स्वस्त्रीगमन ७६ — आफ्नै धर्मपत्नी वा श्रीमतीसँग गरिने यौन कर्म वा स्त्री समागम ।

स्विष्टकृत ३७ — अवशेष, बाँकी, हवन गर्न बाँकी रहेको अंश

स्वेदबिन्दु २३ — पसिनाका कण वा पसिनाका बुँद ।

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हठात् १६ — अकस्मात्; अपर्‍हट ।

हत - आहत २७ — आयलकायल हुनु, मृत्यु भएभैँ आहत हुनु ।

हत्यावृत्ति ८४ — हत्या गर्ने मनसाय हुनु; हत्याराका भैँ प्रवृत्ति हुनु ।

हरिति २२ — हरियोपन; हरियाली ।

हिङ्गलाज ३१	अति तातो वा उष्ण, उखरमाउलो गर्मी भएको स्थान
हिमाच्छादित ३१	हिउँले ढाकिएको; हिउँले छोपिएको ।
हेतुहीन ८१	कारणविना; कुनै कारण नभएको ।
हृदयङ्गम ६६	आत्मसात्; हृदयमा लिने काम; मन वा मुटु नै छुने ।
हृदयान्तर ४३	हृदय वा मन भित्र; मुटुभित्र ।
हृदयहीन पुरुष ८०	हृदय, मन, मुटु वा संवेदनाहीन व्यक्ति ।

सुम्निमा उपन्यासमा वी. पी. ले तत्सम शब्दको प्रचुर प्रयोग गरेको कुरा माथिको सन्दर्भले पुष्टि गर्दछ । सुम्निमा उपन्यास पढ्दै जाँदा संस्कृत भाषा र पूर्वीय भाषा तथा संस्कृतिको जानकारी नभएका पाठकहरू भाषिक समस्या भेल्न पुग्छन् । सो कुरा माथि उल्लिखित शब्दसूचीले प्रमाणित गर्दछ ।

सुम्निमा उपन्यास पढ्दै जाँदा पाठकले प्रस्तुत कृतिमा स्रष्टाको भाषामाथिको असाधारण हैसियत महसुस गर्न पुग्छ । कृतिमा प्राचीन आर्य र भिल्ल संस्कृति तथा ती दुई जातिले अवलम्बन गरेको जीवन पद्धति, विचार, ती दुईको सामाजिक हैसियत, दार्शनिक धरातल नितान्त भिन्न खालको भाषिक प्रयोगजस्ता कुरालाई उपन्यासले कलात्मक ढङ्गले उजागर गर्ने सन्दर्भमा कृतिभित्र स्वभाविकता सृजन गर्न यसमा तत्समबहुल शब्दहरू अधिक उपयोग गरिएको हो ।

सुम्निमा उपन्यासमा आलङ्कारिक भाषाको पनि प्रचुर मात्रामा उपयोग भएको छ । यसमा प्रयुक्त आलङ्कारिक भाषाको सामान्य नमुना तल प्रस्तुत गरिएको छ :

आर्यहरूकै जस्तो कुरा १३, आकाशको शून्यबाट त्यसै प्रकट भएजस्तो १६, आफैँले आफैँलाई भनेभैँ १८, आफैलाई साधेजस्तो गरेर २०, आन्दोलित समुन्द्रजस्तो तरङ्गित हुँदै २३, आँधीले वृक्षलाई लछार्दै हल्लाएजस्तो २३, अचम्म मानेभैँ गरी २४, हिमालजस्तो अटल २४, अन्धकारले छोपेजस्तो २५, अन्धकारमा … शरीर एकाएक डुबेडुबेजस्तो २५, आत्मा र शरीर चाउरिएजस्तो ४२, आफैँलाई सम्बोधन गरेजस्तो ४६, मातृगृह त्यागी उप्केजस्ती १, सपनामा देखेको दृश्यजस्तो २, प्रगाढ शान्लिाई सियोको टुप्पाले घोचेजस्तो ५, सुनको जलपजस्तो पातलो ५, गुभाजस्तो पहेँलो शरीर ६, देवीतुल्य ७, को को उनाउजस्तो ८, भावना भनेको पखेटा चरोजस्तो ८, एउटा कालो मूर्ति प्रकट भएभैँ १२, भखैँरै पलाउन थालेका छौँ बोटबिरूवाजस्तो १२, उनीहरू पनि हामीहरूजस्तै हुन् १५, बालुवामा उठिरहेको त्यो तातो बाफजस्तो १६ आदि ।

मथि उल्लिखित बाहेक अन्य थुप्रै आलङ्कारिक शब्दहरूको प्रयोग पनि उपन्यासमा प्रचुर प्रयोग भएको कुरा माथिको सन्दर्भले उजागर गरेको छ । समग्रमा सुम्निमा उपन्यासकार वी. पी. को भाषिक दृष्टिले उच्च खालको रचना भएको कुरा यस उपन्यासको पठनबाट हरेका पाठकले महसुस गर्छन् ।

निष्कर्ष

सुम्निमा नेपाली उपन्यासका क्षेत्रमा मिथकीय अवधारणा लिएर आएको पहिलो उपन्यार हो । यस उपन्यासमा वी. पी. ले उच्च खालको भाषिक प्रयोग गरेका छन् । प्राचीन आर्य तथा अनार्यहरूको भाषिक, सांस्कृतिक, दार्शनिक,सामाजिक आदि पक्षहरूको कलात्मक ढङ्गले चित्रण गरिएको यस उपन्यासमा वी. पी. ले आफ्नो भाषाप्रतिको असाधारण हैसियत प्रस्तुत गरेका छन् । आर्य तथा अनार्यहरूको प्राचीनतालाई उधिन्ने प्रयत्न गरिएको यस उपन्यासमा तत्समबहुल शब्द आउनु स्वभाविक हो । यस्तो खालको भाषिक प्रयोगले यो उपन्यास उच्च कोटिको रचना दरिन पुगेको छ । प्रस्तुत कृति नेपाली उपन्यास साहित्यमा अलग्गै धार बोकेर आएको रचनाका रूपमा स्थापित बन्न पुगेको छ । यस कृतिले नेपालमा बस्दै आएका आर्य तथा अनार्यहरूलाई आफ्नो अतीततर्फ फर्कन सघाएको छ ।

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गुणात्मक अनुसन्धानमा ऐतिहासिक अन्तरवस्तु विश्लेषण विधिः प्रयोग र जटिलता

– शुक्रराज अधिकारी*

सार

भावपरक, प्रवृत्तिपरक, गुणपरक, प्रतीकपरक एवम् व्याख्यापरक विभिन्न तथ्यहरूलाई तिनको सापेक्षता, यथार्थता, तुलनात्मक अवस्था लगायतका विभिन्न पक्षहरूसँग सादृश्य गराउँदै तथ्यहरूलाई व्याख्यात्मक रूपमा प्रस्तुत गर्दै विश्लेषण कार्यलाई अगाडि बढाउँदै लैजाने विधिलाई गुणात्मक विधिको रूपमा बुझिन्छ । गुणात्मक ढाँचाको अनुसन्धान कार्य सम्पन्न गर्नको लागि अवलोकन, वैयक्तिक अध्ययन, अन्तरवस्तु विश्लेषण विधि लगायतका विभिन्न विधिहरु प्रयोग हुन्छन् । यस आलेखको मूल उद्देश्य गुणात्मक अनुसन्धान कार्यको प्रमुख विधिको रुपमा रहेको ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको परिचय, खाँचो एवं यस विधिको प्रयोग गर्दा आईपर्न सक्ने समस्या तथा चुनौतिको विश्लेषण गर्नु रहेको छ । यो उद्देश्य प्राप्तीको लागि मूलत द्वितीय श्रोतबाट प्राप्त सूचना र ती सूचनालाई ब्याख्या गर्दा आईपरेका अनुभवपरक तत्थहरूलाई गुणात्मक विधिका माध्यमबाट प्रस्तुत र विश्लेषण गर्ने प्रयास गरिएको छ । मात्र लेखोट तथा अभिलेखमा ब्यक्त भएका तथ्यहरूलाई विश्लेषण गर्न खोज्दा ती लेखोटले त्यसवेलाको सामाजिक संरचनाको सहि प्रतिनिधित्व गरेका छन् की छैनन् ? यसवेलाको भाषा, ब्याकरण र वर्तमानको अर्थ तिथि मिति , लेखकको निजी भाव, उद्वेग, प्रभाव आदिको समस्या आईपर्ने र ती समस्यासँग जुधेर अनुसन्धानको सामान्यीकरण गर्न कठिनाई हुने रहेछ ।

मूख्य पदावलीहरुः गुणत्मक, अनुन्धान, ऐतिहासिक, अन्तरवस्तु

परिचय

हरेक सामाजिक घटनाका पछाडि कारण निहित हुन्छ ।अझ यसो भनौं वीना कारण कुनै पनि घटना घट्दैन । समाजमा हुने ती हरेक क्रियाकलाप तथा घटनाहरुको कारणको पहिचान गर्ने प्रकृयानै सामाजिक अनुसन्धान हो । कारणको पचिान गर्ने क्रममा खास गरी दुईखालका सूचना तथा तथ्यहरु प्रयोग हुने गर्दछन् । एक खालका सूचना तथा तथ्यहरु अंक तथा संख्याको माध्यमबाट प्राप्त हुन्छन् भने अर्को खालका सूचना तथा तथ्यहरु भाव, गुण शब्द, वाक्य आदिका माध्यमबाट प्राप्त हुने गर्दछन् । यीनै भाव, गुण, शब्द तथा वाक्यका आधारमा प्राप्त हुने सूचना तथा तथ्यहरुको विश्लेषण गरेर अनुसन्धान गर्ने तथा अनुसन्धानको निष्कर्ष पत्ता लगाउने विधिलाई गुणात्मक विधिको रुपमा बुझिन्छ । गुणात्मक ढाँचाको अनुसन्धान कार्य सम्पन्न गर्नको लागि अवलोकन, वैयक्तिक अध्ययन, अन्तर

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वस्तु विश्लेषण विधि लगायतका विभिन्न विधिहरु प्रयोग हुन्छन । उल्लिखित विधिहरू मध्ये ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको झन धेरै महत्व रहेको पाईन्छ ।

उद्देश्य तथा विधि

यस आलेखको मूल उद्देश्य गुणात्मक अनुसन्धान कार्यमा प्रयोग हुने विभिन्न विधिहरू मध्यको प्रमुख विधि ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको परिचय, खाँचो एवं यस विधिको प्रयोग गर्दा आईपर्न सक्ने समस्या तथा चुनौतिको विश्लेषण गर्नु रहेको छ । यो उद्देश्य प्राप्तीको लागि अनुसन्धानको तत्वशास्त्र, ज्ञानशास्त्र, विधिशास्त्रसँग सम्बन्धित रहेर खोज, अनुसन्धान तथा ब्याख्या विश्लेषण गरिएका सन्दर्भग्रन्थ, जर्नल आर्टीकल्स लगाएतका विभिन्न सर्न्दभ सामाग्रीहरूबाट द्वितीय श्रोतको रुपमा प्राप्त भएका गुणात्मक अनुसन्धानसँग सम्बन्धित विभिन्न तथ्य तथा सूचनाहरूको अन्तरवस्तुलाई विश्लेषण गरिएको छ । र यसको साथै ऐतिहाकि अन्तरवस्तु विश्लेषण विधि प्रयोग गरेर सूचनालाई ब्याख्या गर्दा आईपरेका अनुभवपरक तथ्यहरूलाई समेत गुणात्मक विधिका माध्यमबाट प्रस्तुत र विश्लेषण गर्ने प्रयास गरिएको छ ।

गुणात्मक अनुसन्धान

सामाजिक अनुसन्धानमा प्रयोग गरिने सूचनाका श्रोत, तीनको प्रकृति, ती श्रोतलाई विश्लेषण गर्ने तरीकाको आधारमा सामाजिक अनुसन्धानलाई गुणात्मक अनुसन्धान र संख्यात्मक अनुसन्धानकारुपमा बुझ्न सकिन्छ । भावपरक, प्रवृत्तिपरक, गुणपरक, प्रतीकपरक एवम् व्याख्यापरक विभिन्न तथ्यहरूलाई तिनको सापेक्षता, यथार्थता, तुलनात्मक अवस्था लगायतका विभिन्न पक्षहरूसँग सादृश्य गराउँदै तथ्यहरूलाई व्याख्यात्मक रूपमा प्रस्तुत गर्दै विश्लेषण कार्यलाई अगाडि बढाउँदै लैजाने विधिलाई गुणात्मक विधिको रूपमा बुझिन्छ। समाजशास्त्रको इतिहासमा अमेरिकाको "सिकागो स्कूल" ले सन १९२०-१९३० मा स्थापित गरेको यस खालको गुणात्मक अनुसन्धानमूलक विधिलाई वोआस, मिड, वेनेडिक्ट, रेडाक्लेफ ब्राउन, मेलिनोस्की लगायतका विद्वानूहरूले विकास गर्दै ल्याएका हुन् ९म्भलशश्ल बलम ष्लिअयिल, झढढढ्० । विश्लेषणको क्रममा गुणात्मक विधि अन्तर्गत पनि विभिन्न विधि तथा प्रक्रियाहरू अबलम्बन हुँदै आएका छन् । जातिगत विवरण, वैयक्तिक अध्ययन, वंशावली अध्ययन, क्षेत्र अध्ययन, बहस विश्लेषण, ऐतिहासिक अन्तरवस्तु विश्लेषण लगायतका विभिन्न विधिका माध्यमबाट गुणात्मक तथ्यहरूको विश्लेषण एवम् प्रस्तुति गर्न सकिन्छ ।

ऐतिहासिक अन्तरवस्तु विश्लेषण विधि

गुणात्मक तथ्यहरूलाई विश्लेषण गरी प्रस्तुत गर्ने विभिन्न विधि मध्येको प्रमुख विधि ऐतिहासिक अन्तरवस्तु विश्लेषण विधि हो । खास गरी प्रचीन तथा ऐतिहासिक तथ्यहरूको प्रयोग हुने अनुसन्धानमा ऐतिहासिक अन्तर वस्तु विश्लेषण विधिलाई प्रमुख रूपमा प्रयोग गर्नुपर्ने हुन्छ । कुनै पनि लेख्य सन्दर्भ तथा पाठ्यवस्तु, अभिलेख, चित्र, प्रतीकात्मक वस्तु लगायतका कुराहरूलाई व्यवस्थित रूपमा पढेर अनुसन्धान कर्ताको दृष्टिकोणमा प्रस्तुत गर्ने प्रक्रृयालाई अन्तरवस्तु विश्लेषण विधिको रूपमा बुझिन्छ । सन् १९४१ भन्दा पहिला अन्तरवस्तुको अङ्ग्रेजी

रुप "कन्टेन्ट एनालिसिस" भन्ने शब्दावलीको प्रयोग अङ्ग्रेजीमा भएको देखिदैन । जर्मन समाजशास्त्री म्याक्स वेवरले सन् १९११ मा बृहत् स्तरमा अन्तरवस्तु विश्लेषणको प्रस्ताव गरेका थिए ९प्चष्ऽउभलमयचा, ६ण्ण्ढ्० । वर्तमान समाजलाई मात्र आधार बनाएर, तथा वर्तमानमा भएका मानिससँग सोधिएका प्रश्नावली तथा अन्तरवार्ता अनुसूचीका भरमा प्राचीन कालखण्डको सामाजिक संरचना पहिल्याउन संभव रहेनछ । तात्कालीन परिवेशको मात्र नभै वर्तमान अवस्थाको मानवीय सम्बन्धको रहस्य पनि प्राप्त गर्न नसकिदो रहेछ । किनभने त्यो ऐतिहासिक समाज हाल हाम्रो समक्ष छैन र वर्तमानका मानिसका व्यवहार, चलनपरम्पराहरु पनि प्राचीन तथा ऐतिहासिक कालखण्डका नियमबाट प्रभावित, विकसित, हस्तान्तरित हुँदै आएका हुदारहेछन । यसको लागि अनुसन्धानको विषय तथा क्षेत्र मानिएको कालखण्डको ऐतिहासिक पार्यवर्तन तथा प्रतिविम्ब प्रदान गर्ने ऐतिहासिक लेखोट तथा अभिलेखको खोज गरी त्यस भित्रका अन्तरवस्तुगत सूचनाका आधारमा तथ्यको विश्लेषण गर्नुपर्ने हुदोरहेछ । यसैले गर्दा नै ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको ब्यापकता तथा महत्व बढ्दै गएको छ

ऐतिहसिक तथ्यको सान्दर्भिकता

हरेक समाज तथा संस्कृतिको विकासक्रम ऐतिहासिक हुने गर्दछ । समाज तथा संस्कृतिका वर्तमान स्वरुप विगतको परिणाम हो । अफ भनौं इतिहासको जगमा अडेर वर्तमान संरचना तयार भएको हुन्छ (Coser,1996) । ऐतिहासिक पूर्वाधारविना भ्वाट्ट वर्तमान स्वरुप निर्माण हुन सक्दैन । समाज संस्कृतिको विकासको कुरा मात्र होइन मानव तथा जीव विकासको क्रमलाई अध्ययन गर्दा पनि ऐतिहासिकता गाँसिएको देखिन्छ । जसलाई डार्विनले सिद्धान्त बनाए । त्यसै सिद्धान्तको प्रभावमा परेर समाज र संस्कृतिलाई पनि विश्लेषण गर्ने नयाँ दृष्टि जन्म्यो ।

जसरी समाज तथा संस्कृतिको वर्तमान संरचना इतिहासको उत्पादन रहेछ भन्ने कुरा सावित हुन्छ । त्यसैगरी सामाजिक तथा सांस्कृतिक संरचना भित्रका हरेक तत्वहरु पनि स्वभाविक रूपमा इतिहासको उत्पादन तथा परिणति हुन्छन भन्ने कुरामा विवाद रहँदैन । यस्ता कुराहरू भयावह परिवेशमा निर्माण नभएर विगतको विश्वास कस्तो थियो, चलन, परम्परा के थियो ? कुन सन्दर्भमा यी नियमहरू बनाइएका थिए भन्ने कुराले प्रभाव पार्दछ (Thapar,2010) ।

अफ प्रचीन समाज र संस्कृतिलाई विशिष्ट रूपमा केलाउने हो भने यसका विधि विधान, चालचलन र परम्पराहरूको ऐतिहासिकता प्राचीन सभ्यतासम्म पुगेर खोतल्नु पर्ने हुन्छ । ती प्राचीन सभ्यतामा निर्माण भएका चलन तथा परम्परा हस्तान्तरित हुँदै वर्तमानसम्म प्रयोग र प्रभावमा रहेका छन् (दीक्षित,२०५९) । मानिसले तिनै विश्वास र चलनलाई मानिनै रहेको छ । केही सन्दर्भ फेरिए पनि हाम्रो परम्परागत संस्कृति भन्दै महत्व दिइएको छ । सामाजिक तथा सांस्कृतिक संरचनाभित्र मानवीय सम्बन्ध कस्तो छ भनेर वर्तमानमा खोजि गर्नको लागि एउटा कुनै निश्चित ठाउँलाई केस बनाएर, एउटा संस्कार विशेष कार्यलाई अवलोकन गरेर तथा सय दुईसय जनासँग अन्तरवार्ता अनुसूची भराएर प्राप्त भएको तथ्यलाई मात्र आधार मानेर सामान्यीकरण गर्दा त्यसबाट एतिहासिकता, वर्तमानमा ऐतिहासिकताको प्रभाव, ऐतिहासिक सूक्ष्म कारण लगायतका पक्षहरूलाई विश्लेषण गर्न सकिदैन । सामाजिक तथा सांस्कृतिक सम्बन्ध यति अमूर्त र सांस्कृतिक विश्वासले जकडेको हुन्छ कि वर्तमानमा त्यसको सान्दर्भिकता घट्दै गए पनि, ओहो बाउबाजेले गर्दै आएको यो मेरो कर्तव्य हो सान हो या यस्तै प्रवृत्ति र अनुभूतिले मानिसलाई

गाँजिरहेको हुन्छ । यी प्रवृत्ति प्राचीन, धर्म ग्रन्थ, परम्परा, चलनहरूले ज्यादै परिपोषित हुन्छन् । सानो एउटा उदाहरण लिऊँ । छोरीको विवाह गर्दा गाई दान गर्ने चलन, मानौँ यो आदि विवाहको अवशेष हो वा ज्बचचष्क९ज्ञठठज्ञ० ले भनेजस्तै गाई दिए पनि छोरीको घरमा गोरुको उत्पादन हुन्छ, मल हुन्छ, दूध हुन्छ र छोरीले घर राम्रोसँग सञ्चालन गर्न सक्दछे भन्ने दैनिक तथा कृषि युगमा विश्वास भएको चलन वर्तमानमा पनि त्यतिकै प्रयोगमा छ । छोरीको घरमा गाईको महत्व नै नभए पनि, बाबुलाई गाइ दान गर्न नपाउँदा पुण्य कमाइएन कि ? स्वर्ग पुगिन्न कि वा विवाह आदर्शमय बनेन कि भन्ने चुक चुक रहिरहन्छ । गाई पाल्नै छाडिन थाल्यो तैपनि गाईको प्रतीक स्वरुप गाई पैसा चढाइन्छ । यसरी वर्तमानमा मानिएका वा प्रयोगमा भएका चालचलन विधिविधान, परम्परासँग ऐतिहासिताको अमिट सम्बन्ध रहेको हुन्छ । वर्तमानमा एउटा काजक्रिया, विवाह, व्रतवन्ध आदिको अवलोकन गरेर ए-यसो-यसो गर्दा रहेछन् । यस्तो विभेद देखियो भनेर अनुसन्धानलाई निष्कर्षमा पुर्‍याउँदा त्यसले कतिको ऐतिहासिक कारणलाई बोक्न सक्ला ? त्यस्तो गर्दा अनुसन्धानको गहिराइ, वैधानिकता कति प्राप्त होला ? मानौँ कागजी विधिमा मिलान त गर्न सकिएला तर खास त्यो चलन परम्परा, नियम, विधिको सन्दर्भ परिवेश के थियो भन्ने पक्ष त सधै छिपी रहदो रहेछ ।

अर्कोतर्फ समाजशास्त्रीय तथा मानवशास्त्रीय अनुसन्धानमा त सामाजिक तथा सांस्कृतिक सन्दर्भले नै विधि विधान निर्माण हुन्छ भन्ने विश्वास गरिन्छ । वर्तमानमा प्रयोग हुँदा त्यो सान्दर्भिक तथा विभेदयुक्त भए पनि त्यो विधि बन्दाको बखतको परिवेश के थियो ? त्यो थाहा पाउन नै साँचो अर्थमा अनुसन्धान हुन्छ । भनिन्छ, विना कुनै कारण संस्कृति निर्माण नै हुँदैन । अभ यसो भनौँ हरेक सामाजिक तथा सांस्कृतिक मान्यताभित्र एउटा न एउटा कारण रहेको हुन्छ । भलै वर्तमानमा त्यो सान्दर्भिक नहुन सक्छ । तर त्यो मान्यता निर्माण हुदाको बखत त्यो कारण संगत थियो वा थिएन भनेर खुट्याउन त्यही ऐतिहासिकताले प्रदान गर्ने तथ्य भित्र घोत्लिनु पर्ने हुदो रहेछ ।

ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको प्रयोगमा आउने जटिलता

वर्ततमानमा हाम्रा सामु उपलब्ध नभएको तथा हुन नसक्ने समाजको वारेमा खोजी गर्दा त्यस वेलाको सामाजिक तथा सांस्कृतिक संरचनाको झलक दिने लेखोट तथा अभिलेखहरू मार्फत प्राप्त हुने सूचनालाई आधार मान्नुको विकल्प रहँदैन । त्यो प्राचीन तथा ऐतिहासिक कालखण्डसँग सम्बन्धित भएर लेखिएका विषयवस्तुको विश्लेषण गर्दा त्यसको तिथि मितिको किटानी, भाव, अर्थ, अनुवाद, अनुवादीय प्रभाव आदि लगायतका सन्देहात्मक जटिलताहरू आई पर्दा रहेछन् । वेदकालीन प्राचीन समाज तथा संस्कृतिको वारेमा वर्तमानमा रहेर अध्ययन गर्न खोज्ने हो भने त्यस कालखण्डको ऐतिहासिक लेखोट तथा अभिलेख वेदलाई मान्नु पर्नेरहेछ । संसारकै सर्वप्राचीन ग्रन्थ जसवेला लेख्य लिपि समेत थिएन । त्यसवेला रचना भएको वेदका ऋचा एवं त्यस सँग सम्बन्धित ऐतिहासिक तथ्यहरुसँग सादृश्य भएका अनुभवपरक तथ्यहरुका आधारमा ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको प्रयोग र जटिलताका केहि अंशहरुलाई विम्वात्मक रुपमा चर्चा गर्न खोजिएको छ ।

प्राचीन शास्त्रहरू श्रृतिपरकरुपमा निर्माण हुदै आएको पाईन्छ । त्यसवेला भाषाको लेख्य लिपि थिएन । श्रृतिपरक ढंगले सर्दैसर्दै सयौँ वर्ष पछि मात्र तथ्यगत भावहरू लेख्य रूपमा प्राप्त भए । ती भावहरू निर्माण हुँदा कुन भाषा थियो ? भनिन्छ संस्कृत थियो । तर संस्कृत भाषाको पनि कुन रुप र व्याकरण थियो ? सर्दै सर्दै लेख्य रूपमा आउने बेलासम्म भाषागत परिवर्तन हुँदा कति वास्तविक अर्थ बुभियो अन्यौल नै छ । पहिला नै निर्माण भएकाले

जस्ताको त्यस्तै लेखियो की ? सम्पादनकर्ताको प्रभाव रह्यो कि रहेन ? यसै भन्न कठिन छ ।

त्यसैगरी, प्रचीन साहित्यका संहिताहरु आर्यहरूद्वारा रचना गरिएको मानिन्छ । आर्यहरू सिन्ध घाँटीको सभ्यताकै मानिस हुन् वा सिन्ध सभ्यतापछि साइबेरिया हुँदै मेसोपोटामिया हुँदै सिन्ध क्षेत्र प्रवेश गरेका हुन् ? यस बारे पनि फरक-फरक विचार छन्(त्जबउबच,ज्ञढढढ्) । सबै इतिहासविद्को विचार समान पाइँदैन । त्यसकारण मौखिक रूपमा नै भए पनि ती मन्त्र कहिले कहाँ रचिए ? निक्र्योल गर्न कठिन हुने रहेछ ।

अर्कोतर्फ संस्कृत भाषाका रचना अंग्रेजी, हिन्दी, नेपालीमा अनुवाद हुँदा कुन व्याकरणको आधार लिइयो ? हरेक अनुवादमा एउटै ऋचाका भावहरू फरक फरक देखिन्छन् । वेदकालीन समयलाई विश्लेषण गरिएका भारतीय इतिहासकारका किताबहरूको माध्यमबाट ऐतिहासिक तथ्य बटुल्दा सन्दर्भमा दिइएका ऋचाको अनुवाद भाव फरक फरक देखिन्छ । हिन्दी अनुवादलाई आधार मान्दा पनि अनुवादक अनुसार भाव भिन्नता देखिन्छ । यसले गर्दा खास एतिहोसिक तथ्य कुन हो ? कुन भाव वास्तविक र सही हो खुट्याउन जटिल हुँदा विश्लेषणमा कठिनाइ हुदो रहेछ ।

दुवे(२००९)ले ऋग्वैदिक आर्यको खानपान अन्तर्गत ऋग्वेदको १-१६-१०, १०-१३६-२, ५-५४-११ को सन्दर्भ दिँदै खीर, ध्यू मा पकाएको पालपुवा तथा पनिर रहेको उल्लेख गरेका छन् । तर लुईटेल(२०६३) र गौतम(२०६७)को अनुवाद मा त्यस सन्दर्भसँग मिल्ने अर्थ भाव नै भेटिँदैन ।

दुवे (२००९) ले ५-५४-११ उल्लेख भएको 'येत्सु खाद्य'को अर्थ पनिर प्रिय भोजन थियो भन्ने लगाएर व्याख्या गरेका छन् । गौतम(२०६७) को अनुवादमा यत्सु खाद्यको अर्थ खुट्टाहरूमा कल्ली भन्ने उल्लेख भएको छ । यी दुई सन्दर्भलाई जोडेर हेर्दा एउटाको अर्थ अर्कोको कुनै भावको नजिक देखिँदैन छुट्टा छुट्टै प्रसंगको सन्दर्भ भेटिन्छ । यसबाट वास्तविक अर्थ कसरी बुझ्ने, पत्ता लगाउने ?

दुवे (२००९) ले त्यही सन्दर्भलाई खानपान सँग जोडेर ब्याख्या गरेका छन् भने गौतमले गहनाको अर्थ लगाएका छन् । यो त एउटा उदाहरण मात्र हो यस्ता अनगिन्ति भावहरू छन् । यस्तो कठिनाइबाट कसरी वास्तविक अर्थ प्राप्त गर्ने र विश्लेषण गर्ने ? कुन अर्थलाई आधार मान्ने ?

त्यति मात्र होइन, दुवे (२००९) ले ऋग्वेदको पहिलो मण्डलको सोह्रौँ सूक्त अन्तर्गतको दशौं ऋचाको सन्दर्भ दिँदै 'क्षीरपाकौदन' (खीर) को खानपान हुने बताएका छन् भने, गौतम(२०६७) र लुईटेल(२०६३) को अनुवादमा उक्त ऋचा नै समावेश छैन । सोह्रौँ सूक्त अन्तर्गत नौ वटा मात्र ऋचा समावेश छन् । यसले त सूक्त र ऋचाको संख्यामा समेत प्रश्न उठाएको छ । ती ऋचा कुन सूक्त अन्तर्गत समेटिएको छ वा त्यो ऋचा के यहाँ समावेश नै छैन ? के ऋग्वेदका ऋचा नै तलमाथि भए त ? त्यसो भए के आधारमा ऋग्वेदका १०५५२ ऋचा संख्या भनेर गणना गर्ने त ? १-१६-१० लाई उल्ट्याएर, दशौं मण्डलको सोह्रौँ सूक्त हो कि भनेर हेर्दा पनि मिल्दैन ।

कतिपय ऐतिहासिक घटना यस्ता हुन्छन् कि ती एउटा रूपमा घट्दछन्, अर्को रूपमा लेखिन्छ । झन अर्को रूपमा अनुवाद हुन्छ । त्यसले तथ्यलाई अर्थको अनर्थ बनाइदिन्छ । त्यसैले ऐतिहासिक तथ्यलाई पुनपरीक्षण गर्न कठिन हुने मानिन्छ ।

खास प्राचीन शास्त्रको समय कुन हो ? किटान गर्न नै गाह्रो छ । कुनै सन्दर्भमा सिन्धघाँटी इसापूर्व ३०००-

४००० वर्ष पहिले मानिएको छ। कुनैमा इसापूर्व १०००-१२०० मानिएको छ। अफ आध्यात्मिक दृष्टिको व्याख्यामा त लाखौँ वर्ष पहिलेको मानिन्छ। कुनैमा १६००-२००० यस्तै तिथि मिति छन्(प्यकब्कदण्, द्ण्ण्द्)। यसको एउटै तिथि नहुँदा खास समयको परिवेश खुट्याउन जटिल भएको छ। त्यसैगरी वेद आर्य संस्कृति हो तर आर्यको खास क्षेत्र कुन-कुन, हो उनीहरू कहाँबाट कहाँ-कहाँ पुगे त्यो समय हो भन्ने बिषयमा एकमत छैन(त्जबउबच,द्ण्ण्द्)। हुन त हरेक ज्ञान, लेखन, सीप आदि समाजको उत्पादन हो भनिन्छ तर के प्राचीन शास्त्रगत तथ्यहरूले प्राचीन समाजको प्रतिबिम्ब दिन्छन् त ? समाजको नेतृत्व गर्ने वर्गले मात्र ती शास्त्रहरूको सृजना गरेका पो हुन् की ? कमजोर र तल्लो वर्गका कुरालाई शास्त्रहरूले कति समेटेको छन्। यस्ता प्रश्नहरू विश्लेषणका क्रममा निकै पैदा हुन्छन्।

अर्कातर्फ शास्त्र एउटा साहित्य हो। साहित्यमा कल्पना र भावना पक्ष त्यतिकै प्रवल हुन्छ। त्यसकारण शास्त्रमा भएको भावले के वास्तविक घटनाको मात्रै प्रतिनिधित्व गर्छन् भन्न सजिलो छैन कि ? एकथरी विद्वानहरू प्राचीन शास्त्र लाई अपौरुषीय रूपमा अध्यात्मसँगै जोडेर व्याख्या गर्दछन्। अर्काथरी यो अपौरुषेय होइन मानिसद्वारा नै सृजित, निश्चित कालखण्डको प्रतिबिम्ब हो भन्दछन्। शास्त्रका अंशलाई पनि तिनै दृष्टिकोणसँग जोडेर अर्थ लगाइएकाले जटिलता पैदा हुनेरहेछ। त्यसैगरी शास्त्रलाई व्याख्या गर्ने पश्चिमाहरू त्यसलाई त्यति पुरानो मान्न तयार भएको देखिदैन। भारतीयहरू प्राचीन पूर्वीय शास्त्रहरूलाई आफ्नो मौलिक संस्कृति मानेर बढी प्राचीन बनाउन खोज्दछन्। अर्काथरी भारतीय नै भए पनि पश्चिमा तर्फसँग नजिक हुन्छन्। यस्ता विविध दृष्टिकोणका व्याख्याभित्र शास्त्रको ऐतिहासिकता खुट्याउन कठीनाई पैदा हुने रहेछ।

प्राचीन शास्त्र एवं शास्त्रकालीन समयका बारेमा लेखिएका पुस्तकहरूमा स्तुतिपरक प्रवृत्ति बढी देखिन्छ। समालोचनात्मक रूपमा लेख्न खोज्ने पश्चिमा विद्वान्मा सकभर उच्च बनोस् भन्ने खालको पूर्वाग्रही भाव देखिन्छ। भारतीय विद्वान्मा शास्त्रलाई स्तुतिपरक ढंगमा नै प्रशंसा गर्ने प्रवृत्ति देखिन्छ। खास भौतिक चेत, भौगोलिक परिवेश, आर्थिक स्वरूपमा टेकेर अनुसन्धान गरेका सन्दर्भ सामग्रीको सर्वसुलभता छैन।

निष्कर्ष

वर्तमानमा देख्न, छुन नसकिने विगतको सामाजिक तथा सांस्कृतिक संरचनाको अनुसन्धान गर्नको लागि त्यस समयको परावर्तन दिने लेख, अभिलेख, टिपोट लगायतका ऐतिहासिक अन्तरवस्तुहरूको सहायता लिनुपर्ने हुदो रहेछ। त्यहि ऐतिहासिक फलक प्रदान गर्ने साहित्यमा समेटिएका तथ्यगत शब्द, वाक्य, भाव तथा गुणहरूको अन्तरवस्तु विश्लेषण गरेर तत्कालिन वास्तविकता दर्शाउने विधिलाई ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको रुपमा बुभिने रहेछ। मात्र लेखोट तथा अभिलेखमा ब्यक्त भएका तथ्यहरूलाई विश्लेषण गर्न खोज्दा ती लेखोटले त्यसवेलाको सामाजिक संरचनाको सहि प्रतिनिधित्व गरेका छन् की छैनन् ? यसवेलाको भाषा, ब्याकरण र वर्तमानको अर्थ तिथि मिति, लेखकको निजी भाव, प्रभाव, उद्वेग आदिको समस्या आईपर्ने र ती समस्यासँग जुधेर अनुसन्धानको सामान्यीकरण गर्न कठिनाई हुने रहेछ। तथापी विगतको सामाजिक संरचनाको अध्ययनको लागि ऐतिहासिक अन्तरवस्तु विश्लेषण विधिको विकल्प नभएकाले तत् सम्बन्धि समस्यासँग सचेतता अपनाउदै ऐतिहासिक अन्तरवस्तु विश्लेषण विधि प्रयोग गर्नुपर्दै रहेछ।

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Main texts should be organized under the following headings:

Introduction should describe significance of the paper beginning with a paragraph of explanation that describes the problem under investigation (e.g. existing knowledge and gap) leading to the main research objective and questions.

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