

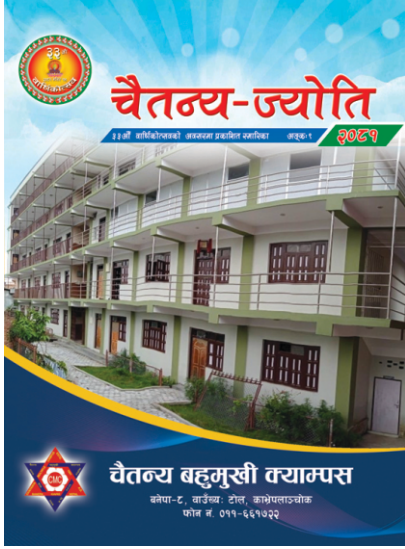
चैतन्य-ज्योति

(चैतन्य बहुमुखी क्याम्पसद्वारा प्रकाशित स्मारिका)

चैतन्य-ज्योति

३३ औं वार्षिकोत्सवको अवसरमा प्रकाशित स्मारिका

अङ्क ९



; Dkfbos lo

देशको राजधानीसँग पूर्वी सीमातर्फ जोडिएको काभ्रे जिल्लाको बनेपामा २०४८ सालमा स्थापित चैतन्य बहुमुखी क्याम्पसले आफ्नो स्थापनाको ३३ औं वार्षिकोत्सव मनाइरहेको सुखद अवसरमा 'चैतन्य-ज्योति' नामक स्मारिका संस्थाका शुभेच्छुकहरु समक्ष ल्याउन पाउँदा हामी हर्षित छौं । स्मारिकाको यस अङ्कमा विशेषतः क्याम्पसको विगतदेखि वर्तमानसम्मका गतिविधि, शिक्षणसिकाइमा भएका सुधारहरु तथा क्याम्पसका प्रगति र चुनौतीहरुलाई समेट्दै अनुसन्धानकर्ता प्राध्यापकहरु एवम् सिर्जनशील विद्यार्थीहरुबाट प्राप्त रचना सामग्रीहरुलाई समावेश गरेका छौं ।

यस स्मारिकामा संलग्न रहेका लेखरचनाहरु विभिन्न ज्ञानविज्ञान क्षेत्र सम्बद्ध रहेका छन् । सम्बन्धित रचनाहरुमा व्यक्त विचारहरुप्रति लेखक स्वयंको जवाफदेहिता रहनेछ । शिक्षाको ज्योतिलाई अनवरत प्रज्वलित गर्ने कार्यमा निरन्तर लागि परेको चैतन्य बहुमुखी क्याम्पसले विद्यार्थीहरुको पठन पाठनलाई स्तरीय र प्रभावकारी तुल्याउन अध्ययन अध्यापनलाई जोड दिदैआएको छ । यसका अतिरिक्त विद्यार्थीमा पठन संस्कृतिको विकास गर्ने उद्देश्यबाट समय समयमा विभिन्न किसिमका क्रियाकलापहरु पनि गर्दै आएको छ । त्यस्तै शैक्षिक गतिविधिलाई समेटेर विद्यार्थी तथा प्राध्यापकहरुको पहलबाट प्रकाशित 'चैतन्य ज्योति' मा पनि समय समयमा शैक्षिक र अतिरिक्त क्रियाकलापका गतिविधिहरु प्रकाशन गर्दै आएको व्यहोरा अनुरोध गर्न चाहन्छौं ।

अन्त्यमा क्याम्पसले ३३ औं वसन्त पूरा गरेको उपलक्ष्यमा यस क्याम्पसको विकास, प्रगति र सञ्चालनमा सक्रिय सहयोग गर्नुहुने सबैमा हार्दिक शुभकामना व्यक्त गर्दछौं ।

- सम्पादक मण्डल

k\$ fzs

चैतन्य बहुमुखी क्याम्पस
बनेपा-८, काभ्रेपलाञ्चोक

; Nhfxs f/

श्री जुजुभाइ मानन्धर
क्याम्पस प्रमुख

; Dkfbos dC8n

उप प्रा. श्री सेमन्तमणि भण्डारी
उप प्रा. श्री चन्द्रकुमार सुवेदी
उप प्रा. श्री लेखनाथ ढकाल
उप प्रा. श्री कल्पना थापा

s Dk6'/; J6'

प्राइम कम्प्युटर, बनेपा

dbpf

सहकार्य प्रिन्टिङ्ग प्रेस, बनेपा



बागमती प्रदेश सरकार
सामाजिक विकास मन्त्रालय

हेटौंडा, नेपाल

माननीय मन्त्री
हरि प्रभा खड्गी (श्रेष्ठ)



शुभकामना मन्तव्य।

नेपालको उच्च शिक्षा क्षेत्रको विकासमा सामुदायिक क्याम्पसहरूले पुर्याउँदै आएको योगदान महत्वपूर्ण छ । स्थानीय जनसमुदायको सहयोग र सक्रियतामा स्थापित सामुदायिक क्याम्पसहरूले जन-समाजमा खेलेको भूमिका प्रशंसनीय छ । वर्तमानमा देशको आर्थिक तथा सामाजिक विकासमा सामुदायिक क्याम्पसहरूको भूमिका झन् फराकिलो बन्दै गएको छ ।

आजको आवश्यकता गुणस्तरीय शिक्षाको हो। सामुदायिक क्याम्पसहरूले पनि आफ्ना सम्पूर्ण शैक्षिक कार्यक्रमहरू गुणस्तरयुक्त शिक्षा प्रदान गर्नेतिर केन्द्रित गर्नु आवश्यक छ। राष्ट्रिय आवश्यकता पूरा गर्न र विद्यार्थीहरूको परिवेशलाई आत्मसात् गर्दै उच्चशिक्षालाई समय सापेक्ष बनाउन शैक्षिक गुणस्तर अभिवृद्धिका लागि क्याम्पसले सदैव ध्यान दिओस् भन्ने हाम्रो चाहना हो।

जनस्तरबाट २०४८ मा स्थापित चैतन्य बहुमुखी क्याम्पसले आफ्नो स्थापनाको ३३ औं वार्षिकोत्सवको अवसरमा प्रकाशन गर्न लागेको "चैतन्य ज्योति" स्मारिका क्याम्पसमा भएका सम्पूर्ण शैक्षिक गतिविधि तथा सामाजिक क्रियाकलापहरू समेटि प्रकाशन हुन लागेकोमा हामीलाई खुसी लागेको छ । यस क्याम्पसले त्यो भेगका विद्यार्थीहरूलाई गुणस्तरीय शिक्षा प्रदान गर्दै आएको छ र आगामी दिनमा अझै शैक्षिक गतिविधिमा उल्लेखनिय योगदान दिदै यस देशको लागि आवश्यक बहुसिपयुक्त दक्ष जनशक्ति उत्पादन गर्न सान्दर्भिक र गुणस्तरीय शिक्षामा विशेष जोड दिनु हुनेछ भन्ने विद्यास गर्दै प्रदेशबाट गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रकृत्यामा शिघ्रता प्राप्त गरी थप गुणस्तर वृद्धि गर्न विशेष पहल हुनेछ भन्ने शुभकामना व्यक्त गर्दछु ।

माननीय हरिप्रभा खड्गी(श्रेष्ठ)
मन्त्री



मा. कञ्चन चन्द्र वादे

बागमती प्रदेश सभा सदस्य, काभ्रे क्षेत्र नं. २ (ख)

Kanchan Chandra Bade

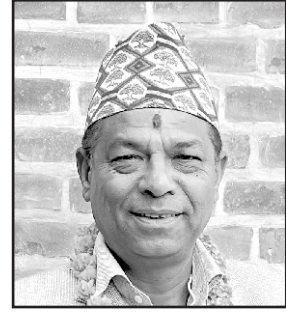
Bagmati Province Assembly Member Kavre-2 (Kha)



Cell No. 9851059251, Phone No. 011663800, Email: kanchanchandrabade@gmail.com

मिति: २०८१।८।१२

z 'es fdgf



काभ्रे तथा आसपासका जिल्लाहरूलाई सेवाक्षेत्र बनाई २०४८ सालमा जनस्तरबाट स्थापित चैतन्य बहुमुखी क्याम्पसले आफ्नो स्थापनाको ३३ औं वार्षिकोत्सव मनाउन लागेकोमा खुशी व्यक्त गर्दछु । यस क्याम्पसले शिक्षा क्षेत्रमा पुऱ्याएको योगदानको कदर गर्दै क्याम्पसको उत्तरोत्तर प्रगतिको कामना गर्दछु ।

क्याम्पसको ३३ औं वार्षिकोत्सवको अवसरमा 'चैतन्य-ज्योति' स्मारिका प्रकाशन गर्न लागेकोमा बधाई ज्ञापन गर्दै विद्यार्थी तथा प्राध्यापकहरूका सिर्जना निरन्तर प्रकाशन हुँदै जाऊन् भन्ने शुभकामना व्यक्त गर्दछु ।

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बागमती प्रदेश सभा सदस्य

काभ्रे क्षेत्र नं. २ (ख)

प्रा. शंकरप्रसाद भण्डारी
सचिव
Prof. Shankar Prasad Bhandari
Secretary



विश्वविद्यालय अनुदान आयोग
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website : www.ugcnepal.edu.np




शुभकामना मन्तव्य !

नेपालको उच्च शिक्षा क्षेत्रको विकासमा सामुदायिक क्याम्पसहरूले पुर्याउँदै आएको योगदान महत्वपूर्ण छ । स्थानीय जनसमुदायको सहयोग र सक्रियतामा स्थापित सामुदायिक क्याम्पसहरूले जन-समाजमा खेलेको भूमिका प्रशंसनीय छ । वर्तमानमा देशको आर्थिक तथा समाजिक विकासमा सामुदायिक क्याम्पसहरूको भूमिका भन्नु फराकिलो बन्दै गएको छ ।

आजको आवश्यकता गुणस्तरीय शिक्षाको हो । सामुदायिक क्याम्पसहरूले पनि आफ्ना सम्पूर्ण शैक्षिक कार्यक्रमहरू गुणस्तरयुक्त शिक्षा प्रदान गर्नेतिर केन्द्रित गर्नु आवश्यक छ । राष्ट्रिय आवश्यकता पूरा गर्न र विश्वव्यापीकरणको परिवेशलाई आत्मसात् गर्दै उच्चशिक्षालाई समय सापेक्ष बनाउन शैक्षिक गुणस्तर अभिवृद्धिका लागि क्याम्पसले सदैव ध्यान दिओस् भन्ने हाम्रो चाहना हो ।

जनस्तरबाट २०४८ मा स्थापित चैतन्य बहुमुखी क्याम्पसले आफ्नो स्थापनाको ३३ औं वार्षिकोत्सवको अवसरमा प्रकाशन गर्न लागेको “चैतन्य ज्योति” स्मारिका क्याम्पसमा भएका सम्पूर्ण शैक्षिक गतिविधि तथा सामाजिक क्रियाकलापहरू समेटेटी प्रकाशन हुन लागेकोमा हामीलाई खुसी लागेको छ । यस क्याम्पसले त्यो भेगका विद्यार्थीहरूलाई गुणस्तरीय शिक्षा प्रदान गर्ने र अनुदान आयोगबाट गुणस्तर सुनिश्चितता तथा प्रत्यायन प्रकृत्यामा शीघ्रता प्राप्त गरी थप गुणस्तर वृद्धि गर्न विशेष पहल हुने छ भन्ने शुभकामना व्यक्त गर्दछु ।


.....
(प्रा. शंकरप्रसाद भण्डारी)
सचिव



बनेपा नगरपालिका

नगर कार्यपालिकाको कार्यालय



पत्र संख्या:

चलानी नं.:

बनेपा, काभ्रेपलाञ्चोक
बागमती प्रदेश, नेपाल
नगर, काभ्रेपलाञ्चोक
बागमती प्रदेश, नेपाल
२०७३

मिति: २०८१।८।१०

शुभकामना

समुदाय स्तरबाट सञ्चालित काभ्रेपलाञ्चोक जिल्लाकै पुरानो क्याम्पसका रुपमा परिचित चैतन्य बहुमुखी क्याम्पस स्थापना भएको ३३औं वर्ष पुरा गरेको थाहा पाउँदा अत्यन्तै खुसी लागेको छ । काभ्रेजिल्लाकै पहिलो शिक्षा विषयको माध्यमबाट उच्च शिक्षा प्रदान गर्दै आएको यस क्याम्पसबाट उत्पादित जनशक्तिले शिक्षाका क्षेत्रमा राष्ट्र भरनै उल्लेखनीय योगदान पुऱ्याई रहेको देख्न र सुन्न पाउँदा गर्व महशुस हुन्छ ।

क्याम्पसले आफ्नो ३३ औं वार्षिकोत्सवको अवसरमा प्रकाशित हुने 'चैतन्य ज्योति' स्मारिकाले शैक्षिक जगतमा चेतनाको ज्योति फैलाउन सक्षम रहोस् भन्ने अपेक्षा लिएको छु । यसका साथै यस वर्षको वार्षिकोत्सव भव्य रुपमा सुसम्पन्न होओस् भन्ने हार्दिक शुभकामना व्यक्त गर्दछु ।

धन्यवाद !


शान्तिरत्न शाक्य
नगर प्रमुख
प्रमुख



(त्रि.वि. तथा रा.प.बो.बाट सम्बन्धन प्राप्त)

फोन : ०११-६६१७२२

चैतन्य बहुमुखी क्याम्पस

(शिक्षाशास्त्र तथा व्यवस्थापन संकाय)

बनेपा-८, काभ्रेपलाञ्चोक
स्था. वि.सं. २०४८

पत्र संख्या:
चलानी नं.:

मिति: २०८१।८।१०



शुभकामना

सामुदायिक रूपमा सञ्चालित श्री चैतन्य बहुमुखी क्याम्पस बनेपाको ३३ औं वार्षिकोत्सवको अवसरमा 'चैतन्य ज्योति' स्मारिका प्रकाशन कार्य प्रशंसनीय छ ।

यसमा समावेश गरिएका क्याम्पस गतिविधि, विद्यार्थी एवं प्राध्यापकहरुको लेख रचनाहरुले क्याम्पसको समग्र प्रतिविम्ब भल्किएको छ । यसबाट क्याम्पसको पठनपाठन गुणस्तरीय रहेको कुरा समेत स्पष्ट हुन्छ । यसले मुलुकको शिक्षा विकासमा योगदान पुग्ने छ भन्ने विश्वास लिएको छ ।

अन्त्यमा, त्यस क्याम्पसको वार्षिकोत्सवको अवसरमा सम्पूर्ण क्याम्पस संस्थापक, संचालक, प्राध्यापक एवं विद्यार्थीहरु सबैको सत्कार्य र क्याम्पसको प्रगतिका लागि गर्नु भएको योगदानको हार्दिक प्रशंसा सहित उत्तरोत्तर प्रगतिको कामना गर्दछु ।

(डा. मदनकाजी मानन्धर)

अध्यक्ष

क्याम्पस संचालक समिति

चैतन्य बहुमुखी क्याम्पस, बनेपा ८, काभ्रेपलाञ्चोक, नेपाल, फोन नं. ०११-६६१७२२ इमेल : cmcbanepa@hotmail.com



(त्रि.वि. तथा रा.प.बो.बाट सम्बन्धित प्राप्त)

फोन : ०११-६६१७२२

चैतन्य बहुमुखी क्याम्पस

(शिक्षाशास्त्र तथा व्यवस्थापन संकाय)

बनेपा-८, काभ्रेपलाञ्चोक
स्था. वि.सं. २०४८

पत्र संख्या:

चलानी नं.:

२०८१।८।१०
मिति:

शुभकामना

यस क्याम्पसको

३३ औं वार्षिकोत्सवको

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प्राध्यापक, कर्मचारी, सञ्चालक समिति,

क्याम्पस सभा तथा शुभेच्छुक-शुभचिन्तकहरुमा

हार्दिक शुभकामना

व्यक्त गर्दछौं ।

चैतन्य बहुमुखी क्याम्पस परिवार

बनेपा-८, काभ्रेपलाञ्चोक

चैतन्य बहुमुखी क्याम्पस, बनेपा ८, काभ्रेपलाञ्चोक, नेपाल, फोन नं. ०११-६६१७२२ इमेल : cmcbanepa@hotmail.com

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तयाम्पसको ३३ औं वार्षिकोत्सव कार्यक्रम तयारीका लागि गठित उपसमितिहरू

!_ ; f!xITos pk; ldl

संयोजक : जयप्रसाद घिमिरे
सदस्य : हरिप्रीया रेग्मी
सदस्य : रमिता मानन्धर

&_cg! Gwfg tyfk\$ fz g pk; ldl

संयोजक : अग्निप्रसाद ज्ञवाली
सदस्य : लेखप्रसाद पन्त
सदस्य : टीकाराम घिमिरे

@_ v jhs b pk; ldl

संयोजक : सरोज अधिकारी
सदस्य : उमेश मानन्धर
सदस्य : ठाकुरनाथ गौतम

*_j ft fj /Of; r jgftyf; /; kno pk; ldl

संयोजक : शारदा खनाल
सदस्य : प्रदीप नेपाल
सदस्य : सीता कँडेल

#_ x f!h /h j f!kmpk; ldl

संयोजक : शिवओम दाहाल
सदस्य : पशुपति सिलवाल
सदस्य : सरोज अधिकारी

(_ c z bfn! leQklqs f pk; ldl

संयोजक : चन्द्रकुमार सुवेदी
सदस्य : सेमन्तमणि भण्डारी
सदस्य : जयप्रसाद घिमिरे
सदस्य : ठाकुरनाथ गौतम
सदस्य : मनोहर थापा

\$_s foqrd Joj : yfkg

संयोजक : सिताराम दाहाल
सदस्य : राजेशराज महत
सदस्य : हरिशरण थापा

!)_r j Co Hbft' : dff/s fk\$ fz g pk; ldl

संयोजक : सेमन्तमणि भण्डारी
सदस्य : चन्द्रकुमार सुवेदी
सदस्य : लेखनाथ ढकाल
सदस्य : कल्पना थापा

%_ ; f!s fts pk; ldl

संयोजक : चन्द्रमाया श्रेष्ठ,
सदस्यहरू : सरिता बन्जारा
सदस्य : मनोहर थापा
सदस्य : सरस्वती मानन्धर

!!_ /Orbfg pk; ldl

संयोजक : विष्णु पाण्डे घिमिरे
सदस्य : निशादेवी मानन्धर
सदस्य : प्रभा मानन्धर
सदस्य : तारालक्ष्मी मानन्धर

^_cgz f; g tyf lj Bfy lkl/r fng pk; ldl

संयोजक : राजन सापकोटा
सदस्य : शारदा खनाल
सदस्य : देव मानन्धर
सदस्य : निशा मानन्धर

तृतीय वर्ष

| Program | BBS | | | | B.Ed | | | | M.Ed | | | | Total |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|-------|
| | 1st Yr. | 2nd Yr. | 3rd Yr. | 4th Yr. | 1st Yr. | 2nd Yr. | 3rd Yr. | 4th Yr. | 1st Sem. | 2nd Sem. | 3rd Sem. | 4th Sem. | |
| 2079/080 | 60 | 20 | 25 | 23 | 81 | 64 | 16 | 35 | - | 45 | - | 30 | 399 |
| 2080/081 | 58 | 33 | 23 | 18 | 56 | 43 | 64 | 18 | 24 | - | 34 | - | 371 |
| 2081/082 | 30 | 21 | 33 | 5 | 35 | 34 | 44 | 16 | 35 | 27 | 20 | 20 | 320 |

यसको विवरण तलको तालिकामा देखाइएको छ।

तृतीय वर्ष

| Level | 2022AD | | | | 2023AD | | | | 2024AD | | | |
|-------|--------|------|-----|-------|--------|------|-----|-------|--------|------|-----|-------|
| | Total | Girl | EDJ | Dalit | Total | Girl | EDJ | Dalit | Total | Girl | EDJ | Dalit |
| B.Ed. | 13 | 11 | 4 | 0 | 3 | 3 | 2 | 0 | - | - | - | - |
| B.B.S | 0 | 0 | 0 | 0 | 4 | 2 | 2 | 0 | - | - | - | - |
| M.Ed. | 25 | 18 | 8 | 3 | 26 | 16 | 9 | 2 | 6 | 3 | 6 | 0 |
| Total | 38 | 29 | 12 | 3 | 33 | 21 | 13 | 2 | 6 | 3 | 6 | 0 |

२. भौतिक प्रगति (Physical Progress)

यसको विवरण तलको तालिकामा देखाइएको छ।

यसको विवरण तलको तालिकामा देखाइएको छ।

यसको विवरण तलको तालिकामा देखाइएको छ।

3. वित्तीय/आर्थिक प्रगति (Financial Progress)

r } @ axdvL SofDx; lqHj af6 ; DgGg
 kfktsf qddfwfLj ?k ?^,%))) . - ? = 5 nfv
 krff; xhf/_ cejfsf sf/Of : gfts fQ/ tx pQOf
 lzlfis -k|tffjt_ x?af6 # ; q Dd cfj Zos k/
 kff/>lds lj gf g|gzNs ; j|f u|z t(df; DgGg kfk
 ePsfjlyof. a /Ler@zG cfy\$ l: yldf kf/Le
 ePsfj; SofDx; n|lj leG bft [lgs fox? lj z|f uL
 lj Z lj Bfno cgdg cfof; ; fdllhs lj sf; dGfno
 afudtL k|z; ; yfgo lgsfo tyf agkf g-kf-sfj
 ; xsfof kf' f/v/ lj sf; / ; anls/Of sf fofnQ
 lg/G/ t/f l bjePsfj5 . a ; qddfdlt @*) . \$. @
 ut |l qe| g lj Z lj Bfno ofhg l g|z gfno slt k/af6
 ; DgGg kfk ; fdllhs SofDx; sfj ?kdf k|fO kq
 kfk ug(?^,%))) . - clfos sfj f/vj sfd ePsfj5
 . a ; SofDx; sfj ; -r fng vr { egf f|j BfLzNs tyf
 clfos sfj / huPsfj f?af6 kfk x|Aofn cDf g|
 /x cPsfj5 . ut cfj = @*) = *! sf n|vfk/LfO
 k|tj bg cg; f/ hDdf u/ rfn' ; DkIQ
 ?\$,% , (&) ! . @/ rfn' ; DkIQ ? (#,\$^,@#^%
 uL hDdf ; DkIQ ? %@ \$ # , @ &) @ d|vG eg|
 cfj = @ & (÷) *) df hDdf ; DkIQ
 ? % @ , ^ & % &) \$ / \$ f|lyof. Ta t } @ *) ÷) *!
 df sfj tyf bfoTj tkrh SofDx; art sfj
 ? @ \$ ^ , @ @ #) * , pkrfg sfj f ? ^ ,) (,) # % & @
 cG sfj f !) \$, ^ & \$. - uL hDdf sfj f
 ? @ % * % ((@ *) / bfoTj tkrh clfo sfj f
 @ @) ,))) . - , ek/ sfj f ? @ @) ,))) . - , SofDx;
 lj sf; sfj f ? #) ,))) . - , l: y/ ; DkIQ
 ! , () ! @ (^ ! . @ w f L ? # @) (, @ % - ; ylut cfo
 - cgdg cfof af6 k'ts vl/bs f|nflu lgsf; fePsfj
 ? % @) ,))) . - tyf eOrj llgkq|/sd (, # @ ! @ . -
 uL hDdf bfoTj . % @ \$ # , @ &) @ / \$ f| d|vG .
 ha ls cl3hf n|vfk/LfOdf hDdf bfoTj
 ? % @ , ^ & % &) \$ / \$ f|lyof.

Ta t } ut jif cgdg ; xofut krf; fdllhs
 lj sf; dGfno afudtL k|z af6 slf s f|df knof /
 Jj : yf s f|nflu ? #) ,))) . - , agkf g-kf-af6 G6
 l g d f O s f|nflu ! , \$ ^ , \$ @ . - ; fdllhs lj sf; dGfno
 ; f| h l g s l g d f O G s Q e } k f d a f 6 e O r j L a f s L
 l g s f f ? (^)) . - , lj Z lj Bfno cgdg cfof af6

lgoldt cgdg tkrh * , @))) . - / k'ts vl/bs f|
 nflu %) ,))) . - uL hDdf cgdg # , ^ \$, @ . -
 kfk ePsfj lyof . Ta t } zNs cDf g|t krf
 % @) \$, (! \$. - , Aofn cDf g|L @ , (! ,) & % @ % cG
 cDf g|L (, ^ # , # \$) uL hDdf j f|f \$ cDf g|L
 ! , @ , @ # , % % @ % ePsfj lyof. Ta t } vr { krf zlfis
 s d f f L t n a v r { v r { ^ , ^ , % @) (, h D d f
 ; - r f n g v r { ? # * , \$ # , % # &) & , p k r f g s f j f
 % , ^ & * . % \$, x f v r { ! ^ , ^ , % # . \$ # u L h D d f v r {
 (^ , # # # ! ! # / a r t s f j f d f h D d f ? @ % () ! (\$! @
 ePsfj d|vG .

a t } s l f ! ! / ! @ s f c f j = @ *) ÷) * ! s f
 n | v f k / L f O k t j b g c g f / r f n ' ; D k I Q @ ! , ^ & @ % @
 u x | r f n ' ; D k I Q ! * , & \$, % % . # & , h D d f s f j f
 ! & , ^ , (# # & \$, u x | r f n ' b f o T j ! * & \$ % . # & ; l x t
 l j Q o l : y l t / x \$ f j 5 . T a t } c f y \$ j i f (@ *) ÷) * !
 s f j h D d f c D f g | L ? = \$ ^ , (\$) * @ ! * , h D d f v r {
 ? \$ @ ! % & # \$! / a r t ? \$, & * , \$) * . & & / x \$ f j
 5 .

cfj = @ * ! ÷) * @ s f a h b t h d f s f n f l u
 b k r o s f i g l t t y f s f o r n s f j c v w / d f t o f / u g | u / P s f j
 5 .

! = lj Z lj Bfno cgdg cfof af6 QAA kfktsf
 nflu SofDx; sfj lj Bdfg z|f fO s , kzf; lgs,
 e|f ts , ; fdllhs klfx?df cfj Zos ; w /
 kl/dfhg ug|

@= kfylds pkrf/ slf, ays slf, cfof usfj
 ; xofudf Research Management Lab : yf kof
 ug|

#= kO s f n l g k f w i k s s d f f l x ? s f J o j : y d f
 SofDx; sfj: ylt cg f/ yk u|hfj|

\$= j f i f \$ P s l s t s f o r n t h d f u L z l l i s t y f ; x
 l o r a f s n f x ? ; - r f n g u g |

%= k'ts f n n Q E-Library df lj : t f / u g | /
 Reference tyf Reading Section Jj : yf ug|

^= u / tyf h x | b f / l j B f y l k ? s f j n f l u 5 f j [Q
 Jj : y d f j [4 s f n f l u b f t f x ? w i l l u / l j [4 u g |

&= SofDx; df lj Bdfg Software ; w / , Digital
 Learning Platform l g d f O , E-learning
 c f l b s f | n f l u c f o f u s f j ; x o f u d f D i g i t a l i z a t i o n
 u | h f g |

* = sfo/t k\o/s sdf f/x?sf]j [Q tyf lfdt f
lj sf; sf] nflu Human Resource
Development Plan, cg G\o/fds lfdt f
lj sf; sf]j zos o/hgf lgd\ / sfo\og u\
hfg]
(= EMIS Report, Tracer Study, Annual
Report, Prospectus, Academic
Calender, Research Journal, :df/sf
k\$zigs fo\$ flg/G/t flb\hfg].
) = z] is u\ t/ sfod ug; fdllhs G\o; d\ n\Q
v\gd\ /vL n\utdf cfv\ t zN\$ gll n\Q
lg/G/t flb\G].
!! = gkfn ; /sf/n] k\o/s sdf f/n\Q tnj
; lj v\df ug] j [4sf] cfv\df lj B\y\ zN\$ /
k\o/s sdf f/L; lj v\df a[4 ug].
cfj = @ *! ÷) * @ sf] nflu SofD; tkrh
cgdfgt c\df/L/vr {?@! ,) \$, @ * . * @ /x\$ f]5
/ SofD; n]; -r fng u/Psf] slff !! ÷! @sf] nflu
c\df/Lvr {?@# ,) ^@! (/x\$ f]5 .

8. सामाजिक प्रगति (Social Progress)

o; SofD; sf] : yfkgfb]v clxn] D\
; dbfos flg/G/; xofu; b\j / z\ P\ f /x c\Ps f]
5 . SofD; n]; dbfo; E Ps sf/ xg; s\$}sf/On]
cfhs fl: ylt; D\ kl\; km ePs f]5 e\ n\l\5 .
SofD; n] lzlfz: qsf] pR lzlf lbg] kxn] SofD; sf]
?kdf > p k\k uL; dbfos flgd: t: sdf: yfikt xg
; s\$}f]5 egj: g\ts / tx; -r fngt krh\h\hs }
kxn] SofD; sf] ?kdf; dbfo df: yfikt ePs f]5 . o;
SofD; sf]; -r fns ; ldt sf; bo tyf ; ef; bx?
; dbfos } ; fdllhs ; /fhg}ts Pj + z] l fs
JdOn] x? d\af6 g] klt lgw\ /x c\pg SofD; /
; d\h alr /x\$ f]Ps sf/; D\G\ fl] n\G b\G\ x].
To: t}o; SofD; n] zN\$ gllt klg dhtM
; fdllhs G\o tyf n\utdf cfv\ t eQlgv\ / uL
c\Ps f]5 eg] 5f] [Qklg lj z] f uL u/ , lk5l8Ps f,
b\l, bnt; d\ n\Q v\gd\ /vLh] b\ / lj B\y\ ?n\Q
lj t / u/ c\Ps f]5 eg] f] f\$?kdf / Stbf, j ft f / O
; r] : g\ s fo\ : j f: v\ k / l f\ s fo\ c\fb; -r fng
u\ c\Ps f]5 .

५. सवल र दुर्वल पक्षहरु (Strength & Weakness)
r } @ axdvL SofD; ; -r fngsf ; G\df
sltko ; j n kl fx? /x\$ f 5g\veg] lj n kl fx? klg
/x\$ f]gs f] ; lsbj .
SofD; sf; j n kl fx? o; k\$ f / /x\$ f 5g\
! = pk\os fa\6 ghs / agk\sf] a: tllar ; xh
k\ f df SofD; sf] j l: ylt /x\$ f]5 .
@= SofD; sf] j c\krh] h\w\ / tLh\w\ df lgd\ %-%
t\h] # j f k\$ S\ Lej g / Jj l: yt j G\ kl/ ; /
/x\$ f]5 .
#= af]4s ; fdllhs / lj le\ e\af6 klt lgw\
u\$ f JdOn] x?af6 r' t ; -r fns ; ldt /
SofD; lj v\og\ k\ / f\ s flu/ geQ\ c\Ps f]5 .
\$= sfo/t k\o/s sdf f/x?n\Q) U s\ n\Q s flf
tyf SofD; sf] j g\df / p\ k\ b\ g s flf sf] j : yf
eQ\ c\Ps f]5 .
% = lzlf / ; s\ f] nflu n\j , n\Q] L tyf p\ k\ o\ m
l ; s fo\ j ft f] / o\ (LEARNING
ENVIRONMENT) sf] j : yf eQ\ c\Ps f]5 .
^ = Jj l: yt z] fl\ o\ s tyf ; x-z] l fl\ o\ s
lq\ s n\fx? ; -r fng eQ\ c\Ps f]5 g\
& = u/ tyf h\G\ / lj B\y\ ?sf nflu 5f] [Q
Jj : yf ePs f]5 .
* = o\ / ; lfd lj ifaut k\o/s —sdf f/Lj : yf
ePs f]5 .
(= u\ t / ; lgz\ ttf k\o\ k\ g\ s nflu cfzo kq
k\k u/ QAA k\k\ k\ q\ r\ d\ f k\ t j 4 /x\$ f]5 .
!) = lj le\ lgs fox? sf] ; xs fo\ / ; xofu\ df k\ f\ v\ s fl
lj sf ; ePs f]5 .
!! = lj z] lj B\no cgdf c\o\ af6 lg\ d\ t cgdf
tyf ; do ; do\ c\G\ cgdf ; xofu k\k ug
; km ePs f]5 . c\fb
d\ k\ k\ ; an kl fx? x\ b\ k\ g\ s] l b\ n kl fx?
klg o; SofD; df /x\$ f]5 . k\ v\ b\ n kl fx? o;
k\$ f / /x\$ f 5g\
! = k\k\ h\w\ h\ d\ g\ g\ g\ n] Outdoor Game Sfl
nflu ; f] h\ g\ s v\ h\ d\ g\ k\ b\ u\ g\ f\ v\ x\ g
@= klj l v\ o\ n\ l f\ s fl\ Jj : yf k\ g\ u\ s l 7 g\ o\ x\ g
#= lg/G/ 3\ b\ flj B\y\ e\ g\ pR Drop-out rate/
pt l\ b\ / G\ g\ x\ g

\$= ahf/sfjdfu cg f/yk lj ifo /; s fos fj; D Gg
 lng g Sgn] lzlf / Jj : yfkg h: tf ; fv/ O
 lj ifoaf SofD; ; ldt xgj fv/xg
 % = ; fj : sfj ; ldt tfsf sf/On] cfj Zos ; dofj lvs fj
 nflu kOf fng kfVks sdf f/LJj : yfkg ug
 sl7g O xg.
 ^ = ; fj : Jj : yfkg ; d: of / Ggt d ; lj vs fsf/On]
 cG ; 3 ; : yfs fj sdf f/lx? af6 dfj ; #fv
 Jj : yfkg ug sl7g O xg.
 & = k' tsfnonfQ ; do; fklj f cfvgs ls / O ug
 g; Sg.
 * = kVks sdf f/lx? sfj ldt f lj sf; sfOgrds fj
 cej xg.
 (= : yfgo lj Bfjk? nfo cfsi f O ug; Sg.
 !) = of foft ; fv Jj : yfug; Sg.

६. चुनौतीहरु (Challenges)

! = Gg lj Bfj legf b/df; fv/ Nofpg
 @ = sdhf/ zll fs sf; Df bdf; fv/ uL lzlf O
 l; sf O fj uO t/df; fv/ Nof O sl ff 5 Bg] b/ Gg
 ubhfj / pt l O b/ j [4 ug].
 # = cfvgs ; do cg f/ l; sf O fj ff / On] ff sf fj;
 k' tsfno, Lab cffs fj; t/ O t ug.
 \$ = kof k' /> lds tyf cG ; lj vs fj Jj : yf uL
 cfkg kOf fng kfVks sdf f/LJj : yfug
 % = ; dos fj dfu / lj Bfjk? sfj / nfo cg f/ j t dfj
 ; Gdf r xg sf fj i fox? BBA, BHM, BScIT,
 BBA / kfj lvs fv/ sf lj i fox? sfj; D Gg yk
 ug.
 ^ = yk k' fv/ sf fj : t f/ ug.
 & = of foft ; fv sf Jj : yf u Legf a [4 ug]
 * = cfd g fx? df lj b' Lz ll fs ; : yf k' ts fj cfsi f O
 / \$ L: yfgo z ll fs ; : yf x? k' t lj z f / cf: yf
 hufpg.
 (= j \$ lNks phf Jj : yfkg cfb.

७. समस्या र चुनौती समाधानका उपायहरु
 (Issues and Remedies)

! = tof/ u/ Psf / Ggt ts ofhg cBj lvs, ; dll ff
 sf O go / cfj Zos ; fv/ ug.
 @ = j fl fs sf ofhg l g d O, sf O go / ; dll ff uL

; fv/ ug.
 # = ; fj : Jj : yfkg / : t/ O t uL SofD; n] uO t /
 ; lgz ttf / k' tokg (QAA) k' k' ug.
 \$ = dfy plnhvt j t dfj lj Bfjk? sfj dfu cg f/ sf
 lj i fox? sfj; D Gg yk ug.
 % = cfj Zos ; lj fv lxt kOf fng / : yf l k' Vks
 sdf f/LJj : yf uL lj leG ; ldt sfj ; lqrat f
 a [4 ug] / lgz t Jd Oaf s] Gt; sf of f emf O
 ; G hg ug.
 ^ = : yfgo ; / sf / agk f g k' f ; df: sfj; xof l df yk
 huf hldg k' k' ug.
 & = sf of d t f clej [4 dhs dfj ; #fv Jj : yf
 ofhg t h' df / sf of G og ug.
 * = cj n' s ged O / lzlf O; sf O df; fv/ ug.
 (= cg G of ds hgn, : df / sf cfb k' s fz g ug.
 !) = lj leG lj ifo; ldt u7g / lqrat ln t Nofpg.
 !! = k' tsfno Jj : yf df: t / O t uL k' ts x? df af/
 s B / fv l B h n' On ug] Reference Section
 / fv] / E-Library Sfj; lj fv yk ug.
 ! @ = cfj Zos t f cg; f/ Computer Lab Sfj
 : t / O t ug.
 ! # = ; do ; fklj f ; : yf ut ; z f, g / ; # g d f k' l / df hg
 / ; fv/ ug.
 ! \$ = EMIS k' n' ldf ; fv/ / xfn sfj ; k' n' b / nfo
 : g / O t ug.
 ! % = lj Bfj s fj k' f df yk a [4 ug] Transportation
 ; lj vs fj nflu of foft ; fv -a ; _ sf Jj : yf
 ug.
 अ G df, o, SofD; sfj ## cfj j fl fs fj; as fj
 cj ; / df cf oht lj leG sf of n' O; km agfpg
 u7t lj leG pk; ldt x? tyf tL pk; ldt x? n]
 cf ofhg u \$ s sf of n' df ; xef uL xge Q cf-cf k' n' fj
 l dt f k' b' g ug; D O lj Bfj / p ts [6 l dt f b] i O
 k' : s t xg] lj lzi 6 lj Bfj? / p ts [6 lzlf O l; sf O
 uge Q cf-cf k' n' fj ifoaf z t k' t z t g thf xfi; n ug
 ; km k' Vks x? df ; a b' x fl s av O 1 fkg ub' .
 ; fy) s fo l a t t fs f aff hb xdf] l g d O f ; j ls f / ug
 eOpk: yt xg xg] kv citly, citly nuPt ; D O
 dx g e j x? df d / f Jd Oaf tyf SofD; sfj t k' n' b
 s t [t f h x / ub' k' t j l g c G ug] g d t r fx G'.
 v G j fb.

* * *

वेदमा मनोविज्ञान

j lb; Tolj Bfs fj; j ff lg akt \ lxtf ucy xfi.
ofj kfr lg j lbs sfnof; Eotf lj sf; sfj; j fcl
b t f h - ucy_xfi. kfr lg; Eotf o; \$ f j c o z l n g a f 6
; Eo; ; : s f / ; d g t a g s f j O t x f n f Q c f n k g
g s f g ; l s G . o d f ; T o s f j d l x d f , k e ' k f y g f
p k f , g f , O G b l g u k , c j u f T o f u , l d q t f , l g e b t f ,
j L t f a f y e f t s p g t , c f o j b l j 1 f g k l j l w / f i 6 o
P s t f , d f o j t f ; ; d f g t f / ; x s f o f u x y v o f s d o f u
g f / L d o f f , j f ; j f / d o f f , c f z f j f d k i 6 s f i f
a f n f f y f g , c l x + f / k z ' ; A f o f , k o f f / o f ; r j t f f
d g f j 1 f g h : t f l j l j w l j i f o x ? s f j ; l O n / s l g ? k o f
u / P s f j 5 . T o ; h j j b d o t s f o f u g f n j z f / L / s
d f o j ; s , a f 4 s , c i f T o s l j s f , s f ; f y k o f f / o l o / f f
/ z 4 t f , d f ; x g l e P s f n j k 7 g o , d g g l o / c g s / o l o
5 . o x f f o h j d f / x s f j d g f j 1 f g E i ; D a l G v ; Q m
k j t t u / P s f j 5 .

मनस् सूक्तः

ॐ यज्जाग्रतो दूरमुदैति दैवन्तदुसुप्तस्य तथैवेति ।

दूरदुग्मज्ज्योतिषाज्ज्योतिरेकं तन्मे मनः शिवसङ्कल्पमस्तु

11911

अर्थ : hg dgn] A o E n f f 6 f 9 f - 6 f 9 f l g x f o 5 ,
; j k o f f : y d f k l g T o ; u / L 6 f 9 f - 6 f 9 f 3 d f o 5 . h g d g
k o f u u / P s f o j t k a f y k ; s f j u f x s e P / O G b x ; s f j
k s f z s / k j t 6 x 5 ; ; f j L d / f j d g s N o f o s f / L z f G
; a \$ N k o Q n x f i f j \ . ! ..

ॐ येनकर्माण्यपसोमनीषिणो यश्चेकृण्वन्ति विदथेषुधिराः ।

यदपूर्व यक्षमन्तः प्रजानां तन्मे मनः शिवसङ्कल्पमस्तु ॥

11911

अर्थ : hg s d a f / f d g l l i f x ; o 1 d f x l j c f l b k a f y k ;
d g n j c k o f u b 5 g \ - l s g s d g s f j : j y t f j g f s d d f
d g l : y / x f j _ h g d g O G b e G f k l g k l x n j p i k l o e Q
k f o l d f o s f z / L d f l j B d f g 5 = ; f j L d / f j d g
s N o f o s f / L z f G ; a \$ N k o Q n x f i f j \ . @ .

ॐ यत्प्रज्ञानमुत्तेतो धृतिरुच यज्ज्योतिरन्तरमृतमग्रमासु ।

यस्मान्नात्रहृते किञ्चनकर्म क्रियते तन्मे मनः शिवसङ्कल्पमस्तु

11311

अर्थ : hg d g s f o f s f / o e l n j ; f d f G / l j z i f 1 f g s f j
h g s t y f v i s x f j h g H o f t ; a j O G b x ; s f k s f z s
x f j h g d g c d / v a l l c f i d : j ; k e Q ; a j k f o l x ; d f
c j l : y t 5 , h g d g j g f s k l k g s f o f u g f ; l s f j ; f j L
d / f j d g s N o f o s f / L z f G ; a \$ N k o Q n x f i f j \ . # .

ॐ येनेदम्भूतम्भुवनं भविष्यत्परिगृहीतममृतेन सर्वम् ।

येन यश्स्तायते सप्तहोता तन्मे मनः शिवसङ्कल्पमस्तु ॥

11411

अर्थ : hg d g e t , j t d f g / e l j i o ; E i ; D a l G v
j : t x ; d f ; D a 4 e Q k l d f - c k l d f ; k a f z f j t - d l O m
k o f f ; D a f f u k o f u b 5 , h ; a f / f d g j ? o f c f l b
; k x f i f a f / o 1 - s d f u / 5 ; ; f j L d / f j d g s N o f o s f / L
z f G ; a \$ N k o Q n x f i f j \ . \$.

ॐ यस्मिन्नृचः सामयजुषि यस्मिन्नृतिष्ठिता रथानाभाविवाः ।

यस्मिन्निचत्तं सर्वमोतम्रजानां तन्मे मनः शिवसङ्कल्पमस्तु

11511

अर्थ : hg d g d f j l b s f C r f k l t l i 7 t 5 g \ h x f f , f d /
c h l f d G k l t l i 7 t 5 g \ h x f f / y r j j s f j d v e f u - v L
e n j b f r f / W g - k s D g - z l O m s j G t / k l t l i 7 t 5 ,
h ; s f j l r o a f k f o l d f g / ; D a f k a f y s f j 1 f g l g x t 5 ,
; f j L d / f j d g s N o f o s f / L z f G ; a \$ N k o Q n x f i f j \ . %

ॐ सुषारथिरश्वानिवयन्मनुष्यान्ने नीयते भीष्णुभिर्वाजिनश्च ।

हृत्प्रतिष्ठन्त्यदगिरज्जविष्टं तन्मे मनः शिवसङ्कल्पमस्तु

11611

अर्थ : h ; / L ; b i l o ; f y l n j r f a s a f / 3 f n t Q
b a f p 5 / n u r d a f / l g o G o f u 5 ; d g l o s f j d g k l g
T o ; / L g j k j Q x 5 . x b o d f k l t l i 7 t ; f j L ; f y L -
k / d j / _ d f d / f j d g s N o f o s f / L z f G ; a \$ N k o Q n e Q
n f i u / x f j \ . ^ .

- c f r f o (r G) ; j j L . l h 1 f ; U

अ) रुढ आ) यौगिक इ) योगरुढ

अ) रुढ शब्द:

कुनै एउटा मात्र अर्थ बोध गराउने शब्द नै रुढ शब्द हो । रुढ शब्दहरू व्याकरणिक व्युत्पादन प्रक्रियाबाट व्युत्पादन गर्न वा छुट्याउन सकिँदैन । जस्तै: मान्छे, पहाड, चरा, आँखा, मुख आदि ।

आ) यौगिक शब्द:

जुन शब्द व्याकरणिक शब्दनिर्माण प्रक्रियाबाट व्युत्पादन भएका हुन्छन् तिनलाई यौगिक शब्द भनिन्छ । अर्थात् जुन शब्द व्याकरणिक उपसर्ग, प्रत्यय, समास, द्वित्व वा सन्धि प्रक्रियाबाट निर्माण भएका हुन्छन् तिनलाई यौगिक शब्द भनिन्छ । जस्तै: अधिकार (अधि+कार), गन्तव्य (गम् + तव्य), रसिलो (रस+इलो), गहुँगोरो (गहुँ भै गोरो), जगन्नाथ (जगत+नाथ) आदि । द्रष्टव्य: कोष्ठकमा शब्दको निर्माण प्रक्रिया दिइएको छ भने अर्थ पनि निर्माण प्रक्रियाबाट नै स्पष्ट भएको छ ।

इ) योगरुढ :

व्याकरणिक शब्दनिर्माणबाट व्युत्पन्न भए पनि प्रचलित कुनै एउटै वा रुढ अर्थ मात्र बुझाउँछ भने त्यस्तो अर्थलाई योगरुढ भनिन्छ । जस्तै: 'पङ्कज' शब्दमा 'पङ्क' ले हिलो र 'ज' ले जन्मिएको वा उत्पन्न भएको भन्ने अर्थ बुझाउँछ । यहाँ 'पङ्कज' शब्दले कमलको फूल मात्र बुझाउँछ जब कि हिलोमा नै उत्पत्ति हुने अरु कुनै घाँस, दाउरा, फार, लेउ आदिलाई बुझाउँदैन । त्यसैले पङ्कजको योगरुढ अर्थ केवल कमलको फूल मात्र हो ।

१. लक्षणा शब्दशक्ति:

कुनै शब्दले सोभो अर्थलाई छोडी अर्कै अर्थबोध गराउँछ भने त्यसलाई लक्षणा शब्दशक्ति भनिन्छ । अर्थात् साभो अर्थ छोडेर घुमाउरो अर्थ प्रदान गर्ने शब्दशक्तिलाई लक्षणा शब्दशक्ति भनिन्छ । कतिपय शब्दप्रयोगको स्थितिमा मुख्य अर्थसँगै धेरथोर सम्बन्ध भएको अर्को अर्थ पनि ग्रहण गर्नुपर्ने वा स्वीकार्नु पर्ने हुन्छ । यो अवस्थाले नै लक्षणा शब्दशक्तिको औचित्य प्रकट गर्दछ । यस्तो अवस्थामा मुख्य अर्थसित तात्पर्य अर्थ बुझाउने शक्तिको

रूपमा लक्षणा शब्दशक्ति देखिन्छ जस्तै: रोशीमा घर छ । वा 'रामको मुटु दुङ्गाले बनेको छ । आदि वाक्यमा प्रयुक्त 'रोशी' र 'दुङ्गा' शब्दले सङ्केत गर्ने अर्थलाई लक्षणा शब्दशक्तिको दृष्टान्तका रूपमा लिन सकिन्छ । यी वाक्यमा प्रयुक्त रोशी र दुङ्गा शब्दको मुख्यार्थका आधारमा मात्र वाक्यलाई अर्थ्याउने हो भने कुनै स्पष्ट अर्थ नै देखिँदैन किनभने न त खोलाको बिचमा घर हुन्छ, न त मान्छेको मुटु दुङ्गाबाट बनेको हुन्छ । यी अर्थलाई मुख्यार्थ कै आधारमा ग्रहण गरे पनि श्रोताले वक्ताको मूल आशयलाई बुझ्न सक्दैन । यस्तो परिस्थितिमा लक्षणा शब्दशक्तिका माध्यमबाट उक्त शब्दको लक्ष्यार्थ पत्ता लगाई सो वाक्यको लाक्षणिक भाव ठहर गर्नु पर्दछ । यी वाक्यलाई यसरी खुट्याउँदा पहिलो वाक्यले रोशी नदीको किनार वा आसपासको क्षेत्रमा घर रहेको छ भन्ने अर्थ बुझाउँछ । यस्तै 'रामको मुटु दुङ्गाले बनेको छ' भन्ने वाक्यले उसको मुटु संवेदनारहित अर्थात् माया, आपसी प्रेम, सद्भाव जस्ता मानवीय गुणरहित छ भन्ने बुझाउँछ । यस प्रकार कुनै वाक्य, शब्दसमूह वा शब्दले सङ्केत गर्ने मुख्यार्थ (वाच्यार्थ) भन्दा भिन्न तर त्यससँग सम्बन्धित वा निकट अन्य अर्थ (लक्ष्यार्थ) लाई प्रकट गर्ने शब्दशक्तिलाई नै लक्षणा शब्दशक्ति भनिन्छ ।

लक्षणा शब्दशक्तिका प्रकारहरू :

क) रुढ लक्षणा ख) प्रयोजनवती लक्षणा

S_?I9nl fOf

कुनै शब्द वा वाक्यको निर्माण हुँदा समाजिक प्रसिद्धि वा चलनका आधारमा मुख्यार्थ बाधित भई अर्को अर्थ ग्रहण गर्नुपर्ने अवस्थामा रुढ लक्षणा हुन्छ । यस्तै मुख्यार्थभन्दा पनि केही विशेष अर्थ बुझिने सन्दर्भ हुँदा पनि रुढ लक्षणा हुन्छ । रुढ लक्षणा हुनका निमित्त निम्न अवस्थाहरू हुनुपर्छ:

अ) मुख्यार्थमा बाधा,

आ) बाधित भएको मुख्यार्थ वा वाच्यार्थको अन्य अर्थसँग सम्बन्ध

इ) रुढमा आधारित अन्य अर्थ वा लक्ष्यार्थको प्रकटीकरण रुढ लक्षणालाई निम्नानुसार देखाउन सकिन्छ :

| वाक्य | मुख्यार्थ बाधित शब्द | सङ्केतित लक्ष्यार्थ |
|----------------------------------|----------------------|------------------------|
| १. रामेश्वरको निधनमा गाउँ रोयो । | गाउँ रोयो । | गाउँले सबै रोए । |
| २. भाइ साह्रै उम्लेको छ । | उम्लेको छ । | भाइ उच्चृङ्खल भएको छ । |

v_kp1hgj tlnl fOf

कुनै शब्द वा वाक्यको मुख्यार्थ वा वाच्यार्थ बाधित भई त्यससँग सम्बन्धित अको अर्थ ग्रहण गरिएमा र वक्त्याको विशेष प्रयोजनमा आधारित लक्ष्यार्थ ग्रहण भएमा प्रयोजनवती लक्षणा हुन्छ। जस्तै:

| वाक्य | अर्थ |
|-------------------|----------|
| तिमी मलाई हात देऊ | सहयोग गर |

(आचार्य विश्वनाथले आफ्नो 'साहित्य दर्पण लक्षण ग्रन्थमा लक्षणा शब्दशक्तिका १६ ओटा भेदहरू रहेको उल्लेख गरेका छन् । यस्तै नेपाली साहित्यमा पनि सोमनाथ सिग्दालले सहित्य प्रदीप लक्षण ग्रन्थमा यी भेदहरू उल्लेख गरेको पाइन्छ तर तिनको नामबाहेक कुनै स्पष्ट उदाहरण भेटिँदैन त्यसैले यहाँ ती अप्रचलित भेद र उपभेद बारे चर्चा गरिएन।)

३) व्यञ्जना शब्दशक्ति:

साहित्य दर्पणका रचनाकार आचार्य विश्वनाथका अनुसार 'अभिधा' र 'लक्षणा' शब्दशक्तिबाट अर्थ प्रकट भएपछि पनि थप अर्थबोध (व्यङ्ग्यार्थ) हुन्छ भने त्यसलाई व्यञ्जना शब्दशक्ति भनिन्छ । खासमा अभिधात्मक वाच्यार्थ, लक्षणात्मक लक्ष्यार्थ आदिभन्दा भिन्न तेस्रो किसिमको अर्थ प्रकट गर्ने शब्दशक्तिलाई व्यञ्जना शब्दशक्ति भनिन्छ । थप स्पष्ट पार्नु पर्दा जुन शब्दले व्यङ्ग्यार्थको बोध गराउँछ त्यसलाई व्यञ्जना शब्दशक्ति भनिन्छ । व्यङ्ग्यार्थलाई प्रतीयमान अर्थ तथा ध्वन्यार्थ पनि भनेर विभिन्न विद्वानहरूले उल्लेख गरेको पाइन्छ । यसरी व्यङ्ग्यार्थलाई प्रदान गर्ने शब्दलाई व्यञ्जक भनिन्छ । साहित्यमा व्यञ्जनालाई सर्वोत्कृष्ट शब्दशक्तिका रूपमा स्वीकार गरेको पाइन्छ ।

जस्तै : 'साँझ पच्यो' भन्ने वाक्यले गृहिणीलाई खाना पकाउने बेला भएको बोध, पुजारीलाई सन्ध्योपासना को समयको बोध, गोठालालाई गाईवस्तु गोठ फर्काउने समयको बोध आदि विविध परिस्थितिको पात्रले अर्थबोध गर्न सक्छन् । दिइएको एउटै कथनले अभिधा वा लक्षणा आदिले दिन नसक्ने विविध प्रकारको अर्थबोध गराएको छ । व्यञ्जना शब्दशक्तिका यिनै मूलभूत विशेषताका कारण

व्यञ्जना शब्दशक्तिलाई साहित्यमा विशिष्ट शब्दशक्तिका रूपमा स्वीकारिएको हो। व्यञ्जना शब्दशक्तिका प्रकारहरू निम्न रहेका छन् :

क) शाब्दी व्यञ्जना ख) आर्थी व्यञ्जना

s_z fAbLJo-hgf

शब्दको खास अर्थमा निर्भर रहने शब्दशक्तिलाई 'शाब्दी व्यञ्जना' भनिन्छ । अर्थात् वाचक (अभिधामूलक) र लक्षक (लक्षणामूलक) शब्दका आधारमा जुन शब्दशक्तिले व्यङ्ग्यार्थ प्रकट गर्दछ त्यसलाई शाब्दी व्यञ्जना शब्दशक्ति भनिन्छ । यो शब्दशक्ति विशेष शब्दको विशेष प्रयोगमा आधारित हुने भएकोले एउटा शब्दको सट्टा समानार्थी अर्को शब्द प्रयोग भयो भने व्यङ्ग्यार्थ नै नष्ट हुन्छ भनिन्छ । शाब्दी व्यञ्जनाका दुई वटा प्रकारहरू प्रचलनमा छन् ।

अ) अभिधामूलक शाब्दी व्यञ्जना

आ) लक्षणामूलक शाब्दी व्यञ्जना

अ) अभिधामूलक शाब्दी व्यञ्जना

वाच्यार्थबाट मुख्यार्थ बोध भएपछि व्यञ्जना शक्तिद्वारा अर्को अर्थबोध हुन्छ भने त्यो अवस्थालाई अभिधामूलक शाब्दी व्यञ्जना भनिन्छ । जस्तै: शङ्खचक्रयुक्त हरि र शङ्खचक्रमुक्त हरि। यहाँ पहिलो वाक्यमा शङ्खचक्र धारण गरेका विष्णु भन्ने अर्थबोध

भएको छ भने दोस्रो वाक्यमा मुख्यार्थ बोध भइसकेपछि पनि मुक्त भन्ने शब्दको प्रयोगले व्यञ्जना शक्तिद्वारा बाँदर, सिंह, बँदेल आदि वन्य पशु आदिको वर्णन भएको अर्थबोध हुन्छ ।

आ) लक्षणामूलक शाब्दी व्यञ्जना

लक्षणा शब्दशक्तिद्वारा लक्ष्यार्थको बोध भइसके पछि जुन व्यञ्जना शब्द शक्तिद्वारा व्यङ्ग्यार्थको बोध हुन्छ त्यसलाई लक्षणामूलक शाब्दी व्यञ्जना भनिन्छ । जस्तै: 'डकैती गरेर नाम कमाइस् ।' यस वाक्यमा नाम कमाउनु भनिँदा बदनाम कमाउनु भन्ने लक्ष्यार्थ बोध हुन्छ भने डकैती जस्तो खराब काम गर्नुहुन्न भन्ने व्यङ्ग्यार्थको पनि बोध हुन्छ ।

v_cfyk/s cfylb-hgfM

शब्दको भन्दा अर्थको प्रधानता हुने व्यञ्जनालाई आर्थी व्यञ्जना भनिन्छ । अर्थात् वाच्यार्थभन्दा भिन्न व्यङ्ग्यार्थबोध हुनुलाई आर्थी व्यञ्जना भनिन्छ । व्यञ्जनाका पनि वाच्यार्थपरक, लक्ष्यार्थपरक र व्यङ्ग्यार्थपरक गरी तिन वटा प्रकारहरू बारे साहित्यमा चर्चा गरिएको पाइन्छ । कतिपय संस्कृत साहित्यका विद्वान र नेपाली विद्वानहरूले यी भेदहरू बारे फरक-फरक चर्चा गरेका छन् ।

c_j fRofk/s cfylb-hgfM

वाच्यार्थभन्दा भिन्न व्यङ्ग्यार्थको बोध जुन व्यञ्जनाबाट हुन्छ त्यसलाई वाच्यार्थपरक (वाच्यार्थमूला) आर्थी व्यञ्जना भनिन्छ । जस्तै: 'जनताले ज्यान फालेर प्रजातन्त्र ल्याए ।' यस वाक्यमा अभिधामूलक कथनबाट प्रजातन्त्रको प्राप्तपछि सत्तामा पुगेर जथाभावी गर्ने नेताहरूको चरित्रप्रतिको जनआक्रोशको व्यङ्ग्यार्थ प्रकट भएको छ ।

cf_nl ofyk/s cfylb-hgfM

लक्ष्य अर्थद्वारा व्यङ्ग्यार्थ ध्वनित हुने स्थितिलाई लक्ष्यार्थपरक आर्थी व्यञ्जना भनिन्छ । जस्तै: 'प्रजातन्त्र स्थापनापूर्वका हात्तीछापे नेताहरू प्रजातन्त्रपछि प्राडो चढ्ने भए । यस कथनमा नेताले देश र जनताको सेवा छोडी

व्यक्तिगत स्वार्थमा लिप्त भए भन्ने लक्ष्यार्थ प्रतीत भएको छ ।

Q_Jb³ Wbfyk/s cfylb-hgfM

कुनै एउटा व्यङ्ग्यार्थक अभिव्यक्ति वा कथन अर्को व्यङ्ग्यलाई पनि सँगसँगै बुझाउँछ भने त्यस्तो स्थितिलाई व्यङ्ग्यार्थपरक आर्थी व्यञ्जना भनिन्छ । जस्तै: कवि शिरोमणिको पिंजराको सुगा कवितामा व्यक्त विचार र अर्थले पहिलो व्यङ्ग्यमा राणाकालीन रैती जनताको दुर्दशा र दोस्रो व्यङ्ग्यले देहभित्र रहेको उन्मुक्ति चाहने देही (आत्मा) को छटपटीलाई व्यञ्जित गर्दछ ।

q6bM

पूर्वीय साहित्यमा १२ औं शताब्दीका आचार्य श्रीहर्षले आफ्नो 'नैषधीयचरित' महाकाव्यमा चौथो शब्दशक्ति 'तुरीय वृत्ति' को पनि चर्चा गरेको पाइन्छ । यसबारे आचार्य विश्वनाथले आफ्नो 'साहित्यदर्पण' लक्षण ग्रन्थमा पनि चर्चा गरेको तर नेपाली साहित्यमा यस सम्बन्धी प्रयोग र परिचर्चा भएको पाइँदैन ।

; Gae{ fIx? M

१. शर्मा, सोमनाथ (२०१५), ; fIxTb kfbk, काठमाडौं : विद्यार्थी प्रकाशन
२. उपाध्याय, डा. केशवप्रसाद (२०४५), ; fIxTb k\$ fZ, ललितपुर : साभा प्रकाशन
३. श्रेष्ठ, ईश्वरकुमार (२०५१), kJ' l6 Pj +kZr fTb ; fIxTb; dfinifj gf, ललितपुर : साभा प्रकाशन
४. भट्टराई, डा. श्यामप्रसाद (२०७६), kJ' l6 / kZr fTb ; dfinifj gf, काठमाडौं : जुपिटर प्रकाशन
५. पौडेल, डा. माधवप्रसाद र धामी खगेन्द्र सिंह (२०७५), kJ' l6 / kZr fTb; dfinifj gf, काठमाडौं : इन्टेलेक्चुअल बुक प्यालेस

* * *

; fdfGtof .pj zLÚ vOBSfionfQ tTj ut cfv/df lgDgij f/cVobgug; lsG M

२. खण्डकाव्यको शीर्षक

zLiš zAn] lz/df /flvg] j : thfQ aernp5 . s fbleqsfj ; f/et s'/fnfQ JoQmub5 . Ps zAn] agš f] .pj zLÚ vOBSfionfzLiš kv kvj frl/qs f cfv/df /flvPsfj dlvG . pj zLnfQ ; s fboaf eflj fdLk] [Osf]k]t]ss f ; kdf pk: yt ul/Psf]5 . pj zLs} r l/qs f] s [lot]df syfj : tsf] cfBk]G pGog ePs f] xF ; vOBSfionfzLiš kt]s fids ; kdfpkQm rGleš / ; fyš dlvG .

३. खण्डकाव्यको संरचना, संयोजना

.pj zLÚ ferfkš fzgafkš fzt ; vOBSfioaf hDaf &@k[7 /xš f 5g\ . xš k[7df \$-: \$ Znfš /xš f 5g\ k[7! * , \$! , %%/ % k[7df #-: # Znfš tyfk[7 ^% ^^ df @-@Znfš /k[7#* df! Znfš /xš f 5g\ hDaf @@ Znfš df vOBSfio kQ(ePs f] dlvG t/ s xEst)klg lj ifo-k] a u / Znfš ; a vof pnhly ul/Psf]5g\ . vOBSfionf]lar lar df sbjklg ; ufhgf, lj >fd pnhly ePs f] kQ . cGdt/ pk; xF/vOspnhly 5 h; df! ^j f Znfš 5g\

४. खण्डकाव्यमा लयविधान

slj l; l4r /O >]7 no ofhgfs f l; 4x t slj xg\ . .pj zL vOBSfioaf dfof 5Gsf] kofu ePs f] dlvG . kf-8=/fdgy cferm] . gknLefiffdf a t]no Jj : ydf /r gf ul/Psf]cs f] vOBSfio b]f k/\$ f]5g\ egš f 5g\ t/ b] s f]s f] j . gU/ . 3F of ut Uh: tf kts / slj tdf ; 5Gsf] nofids kofu ul/Psf] e]G .

o s fboaf r f/ kps f Znfš x; 5g\h; df lj ifd kpdf clf / / df of a9L-!) , !! _/xš f] dlvG eg] ; d kpdf clf / / df of ; a vof s d -&-(_/xš f] dlvG . df of 5G ePt fkg ; s f] no lgs ; G Int, Jj l: yt / upfids /xš f]5 . l7s tl/sfn] no kj t9 ; Ssf slj tdf ; nn aD ; lsG .

५. विषयवस्तु

; fdfGtof ; vOBSfionf] ; # gfnfQ k] t] f] gf,

cfvofg /pk; xF/ uLtlgefudf xD; lsG . k] t] f] gf efudf ^) Znfš 5g\ eg] cfvofg efudf @! Znfš / pk; xF/ efudf! ^ Znfš /xš f 5g\

k] t] f] gf efudf slj >]7n] cf gf afnbs fn / of]g cj : yfs f] k] a u p7QgGg j gs f] j Qg u\$ f 5g\

cfvofg efudf : j udf b] j x; n] pTkf dR fPs fn] b] t] f] ; nQ : j udf lGg uxf] xG . b] j uO, E xF/ vPs f b] uO] chgs f] ; xofu lnGg\ . chgn] b] j x; nQ k/ f: t uL b] t] f] ; nQ : j u[kntf (u5g\ o ; } v ; ls f] cj ; /df chgs f] ; Ddfg j ; k pT ; j s f] cf ofhg f xG . To ; pT ; j df chgs f] : j fut , ; Ts f / / ; Ddfg u/ G . O] d f chgs f nfiu pj zLs f] g] lo k] t] t xG . g] lo k] t] t udf u] chgs f] JoQm] afb pj zLk eflj t aG 5g\ chgs f] pj zL d] xt xG\ chg klg pj zLs f] g] los n] afb k eflj t aG kl 5g\ . pj zLs f] dgdf aG pTkG xG . pj zLs f] dgdf r f] x JdQmpj zL-O5f / ; fdfhs pj zL-k] ti 7f_ lar dgdf pTkG xG . o ; l ; ni ; n] df chgs k] t] c] s l i f ePs Lpj zL/ t s f] ; doaf chgs f] zogs l df k] o efls f] of gf ug] kl 5g\

pj zLs f] k] t] f] n] chgs f] dgdf eflj / To] lar aG k] f xG . o ; aGdf chgn] cfkrhfQ tofus f] d] udf n] hGg\ oxLs / f] g] ; s f] os f] j z i o agš f] 5 .

; [i 6s L ; j f] j / b] j 7f] g] f] L -pj zL_ nQ chgn] . c] d] u ; Ddfg ugn] pj zL d] f] t xG\ v / p] g] c] f] g] f] r f] x] g] k' f] g] x] g] b] j] j] h] v eQ > f] k] l] p / To] x] f] b] k] s (Gg)

cfkrhfkt xg k] / klg ; f] v chg cf gf] kyafb lj r Int xGg\ . c] f] d] g] G] udf b] g\ . a? JdQm O5fnfQ ; dg uL ; eD / ; f] v] g] s f] ann] c] f] d -k] ti 7df b] p aG ; Ssf z] f] t lj ho k] f] t ug ; lsG eG] pj zL d] gnfQ ; Ddfp 5g\

slj chgs f] to] unfQ ?df ; dyg udf 5g\ eg] k] 5 pj zLnfQ klg lar afdf g 5 f] L chgs } d] fu ; DfnL s d] f] g] G / n] f] g] cfu k udf 5g\

chgs f] s f] d -lj ho s x] g] x] p] d] f ; Efn] dO

plbf lkg dfg ; dy{ xg ; lsg] s/f a s fboaf
b/ fOPs f]5 .

pk; xf/ efudf a; af6pj xLdg -efij fdLkj [Q
nfQ; fG] gf lb6k' l6 bz6s f]lgj sfd s d] fdLj r/f/
k]t't xg kLs f]d]vG .

६. उर्वशी खण्डकाव्यमा पात्रविधान

pj xLcNkkfql vOBS fbo xf]. a; vOBS fbo sf
gfos sf ; kdf chg / gfos sf ; kdf pj xLnfQ
pEofOPs f]5 . dLb]k]f]f]OBS kfq xg\

Tofu / eflu tyf cftds ; v / eflts ; v bQ
lj klt : j e]f ePsf kfq ; s]r]l/qut lj z]ft nfQ
a; k\$ f/pnh]y ug; ls G M

उर्वशी : kplv : dLkf; s]b]o kf; s flos f]z]lif
kf; s flos Lgfos; ckt'd ; G]L b]f^a vgf; lb6
ck /f; g]lo tyf ufog snfd kf]LQ; r -r n : j e]f
ePsl kf; krs fkg / : j f]f f/ dg k/fpg] kf; s
sfd]k; xL / ; fx L ; fdlhs k]ti f]k]t ; r] ,
cfd lgo G]f ug; Sg]c; e]dt kf; a]f]4s / t]f]s
kf; chg]af6 cf gf]OBS f k'f g]b]d]v k]5 lg/fz /
slkt ePsl c]j j \$ Lkf; e]d] dg]yf; syf] : t' ; E
afvPsl a4, k]j t]z]n / JdQmkf]sf ; kdf
b/ fOPs f]5 .

अर्जुन : kplv k?if kf; s flos f]gfos, alni 7z/L
ePsf] ; fx L j L of]f; dxg n]o lnP/ lx]B] f]kf; s
OBS f]cltly, c]r]g sO]f pj xLk]t c]s]liff, t/
; e]dt, /fu / lj /fus] c]G]af ?dlnPsf] kf; s
a]f]4s / t]f]s kf; n]oaf6 lj r]nt g]g]v]f]g
kf; gf/lnfQ; D]f]g ug] kf; c]k]r]h>f]kt eP/ k]g
pj xLnfQ; D]f]pg] z]G] kf; syf] : t' ; E afvPsf]
a4, l:y/, cfz{ d]f] lo / JdQmkf]sf ; kdf
b/ fOPs f]5 .

pj xLvOBS fboaf d]v6 kf; s pj xL/ chg] g]xg\
a; sf; fy]u]f]j f; Rk]f]sf ; kdf a]df, lj i]f, ?b]
OBS b]u]f, g/gf/fof, k?/j f, d]f, b]g] c]f]os f]g]d
k]gpnh]y ePsf]k]f]OBS .

७. खण्डकाव्यको मूलभाव वा केन्द्रिय कथ्य

Pp6Laf]n]k]r]h]Psl sfd]k]t e]f g]n]c]f] f]G]

ePsl lb6 ; G]Lpj xL/ftsf]Psf]G] ; doaf Ps
; fx L j L / k]f] f]d]o]s chg]sxfef]us]f]lnk]f
lnP/ hf]G]g\ c]k]k]t cf; Qm/ c]s]liff tLk]f; Qm
lb6^a vgf]f] x]p]ef] b]y/ tyf eflu-c]f]f^a N]f]f]
k]t]f] ; g]j k]g chg] c]j r]nt /xG]g\ cf gf]pR
n]oaf6 slt k]g lj r]nt geQ]zi6/ ; e]dt z]h]df
pj xLnfQ; D]f]p]pgs f]k]k]t]f] c]j ls f/ u5G]
e]d]dg]yf pj xL >fk lbP/ k]rs (G]g) . .pj xL
vOBS fboaf d]h syf] : t' d]Og]x]f]

d]h]Mk]f]f]OBS pkh]b syf] : t]sf] c]f]af6
j f]G]r]n]c]f]k]f] ePsf slj n] t]s]n]g g]k]ns f]
k]h]t G]s f]k]f] { G]f / p]f]f]s f]nd]d]v P]sf k]j [QnfQ;
s fboaf k]f]p]b]f]6t u\$ f]5g\

a; s fboaf : j t]G]f / hgd]Qns f]j f]G]d]f cu] /
ePsf]g]f-chg]x; nfQ]k]h]f]g, 8/ of / d]l]d]OBS
; d]f] lbP/ k]h]t]f]G]s n]oaf6 lj r]nt kf; ul/Psf
xys G]sf ; kdf pj xLnfQ]pEofOPs f]c]ef; xG]
t]s]n]g ; d]h]leq]sf c; ^a v]t, c/f]h]stf /
lj k]t]nf]Q]r / k]r]f] u]b]f] d]f]x]g; d]h]j] : y]d]f]n]x] ; g]
k]j [O]s f]lj ?4df k]j t]g / lj b]f]s f] ; e]dt x^a s f/
e]G]G] a; s fboaf .

s fboaf b]g] x; e]g] t]s]n]g k]f; s c]f]t]f]ol
j f]h] /of] z]f; snfQ] : j u] { e]g] g]k]f]nf]Q]k]t]s]f]ds
; kdf lal]d]at ul/Psf]b]g] ; ls G M

b]g] -af]9La9]cf]Q] : j u]8]ur]pg]v]f]h]f
h]f]h]hd]c]f]p]k]f]t e]Q] ; 'u]f]l]G]g] S]f .

h]j]gs]f]n]o p]R / dx]g / v]k]5{ . l]f]OBS ; v,
d]h]d] : t]L]P] cf]f]d / k]h]f]g]d]f]eh] / h]j]gn]f]Q]a]af]6/
c]v]f]d]l]ag]f]pg]x]f]g] .

a]f]s]f] p]G]f]boaf c]f]d]l]go G]f] u]d]f]pg] x]f]g] .
do]f]s]f] ; d]f]p]h]a S]g]gu/L; e]dt eP/ v]f]f]k]f] \$
cl3 a]9]k]5{ . h]j]g]d]f]dx]g]n]o a]f]s] / lx]B] f]j]d]Qm]
s]d]f]f, g]s]f]t]R] h]f]f]f]f] k]n]g] x]f]g] e]G]j]c]j v]f]f]
s fboaf a; / L]b]O]neP]sf]f]5 M

d]gn]f]Q] z]h; n]k]f]5{ T]o; d]f; s]n]g]x]G]g]
a]df, lj i]f, ?b] / O]b] c]f]Q] j]s a]G]g]

-k]f] ^* _

xf/ klyj ; vsfjxf/ xj. b] f]h]hT5 Tojr fixF, ed,
; fvof/ c]v]Tds ; vsf]ht xj.

z/L/ dgsf]a, r -rntf/l:y/tfsf]a, /u/
lj /fusf]a, eflu/ Tofusf]a, xfo/ al4alr s]f]a,
cfz{/ oyfyalr s]f]a, p]f]o/ lg] s]f]a, r]g
dg/ cr]g dgsf]a, e]t]s]j fb/ c]v]Tdj f]alr s]f]
a, z]f]G / cz]f]G s]f]a, j f, gf / ; fvof s]f]a,
Of/ k]ti 7s]f]a, s]j s]f]pdl/ / kl]S] t]f]a -
@ j]f]cl3 / kl5s]f]a_ c]fb a, s]f]odf oot q
cleJOnePs]f]k]O5 .

s]f]os]f]log]k]f]q]pj z]L/ ch]gs]f]lar dfaf]o /
c]f]G]l/s] a]a k]f] ePk]5 s]j >]7s]f] dgdf k]g
c]G]a]a k]f]ePs]f]5 . a,]a]as]f]k]l/O]d s]j ch]gs]f]
Tofun]Q; ?df ; dy]g ub]5g]v]g]kl]5 pj z]ln]Q]k]g
lar af]o]f] g]5]f]L]ch]gs]d]fu; D]n]L]s]d]f]lg]G/
n]f]g] cf]uk] ub]5g] ch]gs]f]s]f]d]-lj ho s]x]g]L]x]p]odf
; E]m] / p]d, l]kg]df]g; dy]ePs]f]l] / f]OP]s]f]5 .

१०. उद्देश्य / जीवनदृष्टि

.pj z]L]d]f]g] h]j]g]bz]g]af]o]k]e]f]j t]v]O]s]f]o]x]f]
. k]f]f]O]s] c]v]v]d]f]v]f]d]s, c]v]v]T]ds l]r]G]g]k]v]g]
s]f]o]j : t]s]f]c]f]n]s]af]o]c]f]g]c]G]d]g]n]f]Q]s]h]f]Q]c]k]r]f]f]
c]f]d; ed; ; fvof/ k?]i]f]y]a]f]f]c]k]r]f]f]ys]f]h]t ; D]j
/x]s]f]l]j]f]p]g]v]O]s]f]os]f]d]h]b]i]6s]f]f]x]f].

h]h] h]j]g]df] 3]6t 3]6g] / x]f]os]f]k]f]O]n] ; D]O]
c]G]v]d]lg]z]f]n]f]Q]k]r]f]L]c]T]o]d]s]d]k]ys]f]p]o]b]n]f]j]k]r]
r]f]n]Ps]f]k]r]f]ks]f]k]O]x]f].

.pj z]L]v]O]s]f]odf]s]j] c]k]r]f]e]q]lg]xt]b]Q]le]G]
le]G] l]j]r]f]n]f]Q]k]f]H]a]D]as]f]d]f]v]d]af]o]k]s]d]s]f]
ul/P]s]f]l]j]v]G].

s]f]os]f]cf]D]e]b]v] c]G]o; D]d]df]g] dgs]f]l]aj]v]f]
a]a]ar]s]f]c]G]d]G]y]g]ul/P]s]f]5 . x]s] J]d]Q]m]dg]
pj z]L/ ; f]d]f]hs] dg]ch]g]df]l]j]e]Q]m]5 . x]s] J]d]Q]m]
dgdf] e]f]l]j]f]d]n]f]n; f / Tof]do]k]l]ti]7]f]l]j]s]f]
c]G]a]a]df]?d]n]Ps]f]5 .

o]f]v]O]s]f]o] /r]gf]ePs]f]a]h]f]Ps]f]t/ g]k]f]n]d]
/O]s]f]n]lg]b]d]g]r]j]m]r]d]p]T]s]i]f]f]k]l]s]f]l]y]o]f]e]g]
cs]f]t/ k]yd]l]j]z]o]4]k]z]f]t]l]j]z]J]o]f]k]L:]t]G]t]s]f]

nx/x; p]7]s]f]ly]P . To, s]f]nu]Q]cl]3]g]A] ; f]ns]f]
e]s]D]n]ub]f]; d]f]n]d]f]h]h]z] ag]s]f]l]y]o]f]. lg]a]s]z]t]f]
l]j?4s]f]n]8]O]f]c]g]s]f]f]o]f]g]f]k]l]f] / x]G] / ly]P]
s]7]f]t]s]f]a]G]y]l]y]o]f].

a]t]f]c]j:y]d]f]b]z] / ; d]f]ns]f]k]l]8]n]s]l]j]x]f]o]k]g]
l]f]l]j]l]f]t]ag]s]f]l]y]o]f]. s]j]dg]df]k]g]l]j]b]f]k] / c]f]G]f]h]g]
p]l]D]h]l]y]o]f]. l]t]gs]f]a]l]f]t]f]ub]f]; j]t]G]t]s]f]l]g]D],
/f]i]6o:]f]f]ed]f]gs]f]l]g]D]J]d]Q]at:]f]y]f]i]Q]l]n]f]-h]n]L]
l]b]Q]l]; a]b]d]us]f]k]g]h]f]v]f] / g]l]g]d]f]s]f]l]g]D]
k]y]k]z]g] / c]f]y]f]g]u]g]s]f]os]f]d]v]o]p]z]o] /x]s]f]
l]j]v]G].

; D]O]h]gt]s]f]d]O]m:]j]t]G]t]s]f]n]f]u, c]G]f]o /
c]G]s]f]l]j?4n]8]y]pj]z]L]k]L]z]f]s]s]f]t]f]5]k]h]f]e]g]d]f]
g]k]L]ch]g]e]f]f]b]p] / n]l]o]f]l]v]L]a]G]c]f]y]f]g]u]g]g]
s]f]os]f]c]e]l]i]6/x]s]f]l]j]v]G].

११. भाषाशैली

.pj z]L]v]O]s]f]odf]e]f]f]g]s]h; /n/ ; /; e]f]f]s]f]
k]p]f]u]ePs]f]k]f]O]5 . k]s]t]s]f]d]f]g]l]s]f] / d]g]h]f]k]j]f]
P]s]f]n]f]k]t]y]f ; j]h]f]f]d]s, a]f]f]4s / t]f]s]s]f]j]d]
; o]f]f]d]s]z]h]s]f]k]p]f]u ; f]d]f]h]s]t]f / b]z]l]gs]
cleJ]d]Q]m]d]f]f]os] 5]G]df]n]j]v]Ps]f]n]o]f]d]s /
u]p]f]d]s, 5]G]l]d]h]f]g]s]t]s]t]e]f]f]is]l]j]r]ng] /x]s]f]
s]t]s]t]n]j]v]f]o]f]l]S]n]i]6t]f]a]f]v]j]f ; j]f]f]v]f]O]s]f]n]f]u]
c]f]zo]k]l]6]g]x]g]l]j]v]P]t]f]k]g]e]f]f]e]f]f]g]s]h ; n]n]
a]u]s]f]l]j]v]G]. z]f]v]f] / ; n]f]Q]c]a]v]L / ; s]f]z]k]d]f]
p]k]o]f]u]ul/P]s]f]c]n]s]f]s]f] ; e]f]h]g]l]j]z]l]f]t]M]
c]f]k]l]s]t]s]f]p]k]o]m]k]p]f]u]l]a]D] / k]t]l]s]x]s]f]
p]k]o]m]k]p]f]u]p]k]o]m]p]v]f]g] / 6]s]s]f]f]k]p]f]u]t]T]d,
t]b]e]j / e]n]f]z]A]os]f]k]p]f]u]ePs]f].pj z]L]s]l]j] >]7s]f]
k]s]f]z]t]p]T]s]l]6]v]O]s]f]o]x]f].

१२. उपसंहार

.pj z]L]v]O]s]f]os]f]s]y]f]:t' l]gt]f]G] d]f]ns]
ge]P/ k]l]6]k]f]f]O]s]s]y]f]v]o]f]g]d]f]c]v]f]t]5 . s]j]
>]7n]d]x]f]e]f]t]s]f]j]g]k]f]f]o]c]f]Ps]f]c]v]f]g]h:t]f]s]f]
T]o:t}a; s]f]odf]k]j]t]t]u]s]f]5]g]g]. To,
s]y]f]v]o]f]g]n]f]Q]p]k]h]l]o]ag]f]P/ k]l]6]bz]g]
>]l]b]e]j]b]u]l]t]s]f]l]g]s]f]d]s]d]f]l]l]j]r]f]k]j]t]t]u]s]f]
5]g]. p]g]n]a; s]f]odf]k]j]t]t]u]s]f]l]j]i]f]o]n]f]Q]p]g]L]

cfkrfjelds fdf; /LpNhy u\$ f5gM
 00pif0k/00xN00pLW/dgM
 dg : t'k/fal4ofa4]k/:t:t'; M

-uttf #\$\$@

z/Ls f]00be0f k/ dg 5 . dgaf6 klg k/ al4
 5 . ofjal4af6 klg v]k/ To]5 . slj n]pNhy u\$ f]
 To]k/ /x\$ f]lr h eg\$ f]g] cffdf x]. cffdar]af6
 cfd; ed / cfdlgo0f ug; ; ls0 . cfd; ed g]
 ; fvs s f]; R f; kmnt f x]. lg s fd sd(eg\$ f]cf gf]
 3]f leos f sdhfQ]7s; E ug(g)x]. cfkrf eq p7\$ f
 c00as f H] f/ef6hfQ pkrf] 00 pkrf] ylst
 tNp0)k5f/k15 dfq ; Tos f] lgs 6 klg ; ls0 .
 0 /Le]st Loyfy] fdLv/s f]cf gf]kxr fg agp0f
 agp0)klg slj n]cfkrfQcfv]f ds t/fhdf hf]g
 kl\$ fdlv0 . oxLcfd; D0v]0]j rf/k]tt ug\$ f
 nffu slj >]7af6 .pj 0L0v00s f]0s f]r gf xgkl\$ f]
 dlv0 .

hlj g kfp0 gkfpge0f dff 5 . k]k ck]k t
 s] n dgs fr f]gf xg\

k]k km\$ f]t df lbg E It df]of ck]k
 cln k/ u0h alt dLhf]nL /xnf dfq; dffk .

dg E] al0 ; lhnf] x0 t/ cl8g urx] x0 .
 ; edtfn]dgnQ nufd nufpg k5{. dgs f]lj ho g]
 ; ayf\$ x]. cfd; ed ; kmnt f s f]; j f]0d ; fvg x].
 j t]df; ; doof klg v00b, k00b / of] g00af6 dff
 p7]f dfq ; R f]/ k]t li 7t ; kmnt f k]k x0 e0]
 ; 00 kl:sg; km 0; s f]0nfQp]s [6v00s f]0s f]
 ; kdf]ng; ls0 .

; 00; fL

- cfkrf /dfgy -@ &* _ gkrfLslj tf / s00,
 sf7df8]Vd-s]k]An; ; k]kfn=
- n00h, vu0k] f] -@ ^) _ slj tf l; 4f0 /
 gkrfLslj tfs f]0t x], sf7df8]Vgkrf k]f
 k]ti 7g.
- >]7, l; l4r /0 -@ % ; ft f] 00, pj 0L n]ntk/
 Mferfk\$ f]zIn=

* * *

आफै देवता



nI dL; j]L
 एम.एड. तेस्रो सेमेष्टर

cfh x/]Udfj xfdL cfkrf] tf ag\$ f 5f]
 s]d0, s]dfj tf, v0; :sf/ eh\$ f 5f].
 Ps cs fh]Qn0\$ f 5f] bhe0f k0\$ f 5f]
 cfh x/]Udfj xfdL cfkrf] tf ag\$ f 5f]..

ls g] b] T] k] fn] k]]]v0(vf\$ f 5f]
 cf gf alnof kv/fn] cf8D/kg Pf\$ f 5f].
 l/ /fu Qof 8x, Ps cs f]f hf\$ f 5f].
 cfh x/]Udfj xfdL cfkrf] tf ag\$ f 5f]..

; D]0s f]cxdt]df, df]of cfz {5f] f 5f]
 ce]f n]Qdhn uL bVh]v0L(ur\$ f 5f]
 0t x], s]f]g\$ f R0kL ; ldf/vf s]f\$ f 5f]
 cfh x/]Udfj xfdL cfkrf] tf ag\$ f 5f]..

k]k v0; To sd\ ls lnt ldnt L8n\$ f 5f]
 dQeQax] ldf, bpt f 9]g eh\$ f 5f].
 ddt f]k]f g cf]n, r Lx/0 er]n0\$ f 5f]
 cfh x/]Udfj xfdL cfkrf] tf ag\$ f 5f]..

विद्यालय तथा उच्च तहमा व्याकरण शिक्षण



नय ग्य १s fn
उपप्राध्यापक

efiffij Q, k, zA, j fso pR f/Q, lgodf tyf l; a Wj fso u/gsfj cWog uqj z:f:qsf kdf Jofs/OnfQ InQs . Jofs/OU zAsfj lgodf lj ±cf±s [Ndk]toos fofaf6 ePsfj bV h; sfj ; fid cy(xf)effis lgod . cyff zAox; sfj JotkIQ cyj f lj Zhif ubj gZr t niof k'opgs fid klg Jofs/On]ub5 . To, wLj Qx; sfjvf; vf; ; Gedf kofu u/ zA l; 4L uq(g) Jofs/Q xf eG] s'f Jofs/Qsf/ kt-hnl] cf g] uqdf pnhv ub Jofs/OnfQzAdZf; g gds/Q klg u\$ f 5g\ t/ kD/fut Jofs/On]z'4 a]q; z'4-z'4 nVg l; sfog] lj BnfQk/effit u\$ f bV h . a; cfv/df eGkdf Jofs/Q ghfQ leffiffij z'4 kofu xG] eG] g] xG t/ Jofs/Qsf ckr fi/s lzlf tyf l; sfOlagf klg db Jofs/Q; Ddt kl/ f; j ftj/Q kkt eP j Qm] j f kofu s t f] z'4 / : t /o effiffij kofu uq; Is G / hfj s; h] ; So5g\ klg . a; L g} Jofs/OnfQ kfz fto hut df effiffij kofu tyf Jj xf/s lj Zhif uqj z:f:qsf kdf InQsfj xef ca WjLj b'fg .: j. l6U/ .hfU/Usfcg f/j Q zA, j fso cffos f] ktlit Pj d

kt Int ; ksf cfv/df lgodf effiff; DGLZlgodx; sf JofVof uq(g) Jofs/Q ePsf n]o; leq j fso /r gsfj lgod, zAvr gsfj JofVof tyf ; du] effiff; DGLZ Jj : ysfj 1fg ; d]G] xef ; f/zdf Jofs/Q eg] f effiffij lgod eG] g] alenG .

gkfnL akt zAsfzdf Jofs/Q zAsfj cy(.sb) klg effiffij zA, zAsf lj leG ; k, Itgsfj ; f' g] lj lwj fso / To, sf lj leG cE tyf Itgx; sf kf:kl/s ; DGLW'6opgsf ; fy} zA, j fso cffosf z'4 ; k kofu uq] lgodx; sf] g; kOf uq] uq j fz:f:q / p'ox/Q; sfj ; a' sng uqj z:f:qJeg] f] k'Qs . To, h] Jofs/Q lzlf eG] n]oxLz:f:q l; Sg] l; sfpg] sf (g) xf eG] alenG . a; L g} effiffij j fgs x; n] Jofs/OnfQ effiffij sb) klg ; kut of j fSout ; f' gsfj Qg tyf lj Zhif; E; DGLW 7[G] xofn] a; n'Q effiffij 1fgsf cfv/et / cfj Zos lo ca' us f ; kdf klg InPsf 5g\ j f: tj df dfj n] sb) klg effiff kofu u\$ f n'f] ; dok'5 dfq To; effiffij Jofs/Q nVg] j f l; hf' uq] sd ; ? xG t f klg effiffagf Jofs/Qsf s'Nkg] uq(g lsg] xef a; n'Q effiff lzlf af6cnu uq; Is G] . a; af6s] s'f: ki 6xG eg] Jofs/Qsf ckr fi/s lzlf af6g effiff n'Q z'4; E a]q; / nVg kofu; Daj xG .

gkfn sf kf'oj tdf gkfnL j ifontQ] t dfq ; Gedf siff! @; D] dg] fo(g) u/Psfj 5 . a; sfj pZ'0 lj Brlk; n'Q lj leG l' fdf kofu xG] gkfnL effiffdf bV Psf Jofs/Qs d'6; klt ; r] ; u'f] b] : t /o / Jj l: yt ; ks f] effiff kofu uq] effiffdf u'af] f 5'6'Q z'4 effiff kofu ub; l'f ag'og, lj Brlk; df t'fs\$ Pj dVr g'fds l'f d'f sf] j sf; uq; ; f'f] Gs 1fgsf df'af6 kofu f'fds 1fgdf hf] b] g] cffo/x\$ f] bV h eg] cs f' k'f k/L f'f' Jofs/Q v'af6 ; f' Psf k'g; l'7s lsl; dh] ; dfv'g u'af pR

c^a s g)Nofpg klg; ls 5. To s f/Of dLo tf; DkOf
p2ox; xfi; n ug s f nflu lj Bino txdlv Jofs/Of
lzlfOfs fjcj Zos tf ckl/xfo(ePs fjs'/f:ki 6 x5 .
t; y{gknLeiff kf7oj rddf Jofs/Of lzlfOfs f nflu
bkrfo adfndsf lj lwx; lzlfOf kphngdf /xsf
kf05g\ tLo; ksf/5g\

! -gudg lj lw

ofJofs/Of lzlfOfs f; aPef k'fjflj lwxj.
o; df Jofs/Ofs f]5S]kf7ok' ts /v/ lzlfOf ugs'/f
a9L dxTj kOf x5 . ; j kyd of lj lvn] Jofs/Ofs f]
; #f]Gs cj v/Of k'it u/k15 dfq pbf/Of j f
kphus klfi; spg]s/fdf dxTj /v5 .

@-c fudg lj lwm

ofJgudg lj lvs f]l7s pNeflj lwxj. o; df
sbj)klg lj ifodf kofk' pbf/Of k'it u/ To; sf]
; fdfGs/Ofaf6 vf; l; 4f]G; lgod j f tYodf klvj
klj rnf x5 . ; fy)o; lj lvn]; /naf6hl6nt/, dt af6
cdt ft/, 1ftaf6 c1ft ft/ / pbf/Ofaf6 lgodt/
8f]6f5 .

#-e fi ff; ;+u lj lw

o; lj lvd f c]kr fi/s ; kdf Jofs/Ofs f
lgodx; gat]Qefi ffs f]; xofu lnP/ Jofs/Of; DkOf
1fg lbg]kpf, u/5 . o; c]v/df x]P]of lj lvn]e fi ff
/ Jofs/Ofn]Q 5S]566] lzlfOf u/ afem; hgf ugf
c]j Zos 7f]Gj .

\$-e fi f]kf7ok' ts lj lw

of]lj lvcfudg lj lw/ efi ff; ;+u lj lvs f]; lD]>Of eP/
lgod] ePs fn] o; df Jofs/Ofs f] 566] kf7ok' ts
g/vLkf7ok' tss}df]v]daf6 Jofs/Of l; spg]s fid
x5 . efi ff kf7ok' tss f kf7s f cGof j f kf7; dff
ePk15 Jofs/Ofs f sg]Ps j f cg\$ kl fi f]; #f]Gs
kl/r ollP/cEof; x; u/05 .

; dupf Jofs/Of eg\$ f]s g]klg efi ffs f]vf;
Joj : yfj f]j z]ft fePs fn]e fi ffs cog'f; g s fod ugf
lj Brls f]e fi ffs 1fon]Q; t/Of ugf c]f g]e fi ffs f]vf;
; # g f k]x]Nofpg; Sg]agfpg efi ffs fut tyf z]h]ut
lj r ngx; xdfpg; c]kr fi/s / c]kr fi/s ; kdf
efi ffs cEof; u/05]zi6 t]fs\$ P]dN; hgf]ds
l]dt f]j sf; ugf Jofs/Of lzlfOf cit ckl/xfo(eOxg]
5 .

* * *

म फूल



ul/df Gof]kf]g]

बी.एड. प्रथम वर्ष

फुलेर सुवास छरिदिने सबैलाई मेरो काम
मेरो छेउमा कहिले छायाँ त कहिले घाम
हाँसी हाँसी नआऊ है टिप्न मेरो छेउ
आफूलाई जस्तै मलाई पनि बाँच्ने अधिकार देऊ ।

न घमण्डले मात्तिन्छु, न रिसले उग्र हुन्छु
सधैं सबैका सामु सुवास छर्न म फक्रन्छु
पुतली र भवँराहरु साथीका रुपमा आउँछन्
मेरो तारिफ र बयान गरी रसमा मग्न हुन्छन् ।

मेरो रूप एक मात्र होइन, रूप छन् मेरा थरी थरी
जगतलाई सुगन्धित बनाउने काम मेरो सधैंभरि
सधैं सधैं फुलिरहने र मुस्कान छर्ने रहर छ
बिचैमा टप्प टिप्ने नगर है मेरो यति विन्ती छ ।

* * *

s]x f]l k l h g / q r p f]h <



; l / t f a G h f / f
उपप्राध्यापक

effi f] l j r f / l j l g d o s f] ; f v g x f] . j Q r h / > f] f s f l a r d f l j r f / l j l g d o x g s f n f u P s c s f l a r e f f i s a f y u d t s f f c j : y f c l g f o (d f i g G . d b j Q r h / ; f] f s f e f i f f P s c s f { E i g a l e n g } c j : y f / x f t / a f / d a f / e } 3 6 x g } k l / : y l t / x } f l g } k l s f] ; D s { h l g t c f j Z o s t f a r o k / k / k e f i j t e Q l j } e f i f f e G f l e G t j] f] e f i f f s ; k s f] h G l x G U T o ; h r Q l k h g e l g G . e f i f f s f] l k h g ; k ; l l d t c f j Z o s t f k t f n f u l g d f u / P s f] x G . s b } e f i f f ; E i l g s 6 ; D a G v g / x } f] b a } e f i f f s f ; f e r f v / ; / n s f B t y f J o f s / O G s l g o d e P s f] l k h g e f i f f c k O r l ; s f G s f] k l t k m d f i g G . T o ; h } l k h g s ; } f] d t e f i f f x f] a ? l e G l e G d t e f i f f s f] ; x f o s e f i f f r f i x f] .

l k h g U z A o c a u h L . l a h g U s f] l r l g o f p R f / O a r o l g d f e P s f] x f] . T o ; h } o ; s f] l j s f ; k l g k f o M o k f i / s p 2 o a r o e P s f] d f i g G . c i k l g l j s o u d f ; d d l l s g f / f t y f a G u r x l f o p f o / k h L e f i f f e f i f f l x ; E i : y f g l o e f i f f e f i f f l x ; s f] ; D s { x f s f] k l / : y l t d f l k h g s f] l j s f ; e P s f] k f O P k l g O t x f ; s f l j l e G s f i n v O d f b Q c k / r t e f i f f e f i f f l x ; l a r

; D s } f] c f j Z o s t f n] c G : y f g / k l / : y l t d f k l g o ; l s l ; d s f] e f i f f l j s l ; t e f P s f] c g d f g u g ; l s G . o / L ; l l d t c f j Z o s t f s f s f / O l j } e f i f f s f ; d f g / ; / n v i n s f e f i f f s s f B ; d f j } u L k o f u d f M o p g l s f o h Q g l k l h g s / O e l g G . g k f n s f ; G e (d f k r k f y s f J o f k f / l n] k o f s x ; E i a f i h } f] . c a u h L l d l > t g k f n L e f i f f U t y f ; l l d t ; k d f k o f u d f c f p g l . l j . b } l x ; s f] g k f n L a f i h L U = c f l b n f O k l g l k h g s f] p a x / O s f ; k d f i n g ; l s G . a x e f i f l g k f n L ; d f i d f k n s d f t e f i f f s f] g k f n L p R f / O d f k l g e f i f f s l d > O s f] l j l e G l k l h g G c j : y f k f p g ; l s G . h ; s f s } L p a x / O n f Q l g d f g f / k l t t u / P s f] 5 M

- o du / g k f n L : t / l o g k f n L
- ; f i n f ; G i n f
- b / f b p / f
- a f] a a f
- o t f d i e g k f n L : t / l o g k f n L
- c f u h f] c l u h f]
- u / g f u / g
- c f O n] c i x n]
- o d v i z l g k f n L : t / l o g k f n L
- 5 Q 5 g
- c : d f t : d f t
- s / d \ s d { - y f k f , @ & , k } \$ % \$ & _

p k l g } s f i n d f c a u h L . k f i h ; : k l g ; k t { u r n L e f i f f e f i f f l x ; s f] l j l e G : y f g l o e f i f f e f i f f l x ; E s f] ; D s } a r o ; + f / s f l j l e G e f u d f a h f a h } l k h g s f] l j s f ; e P s f] b l v G . . c a u h L U / . l r . l g o f U l d n L a g s f] . r . l g U . c l k f s f i n L U / . k h G h L U l d n L a g s f] . x } l U . c / a l U / . O f n i h L U d n L a g s f] . d f i n U e f i f f x ; l k h g a r o l j s l ; t e P s f] b l v G g \ o ; k } f / ; l l d t c f j Z o s t f k t k z f t s b j l k h g x / p 5 g t s b j

r fixFnfdi; do; Dd kInt / :yifkt agL :jtG
 effisf ; kdf lj sl; t ePsf klg blvGg. a / L
 lj sf; ePsfjefifnQr fixFqrhUeffelgG .

qrhUlkhgsfijlsl; t ;k xfi. lkhg
 effif dteffisf ; kdf kblu xg yfnk15 To nIQ
 qrhU effelgG . lkhgaf6qrhU aGjklqrhU
 .qrhUls / UklgelgG . lkhgn]qrhUls fj; k v/Q
 u/k15 cf g] ksf/sf] Jofs/Q; zAeQ/ / effis
 lgods fl]gd/Q uo5 . a / LaG]qrhUls fj] So; Ar gf
 r fixFs]Lhl6n ksf]tsf]xG . Jofks hg d6on]
 kblu u/L /i6eff / ; Ds{effisf ; kdf kblu xG]
 hif o; n]dfgls /Q / :t /s /Qsf]cj ; / klg kfk
 uo5 . clksinL dl rQj' (P; onL Sof /aofnLh: tf
 sltko b]x; df qrhU effif; sf] cl:tTj /xsf]
 kfo5 . Q8f] ofdf .axf iU / kkcG]ludf
 .g] k]ng] onLU .t]s lkhgU dfl/; ; df a]ng]
 .x]t og k]G]hlUklg qrhU effisf pbf/Qx; xg]
 kkcG]ludsf] t]s lkhgsf s]L pbf/QnIQ pxf]
 k]tt u/Psf]5M

| | |
|---------|-------------------|
| t]s klg | c ^a hL |
| han | hand |
| doti | dirty |
| bik | big |

sg]; d]ndfqrhU /To; sf]; fj; effif; E; E]
 kblueOx]dfpQm; fj; effifdfckr fl/s lz]ffsf; d]
 cj ; / /x]df qrhU effif; ; fj; effifnIQg]k]tli7t
 dfgL To; It / cflif; xg] / k/fj] ; fj; effifnIQ
 cfd; ft u]cj:yf; d] cfp]xG . a:tf]l:yltnIQ
 lj qrhUls/Q elgG . a / L effif; sf] lj sf; sf
 qrd]flkhgs /Q; qrhUls /Q / lj qrhUls /Q h: tf
 k]raf; r]nt ; kdf rln/xGg. ctM]k]nsf]
 axeffis ; f]f]hs k]j ; lj j] udsf] cj v/Q;
 ; f]f]hs ; -h]ndf; t'gfklj lvs f]a9x]kblu j] j]z
 cf] thf]t h: tf lj j] Jofks /Qsf] a9x] utlj lvn]
 g]knLk]j ; dfklgyk]lkhgsf]ij sf; ePsf]xgkb5
 t / a; sf; D]G]dfyk v]h cg] G]f]g]f]cj] Zos /xsf]
 blvG .

सन्दर्भस्रोत :

- clv6/L x]t^a v]h -@&#_ ; f]f]hs /
 kblufds effif] 1fg sf]df8] M/Tg]ts
 eQ/ .
- y]kf; lbgaxfb/ -@&#_ ; f]f]hs tyf
 dg]f]f]ij 1fg sf]df8] M]k] k] .
- e6v/Q Zofdk] fb -@*!_ ; f]f]hs tyf
 dg]f]f]ij 1fg sf]df8] M]h]k6/ l]k] P8
 k]An; ^a xfp; kf=In=.

हार्दिक शुभकामना

काभ्रे जिल्लाको केन्द्रमा रही विगत ३ दशक भन्दा बढी
 शिक्षा क्षेत्रमा योगदान पुऱ्याउँदै आएको चैतन्य बहुमुखी क्याम्पसले स्थापनाको ३२ औं
 वार्षिकोत्सव मनाई रहँदा हामी गौरवान्वित भएका छौं ।
 विद्यार्थीका शैक्षिक र साहित्यिक गतिविधिलाई प्रस्फुटन गराउन निरन्तर प्रकाशित
 चैतन्य-ज्योति स्मारिका समेत प्रकाशनले यसको थप गरिमा बढाएको हामीले महशुस
 गरेका छौं ।
 समग्र क्याम्पसको शैक्षिकस्तर जनजनको हुकहुकी बन्न सकोस् -
 हार्दिक शुभेच्छा प्रकट गर्दछौं

पब्लिक क्याम्पस प्राध्यापक संघ

इकाइ समिति, चैतन्य बहुमुखी क्याम्पस बनेपा

; ~r f/s f]lj s f, df; fdf]hs ; ~h fn / o; s f]kēfj



lgz fb] LdfgGv
pk-kf]kfs

lj i fo kj] 7 M

; ~r f/ eG]n]va/ c]f]k]b]g ug] s fo n]Q
aer]f]5 . hg Jd]Q]b]d]Q]ar ; d]x]ar ; :y]f]ar
c]f]k]b]g x]5 . ; f]g]s f]c]f]k]b]g ; x]L]t]l/s]f]n]x]g]
s fo n]Q kēf]j s f]L ; ~r f/ elg]5 . kēf]j s f]L
; ~r f/af]6 ; x]L pkn]Aw]k]k]t ug] ; ls]5 . α]t]f]
; ~r f/n] Ps cs]f]ar s f] ; D]G]v]n]Q ; v]v] ug] s fo
u]5 .

k]x]n]s]f]b]n]f]f]c]x]n]c]f]P/ lj leG]l]s]l ; ds]f
; ~r f/s]f ; f]v]x] ; s]f]lj]s]f ; e]Q]s]s]f]5 . h ; c]G]u]f
/]8]of] d]n]leh]g ; d]n]sd ; d]n]On ; s]D]6] ; ty]f
; f]d]f]hs ; ~h]f]n / 0]6]g]b] c]f]l]b . c]x]n] c]f]P/
0]6]g]b]s]f] ; x]of]u]df ; :f] ; E] h]f]8]g] lj leG]
d]f]v]d]x] ; s]f]lj]s]f ; e]Q]s]s]f]5 h ; n]f]Q ; f]d]f]hs
; ~h]f]n] elg]5 . 0]6]g]b] E]h]f]8]P]s]f]lj] leG] website
5g] h ; af]6]n]l]v]t ; d]n]vs ; k]r]f]f] le]8]of] /
k]f]7] ; f]d]u]l] c]f]l]b]n]Q]Ps 7]p]af]6 cs]f] 7]p]af]f] ;]h]n]
k]7]p]g ; ls]5 . h : t} M]Facebook, Youtube,
Google, Instagram, Snapchat, Pinterest,
Twitter, viber, whatsapp, Imo, Messenger
c]f]l]b .

d]L ; f]d]f]hs ; ~h]f]n]s]f] k]p]f]u u]L c]f]k]r]h]f]Q
c]f] Z]os k]g]lj] 7] a]x]d]f]0]s]f]h]g] s]h]f]g]s]f]L]k]k]t ug]
; S]5]f] . T]a] t} u]L]k]9]0] E] ; D]a]G]v] lj leG] h]f]g]s]f]L
k]k]t u]L af]f]4]s]f]d]t]f] j [4 ug] ; S]5]f] . lj leG]
lj z]lj]f]x] ; s]f]k]z]l]f]0] s]l]f]f] ;]x]t]s]f]le]8]of] x]f] 1]f]g]
k]k]t ug] ; ls]5 . lj 7] s]f]v]o]f]t] k]k]t J]d]Q]n]f]l]g]s]L
c]v]b]g u]L g]o]f]s]f]o] ug] ; ls]5 . α] ; af]6 af]f]4]s
J]d]Q]n] ; s]f]v]v]0]f] ty]f] b]7] lj b]7]df] 3]6]x]s]f] lj leG]
; T]o]t]v]6 ; d]n]f]f]x] ; y]x]f] k]f]p]g ; ls]5 . α] ; af]6
l ; h]g]f]d]s]f]d]t]f]s]f]lj]s]f] ; ug] ; ls]5 . c]f]k]r]h]f]E]α]t]f]
ty]f] c]f]k]r]h]f]Q]c]f] Z]os k]g]lj]k]r]f]f] le]8]of] ; f]f] ; f]6 ug]
; ls]5 . ; :f]s]f] lj leG] 7]p]af]f] /x]s]f] c]f]k]r]h]f]
; f]y]le]f]0] E] 3]le]q]a ; L]s]f]s]f]o]L ug] ; ls]5 cy]f]f] \
lj leG] J]d]Q]n] ; E] ; D]a]G]v]u]f]g] ; ls]5 .

c]f]v]l]g]s] d]u]df] lj]s]f] ; e]P]s]f]α]t]f] ; f]d]f]hs
; ~h]f]n]x] ; s]f]k]p]f]u a]9] ; u]P]s]f]5 cy]f]f]v]α] ; s]f]k]p]f]u
lj leG] ; k]d]f] ug] ;]s]g] e]P]s]f]5 . α]t]f] lj leG]
]s]l ; ds]f] ; ~r f/s]f ; f]v]x] ; af]6 v]v] ; k]r]f]f] k]k]t ug]
;]s]P]s]f] e]P]t]f] k]g] α] ; af]6 v]v] ;]j]s] [t]x] ; ty]f]
r]b]g] ; l]x] ; s]f]k]g] ; f]d]g]f]u]g]k]s]f]5 .

; ~r f/s]f]lj]s]f] ; df ; f]d]f]hs ; ~h]f]n]n]k]f]g]
; S]g] ; s]f]f]t]d]s] kēf]j x] ; M

! = α] ; af]6 lj leG] J]d]Q]n] ; ; d]x] ; ; :y]f]x] ; lar
kēf]j s]f]L ; D]a]G]v] ; ~r f/d]f] [4 ug] ;]s]g]
@ = l ; s]f]0] ; f]g]d]f]k]x]F] c]e]j [4 x]g]
= J]j ; f]o] / ah]f] / s] / 0]df] ; c]j ; / k]k]t ug] ;]s]g]
\$ = ; f]d]f]hs c]le]o]f]n]f]Q] ; d]y]g] / ; f]y] ; x]of]l]x]g]
% = d]g]f] / hg] / l ; h]g]z]l]t]f]c]e]j [4 ug] ;]s]g]

^= k90 E; D;lvw lj ifoj :t' tyf lel8of|x]y] yk
hfgs f/Lxf; n ug; lsg]
&= lj leG JdOm; n]u/\$ foUbg cfij isf/x; x]L
cfknh] klg s]Lcj; / tyf sfo(ug(p k)/of
hufpg]
* = b]lj b]df 36f; d; fdos 36gftyf; dfr f/sf
af/dft fhfhfgs f/Lkf(ug; lsg]
(= b]lj b]dfa; \$ fcfk; ; fyleO; ; E; lhn) E
s'/sf f]ug; lsg] efj gf; ; fef, f6 ug; lsg]
!) = ckrh] EePs fkltef, ofot f/ lfdt fnQ; fef, f6
ug; lsg].

; -r f/s f]lj s f; df; fdllhs ; -hfn] kfg{
; Sglgs /fids kpfj
! = dfq; s :j f.Yadf ; d:of l; hgf xg] h:t} M
l8k]g, lr 8r 8]k, shtdfkn]cfb.
@= dlxfb]d] xf/xg; Sg]
#= cZln krf] tyf lel8of \$ f] b?kafun]; dfrdf
ofhGck/fwa9]
\$= kl/ f/s f; D;Gv f]g] /cgj Zos gft fhf]g]
%= kl/ f/df efj gf; fef, f6 ug; / Ps} 7pbf a; }
s'/sf f]ug; :sf/la:tf/x/p]hfg]
^= unt ; l' gsf] k] fx a9] hfg] / erdf; dfr f/
kr]h] hfg] h; af6 8/ of, , ep, / aGsf]
j ftj /of; hgf xg]
&= JdOat ulkgot fe^a \xg]; D;fj gf /xg]
* = af]4s r f]s f; d:of a9]
(= j f:tlj s hlj g; D;Gv f]c; /kg]
!) =lj Bfyl; n]kf7k:ts k9 5f]LvnLdfafOndf
dfq Wrg s]Gt xg] h; af6 cf gf] elj iodfly
k]gr Xgv8fePs f]5.

lgis if

; -r f/s f]lj s f; df; fdllhs ; -hfnleq /df
/ g/df cyf\; s f/fds / gsf/fds l] }ls; ds f]
kpfj kfg; fdlx; xGg\ a; sf; s f/fds klfnQ
d]gh/ uL To; nif /df] sfof kofu ug; s df
a; af6 v]kr]ofing; lsg t/ a; nif; xLtl/sfn]
tyf; 'lft tl/sfn]kofu ug; s \$ f]cj; ydf a; n]
gsf/fds c; / kg; ; Sg]; D;fj gf xG . To; h]

; fdllhs ; -hfn] hgf s} d]vdd kofu u/] klg
; s f/fds sfof nflu ugk5 . ; fdllhs ; -hfn] f]
d]vdd kofu udf 9f f ygf] leq k:g] tyf /ftL
cahf; D]a:g]s fd ugk5. cfj Zos s fds nflu dfq
a; s f]kofu ugk5 .
cem lj z]fuL lj Bfyl; j un] ; fdllhs
; -hfn] f] kofu udf lj z]f Wrg k'epgk5 .
lj Bfyl; n]klg lj z]f cyf\ cfj Zos s fds f]nflu
dfq lbg] f] neu Ps 30feGf a9 a; s f]kofu
ugk5 . hgf s} ahf klg ; fdllhs ; -hfn] 3]k]
kl/xg]JdOm]cf gf; G/ elj io; Eiv]haf8u//x\$ f]
xG . To; h]; fdllhs ; -hfn] f] plr t kofu krf]
lj Bfyl; nufot x\$ JdOm r] /xg lgtG h?L
d]vG .



जिन्दगी



c f] t ID^a du/
कक्षा ११ (व्यवस्थापन)

जिन्दगी पानी हो
बगदा बगदै सकिन्छ ।

जिन्दगी पैसा हो
गन्दा गन्दै सकिन्छ ।

जिन्दगी कथा हो
भन्दा भन्दै सकिन्छ ।

जिन्दगी चलचित्र हो
बन्दा बन्दै सकिन्छ ।

cfldj z f 5 ls a; cWbgn]; sf/fds ; dfvig
lbgf . d/f]s fcdhs cg Gvg ug]lzl]sn]d hxfF5'
-d/f] t(fgl fdtf/cj :yfh]5_ToxLaf6yngLu5{
d d/f]k] fut b ft fclej [4 ug]k]ta4/lqrfzln 5'.
of]s fcdhs cg Gvg ; v/sfnfu x]k]p]f]t ug] f
nfu x]G . t; y{a; s]f]dVb p2]o lz]f] l; s]f
lqrfz n]kdf; v/ ug]x]leG]aeng5{

k]dV r /Ox;

!_of]hg(Plan)

@_s foG(Act)

#_cj n]s g(Observe)

\$_k]t]l]aG(Reflect)

! =of]hg(Plan)

lj Bnos f]Jj : yfkg, lz]f] tyf lj Bfnadf
cG l]p]d ePs f] j z]f ; d: of k]x r fg ug] / ; d: of
k]x r fg ug] qrd]f ; d: of s]f] k]s [ts]f] cfv]df s] ff
lz]f] ub]s]f] cgej , lj B]y]s]f] k]f] (k]r]h]of] cWbgn
8fo/L]k]f]h: t]f]d]v]ds]f]k]p]u ug] ; ls G . ; d: of
k]x r fg k]z] ft \j Zh]f]f] ug] / ; D]lGv s]f]Ox; s]f]
v]h]L]s fo[k]g ug] ; ls G . a; s]f] cn]f] f ; xs d]k]j f
k]v]g]v]k]s ; E; d: of s]f]k]d]f]O]s /O] ug]s fo; d]f] ug]
h?/LxG . of]h]s foG]og ug]qrd]f]s]s]fd, s; s]f
nfu s; /L]s]x]n]; D]l / l]sg c]f]b]k]z]g]s]f]p]Q/ c]f]g]
u/L/O]g]l]ts s fo[of]hg]t of/ ub]f]cem; xh x]g h]f]G
.; fy; d: of s]f]g]g]ePk]5 p]Q]m; d: of s]f] d]fv]g]s]f]
nfu u/g]s fo; n]Q]qrd]a4 ; kdf u/g]s]f]d; s]f]
; f]ls /O] ug] / p2]o l]g]v]f]O] ug]nufot lj lw; f]v]g]
l]g]v]f]O] ug]s fo; d]f] ug]u/G . ; a]N]k]d]f]eG]x]f]eg]
lqrfz]ds cg G]v]g]s]f]k]t]f]j tof/ ug]s]fd; r /Odf
; D]G]x]G .

@_s fo {Act)

s fo]h]s cg G]v]g]s]f]j f]t]j]s cg G]v]g]
s fo(a; r /Odf; D]G] u/G . a; r /Odf of]hg]u/
cg f]s]f]s fo; n]Q]k]f] kdf s foG]og ug] k]j t]g

u/f]g] ; v/ N]f]p]g] cyf] p2]o k]f] ug] u/L]s fo]
u/G . of]hg]df p]l]h]v]t p2]o, g]b]g]f, lj lw; f]v]g]
c]f]b]s]f]cg /O] ug]s fo(u/G . s foG]og ug]qrd]f]
l]g]G/ k]t]l]aG ug] / k]l] : y]t cg f/ of]hg]df
; f]d]G x]k]r]h]k]g ug]g]x]g ; S5 t/ of]hg]df J]o]k]s
x]k]r]h]ug]s fo(eg]ug]x]g).

#=cj n]s g (Observation)

a; r /Odf s foG]og]s]f] qrd]f lj leG]
; f]v]g]x] s]f]p]k]o]f]u u/L]t]v]b ; a]s]ng ug]s]fd ; D]G]
x]G . a; s]f] cn]f] f c]k]r]h] ; d: of ; d]fv]g]s]f] nfu
k]p]u u/\$]f/O]g]l]t]x] s]f]k]p]u s]f]d]v]d]a]f]o]j B]f]k]n]
s; /L] ; S]o]g] \ p]g]x] ; s]f]l ; s]f]d]f] s]t ; xh eof]
; f]s]f]k]g] cj n]s g ug]u/G . j f]t]j]d]f]eG]x]f]eg]
lz]f]sn] N]f]p]g] v]h]s]f] ; v/ / lj B]y]l]d]f] c]f]s]f]
k]j t]g]s]f]j] leG]cj n]s]g]s]f] ; f]v]g]s]f]d]v]d]a]f]o]l]g]
n]y]h]f]y]f]g] ; cj n]s]g]s]f]s]f] ; kdf ; -r]f]ng] x]G .
cj n]s]g]s]f] qrd]f] cg G]v]g]s]f] [lz]f]sn]c]k]r]h] /v]g]
r]f]s]f]j] j]j /O] ; a]s]ng]s]f] nfu c]j Z]o]s]t]f] cg f/
lj leG]s]f]o]s]f]k]f] r]s]ln: 6 cj n]s]g]k]r]f]d, k]r]f]f]
c]l]8]o]f] l]e]8]o]f] tof/ ug] ; ls G . a; s]f] ; fy]s fo]
cg G]v]g] ; D]G]v]8]fo/L]cy]f]f] v]g]s]L]n]y]g]k]g]c]t]G]
d]x]j] k]O]d]f]g]s]f]5 .

\$=k]t]l]j] Dag (Reflection)

lr G]g=k]t]l]j] Dag x/\$] r /Odf ug]g]s fo(x]f]
t]f]k]g a; r /Odf d]f]y]s]f] t]g] r /Odf]6 ; D]k]l]o]t]
s fo]s]f] ; du]k]t]l]j] Dag s fo(u/G . p2]o cg] ; k]s]f]
k]l]O]d] k]f]t] eof]ePg] c]k]l] ft] k]j t]g]j]f] ; v/ eof]
ls ePg] s]s]s]f]s fo]f]d]j]tyf] ; G]f]f] ug]n]fos
eP / s]g] s]g] s fo] ; f]j] cg] f/ ePg]eg]L]r]G]g]
u/G . lqrfz]ds cg G]v]g]df ; x]o]f]L] J]o]Q]s]f]
k]t]l]q]r]af] k]g] l]n]G] . k]f]l]D]s] g]h]f]f]k]f]k]t] af]
; D]l]G]v] J]o]Q]m]f]Q]h]f]g]s]f]Lu/f]p]g] / k]t]l]q]r]af]l]ng]ug]
; ls G .

* * *

शिक्षामा सूचना प्रविधि



; Lt f s B h g f v g
pk-kf v f k s

शिक्षामा सूचना प्रविधिको परिचय

l z l f f d f ; ' f g f k l j l v s f j k p f u n] l z l f f / l ; s f O
k l q r a f d f d x t j k O f k l / t g N o f P s f j 5 . ; ' f g f k l j l v n]
c v o g - c v o k g n f Q y k k e f j s f L / k x F o f l o a g f P s f j
5 . ; ' f g f k l j l v s f j k p f u n] j B f y l f Q d f q g e Q l z l f s
/ c l e e f j s n f Q k l g l z l f f d f ; m l g u / p 5 , h ; n]
l z l f f n f O u t / o a g f p g d 2 t u 5 { . ; ' f g f k l j l v s f j
k p f u l z l f f d f v j } l s l ; d n] u / 5 . , h ; d f s D 6 6 /
O 6 / g b c g n f Q k i k r o k ; , l 8 h e n s l f f , d f a r O n
P k / z l l f s ; ' g b x ; d j z 5 g \ a n] ; s f O n f Q
k / D / f d v r n s f k f 7 a p d / l z l f f l j l v d f k l / d f n g
u / l j l e g k s f / s f ; f v g x ; d f k r n c v o g u g k l / t
u 5 .

२. शिक्षामा सूचना प्रविधिका प्रमुख प्रयोगहरू

- ✗ O 6 / g b s f j d f v d a f 6 l j B f y l f ; c g n f Q s l f f ,
j l a g f / 6 6 6 l / o n d f ; x e f u l x j c g n f Q l z l f f ,
- ✗ l j l e g z l l f s P k , u l d k r o 8 P k / ; ' g b n]
l j B f y l f Q g o f f s / f l ; S g k p f u u / P s f j

- ✗ k l h 5 6 / O 6 n f B a f B / l 8 h e n ; f d u l x ; n]
l z l f f k l q r a f n f Q c G / a q r a f d s / b z o f d s
a g f p j ; d f 6 (S n f ; d n] ; x o f u u / \$ f j
- ✗ S n f p 8 s D 6 6 s f d f v d a f 6 S n f p 8 d f k 9 0
; f d u l x ; ; ' l f t u g f a f B y / k x F u g k p f u u / g]
e r e n / P l a 7 6 3 l / o f i n d k l j l v s f j k p f u n] j 1 f g ,
e u f n , O t x f ; h : t f l j i f o x ; n f Q e r e n ; k d f
k l t t u / l j B f y l f f j ? l r / v o f g a 9 p g k p f u u g]
u / P s f j 5 .

३. शिक्षामा सूचना प्रविधिको फाइदा

- ✗ O 6 / g b s f j d f v d a f 6 l j z j e / s f h f g s f L /
; f i x ; d f k x F ; D e j e P s f j 5 .
- ✗ l j B f y l f ; h x f e P k l g c g n f Q k 9 y ; S g j x e f
; d o / o f t f o t d f n f l j v r { a r t x 5 .
- ✗ ; ' f g f k l j l v k p f u u g f n] l j B f y l f ; n f Q l 8 h e n
d u d f c j Z o s l j l e g ; l k x ; s f j 1 f g l d 5 .
- ✗ u l d k r o 8 n l g / O 6 / P S 6 e d f B o h x ; n]
l j B f y l f Q / d f O n f u u / l ; S g p t k l / t u 5 {
- ✗ c g n f Q ; f i / k l u d x ; n] l j B f y l f Q c f k r n f Q
p k o Q m u l t s f j ; f y c v o g u g ; j t G t f l b 5 .

४. शिक्षामा सूचना प्रविधिका चुनौतीहरू

- ✗ ; a) l j B f y l f E i O 6 / g b / p k s / O s f j k x F g x g
; S 5 , h ; n] c ; d f g t f l g D o f p g ; S 5 .
- ✗ c T o f i v s d f o f d f k l j l v d f g } l g e / x e f d f i g s f j
l ; h g z l n l f d t d f c ; / k g f ; S 5 .
- ✗ u l k g o t f / ; f Q a / ; ' l f d f v o f g l a g g ; l s P s f j
c j ; y d f J d Q n a t 8 f ; ' l f t / v g r g f ; l k O x g
; S 5 .
- ✗ ; ' f g f k l j l v s f j k e f j s f L k p f u s f n f l u
l z l f s x ; d f ; d j g o f f i ; k x ; l ; S g c j Z o s k 5 {

h; sf nflu tfind / ; f: cfj Zos
k5{

५. नेपालमा शिक्षामा सूचना

प्रविधिको अवस्था

- ✘ xfdj|b:df klg lzI fdf; ;'gf klj lvs fj
kpfj s f; ?cft qdz M(13 a9b)5 .
; /sf/n] a8h6n gkfn kpfj s f e
dfkrf|NzI ff | ffnQ|8h6n agfpg]
ofhgfx; cl3; f/3 f]5 .
- ✘ ; x/L f p f 06/g6 kxF / klj lvs fj
kpfj / fdf]eP klg uf d f | f p f cemj
klg r g f; lx; 5g\
- ✘ s xL lj Bfnox; n] l8h6n slff,
s D66/ kpfj / cgnfQy slff;
; -rfng u//xsf 5g\ t/ bzel/
kpfj s f/L ; kdf klj lvs fj kpfj
; lgzr t ug(cem) mdfj n f g] d v 5 .

निष्कर्ष{

gkfn df; ;'gf klj lvs fj kxF /
u f t / a9b) P s f j c j : y d f l z I f d f ; s f j
k p f j k l g c e m j : t f / x g j ; D e f j g f 5 .
e r f n / P d f 6 B l / o f f n d . s [q d a l 4 d c f
/ : d f d S n f ; d k l j l v x ; n] e l j i o s f j
l z I f d f y k ; v / N o f p g j 5 g \ a s f n f i u
; / s f / n] k l j l w k j ' f / v / l z I f s t f i n d /
u f d f | f p s f j B f y l s f n f i u k l j l v d f k x F
; l g z r t u g (c f j Z o s 5 . l z I f d f ; ;' g f
k l j l v s f j k p f j u n] c v b o g - c v f k g n f Q
; l h n f j k e f j s f / L / k x F o f f o a g f P s f j 5 .
g k f n h : t f j l j s f ; f i d l v b z d f ; ;' g f
k l j l v n] l z I f d f ; d f j l z t f / u f t / ; v /
u g { d x T j k o f o f u b g k y o f p g ; S 5 .
g k f n d f l z I f d f ; ;' g f k l j l v s f j k p f j u n f Q
c e m j : t f / u g s f n f i u k j ' f / v / l j s f ,
l z I f s t f i n d / l j B f y l s f j k x F d f v f g
l b o g j d v 5 .

* * *

यथार्थता



z f/bf v gfn
उपप्राध्यापक

ए थतुनो ! तँ ताला लगाएर बस् है,
किनकि मेरो मन त अत्याचारमा विद्रोह गर्छ
अनि तँलाई बोल दवाब दिन्छ ।
ए आँखा ! तेरा ज्योतिले केही नदेखे भैं
पट्टी बाँधेर बस् है,
किन, तँलाई थाहा छ ?
अन्याय देखेपछि फेरि विद्रोहले उकास्छ, नि,
तँलाई मेरो मनले ।

खासमा गलती मेरै बाबुको हो
आफ्ना खुट्टा टेकेर हिँड्न सिकाए
स्वभिमानी भई अधि बढ्न सिकाए
युग अनुसार अरूको बुई चढ्न उकास्नु पर्ने नि,
सधैं स्वाभिमानी हुनु, अत्याचार नगर्नु र नसहनु
यो उनको मूल मन्त्र, यही सिकाए
बुढा पाखेलाई के थाहा ?
यहाँ स्वाभिमान होइन लम्पसारवादको जगजगी छ,
यहाँ कर्मयोगीको होइन चाकरीबाजको विगविगी छ !
ए बाउ ! अब यहाँ त गधालाई गाई भन्नुपर्छ
यदि सत्य बोल्ने दुस्सहास गरे
सामाजिक बहिष्कारमा परिन्छ
त्यसैले यहाँ
सत्यतामा होइन यथार्थतामा जिउन सिक्नुपर्ने रहेछ ।
अब त सचेत होइन अचेत बन्दा
सहज जीवन जिउन सकिन्छ ।
अचेत बन्दा नै सन्तुष्टि एवं वाह वाहको
जिन्दगी जिउन सकिन्छ ।
यही नै पो हो कि यथार्थता !

; ष/ lzl ff



kz klt l; nj fn
pk-kf

dfj hlgscfj Zostfk/fugldgs ĳ kdf
lj leĳ j:t' tyf; jf pkefu ub5 . j:t' tyf; jf
pkefudf lj leĳ cfly\$ lj hofsnfkx; kb5g\ j:t'
tyf; jf sfjptkfbg laj hĳ t/ĳ tyf lj lgdo sfo(ug
lj leĳ Jofj; flos ;^a ĳ7gsfj:yfkgf ePsfj 5 .
pkefQns fĳQ5f, ?lr tyfrfxgfcg f/sfj:j:t' tyf
; jf sfj ptkfbg tyf laj hĳ t/ĳ ugĳ Jofj; flos
; 37gsfj:j ĳ k tyf; f:gf kn's kn's xgĳ ub5 .
nufglugĳdQnsfj; Vof, kFĳL btffugĳsfogĳJoj:yf
cfllbsf cfvdf PsnfĳL Joj; fo, ; ferfL krd
; fj hlg; :yfj sDgl; xsfL; w7g tyf ax/fi 60
sDglx; yfkgf:yfkgf ePsf5g\

cĳ Joj; flos ;^a ĳ7g eĳf sDgl kn's
sfgĳcl:tJ ePsfj;^a ĳ7g xfi. gkndf sDglPĳ
@^# -klxnfj ; :fjy @ &\$ _ cg; f/ sDgl
/hi 6/sfj sfofndf btff eQ sDgl:yfkgf tyf
; -r fng xgĳ ub5 . sDgl eg\$ f nufgl kFĳnfQ
; -; fĳj x:tfĳ/Qlo ; ष/df lj efnug ul/Psfj ; lldt

bfoTj tyf b3\$ fnlg cl:tJ ePsfj akt\ :t/sfj
gkndf ulJoj; flos ; w7g xfi. ; bo ; Vofs fcfvdf
sDgl lghL / ; fj hlg; ul bQ k\$ f/sf xĳ5g\ .
; fj hlg; sDgl] cfd ; j {fv/Qdf ; ष/ lg:sf; g
ul kFĳL; sng ub5 . ; ष/ -cz_ eg\$ f] sDglcf
nufglkFĳs f]Pp6f; fĳjx; fj fefuxfi.

sDgl]nufglkFĳnfQ -; fĳf cz j f; ष/df
af\$ f]xĳ . dfjPp6f sDgl s nufglkFĳL@ s/ĳ
5 . 0; kFĳnfQ Pp6f; ष/s f]dĳb ?=)) xgĳul-@
s/ĳ ÷ !)) _xgĳ ul @),)) -bDnfv _lsQf
; ष/df af\$ f]xĳ . sDgl; ?df:yfkgf ubf nufgl
ugĳ JdQm ;yfs nufgl s tff xĳ . lgZr t\; do
sDgl; -r fng ePk15 kFĳL [4 ug; j {fv/Qdf klg
; ष/ hf/Lu/LkFĳL; sng ub5 . ; j {fv/Qdf ; ष/
lg:sf; gsf nfu lj j /ĳ kq k\$ fzg ul; fj hlg
ĳ kdfcfj fĳ ub5 .

sDgl] ; ष/ cfj ĳg lg:sf; g ul/Psfj
lgZr t ; doleq ; j {fv/Q JdQm] cf gf cfly\$
cj:yf cg f/ ; ष/df cfj ĳg lbQv/b ug; S55g\
gkndf ; ष/sf kfylds / lät lo ahf/ /x\$ f 5g\ .
kfylds ahf/df sDgl] ; j {fv/QnfQ IPO-Initial
Public Offering / FPO-Further Public
Offering hf/Lub5 . IPO sf]dĳb ; fdfĳ of ?=
!) xgĳub5 . FPO df sDgl s f]k/h dĳb ?=!)
df cfly\$ cj:yf, lfdt f, a[4 tyf lj :t f / sDgl s f
Vof s fcfvdf kldod yk ul a9L dĳf lg:sf; g
ub5 . gknsfj ; ष/ ahf/df a\$, ladf hnĳ Bt,
sDgl s f; ष/ a9L dĳf /x\$ f] 5 . kl5nhf; do
ptkfbgdhs, xfn tyf koĳg E; DĳGv sDgl]
klg; ष/hf/Lu//x\$ f] 5 .

s Dqgs fj; p/ lg: sf; g ug/ lj leG lgofds
 lgs fo tyf gkfn lwkq af: j ls [lngkb5 .
 s Dqgn] ; p/ lg: sf; g ubf lj j /Gkq Ei lg lg
 cf/ fg ub5 . lj j /Gkqdf s Dqgs fj gfd, 7uf,
 p2o, dVb lj pofsnfk ; -r fns sf; vof tyf ofdtf,
 lj ut # j if f cf fo lj j /G / cfudL # j i f cgdffgt
 cfy\$ lj j /G / xG . ; fy} s Dqgs fj; p/ lg: sf; g
 ldt, : yfg ; do, cfj bg ug/ kg/ Gtd clv: td
 ls Cf cflb pnh/ u/ Ps fj xG . nufgs t fh] s Dqgs fj
 cj : yf cVb g u/ L nufg L g G lngkb5 . xfn ; t' gf
 klj lv: fj a9kf kof us fj s /G ; p/ df cfj lg cgnf G
 dfrf\ ngk5 {

; p/ df cfj bg lgs f nfu nufgs t fh] E a\$
 vftf / Dmate vftf clg fo xgkb5 . a} s vftf
 dfrf\ gub eG xG eg] Dmate vftf df ; p/
 hDf xG . a\$ vftf / Dmate vftf cfk; df
 cG / D (CASBA) u/ Ps fj xG / CRN g/ /
 kpfj ub5 . s Dqgn] ; p/ lg: sf; g u/ Ps fj; doaf
 online (CASBA) dfrf\ / t' k' \$ cfj lg lPs f
 cfj p snf Q lg Z t klj pof: f ; p/ af: k n8 ub5 .
 kfyds ahf/ af6 k k IPO j fFPO ; p/ bf] f ahf/ df
 laj thlj t /G f nfu gkfn ; /s/ n] NEPSE gds
 ; : yf : yf kgf ePs fj 5 . ; a} s Dqgn] cfk n] ; p/
 s f / af/ s f nfu NEPSE df ; t' ls /G ug/ kb5 . bf] fj
 ahf/ df ; p/ dVb : j r f int ; kdf 36a9 xg] ePs fn]
 hf] v d a9 xg] ub5 .

NEPSE df cf: af/ b] v lalxaf/ ; D
 !! M) ah] v # M) ah] D ; fj higs lj bf af: s f
 lbgdf ; p/ s f / af/ xg] ub5 . ; p/ v l/ b laj thbgs
 ; kdf ug/ NEPSE dfrf\ cgdlt k k (Broker
 Company) df cf g] gfd bt f u/ L TMS lngkb5
 cgnf G dfrf\ ; p/ v l/ b laj thug; ls G . bf] fj
 ahf/ df s Dqgs fj; p/ dVb s Dqgs fj] Qo l: ylt, dfu
 / cfk t { tyf / hgt s cfy\$ / ; d; f d f os cj : yfn]
 5 ff] ; doaf g] k/ j t g eQ 36a9 xg] ub5 . cf d
 nufgs t fh] cf g] cfy\$ cj : yf / s Dqgs fj hf] v d
 cj : yf cVb g u/ L nufg L g G ug/ kb5 .

माइती घर



; l: dt f v qL
 बी.एड. प्रथम वर्ष

हिजो खेलेको आँगन, आज पराइ भएपछि
 अर्केको साथ लागेर, आँगन पोली गएपछि
 आफ्नै घर पनि तब, माइती घर हुँदो रैछ
 आँगन काटी गएपछि छाती फाटी रुँदो रैछ ।

हुइगा बोकी कोठा चोटा बनाएको मेरो घर
 ठाउँ अर्के, कोठा अर्के, अर्केको छ नाम थर
 न पुराना साथीसङ्गी, न कसैको भर
 रगतका बा-आमा नि, हुँदा रैछन् पर ।

आफ्नै घरमा पनि अब पाहुना बनी जानु पर्ने
 आफ्नै घरमा जान पनि अर्को आदेश कुनु पर्ने
 माटो पानी बोकी बोकी बनाएको घरको भित्तो
 घरै अर्को रोज्नु पर्ने, आफ्नो घर रिक्तो रिक्तो ।

आँगनभरि चुहिएका पसिनाका थोपा थोपा
 याद आउँछ बनाएको आमाले खाजाको पोका
 बिरानो भइदियो सबै आफ्नै घर आँगन पनि ।
 हरायो पुरानो याद, पराईलाई आफ्नो ठानी ।

कल्पनामा अलौकिक शक्ति



; Lt f/fd bxfn
pk-kfVfks

cG/dgn] ; lDmg] ljr f/ g] sNkgf xfi . oxL
lj r f/df ; #f/sf] kl/sNkgf / lj sf ; Daj ePsf] 5 .
cfhsf] 1fg lj 1fg/lj sf; sf] Daj gfgs Nkgs f] cfr/df
; Daj ePsf] xfi . sNkgf zIQm] Qd] dl: tssf] lzi 6
zIQm] ; kdf lnOPsf] 5 . To, h] sNkgf zIQm] cfr] ss
Q] /ocz /s] f] xG .

dfj lo sNkgf zIQm] kg ; v, zfiG / ; D] 4sf]
afx xfi . Q] /o sNkgf / dfj lo sNkgf] Qthg] f] ds
; kdf xg] ; lsG . Q] /df / dfj df sNkgf zIQm] x] f]
Q] /sf] ; [6] x] f] eg] dfj] sf] ; [6]] f] gs r d] sf/
xf] . sNkgf ledL cfr] f] xfi eg] afxL cfr] f] ; k xfi . ledL
cfr] f] ; To b] g] u5 . sNkgf zIQm] ePsf] df] c] G] xfi .
sNkgf] a6 et, jtdfg / eljosf ; D] 36gf /
kl/36gf] cfr] ugf ; S . sNkgf eg] f] dfj] sf] l] b] zIQm]
xf] o; dfr] ds f] k] zIQm] ; hgf ugf] f] d] f] xG .
Q] /n] cfr] l] ; hgf ugf] f] d] f] -sNkgf_ sf] ; f] g] cz
dfg n] Q] kg] u] sf] 5 / ToL sNkgf -f] d] f] sf]
df] d] a6 df] g] n] kg ; f] g] f] / r g] ugf] ePsf] n] df] g]
kg ; f] g] / g] xfi .

utdf >ls[Q] f] elgPsf] 5 - .d]] z] f]
h] n] s] =Ucyf] h] / n] s] ; a] d]] czaf] l] ; h] f] xg]
o; af] s] ; ki 6 xG eg] h] ; / ; gs f] d] f] g] g] xG To, /L
g] Q] /s] f] cz h] j] df] kg] Q] /o zIQm] xG .
sNkgf cfr] G] s] f] cfr] df] xfi / l ; hgf] sf] v] g] xfi .

snf / sNkgf] df] g] n] Q] Q] /s] f] g] hs k] f] Psf] 5 .
l ; hgf] sf] dh ; f] ; sNkgf] xfi sNkgf] cfr] G] s] f] ; j u] ; hgf]
u5 (t / cfhs f] d] G] s] Nkgf] lj xg] off] G] s] a] G] u] Psf] f] c] ; yf
5 . off] G] s] d] G]] b] V] xG / lj ; ^a U] t] s] f] h] G] f] ndf
h] n] Psf] f] xG . sNkgf] l] b] o] r] f] xfi . oxL] b] o] r] f] h]] d] f] h] Q]
kg] h] j] g] l] g] ; S . h] j] g] n] Q] ut] l] g] ; S . r] f] c] To] G] }
zIQm] n] L] e] g] L] cfr] f] xfi . To] f] f] d] f] xfi h] f] s] f] n] kg] s ; To] d] f]
/df] f] h] j] g] n] Q] /d] o] ; fy] s] / ; d] f] ag] f] g] ; S .

b] z] g] lj 1fg] u] d] t] o] L ; a] s] Nkgf] n] l] g] d] P] s] f]
l ; hgf] xg] l] ; hgf] sf] j] f] t] j] s] zIQm] s] Nkgf] xfi . o; n]]
; #f/s] f] / x] on] Q] v] f] h] / v] f] n]] s] d] u5 { . 8] f] ag]
s] f] h] ; , Jof , j] f] n] l] s] ; a] s] Nkgf] s] v]] s] f] ; km] k] o] u]
u] / lj ag] / x] / P] s] f] xg] . cfhsf] snf ; f] x] o] k] j] lw/
g] o] f] f] c] f] j] s] f] ; a] s] Nkgf] s] ; k] xg] To, h] s] Nkgf] zIQm]
cfr] ss Q] /o zIQm] s] Nkgf] zIQm] 1fg] xfi sNkgf]
zIQm] hgf] xfi . e] f] t] s] r]] g] n]] d] f] g] n] Q] c] G] ag] o] G] s]
d] v] { ag] o] G] s] , c] to] r] f] L , k] f] L ag] o] G] s] t/ c] f] G] /s]
s] f] n] kg] s] r]] g] n] ; G] / ; #f/s] f] kl/sNkgf] ugf ; S .

cG/x] b] o] s] f] h] o] f] t] sNkgf] xfi To, n] Q] v] f] n] k] 5 {
/df] g] k] 5 / l ; hgf] d] f] n] f] o] k] 5 { c] g] to, af] b] d] f] g] ; G] l] i 6] k] f] k]
xG / df] g] h] j] g] ; fy] s] xG . o; /L g]] d] f] g] n]] kg]
sNkgf] s] d] v] d] a] f] o] ; hgf] n] Q] cfr] d] ; ft] ugf] ; s] f] xg] lj 4]
tyf] c] G] / f] e] d] f] ugf] / s] f] n] kg] s] r] d] s] f] / l] g] ; s] f] xg]
x] s] d] f] s] n] Q] s] Nkgf] s] f] k] o] u] af] f] s] a]] ag] ; N] h] x] l] g] /
u] / ax] n] Q] ; v] L e] P] / af] P] s] f] n] f] u] s] Nkgf] s] f] ; f] x] f] l] g]
; lsG . h] j] g] n] Q] o] R : t] /o d] v] o] s] g] d] a] e] g] c] f] k] r] h] Q]
; j] f]] 7] df] g]] h] i] d] f] : y] f] k] t] u] b] ; j] u] o] c] f] o] k] f] k] u] g] /
lj sf ; s] f] g] l] g] d] f] n] f] g] l] b] o] s] Nkgf] zIQm] s] f] c] j] Zos t] f]
k] o] s .

- ; G] e] f] d] u] L
- e] s] / Q] 8] f] z] o] d] k]] f] b] - @ & (_ c] f] m] g] s] g] k] n] L] g] a] G] v] /
d] n] f] g] f] ; s] f] d] f] 8] f] v] l] k] 6 / k] s] f] z] g] .
- r] f] k] u] Q] g]] b] - @ \$ # _ s]] L ; [6] M] s]] L] d]] 6] n] l] n] t] k] / M]
; f] e] r] f] k] s] f] z] g] .
- l] j] s] f] g] , n] l] d] k]] f] b] - @) # _ n] l] d] L] g] a] G] v] ^ N] k] , n] l] n] t] k] / M]
; f] e] r] f] k] s] f] z] g] .
- u] b] G] s] f] , h] o] b] o] f] n] - ; D] f] = @ & % _ > l] d] b] e] f] j] t] u] t] f] ,
u] f] v] k] / u] t] f] k]] .

दृढ इच्छा



र Gbdf of >|| 7
pk-kfVks

एउटा सुन्दर, शान्त र रमणीय ग्रामीण क्षेत्रमा गरिब परिवारको चौथो सन्तानको रूपमा जन्म लिएकी आस्था शान्त स्वभावकी थिइन्। उनी भन्दा पछाडि बुवा आमाको चाहना भनौं वा त्यो समयको मागले गर्दा अरू दुई सन्तानको पनि जन्म भै सकेको थियो। त्यो गाउँको सबै भन्दा गरिब र धेरै छोराछोरी भएको परिवार उनकै मात्र थियो। ग्रामीण परम्परागत मानसिकताका कारण सबै छरछिमेकीले उनको परिवारलाई साह्रै अपहेलना गर्थे। सकेसम्म हेप्ने, पेल्ने, तुच्छ शब्दको प्रयोग गर्ने गर्दथे। यस्तो विषम परिवेशमा आस्थाको बाल्यकाल सहज हुने कुरै भएन। छोरीहरूलाई पढाउनु हुँदैन भन्ने मानसिकताले गाँजेको त्यो समाजमा उनका दिदीहरू पढ्ने अवसरबाट वञ्चित भैसकेका थिए। ३/४ वर्षको त्यो कलिलो मानसपटलमा आस्थालाई पढ्न ठुलो रहर जागेको थियो। प्रत्येक दिन बिहान घामको पहिलो किरणसँगै आफ्नो बुबालाई गएर 'म पनि पढ्छु नि, मलाई नि विद्यालयमा भर्ना गर्दिनुस् न' भन्ने वाक्यबाट उनको

दिनचर्या सुरु हुन थाल्यो। लामो समयसम्म यो क्रिया दोहोरिएपछि उनको बुबाले उनलाई भाइसँगै विद्यालय भर्ना गरिदिए। उनले विद्यालय जाने सु-अवसर त पाइन् तर उनीसँग न त लगाउने राम्रा लुगा, न किताब, न भोला, न कापी, न कलम। यस्तो परिस्थितिमा विद्यालयका शिक्षकहरूले दिएको शैक्षिक सामग्री लिएर जस्तोसुकै समस्या आएपनि विद्यालय नछोड्ने अठोटका साथ कक्षामा जान्थिन् र पढ्थिन्।

समय बित्दै गयो उनको जीवन जसोतसो अगाडि बढ्दै थियो। फेरि उनीहरूको जीवनमा अर्को एउटा बज्रपात थपियो। गरिबीले उनीहरूलाई छोड्ने नाम लिएकै थिएन। त्यस बेला उनको भाइ धेरै नै विरामी भयो। अस्पतालको बसाई, भइ नभई जसरी पनि गर्नुपर्ने उपचार खर्च, घरमा भएका साना छोराछोरीको व्यवस्था परिवार धान्ने गाह्रो अवस्थामा उनका बा जाँड रक्सीको कुलतमा लागे।

भाइ त उपचार पश्चात् घरमा फर्काउन सफल भइयो तर उनका बुवाको आदत बदलिएन। प्रत्येक दिन भनभन् आदत विग्रँदै गयो। दैनिक घरभगडा त सामान्य भै सकेको थियो। उनकी ठुली दिदीको विहे भइसके पनि बाँकी छोराछोरीको जिम्मेवारी आमाको काँधमा आयो। ५/६ वटा छोराछोरी जन्माएर गलेको त्यो ज्यानले अर्कोको ज्याला मजदुरी गर्ने, भारी बोक्ने, ढुङ्गा कुट्ने, ढलानमा जाने, जे भेटिन्छ त्यही काम गरेर सन्तानको पेट भर्ने दौडधुपमा कति अनिँदा रात गए होला कति भोकै बस्नु भयो होला। त्यो आमाको त्याग र दुःखको त कुनै मूल्य नै छैन।

यो सबै नजिकबाट देखेर अनुभव गरेकी आस्थाले आमालाई दुःखको भूमरीमा एकलै छोड्न सकिनन् । दिनभरि स्कुल गए पनि विदाको दिन अर्काको खेतबारीमा काम गर्न गएर आफूले सक्ने जति सहयोग गर्न थालिन् । कहिल्यै आमासँग कुनै पनि कुराको माग राखिनन् । यतिसम्म कि कापी कलम बिना नै उनी स्कुल जान्थिन् । न त उनीसँग कापी कलम नै हुन्थ्यो न त गृहकार्य गर्ने समय । यति हुँदा पनि पढाइ छोड्ने सोच उनमा कहिल्यै आएन । जीवनमा सङ्घर्ष गर्दै, जीवनका आरोह अवरोह पार गर्दै उनले विद्यालय तहको पढाइ पूरा गरिन् । उनले प्रथम श्रेणीमा एस.एल.सी. उत्तीर्ण गरिन् । उनी र उनका सबै परिवारका सदस्य धेरै खुसी भए । एस.एल.सी. पछि उनका सबै साथीहरू कहाँ पढ्ने, के विषय पढ्ने भन्ने चटारोमा लागेका थिए तर आस्थालाई न कलेजको चिन्ता न त विषयको । उनको पढाइ अगाडि बढाउन सक्ने अवस्था थिएन । उनीहरूले कमाएको पैसाले जेनतेन परिवार मात्र चलेको थियो । नियति सम्भेर र अर्को वर्ष पढाइलाई निरन्तरता दिने सोच बनाई पूर्णरूपमा श्रमिक भई काम गरेर पूरै एक वर्ष आमालाई सघाइन् । अर्को वर्ष उनको भाइले पनि एस.एल.सी. पास गरे । भाइलाई पढाएर मात्र आफू पढ्ने सोच उनले बनाएकी थिइन् तर भाइले मानेन । उसले भन्यो, “छोरालाई पढाएर छोरीलाई पढाएनन् भन्छन् । दिदी तँ पढ्ने भए म नि पढछु नत्र दुबै नपढ्ने ।” भाइको जिद्दीका अगाडि उनी घुँडा टेक्न बाध्य भइन् । पढ्न त दुवैजना पढ्ने तर कसरी पढ्ने ? दुवैजनालाई भर्ना गर्न कहाँबाट पैसा जुटाउने ? बुबाको त कुनै भरथेग नै छैन । कुनै बचत छैन, आमाले कहाँबाट ल्याउने, सहयोग गर्ने आफन्तहरू कोही छैनन् । सबैजना बलेको आगो ताप्ने त हुन् । आफन्तहरू यो घरमा आई भने त पैसा माग्छे भनेर डराउँथे । यस्तो परिस्थितिमा तत्कालीन समस्याको समाधानका लागि आमाले आफूले खाइनखाइ गरेर बनाएको कानको मुन्द्रा बेचेर दुबैलाई भर्ना गरिदिनुभयो । त्यो समयमा दुबै दिदी भाइको मन कस्तो भयो होला हामी अन्दाज लगाउन पनि सक्दैनौं ।

आस्थाले बिहान क्याम्पस गएर दिनभरि अरुको

ज्याला मजदुरी गरेर आमालाई सघाउँदै अनि जीवनलाई अगाडि बढाउँदै गइन् । उनले कामलाई कहिल्यै पनि सानो भनिनन् । जुनसुकै काम इमान्दारीपूर्वक मन लगाएर गर्थिन् । उनी काम र पढाइ दुवैलाई सँगै लिएर जाँदै थिइन् । आखिर दुबै दिदी भाइले कक्षा १२ पनि पास गरे । भाइ ‘अब त परिवारलाई केही सहयोग गर्नुपर्छ’ भन्दै काठमाडौं तिर लाग्यो । ऊ जीवनलाई गति दिने बाटो खोज्न थाल्यो । आस्था यता गाउँमा नै बसेर आमा र भाइ-बहिनीको सहारा बन्दै रहिन् ।

केही समयपछि आस्थाले गाउँकै नजिकैको विद्यालयमा पढाउने काम पाइन् । कामसँगै पढाइलाई निरन्तरता पनि दिइरहिन् । यति बेलासम्म आइपुग्दा उनले आफू हुर्केको समाज र बुबाका अगाडि केही गरेर देखाउने दृढ सङ्कल्प बुनिसकेकी थिइन् । अब भोक र समस्यादेखि उनलाई डर लाग्न छोडिसकेको थियो । उनी अनवरत रूपमा अगाडि बढ्दै गइन् । समस्यालाई छिचोल्दै जीवनका उकाली ओराली गर्दै गईन् । उनी कहिले लड्थिन् अनि आफैँ सम्हालिएर उठ्थिन् अनि फेरि थप हौसलाका साथ अगाडि बढ्थिन् ।

अब समय परिवर्तन हुँदै गइरहेको थियो । उनले स्नातकोत्तर तह सम्मको पढाइ पूरा गरिसकेकी थिइन् । उनी विभिन्न संघ संस्थाहरूमा आबद्ध भई सामाजिक सेवामा पनि लागि रहेकी थिइन् । पहिले र अहिलेको जीवनमा ठुलो परिवर्तन आइसकेको थियो । बिहान कलेज दिउँसो विद्यालयमा पढाउने र विदाको समयमा विभिन्न संघ संस्थाहरूमा लागेर समाज सेवा गर्ने काम उनको दैनिकी बन्यो । हिजो छिः छिः र थु थु गर्नेहरूले अब उनीहरूका सन्तानलाई उनको उदाहरण दिँदै सम्झाउने भइसकेका थिए ।

जीवनको दौडमा कहिले उकाली त कहिले ओराली अवश्य आउँछ । कसैको जीवन अलि सहज होला, कसैको अलि अप्ठ्यारो होला तर दुःख पर्दा आत्तिनु हुँदैन र सुख पर्दा मात्तिनु हुँदैन । खरायो जस्तो छिटोछिटो दौडेर अगाडि गएर आरामसँग अचेत भई सुत्नुभन्दा कछुवाले जस्तो आराम नगरी बिस्तारै जीवनलाई निरन्तर अगाडि बढाउँदै लगेमा एक दिन अवश्य लक्ष्यमा पुगिन्छ ।

o] f k n fog / b] s f]; a \$ 6



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उपप्राध्यापक

p2o af] / af] / Ps] d] f] s] v] p2o lz] ff
c] h] g] u] d] f] g] e] Q] c] y] k] h] g] / x] s] f] l] v] G] . k] x] n] f] s] /
t] l] j] B] y] l] e] ; f] d] l] j] b] h] f] g] d] f] x] ; c] k] n] d] f] g] h] f] g] g] \
b] s] f] k] z] : t] k] f] ; d] l] n] P] / h] f] G] g] h] ; n] j] u] b] f] d] n] Q]
c] f] y] s] 3] f] x] g] u] s] f] 5 . o] s] f] ; f] y] b] n] Q] r] f] i] x] g] \
a] n] o] f] l] k] n] / l] j] b] k] n] f] o] g] x] f] b] s] f] e] l] j] i] o] g] 8] d] f] 8] h] \
e] o] x] s] f] s] / f] : k] i] 6] g] 5 . b] f] f] s] / f] k] l] 5] n] h] f] j] i] f] x] ; d] f]
g] k] n] s] f] d] g] e] l] ; f] l] x] ; l] / Q] e] o] s] s] f] 5] g] \ . b] d] f]
d] j] z] l] Q] n] f] ; a] s] 6] k] f] e] o] s] s] f] 5 . k] x] f] 8] / u] f] l] Q]
e] l] s] f] h] d] g] x] ; v] Q] w] / e] o] s] s] f] 5] g] \ . 3] / x] ; d] f]
j] f] j] f] f] x] ; d] f] q] s] f] n] k] v] j] a] l] ; / x] s] f] h] ; / l] a] l] ; / x] g] k] / s] f]
5 . o] n] j] u] b] f] (k] s] s] k] g] l] g] s] 6] e] l] j] i] o] a] d] f] b] n] j] 7] h] f]
; a] s] 6] a] k] f] g] k] g] s] / f] l] g] z] t] 5 .

g] k] n] s] f] ; G] e] d] f] x] f] n] s] f] k] l] 5] n] h] f] b] z] s] d] f] b] z] s] f] \
s] h] h] g] v] o] s] f] e] n] Q] @ U] d] f] f] g] x] ; l] j] b] k] n] f] o] g]
e] o] s] s] f] d] f] d] f] l] c] f] s] 8] f] 5 . T] o] ; d] v] l] k] g] \$) \
k] l] t] z] t] d] j] z] l] Q] n] j] b] k] n] f] o] g] e] o] s] s] f] 5 . b] g] s]
x] h] f] / f] s] f] ; v] o] d] f] d] f] x] ; g] k] n] s] f] P] o] / k] f] e] f] l] j] z] i] f] u] L]
l] z] l] f] k] k] t] u] g] l] k] o] h] g] s] f] l] ; n] l] ; n] d] f] l] j] b] u] P] s] f]
c] f] s] 8] n] j] b] / P] k] g] j] f] : t] j] d] f] o] j] z] l] Q] n] z] l] f] k] k] t] s] f]
n] f] l] u] d] f] g] e] Q] t] k] l] t] : y] f] k] g] x] g] u] l] j] b] ; P] s] f] : k] i] 6] g]
5 . c] f] d] ; k] d] f] e] G] j] x] f] e] g] d] f] i] x] ? s] f] l] j] b] k] n] f] o] g] o] / L]
h] o] f] d] t] l] o] ; k] d] f] j] [4] x] g] d] f] b] z] s] f] c] f] y] s] ; ; f] d] f] l] h] s] ;
; f] : s] [t] s] ; / h] g] l] t] s] c] j] : y] f] g] d] v] o] s] f] s] x] f] . k] l] 5] n] h] f]
b] z] s] d] f] l] b] g] f] l] b] g] j] [4] x] b] u] o] x] s] f] d] l] : t] i] s] k] n] f] o] g] - a] d] j]
8] j] n] j] b] z] s] f] p] n] f] i] z] l] Q] n] i] f] l] Q] e] o] x] s] f] s] / f] g] s] f] g]
; l] s] f] g] .

l] j] z] i] f] u] L] d] j] z] l] Q] n] t] Q] k] l] j] z] d] f] a] f] i] x] / P] s] f] 5] M]
P] o] d] f] j] b] z] s] / h] u] f] / s] f] n] f] i] u] / c] s] f] l] z] l] f] s] f] n] f] i] u] .
/ h] u] f] / s] f] n] f] i] u] l] j] b] u] P] s] f] d] f] x] ; r] f] i] x] F] : j] e] f] i] j] s]
; k] d] f] l] 9] n] f] i] r] f] 8] f] ; j] b] k] r] s] g] l] g] z] t] 5 / p] g] l] x] ; n] \
> d] u] L] k] 7] P] s] f] l] j] k] i] f] - / d] v] o] f] G] _ n] j] g] b] z] s] f] c] f] y] s]
l] x] ; f] n] Q] a] n] o] f] u] L] v] o] s] f] k] g] 5 . l] z] l] f] c] h] g] s] f]

d] j] z] l] Q] n] a] f] i] x] / g] j] f] b] z] s] f] z] l] Q] n] a] f] i] x] / g] h] j] b] n] Q]
c] f] y] s] 3] f] d] f] q] x] f] g] b] z] s] f] k] f] s] [t] s] ; f] i] s] f] k] / r] f] i] g] \
; f] d] f] l] h] s] c] f] y] s] c] j] : y] f] s] f] l] j] r] n] g] / ; f] : s] [t] s] ; k] d] f]
; d] j] b] d] f] ; a] s] 6] k] f] x] b] h] f] G] . o] f] ; d] : o] f] l] s] g] c] f] o] i]
t] e] G] j] ; G] e] d] f] t] k] l] ; n] a] d] f] l] h] d] s] f] s] / Q] x] ; c] u] f] i] 8]
c] f] p] 5] g] M]

o] j] f] i] Q] n] k] n] f] o] g] s] f] s] f] / Q] x] ;

१) चरम पुँजीवादी सोच :

k] l] 5] n] h] f] ; d] o] d] f] ; f] d] f] l] h] s] c] f] y] s] c] j] : y] f] d] f] d] t] v] j]
k] l] j] z] x] ; l] ; h] g] f] e] P] s] f] 5] g] l] s] u] f] l] Q] e] l] s] f] d] f] i] g] x] ;
; d] j] ; c] f] g] f] e] l] d] ; > d] / c] f] g] f] / f] o] k] l] t] l] j] z] : t] 5] g] .
r] f] 8] v] o] l] a] G] j] ; x] / d] f] 3] / 3] B] s] f] j] o] j] : y] f] u] g] l] P] \
c] f] / d] s] f] l] j] l] j] g] l] a] t] f] o] g] / c] ; s] f] l] b] / f] i] ; v] L] u] g] l] k] j] [Q] s] f]
r] / d] ; f] i] n] j] u] b] f] j] b] z] s] / h] u] f] / d] f] f] i] g] x] ; h] f] g] u] s] f]
5] g] \ . l] j] b] d] f] u] P] k] l] 5] h] g] s] ; > d] u] b] f] k] i] g] x] G] t] /
c] y] l] k] h] g] k] g] / d] f] i] x] G] e] G] j] ; f] i] n] j] u] b] f] d] f] x] ; l] j] b] \
k] n] f] o] g] x] g] u] s] f] 5] g] \ . d] j] f] x] ; n] Q] o] f] l] j] z] i] f] ; 5] g] l] s]

xfdln]cf g)7pelf cf g)dfcf s}Lug; S5fioxfi f] kfs [ts ; fi /; fvgf f]kbfu ug; S5f/ b; ; dff / cfrhf; DOf agfpg; S5f e; fi x/Ps fsf/On] klg d fi; lj b; knfог xg]u/\$f5g\

२) राजनीतिक अस्थिरता

lj lj w; dadf b;df Jj :yf kl/ t;gsf nfiu ePs fcfGfng / To; n]n]Ps f]kl/Ofdn]; ? ; ?df t s}L abnfj cfof t/ dffg sf cfiy\$ x; ot / /huf/lsfj; / l; hgf xg ; s; . /hglts g] lj n] u/\$f]e]f f/ alyt / z]On]r /d b; kofus fsf/Of d fi; n]Q cf gf] dcf]kt, cf gf] b;kt / cf gf] zf; sklt lj z f; xg ; s; kl/Ofd : j ; k a; lj b; knfог eP/ h; fi; f] u/ ulgsf8] f lk-ef/=lngj / ; s; l; pt; ; n] xg; fi cfof]h; n]uof]hit; s; k} f lt/ eP klg lj b; ghfg; fi n]d fi; lj b; b]uPs f 5g\

३) रोजगारी र अवसरको अभाव

/h; On] Jj :yf kl/ t;g u/ t]kfg cfiy\$ lj sf; sf nfiu goff] 6s / goffs fo]hgf agfpg g; Sof b;df cf]us lj sf; sf kl/Ofhgf; nfiu ug; g; Sof d fi; n]; fi]cg; ks f] /huf/lsfj; / kfg g; Sg] cfrh] kfk u/\$f] lzlf cfrh] ePs f] l]dtfn]Q kOf ; kdf klz; ug; gkfg] / kfk /huf/af; cf gf]; f]d; d: of klg xn ug; g; Sg] ePs fsf/On] b;af; d] fiz]Onknfог x]uOx\$ f]5 . of]knfogs f]; d: of eng eng a9] f]5 . /h; On]Q s; / cfrh]z; s; alg/xg ; ls; s; /; Ofd lds/xg ; ls; e; d; fi; xg] / b;sf lj 1x; ; E 5nkm j b;zs kfs f] kl/r fng / b;leq) ePs f] kfs f]; xLkl/r fng ug; g; Sof b;sf f]kfk klg affl/g] / b;sf f]d] fiz]Onk]g affl/g]k] [Oeng] s/fin ; kdf a9]uOx\$ f]5 .

४) शैक्षिक प्रणालीप्रतिको अविश्वास :

kl5Nhf]bz sdfj fuOf G; yfkgf kZr ft v]kfn]d klg kZ: t]dgel; dx; vhsf 5g\ z] fs kOfndf v]x]k]eOx\$ f]5 tyfk l;sfpg] / lasfpg]e]f klg k/Ofut z] fs kOfnL/ j b;zs : j fy(k'f ug] ls; dsf] b;sf] lzlf kOfnklt clxns f] k'tfn]Q lj z f; s; /Lxg; S5 <lj z sf lj sl; t dhs x; df /df] lzlf kfk ug; ; ls; /huf/lsfj; / x; /

cf gf]h]j; g: t/lo lhp; ; ls; e; fi; n]d fi; df lj b;Ldf a9]uPs f]5 . ; lkdhs lzlf h]j gkOf lzlf kOfnL/ h]j g lhp]gs nf; lxtsf] lzlf kOfn]s f] lj sf; ug; g; Sof / dcf]cgs hsf]z] fs lj sf; ug; g Sof lj b; gk; sf; vferng a9]uOx\$ f]5 .

५) लगानी संरक्षण हुन नसक्नु

xfdln] e]b; / b]b;)cfPs f]lj ifo of]kfg x]l]s d fi; n]d cf gf] b;leq s}Lu5(eq) n]uof]k]k]g nuf]gs f]; AOf /; Dav; xg g Sof d fi; cf gf] nuf]klt lj z : t xg ; ls/x\$ f 5g\ pglx; n]CO u/InPs f]nuf]af; p]kfg ePs f]p]k]l]t ; fdu]s f] ; xLah/ls/Of xg g Sof; dadf a;sf]CO t g]k]g g Sg]l: ylt k]f x]f d fi; eng e]f eng)cf gf] ePs f]h]j; g g; dff; xg]k]f]x]l]s e; d; d; f] f]gs of; n]u; t eQknfог xg]l: ylt d]k] . a; sf; fy; /fi 60 kfk]tx; n]k]g nuf]gs f]; xLuG]o ks 8y g Sof nuf]La9]pg]e]f a? j b;zs a; x; df cf gf] kfk]n]Q; /l]ft /Vg]; fi a9] h]f]gs f]kl/Ofd klg b;df cfiy\$ c; yf eng eng]uOx\$ f]5 . nuf]L ; AOf /; l; z' t t f xg g; Sgs fsf/On] nuf]gs t fi; p]k]fogs dhs l]p]f nuf]L ug; ; ls/x\$ f 5g\ kl/Ofd: j ; k b;df a/ /huf/L/ d] fiz]Onknfог t]j ; / ut dfa9]uOx\$ f]d]v; .

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; /sf/n] b;df nuf]Lk] v; u/ /huf/L; hgf ug] lj leq v]nsf kof; x; u/ f klg d] fiz]On]Q b;df /Sg] /; xLlzlf kOfnLdf k'f b;df g)s}Lug; ; S5' e; e]f] g]s f]lj sf; ug; / To] lj z f; lbnfpg ; ls/x\$ f]5g\ . To; h] /fi 6; /fi 6; t f / fi 6; d] e; f] s]x]f / b;leq g)s}Lug; ; Sg]l: ylt k]f x]f d fi; eng e]f eng)cf gf] ePs f]h]j; g g; dff; xg]k]f]x]l]s e; d; d; f] f]gs of; n]u; t eQknfог xg]l: ylt d]k] . a; sf; fy; /fi 60 kfk]tx; n]k]g nuf]gs f]; xLuG]o ks 8y g Sof nuf]La9]pg]e]f a? j b;zs a; x; df cf gf] kfk]n]Q; /l]ft /Vg]; fi a9] h]f]gs f]kl/Ofd klg b;df cfiy\$ c; yf eng eng]uOx\$ f]5 . nuf]L ; AOf /; l; z' t t f xg g; Sgs fsf/On] nuf]gs t fi; p]k]fogs dhs l]p]f nuf]L ug; ; ls/x\$ f 5g\ kl/Ofd: j ; k b;df a/ /huf/L/ d] fiz]Onknfог t]j ; / ut dfa9]uOx\$ f]d]v; .

१) राजनीतिक प्रणालीमा हेरफेर :

uOf G] kfk]s f]t]lg bzs k'f eO Sof klg b; n] l: y/ f / /hglts lgsf; sf; xLdfu kfk ug; Sof b;df r/d alyt, e]f f/; s'; :sf; unt kl] lw/ zf; slo txd] a: g] dff; x; g]e]6 bfn / r/d

; lj vfe/f/LeOdfTo; s fjc; /pQmox; sfsfof tff / hgtf; D] cfOus f]5 . h; n]ubf{dfg; df >dklt lj z f; uD)uOx\$ f]5 ; fy); fv/O vr df t lj lj [4 / lj sf; vr df sdL xef bzn]; a \$ 6 a 9) uOx\$ f] cj: yf 5 . To; sfnfueOx\$ f]df hbf; ; do Jj: yf eGf kOf; dfokf ts lj vfos fgdff uLij vfos f sf] sfd sfog dfq lgdff ugt / /h; Of; -r fng ugt sfof fLk bdf /xg gkfg] Jj: yf uLkTol f sfof fL zf; slo: j ; ks f] Jj: yf ugt; s df kSs } klg; /sf/df l: y/tf kfk xg]; Dfj gf b]vG h; n] ubf; /sf/ agfpg] / lu/fpg] v]hs f] cGo xg ; S5 . /fhgllts l: y/tf] Pp6f ; xL dfB lng] ; Dfj gf xG . kl/Odf: j ; k ; /sf/n]cf B]lus lj sf; cfiy\$ lj sf; hgef] gsf] sb/ / ; f]cg; ks f] d]B]nL tof/ uL lj sf; sf utlj lwx; cuff 8 a 9fg ; S5 h; n] ubf{ d] z]lQdf lj z f; k]eO; j b]d]s}Luq; f] lj sf; xg; S5 .

२) श्रमप्रतिको विश्वासमा वृद्धि :

; /sf/n] /fhgllts bnn] / p; sf eft [; w/gx; n] cfd hgdg; df lj gf > d bnf kfi] fdL ; f] n]Q] sf; uLdfg; sf] > d ugt; f] n]Q] bdfuaf6 cfp6 u/O]Ps f] 5 . To; dg] [Ch] ubf{ 156f] t/ lj gf > d dfg; vgl aG r fxG . kl/Odf: j ; k 7uL 8s} L/ bnf]s/Odf j [4 x6) uOx\$ f] 5 . To; n]Q] Gb]s/O ugt f nfu d] z]lQdf >dklts f] lj z f; p]kfg / To; sf] ahf]s/Osf] lhD] fL /f-on] lng5(h; n]nuf]Luq(r fxG / /huf/L; hgf ugt r fxG p; sfnfu /f-on] Jj: yfkg u/ lbgk5{ b] df ePs f ; f] ; fvgs f] clvst d kofu ugt f nfu j ft f / Of; hgf uL nuf]L; A f]s f] lhD] fL /f-on] lng] x]feg] kSs } klg dfg; sf] >dklts f] lj z f; a 9) uO / f] 60 p]kfgdf j [4 x6) hfG . a; sf] kl/Odf: j ; k b]s f] hg]z]lQmknfg xg]; d: of sd xG .

३) सही शिक्षा प्रणालीको व्यवस्थापन :

uOfG kfk kZr ft \ gkndf lj z] lj Bfnox; : yfkgf ePs n]hx; k]ga 9) uPt/ tLs n]hx; clxn] /Of 5g\ lj Bfnox; df lj Bf]y\$ f]; vof ubf{cj: ydf 5 . To; sf] k]xn] sf/s eg\$ f] b]df /fhuf]s f] ; Dfj gf g]g] g]x]f. d] z]lQm]x]l/g hg; vof j [4df x]f; cfp6 / cf g] b]s f] Sof]x; / lj z] lj Bfnoklt d] f] f] lj z] ; g]of g]g] d]s'fx; n]Q] d]h/ uL

; /sf/n] : yfkt lj z] lj Bfnox; df /fhuf/dhs p]kfgdf L/ h]j g l; sfo; D]G]z]l f] k]fg ugt / z]l f]n]Q] d]hs xs sf] ; kdf klg; lj-vgd] dfq x]f]g Jj: x]f/df klg nfu' ugt; s] s]t ko l fdt f x]f]x] klg cfiy\$ ce]j sf sf/O]n] c]v]og ugt g; s\$ f lj Bf]y\$; n]Q] p]gx; n] r fx] cg; f/s f] / p]gx; sf] l fdt f cg; f/s f] z]l f] z]l f]s f] lhD] fL /f-on] lng ; Sg] x]feg] kSs } klg d] z]lQm] leq] cl8g; S5 .

४) वैदेशिक पलायनको स्पष्ट नीति :

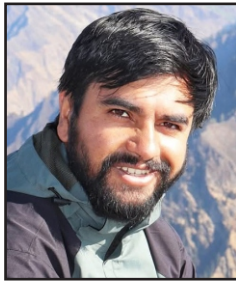
d] z]lQm] z]l f] cf]hgs f nfu eg] t lj b] hfG t/ To]x] f] hgs f] v]f; p]z]o z]l f] kfk ugt geO cy]k]h]g ugt / x]f]x]G . To; h]; /sf/n]; f]R]k]f]s ; f]R] g]z]l f] kfk u/ kZr ft' p; n] To]x] f] kfk ; lk 1fg / snf cf g] b] df kofu ugt; /L; S5; To] p]kofu ugt] ft f / Of] xg; S5; p]gx; n] lj b] df; s\$ f] ; k snf]n]Q] b]d] leq] cfp]s] p]k]o xg ; S5 eG] af/df : ki 6gllt ag]P/ dfq] lj b] hf]j] ft f / Of; hgf ugt eg] kSs } klg d] z]lQm] p; E] ePs f] fdt f b]d] cl8g] j f kg] Melog] ; Dfj gf xg ; S5 . a n] b] k]ts f] ; b]f / d]of j [4 dfq x]f] b]s f] k]s [ts ; f] / ; fvgs f] clvst d kofu eG] f] Lk' t]n] x]f] b] g]k]n klg u] { ugt n]fos 5 eg] 5ft Lk]n]fpg; S5 To; sf n]fu lj b] g]k; sfnfu: ki 6gllt ag]pg] h? /L5 .

५) वैदेशिक युवा भित्र्याउने नीति :

lj z] udf -uh]an]O]n] g_ / cfiy\$ p]f]s/Osf sf/O ca lj z] Pp6f 3/ eO s\$ f] 5 . of]s'f]n]Q] d]h]n/ ubf; /sf/n] cf g] b] sf d] f] lj b] df ; lk, snf / l fdt f kfk ugt f nfu h; /L hfG]g]To; /Lg] j b]z]s d] fx; n]Q] klg x]f] b] df cf g] fdt f snf / 1fg kofu ugt f nfu: ki 6gllt ag]Q] leq] j] ft f / Of ag]pg ; Sg] x]feg] To; df cfiy\$ lx; fan] / k]s [ts ; f] / ; fvgs f] kl/r fng ugt [x; fan]; xLxg ; S5 . a n] ubf{ hg; vof df c]Ps f] x]f; b] df a 9) uOx\$ f] r/d d?e]d]s/Odf s}L sdL cfp6 ; S5 . b]s f] cfiy\$ lj sf; xg]; Dfj gf a 9 .

pk/Om d: of / ; Dfj g]n]Q] cf]s ng ubf{ ce]h klg ; /sf/n]: ki 6gllt / b] 6s f] ag]pg] x]feg] kSs } klg gkndf eOx\$ f] d] z]lQm] x]f; cfiy\$; d: of / e]f Lk' t]df xg uOx\$ f] ; a \$ 6 sdLxg; Sg]; Dfj gf b]vG . a; sfnfu; /sf/n] 156 udf t]k] \$; f] / cuff 8 a 9 k]s' f] d] d] t xg; Sg] .

ChatGPT ; U



lz j c fl bxfn
प्रशिक्षक

k; t fj gf

cfhsf]klj lwk/vg duf s [pd al4dCf (AI-Artificial Inteligency) n]lzl fC/l; s fOk l qndf pnh/ go eldsfv N5 . o; n/df cGj f f(z)hdf ChatGPT sfaf/hf hfgsf/Lk;t t u/Psf]5 . o; n] lzlf tyfj Bf; n] ChatGPT n]s]s; /lzl fC l; s fCf; xofu ug; S5 eG]s/f a%gd2 k/vpg] ck]ffu/Psf]5 .

cGj f f f

User -d_M ChatGPT, tkfC/hg kpfv; L n]fCf . s [kof cf gf] af/hf kl/r o llgxf] g.

ChatGPT: wj fb, xh/ U d ChatGPT, OpenAI af/f lj sl; t u/Psf] Ps s [pd al4dCf (AI) k]fnL xF. d dfj lo efff a%g / hj fkmlog ; lfd 5' . d/f] p2o lzl fC l; s fC n/ yg cg Gvg / cC l] lj wl f; df; xofu

k/vpg]xf].

User -d_M tkfC/hg/s; /lj sl; t xgeof] <

ChatGPT: d Open AI af/f @! * G-df k f/Des GPT df]hsf] ; kdf lj sl; t ePsf] xF d/f]j sf; r/Gx; o; ksf/5gM

1. GPT (2018) : efff a%g / ; fdc C\$6 pTkfg ug] fdtf.
2. GPT-2 (2019) : clv k/l/s t / kpf] sf/L C\$6 pTkfg.
3. GPT-3 (2020) : !&% ca{ dfkbC8 (Parameters) ; lxt cTdv k/l/s t df]h .
4. ChatGPT (2022) : dnfC lj lzi6 ; kdf ; j-fbfTds / kpf]us t f-d]L agfpg Reinforcement Learning with Human Feedback (RLHF) klj lwk]fu u/Psf]xf]. dnfC] sf; ug] f]dVop2o lzl ff, cg Gvg / l; hgLn sfok n]C; 3pg]xf].

User -d_M lzl fsx; n]lzl fC k]ndf ChatGPT n]C; /lk]fu ug; S5gt <

ChatGPT: lzl fsx; n] lzl fC n]C yk kpf] sf/L agfpg l]g t l/s faf dnfC] k]fu ug; ; S5gt M

१. पाठ योजना निर्माण :
pbx/C Mas] ff! @sf]e]ts lj 1fgsfnfu! 306s f]k7 of]hg agfC]k]fu V E
२. सहज व्याख्या :
hlén lj ifj :tx; n]C; /n efffd f k]tt ug; ; xofu . pbx/C Mas] fC d C\$ f]G]s sf] cfv/e t l; 4Gx; aenpg; xofu / .E

३. अभ्यास सामग्री तयार गर्न :
 pbf/0 M0t;f; s f j k f i q r i G a f 6 c f v i / t
 ! % a x j s N k l o k z g x t o f / u / . A E

४. अनलाइन शिक्षणमा सहायता :
 l z l f s x ; n] d n i Q c f g f s l f d f ; x f o s s f ; k d f
 k p f u u g ; S 5 g \

User -d_M l j B f y l x ; n] ; s f O k l a r o d f t k O f 6 s]
 k r o f i n g ; S 5 g <

ChatGPT : l j B f y l x ; n] ; s f O f l g D g t l / s f x ; a f 6
 k r o f i n g ; S 5 g M

! = u k s f o d f ; x f o t f M
 p b f x / 0 M a s l f ! ! s f j s l d : d s f j o f j ; d l s / 0
 s ; / L ; d f v g u g l < A E

@ = l j i f o s f j ; / n J o f v o f M
 p b f x / 0 M a e f f j l j z o 4 s f j s f O x ; ; / n
 e f i f d f n y . A E

= e f i f ; v / / n y g c e o f ; M
 p b f x / 0 M a e f j c g R 5] n i Q / d f j a g O l o g x f] V A E

\$ = k g / j n i s g ; f d u l M
 p b f x / 0 M a e f i t s l j 1 f g s f j u t s f l g o d x ; ; E
 ; D a l G v k z g x t o f / u / . A E

% = k 9 O o f h g f M
 p b f x / 0 M a k / L f s f j t o f / s f n f u b g s #
 3 0 6 s f j c v o g t f i n s f a g O l o g x f] V A E

User -d_M s] t k O h j B f y l x ; s f n f u l ; h g f t d s
 n y g d f k g ; x o f j L a G ; S g x 5 <

ChatGPT : c j Z o U d l ; h g f t d s n y g d f l g D g
 ; x o f j u g ; S 5 ' .

! = s y f n y g M
 p b f x / 0 M a e f c f v i / t P p o f s y f n y g d z t
 u / . A E

@ = s l j t f n y g M
 p b f x / 0 M a z l f s s f d x T j a f / s l j t f n y . A E

= n y s f j k f / D e s v f s f M
 p b f x / 0 M a k o f / 0 ; A f O s f j d x T j d f n y n y g
 k f / D e s v f s f l o g x f] V A E

User -d_M l z l f s / l j B f y l x ; n] ChatGPT k p f u
 u b f s] s / f d f v o f g l l o g k 5 { <

ChatGPT : t k O x ; n] d n i Q k p f u u b f l g D g s / f d f
 v o f g l l o g k 5 { <

! = h f g s f / s f j ; T o t f h i f u g l M
 d s l x n s f x E d k O h f g s f / L l o g ; S 5 ; T o ; h]
 c O ; f j x ; E i k g t h g f u k 5 {

@ = c f n i f g f d s ; f j s f j k p f u M
 ; e r n x ; n i Q c f n i f g f d s ; k d f l j Z h i f O
 u k 5 {

= g l t s t f k f n g u g l M
 s] n u k s f o k l t l n l k u g (d n i Q k p f u u / g x E g) .

User -d_M e l j i o d f ChatGPT n] l z l f d f s : t f j
 k l / t g N o f p g ; S 5 <

ChatGPT :
 ! = J o Q a t c v o g ; x o f j u M
 k T o s l j B f y l s f j c j Z o s t f c g f / ; f d u l
 p k n A w / i P / .

@ = l z l f s x ; s f j ; d o a r t M
 k f 7 o f h g f / k z g O / l g d f O d f ; d o a r t .

= ; b j x f / l z l f f M
 l z l f s / l j B f y l x ; s f n f u e 3 0 6 d p k n A w
 e P / .

\$ = c l e g j l z l f O k l j l w M
 l 8 h e n l z l f O n i Q k j v g u / .

l g s i f f
 ChatGPT l z l f O / l ; s f O n i Q x h , k l j l v o d l /
 k e f j s f / L a g f o g j d x T j k O f d f v o d x f] . l z l f s x ; n]
 o ; n i Q ; x f o s p k s / O s f ; k d f k p f u u g ; S 5 g e g l
 l j B f y l x ; n] ; s f O s f j p T s [6 ; f v g a g f o g ; S 5 g \ .
 t / , o s f j k p f u u b f ; T o f k g c f n i f g f d s ; f j /
 g l t s t f s f j k f n g f u g (c l g f o 5 .

* * *

समकक्षी (विज्ञ) समीक्षा के हो ?



kf=8f=t f/fs fGt kf08]

k|tt kq zfvahs hghdf k\$ fzgy{k|tt
 u/g] kf1s nysfj uOrt/lotfsfj ; dLff tyf
 dlvP sgsfnlu u/g]lj 1 ; dLffsfj 9Ff / To; sfj
 kofu kf; E; D2Gv 5 . lj 1 ; dLff s]xfj / lsg
 cfj Zos 5 eGaf/] klg 5nkm ubj dVotMj 1
 ; dLffsfj kofu kf faf/]g]o; df 5nkm ug(vihPsfj
 5 . gkinLj P do; D4 kf1s nysgnfQ cG/ff 6o
 hghdf ; dt; k\$ fzgotfob agfpg lj 1; dLffsfj
 dxlj kOf(eldsf xg]ePsfn]o; sf kofu kf f] +To;
 qndf b/fkofr gf; laf/lj dz{cfj Zos 5 / kf1x; sf
 lar sf]o: tf]j dz h]lj 1 ; dLffnfQ/To; sfdvAdaf6
 uOrt/lo kf1s nysx; sfj ptkfognfQ ; 3fp klqj
 lj Z] f; /v] of]kq taf/ u/Psfjxfj. o; df zf:qo
 lj dz{ eGf klg ; dLffsf Joj xfi/s kl fdf l]vg]
 ; d:ofaf/]5nkmnfQs]Gt u/Psfj5 .
 ; ds l fl-lj 1 ; dLffs]xfj<
 lj 1 ; dLffsf Joj xfi/s kl fdf k] Z ug]c13
 lj 1; dLff s] xfj eGaf/] klg ; a Nkdf pnh] ug]
 pkoOmxb . o; nifQ adut ; kdf k|tt uof a9L
 :ki6/dt xg] . tLaf]o; k\$ f/5gA

- o of] ; fdfG ; ds l ftf -; E] k9] ; E] sfid ug]
 cy(ef_dfcfvi/t ; dLffxf]Gj .
- o cG/ff 6o kf ng cg] f/ klg of] Ps k\$ f/h]
 lj z]f] ; dLff t ÷ lj 1; dLff t ; dLffg]xfj .
- o of]sg]kf1s cfn]ysf]kf1s uOrt/lotfdffysfj
 ; dLffxfj .
- o nysfj k\$ fzgotfob f:- ; j lsfof fdf]ysfj lgo
 lbj]klqofxfj .
- o of] kf1s nysg:-cfn]nfQ uOrt/lo agfpg] /
 k\$ fzgotfob agfpg]klqofxfj .
- o of] j] f]gs ; D]f]Os f]Pp6cf]kr fl/s c^ b]xfj .
- o lj leG] s]f]af6cfn]f] gsf faf] hbklg of]k]PnL
 sl/a#% j i f]dv lg/G/t fdf5 .
 ; g\ @!% sf] Pp6f ; j] f]df * @]
 z]f]s t]f]]lj 1 ; dLffj of j] f]gs ; D]f]f lgoGt
 g]g]fo k\$ 6u\$ f5g\ .
 ; ds l fl; dLff sf g c]f Zos 5 <
 c]vogn] s] b]v]Psfj 5 eg] z]f]s t]f] ; n]
 z]f]s fo: kf1s nysg]f]uOrt/lotf/z4tf; lq]Z t
 ug] ; xofu k\$ f]p5 -k]f]Nk, al=6 . clg k\$ fzg
 u/g]kf1s nys ; R s]kf1s dd/ : t/ cg]h ePg
 eg] fof]k\$ f]zt xg]hgh / nys bas f]nfu; d:of/
 la8dg]sf]lj i fo xG . To; h]lj 1 ; dLff cfj Zos
 xG . o; cfj ZostfnfQ oL adf klg k|tt ug]
 ; lsG]M
- o sg] kf1s nysf schf]L pcf]6t ub] pOm
 schf]Lx6G]n]nfQ uOrt/lo agfpg
- o nysf]kf1s j]v]f ÷ ; j lsfof : yf]kt ug]
 To; sfu] Qs f]k/z]f]g ÷ ; j]h]v] ug]
- o kf1s ; +f/÷; d]foof kf1s ; -hfn÷; D2Gsfj
 ; D]f]gnfQlj : tf/ug]
- o nysf]k\$ f]zt xg]hghsf]cG/ff 6o kf1s : t/
 sfod ug]

- 1fjhg tyf; Dk fcs fj j fgs lj lvrnQ; d4 / ; b7agfpg.
- ; ds l fl; dll fs s fjo fl bt fs jxfj<
- gkns fj lj z lj Bfno cgdrg cfofln] lgvf/Q u/cg; k lj 1; dll fs s fjo fl bt fo; ksf/5 M
- hgns fj/6/df; dffj i 6ePs fj
- ; D4 lj i fout cgzf; gdf lj z j f t f x f; n u \$ fj
- ; D4 lj i fo fl p f c g Grg u \$ fj ÷ u / \$ fj ÷ To; s f c g e j e P s fj
- ; D4 lj i fo fl p f / i i 60 c G / i i 60 hgndf c g G r g h s n y x ; k \$ f z t u \$ fj
- k f 1 s s f o f l g / G / ; l o n a x \$ fj / To; l f p f e P s f k 1 5 n h f j s f ; E k l / r t x \$ fj
- z f y s f j l w D G l c B j l v s k f j l v s 1 f g e P s f j l j 1 ; d l l f s f k \$ f / x ;
- P s n u f l o ; d l l f f - i ; ^a l n A n f Q 8 1 / E o _
- α; d f n y s s f c u i f 8 ; d l l f s s f j g d u f l o x G .
- o f j ; d l l f s f j k / D / f u t k \$ f / - k 4 t x f j .
- l g k l f l g o f s f n f i u α ; n] ; x o f u u 5 { e G j d f i g G .
- ; d l l f s n y s a f o k e f j t x g k l c j : y f x G j .
- o B k α ; d f n y s n f Q s] n f g ; S 5 e g j ; d l l f s n] k l x n f c k r h] k \$ z g u g f n f i u d n o r s g l 9 n f k j t t u g ; S 5 .
- ; d l l f s n] c f g f u f l o t f n f Q n y s k l t c g j Z o s ; k n] a 9 l s 7 f j f c n f j g f d s x g] c j ; / s f ; k o f l n g ; S o j ; D e j g f x G .
- b k f / f u f l o ; d l l f f - 8 a n A n f Q 8 1 / E o _
- o f n y s t y f ; d l l f s b a s f j g d u f l o / v j / u / g j ; d l l f x f j .
- n y s s f j c 1 f t t f n] ; d l l f s n f Q - l n ^a l u h f t , l f j k j f u t - k f 1 s x j o t , b z c f l o s f c f v / d f - k j f u l x g a f a r f p 5 .
- s l x n s x l E k l t l i 7 t n y s s f n y k l g c f p g ; S 5 g t / ; d l l f / d n o r s g t k j t t - u / P s f l n y s f j u g C s f c f v / d f x g] x f j . To; j] T o t f j c j : y i d f ; d o f g x f \ e G s f n f i u b a s f j u f l o t f n] ; x o f u u 5 { .
- d t x f x 5 k l g k o f u f l o t f s f l o f / P L ; D e j x G . n y g z h l e f i f f ; l j i f o f j c f l o s f c f v / d f c g d r g u g ; l s g j ; D e j g f t x G g j .

- t j / f u f l o ; d l l f f - l 6 k n A n f Q 8 1 / E o _
- α; k 4 t d f n y s ; ; d l l f s / ; D k f o s t l g j k l f c 1 f t x G g \
- n y s n] n y k j t t u g l a h f d] T o t f j l j l v s ; e G s f j p k o f u u / G .
- ; D e j t ; a } v f n] k j f u k n f Q l g f l v u g s f n f i u α ; l j l v s f j k o f u u / G .
- v h f ; d l l f f - c f k g l / E o _
- o f n y s ; ; d l l f s / ; D k f o s ; a } 1 f t x g j l s l ; d n] u / g j ; d l l f x f j .
- α; n f Q k o f / z l ; d l l f d f i g G .
- α; d f k j f u k n s f d u g j .
- j j f g s t s { p R k f 1 s t s f j l g j f k ; f d N o f c g z f g / v o h : t f u f v f u L n y s / ; d l l f s d f c j Z o s x G g \
- k f 1 s ; j n b / t s d f l j z f ; c j Z o s x G .
- समीक्षाका आधारहरु (चेकलिस्ट)
- ; f i f G
- s] z f y n y d f i n s , d f g s / ; D 4 l f j s f n f i u d x j k o f 5 <
- k j t t : k i 6 / s l ; n f 5 <
- s] p k o Q m / r g f / e f i f s f j k o f u 5 <
- l j l z i 6
- Elsevier n] ; d l l f s s f n f i u k j t t u \$ f j r \$ l n : 6 a t f j 5 M
- 5 f j c g P 5 l o f n y s f j ; ^a N k k j t t u g k f \ . α ; n j z f y s t f n f Q t k o f c g G r g k 9 j e P s f j / a e n g e P s f j 5 e G j b j f p 5 .
- n y d f y s f j t k o f f d v o k e f j k l t l o n f - D k j g l b o x f \ h : t f l s o f / f j s / l j l z i 6 5 , α ; d f k o f k k e f j k f o l f o t f 5 , α ; n] j B d f g 1 f o d f s x l s / f y l 5 c f l b .
- t k o f l l 6 k o l u o f 5 f j : k i 6 / k l / e f i f t c g P 5 l o x ; k o f u u / u g k f \ h ; n] u o f ; D k f o s n] n y d f s x f s] u g [k o f x f] T o j : k i 6 ; k d f a e n g ; l s g j l : y l t a g f \
- c f n y d f h g n s f j ; D k f o k l f a f / f n y s s f n f i u l g v t / t l j z i f l g d r g x ; k n g f u l / P g u l / P s f j c f s n g u g k f \
- z l i f s s f a f / d f l j l z i 6 l 6 k o l u g k f \ V ; e n f l b o x f \ - s] z l i f s n] n y s f j c G j { t h f Q / d / L ; ^a s j u 5 <

- tkfQkQfMvK/s l6kQlx; ugkfj \ny/ssfj p2zodfVofgglbqkfj \
- lgs} Vofkj' \$ ny/df kpQm cVbqk4lt, ; fMbs lo d6x; , kl/Qfdx; -kffkt x; , 5nkm=:lj ZhjQ, lgsifQ /; Qex; sfj; dLff ugkfj \
- cfn/df tVor^a s kjtts/Qdf pkoju u/Psfj k[7kffQdfy lj r/f/ ugkfj \, sqj klg lj lvs fj :yffoTj / kg?kfstfdy lj r/f/ ugkfj \ tVor^a s lj ZhjQs:tfj5 / lgsif(tVor^a s af/f ; dlyt 5ls 5g lj r/f/ugkfj \
- dbtkQny/dfcfkQhgs 9 un]efj x/Qf -kllhd/hd_ePsfj cQsl; dn]zfyvgtstfij k/lt sfdx; ePsfj 7Qx5 egj; DfbsnfQ; kdfQ pQm z^a s f/lrGf k[tt ugkfj \
- tkQfj; dLlffdf tkQf} k'fuk /xg ; Sqj ; Dofj gklt ; rj /xqf \ c; rj lsl; dn]xqj k'fukn]xdl; ahQ; lGuvlgQbx; ug(dz k'vofg ; S5 h; n] k[1s k\$zfg klqndf gsf/fds kefj kf5{ lko/ l/Eokltj lgs fj; Ar gf=:9Ff
- Fortanet (2008) and Fortanet-Gomez (2008) n] lj sf, u\$ fj r/f/vQ] lko/ l/Eo' kltj lgs fj 9Ffa tfj5 M ; ^a \$yg! =k\$zfgs fj pkoQmfaf/; f/fzls t; lgoQ ; ^a \$yg @cfn/ysfj; Ar gf=:; ^a u7g ; ^a \$yg #=:; dLlffsfvf; af5x; ; ^a \$yg \$=lgisif/; erfp xdf; Qedf; dLlffsfj; /n / Psls t; 9Ff, kofudf dvgj; d:of tyf ltgsfj; dfvq; dLlff lnvt / 6^a lst kltj lgsf ; kdf cfpk5{/ To, sfj Psls t; 9Ff lgoQf; f/ agfpg pkoQm x5 M
- !_ zlif\$ zfy/ny/sfj zlif\$sfj ; Ar gf / cfr Toaf6 ; dLlffsfjcf/De ug(pkoQmx5 . o, sfj; dLlffdf ols/fdfy lj zlfVofglbqb5M
- s]zlif\$; ^a Nft /; d:of dhs 5 <
- zlif\$ n]cVbqkfn]Qj lzi ds t; ug; s\$ fj tyf cVbqj lvs fj; ^a \$t; ug; s\$ fj5 <
- zlif\$ c:ki6/cdt t 5g.

- zlif\$ n]; ^a \$t; ug] lj ifo ÷cVbqkfn] k[1s b]6n]cfr TokQ, dx] kQ[P] w/f; cVbqglo x] lsl x]Q <
- s] To; nfQ cem/fdf] lsl; dn] kgn]g ug ; lsl <
- @_cVbqg=:ny-; f/
- cVbqg f/sfj dVb^a sgsf cfvfx; lgoQk\$ f/xg; S5g
- s]ofj; fr }cVbqgs fj; f/fz aQ; s\$ fj5 <
- s]o, df cVbqgs fj p2o / bf lsl fj:ki6 ; ^a \$t; 5 <
- s]o, df cVbqglj lvs fj pnh]y 5 <
- s]o, n]dh kffk =lgisifnfQ, dfj z u\$ fj5 <
- s]o, s]fnDafO÷ cfsf/17Ss sfj5 <
- o, df k[7eld / l; 4fQs fj cgj Zos Jofvof t 5g <
- cVbqg f/sfj efi ff :ki6 dt{ ; #Qm / ; ^a utkQ5 lsl 5g <
- #_dVbkb-sLj 8_
- s]tLz lif\$ dfePsfzAsf cftl/Qn5g <
- s]tLpkoQm/kofft 5g <
- tL; fr }kff/effi fs 5g lsl cToQ ; fdfQ 5g <
- \$_kl/r o=:lj ifokj z
- kl/r o vQs fj dVb^a sgsf nfu lgoQlnvt cfvfx; sfj pkoju cfj Zos x5 M
- s] o, n] cVbqgs fj ; Qe{ -lj i fdf fj, p2o, ; d:of=:zfykZgs faf/df kofft hfgs f/Ub5 <
- s]o, n]cVbqgaf/s fj xnt fhurp5 <
- s]ofj 7s 9 un]; Ar t 5 <
- k'j' tL cVbqgs f kffk nfQ o, n] lgi f w u\$ fj cyj f unt 9 un]k'j' t t u\$ fj t 5g < cyj f ; D4 l fdf k'j' tL cVbqgs fj pk] ff u\$ fj / To, sfj pnh]y ggu\$ fj cj :yf5 <
- s] o, n] ; D4 lj ifos fj cVbqglot faf/ :ki6 ; ^a \$t; u5 <
- pkoQm Qex; nfQ k'j' t t udf] fso / k\$ /Qar ; #Qn5 lsl 5g < xfdln]; fdf ul//x\$ f ny/df kfoMkgj; d:of o tf5g
- kfoMny/df dh zlif\$ s f r /sfj kl/r o eP klg ltgsf lar ; #Qm xg . tLcnu=cnu h:t} x5g \

- sltkodf; ar /s fkl/roc fbg.
- sltkodf ; 4 lj ifol fdf kj' tL cVbg / To; sf; ldfis fjonhy xbg.
- sltkodf nysfj cVbg lot fno /dfi E :ki 6 kfi/Psfj xbg / cf gfi bf L cyj f cVbgaf6 :yifkt ug v f hPs fjs /fno ki 6 kfi/Psfj xbg.
- sltkodf lgsif s} pnhly u/Psfj k05, hg cfj Zas 5g.
- %cVbgj lw
cVbgj lvs fj; dll ffs fcfv/ duxg; S5gA
- sbjklgj } fgs cVbg l fdt f/?lr ePsfsgj klgcV; fafok0f Nkg? kfgog ug; lsgjv fnsfj xkg l ePsfjn; D0f; fdul/ lj Zhi0f lw.ki 6 /kx f o l0 xg 5 {h; n] udf To; n0 h f g /kgM ; D0 ug; lsof \
- pko0m; G0f s] kofu u/Psfj lj lw - tYor s z f: do ; df_ k f s s Nkg f s f- bf l s f j ; To k g u g { p k o 0 m k o f k t 5 <
- s] cVbgj l v a f c f j Z o s ; D 0 (v f h) f - J o r v o f _ 5 < h: t j M
- ; fdul ; a s ng lj lw k l q r o f , lj Z h i 0 ; f d u l s f j 5 g f b - l g v / 0
- ; fdul s f c y l k g l j l w
- lj Z h i 0 s f j ; } f i G s k o f v /
- u f i d s z f v a f c f u k - k i f k t / ; f g f i d s q 6 l g j f / 0 u g j f x e f p g v a f g l b P s f j s / f i n 0 c V b g j l v n] ; a s } : u b { < x f d f ; d : o f M
- c y l k g l j l w k o v k i 6 x b g . T o f s ; / l n j g l e G j c j v / 0 f c : k i 6 t f / c e o f , s f s d l b j v G .
- ; } f i G s k o f v / s f j o r v o d f s d h f j l x G . v f , u L k f z f l o ; d n i f j g f - l j z i f t M b 0 j t l e a f 6 l n 0 j] ; } f i G s ; f d u l s f ; G e 0 f d h k f 7 s f j p k o f u u g g S g s f s f / 0 l a t l o s , t f l o s ; f t a f 6 l t g s f j p k o f u u b f j y v f s f j ; d o f / x g j u s f j 5 .
- ; } f i G s ; f d u l s f j p 4 / 0 f - p k o f u u b f d v 6 k l j l v u t ; d : o f k l g 5 . k o f / k i h s f j k 4 l t g h 0 f j f T o ; d f c l a : t g x e f k l o l f s y g s f ; f d u l l a o f ; f t / f v P s f x G s g h ; n] u b f e f j x G s f j : y l t k f o m f i f x g l u s f j 5 .
- ; a) n y d f a l g a g f p ; } f i G s 9 f f g x g ; S 5 . T o : t f c j v / 0 f d s 9 f f - s G k c n k i j s l
- agfP/ klg lj Zhi0f ug ; l s G t / T o : t f c j j Z o s t f e P s f 7 p o f c j v / 0 f d s 9 f f a g f p g j / k o f u u g l c e o f , 5 g .
- g j k n L k f i s ; d o f o d f - 1 f i g k / D x / d f l j s l ; t x f d } ; } f i G s c j v / 0 f j f 9 f f x g ; S 5 g l s ; S o g g < o f k z g k l g c a u g l a h f e 0 s s f j 5 .
- ^ ; f d u l j Z h i 0 f
- k f i s n y s f j d h / ; j f l v s d x t j k 0 v 0 8 ; f d u l l j Z h i 0 f x f j . l j 1 ; d l l f u b f o s f c f v / s j x g ; S 5 g \ < a ; a f s f j l j d z h i 0 c f v / a g f p e f l g o j n l v t a e f c u f 8 ; f i g ; l s G M
- s l j Z h i 0 f ; f 0 e s / l j z ; g l o 5 <
- c V b g d f k p 0 m t s { J o r v o f - c y l k g a f / t k 0 f f j k l t l q r o f s j 5 < s j T o x f s f o s f / 0 ; D a G m 0 c f v / a g f P s f j 5 <
- s j c V b g s f j p 2 0 - k f i s k z s f j c k l f f c g ; k ; f d u l l j Z h i 0 f u / P s f j 5 < T o ; d f s s : t f j k l / d h g c f j Z o s 5 <
- l j Z h i 0 f d f k o f u u / P s f t Y o , t Y o r s , t f i n s f , c f / y c f l b p k o 0 m 5 g < s j b f l n 0 k l i 6 u g s f n f u k o f k t ; f i o - k o f 0 s f j p k o f u u / P s f j 5 <
- s j t Y o k t l t s f j t l / s f l 7 s 5 < a ; d f k l / d h g c f j Z o s 5 e g j ; e n p s j x g ; S 5 < c y j f s j u g p k o 0 m G <
- s j k f i s n y g s f n f u p k o 0 m l s l ; d s f j e f i f k o f u 5 < e f i f t y f J o f s / 0 - j 0 j 0 f , z A r o g , j f s o u 7 g c f l b _ d f s j s : t f j k l / d h g c f j Z o s 5 <
- n y s f j d h z l i f s d f c f P s f r / x ; n 0 s ; / L p k z l i f s l s / 0 u L l j Z h i 0 f v 0 n 0 f ; a u 7 t u / P s f j 5 < s t) n y s f j d h z l i f s g j t b k l / P s f j 5 g <
- - d h] ; f d o f u s f d f v h ; f j n y d f n y s f j d h z l i f s g j b k l / P s f j k P s f j 5 ' . j f t j d f n y s f j d h z l i f s b k l / g x b g . T o ; f j e o f e g j c 0 p k z l i f s x ; s f j c f r T o l ; 4 x b g . P s n j f y f } r / e P s f n y d f d h z l i f s g j b k l f o f p g j u / P s f j k 0 5 . a ; s f j ; d v i g s f n f u s _ a l h f a l h } r / a f 6 p k z l i f s l s / 0 u g j f T o : t f j c j : y f 5 g e g j v _ ; f d u l l j Z h i 0 f k f i k t y f 5 n k m p k z l i f s / v j k g 9 f f l g a f 0 u g ; l s G . a ; } p k z l i f s c G u f l j i f o k j z ; j ; k ; f i g ; a s y g k j t t u / a ; c G u f c f p g j r / x ; n 0 c 0

pk-pkzLlf\$ agfP/ JofVofnQ k|tt ug{ klg ; lsG .
 ○ kf1s nlyg Ps ksf/sf kf7s ÷ kf1x; ; Esfj ; jfb xfl/ Tojk'j tlcVobg k/D/df u/Psfj yk csfj sfd÷JofVof xfl eGj s'/sfj x\$sf kfom fl nysdf kGg / ; dLfsn] klg ; klnQ vf ; } jftf u\$fl dVbg . lj Zhl o kf-lj ifo-; Geaf/ c; n-k'j tlcVofn] s] eg\$ f 5g\ To sflpnhy ug/ tL; EivGg dGg j f k's JofVofsf dVdaf6 ; Dfb ug/ cf gflj L/ tsnfQ; Toftk ug[sfd lgs} sd ePsfj dVg . . b; ; cfo ; Uj lvs fl kofu u/ ; ksf/sfj ; jfb: yfkt ug{ ; lsG . ctMv; s'f'af6 lj 1 ; dLfsn] klg ; dLff u/ lbg kb5 / cfj Zos ; erp lbg kb5 .
 ; dudf, nysfj lj Zhl'f vGdf s] s: tfj k/dng cfj Zos 5 < : ki 6 zAdf ; erp lbg kb5 .

&_lgisifvO8

lgisifnlygdh kf7s flpGs dxTj kOf c^a uxfl ; o; sfj uOf t/lotfsfj dNof^a sgsf nflu lgDnlvt s'fx; nQVf lbg kb5 M
 ○ lgisifn] zlv kgsfj pQ/ j f ; dVf; ; Ds\ ; knllbg ; s]g s'af/t kOf fkt lorf s] 5 <
 ○ lgisif f] j yrf, lj 7 ; glotf / ; fdfels / Osfj cj : yfs: tfj 5 <
 ○ l; 4 xg g; Sg] u/Lbf ls fjk' GvOf / yfkgf tyf ; fdfels / Of u/Psfj 5 egj To; nQ; v/ ug ÷ 36pg ; erp lbg xfl \ .
 ○ cgj Zos zA÷syg, cfj [Q 5g\eg] x6pg ; erp lbg xfl \ .
 ○ lgisifn] vofbf lx; nQPs 7pafNofP/ To; sfj k' GvOf ÷ ; Toftk s] s; / Leof] eG] s'f dt { / : ki 6 efi fdf eG] kb5 . o; s'f'af6 klg ; dLff ug kb5 .
 ○ kfom fl nlydfh] kft eaf] To; sflpnhy xG / To; ; E] lgisif ; dft xG t/ kf1s nlyg÷zlv÷zlvk/s nlygd f Toj lgisif kft eaf] t s] eaf] < (so vnat ?) eG] kZg klg plGs dxTj kOf xG / o; sfj ; Ds\ pQ/ glG lgisif kOf / dQdo xG ulg @ _ . o; df .; f] X'fU eG] kZg s] pQ/ cfpk5 { . o; n]

nly ÷ cVobgd gaffs] kft eaf] eG] s'f; E] To; sflgxt fy / lj lzi 6 fntQ klg: ki 6 kf5 {
 ○ lgisif c; sf ÷ k'j tlc' tsnfQ lj: tfl/t u/G, kOf agf G cyj fslxns' flEr gfl Lkg lbG . vfg lpf s] o; / lgisifn] vPsfj 5 <
 ○ lgisif ; ?sfj lj ifok/ rosfl cgu-h -Gsf cfpk5 { ulg @ _ s; ; dLff lgisif To; tfj 5 <
 ○ lgisifn] kf7snQ klg rbf; L lbG / efl cVobgsfj ; Dfj gnfQ klg ; ^a s; ; uG . s] ; dLff lgisif To; / nly vPsfj 5 <
 -* _ p4/Of ; Ge{ fduL ; fL tflnsf / lraq; sfj kofu pb4/Of ; Ge{ fduL tflnsf cfb zlvk/s nlysf dxTj kOf klf xg\ logsfj ; Ds\ vj f / kofu uOf t/lo nlysf nflu cfj Zos xG . o; sfj dNof^a sgsf nflu lgDnlvt afnfQ cfv/ agfpg kb5 M
 ○ p4/Of kofu df lj lw/ Ps ; ktfsf] lg f ePsfj 5 ls 5g <
 ○ kf d'k'OL j f cG k'f l'k'OL -G 6 ; fG g_ s'f kofu lj lw Dtt 5 5g <
 ○ tflnsf / lraq; sfj k7 glotf / lj lw Dtt tfsfj l: ylt s: tfj 5 <
 ○ ; Ge{ fL j S { ; fG _ lj lw Dtt 9 n] lgaf ePsfj 5 <
 ○ kf7df p4f u/Psf ; fduL ; Ge{ ; fduL ; f ldf gk\$ f / p4f g] gul/Psf ; fduf sf klj li 6 ; Ge{ f ldf u/Psf fj : yft 5g <
 efi f, k|tt tyf; du; Ar gf dly ! bly * ; Ds f afx; kf1s ÷ zlvk/s nlysf c^a lx; sf qdf f / ; dLff ugk] ; Ge{ E ; D'Gv 5g\ lj 1 ; dLff f oL v; Ge{ klf xG xg\ . oLafx nlydf kofu u/Psf efi f / k|tt tsf] 9 f tyf ; ^a v7gaf / pko Q afx; df lj lzi 6 ; kdf ; dLff xg ; s\$ f] 5g egj dL ; Ge{ f Qalh] afdf / v ; ; dLff u/L ; erp lbg klg ; lsG . To; f] udf ; dLff f cfv/ dLxg ; S5g M
 ○ nlydf kf1s nlyg cgh : t/lo tyf dfgs efi f f kofu ePsfj 5 ls 5g <
 ○ efi fa 9 Lcm^a s'f / s, cdt { c: ki 6 5 ls <
 ○ efi fdf Jof s / Os Pj +cy (t ; ^a vtsf] cj : yf s: tfj 5 <

- j fso-j fso tyf cgP5b-cgP5b lar ; #H0m sfoePs f5 ls 5g <
- vf; vf; zA tyf kof nlx; -j fso; dt;_ sfj cgj Zos cij [QePs fjt 5g <
- 5f6df -; fdf; s 9 un] ; ZnjfO u/y; ; f/zls/O u/_ eG ; lsgs'/fnfQcgj Zos 9 un]nfdkf/y/kjtt u/Ps f5 ls <
- kf/fkjh u/y eG pkoQxgjs'/fs fnfu nfdp p4/Os fjkof t u/Ps f5g <
- ; fdfhs dhs flgj fxs fdf [n]ef fjkof us: tfj 5 <
- pdy, ln^a u, hftt, k] f, l f, j Ocfllbs fcfv/df s; fnfQxPofg] s; klt pk]fj fckx]hgf JoQm xg]ls; dn]-hfg j f cghfg txd_ ; dnyg j f j OgePs f5 ls <
- k]t]tsf] 9ff / ; du] ; #rgfn] j] fgs ÷ Jj l: yt ; ^a u7gkft u\$ f5 ls 5g < xdfj; d: ofM
- ; dLlfsf nfu k7Q] nly; df kfMeffi fs ; ^a ut / ; #Omf; d: ofxG . nysfj; #gf ÷ ; ^a u7gdfkg; d: ofbvG . vf; uLleGleG r/x; nfoS; /L; ^a u7t ug[eG]s'/df; d: of bvG .
- kOfk\$ f/s f]z f]k]tj lg / z]k/s kf1s nysfj ; #rgdf xg] leGt df klg c: ki6f bvG . o; s]k/Od; j ; k z]kdf h: t; ; d: ofsyg / pZobas flahfal]n]pnh] u/Ps f]kOQ . k\$ f]z gof]ot faf/] kKOf cGof cfny k\$ f]z gof]ot eP gePs f] af/ ; dLlfn] cf gf] /o llogk5{ . k\$ f]z g of]ot fsf ; GdflgDj: ylt xg; S5gM
- cfny kl/dfhg lagk\$ f]z gof]ot xg klg; S5 -oBk a: tfj: ylt sd]xG .
- ; fdf k] /dfhg u/k]5 k\$ f]z gof]ot xg; S5 .
- dx] kOf-dh/_kl/dfhg u/k]5 dfq k\$ f]z gof]ot xg; S5 .
- ; dOf M] /dfhg u/ k]k]tlt ug]uL: j lsfo xg; S5 .
- k\$ f]z gof]ot g]xg]j: yfM
- lj i fo g] c]r TokOf gePdf / nysfj d]ns tf g]vPdf
- ; #gf / c]vbgj lwcfv/et ; kn] cgkoQm ePdf

- lj ZnjfO cToG bah / lj ZnjfO tyfg]s iOfar ; fd-h: ogePdf
- e]f x/O-k]hd/hd_c: j lsfo; t/df ePdf
- z]k]r f/s f]uL/ pnh^a Sg ePs f]dv Pdf
- nysf]kf]1s uOf t/ot fs fod xgg s\$ f]j; 4 ePdf . ; dLlfnfQ dL k]fx; vof]ds cj: ydf ePs f]j Z f / kdf pknAw/x\$ f]nfG eg]to; af/ c]k]hki6eG f]Lcg; k /fo-; enp llogk5 .

(नेपाल प्रज्ञा प्रतिष्ठानले आयोजना गरेको विज्ञ समीक्षक अभिमुखीकरण गोष्ठीमा प्रा.डा. पाण्डेयद्वारा प्रस्तुत समकक्षी (विज्ञ) समीक्षाको ढाँचा तथा प्रयोगपत्र झीर्षकको गोष्ठीपत्र लेखक, पाठक तथा अनुसन्धाताहरूका लागि उपयोगी हुने देखिएकाले साभार गरिएको छ ।)

के म तिमो सहर फेर्न सकछु र ?



; hgf l t d i N gf
एम.एड. (पूर्व विद्यार्थी)

s]d l t d f] 3/ xg; S5' / <
d l t d f] ; x/ k]b; S5' / <
l5d\$ ln] lag]a]y f ; f]ws 60 s]
d l t d f] t l: a/ s]b; S5' / <
Ps xft bO xft u]b]b] c]v] b] } l t d f] eof] .
l t d L x d] d f] n s a G e f] .
s]d l t d l n f Q g g] ; S5' / <
s]d l t d f] 3/ xg; S5' / <
d]f] l x d i n klg k l u g y f i n ; S o f] d]f] k x f 8 klg k l x / f] n f d y f i n ; S o f] d]f] ; D] k] O n] Q d ; D] f g n] a b] ; S5' / <
d l t d f] ; x/ k]b; S5' / <

सोह संस्कारअन्तर्गत नामाकरण संस्कार



18Nhl/fid lg/rijf
पूर्व प्राध्यापक

hlj.g / hutdf x/\$ kdfy(-; hlj. j f lghl_ s f j ; l 6 alhlaG j f cGaf6 ; ? xG . cfvlg s lj 1fgs f j s f Gd l ; 4fG n]kg oxLkli 6 ub]cfPs f j 5 . j l os ; gftg k/Dx/fdf klg dfgj hlj.g alhlaGaf6 ; ? ePs f j dffgG . j l os d f Gt f c g f / oxL alhlaGaf6 ; :s f / t x f hlj.g s f j cG, D l u / g j ; :s f / n f Q ; f j l e l g G . a , n y / n f Q l t g ; f j l ; :s f / d v l g f d s / G ; :s f / s f j r r f d f d f j ; l d t u / P s f j 5 .

∴ :s f / U z A o ; d n p k ; u k j ' s s [v i t d f 3 \ c _ k T o o n f u / a g s f j t T ; d z A o x f j . e f j j f r s g f d h g f p g j . ∴ :s f / U z A o s f j c f z o z f . o f D m d o f d f / x l x f d f k f S u e s f n b j v h l j . g k o G s f x / s c z e s d k ; n i Q z ' 4 u g j f r f v o p g e G j a l e r G . h g h g s d k ; n] h G h f t d f j h l j . g s f c G : s / G u t d g a l 4 , l r Q , c x s f / x ; P j + t H G a f X o l o p a f - J o j x f / x ; n i Q k l / s f / / k l / d f h g u L l j s f / / x t u g f k o f ; u / G T o ; n i Q k j l b ; g f t g > l t : d f t x ; d f ; :s f / e l g G . c y f f j l o s s d k ; s f j

cg 7fgaf6 kltkfbg u/gj lj lzi 6 sd& s f j g f d g j ; :s f / x f j . x / \$ d f j ; d f h b j v l ; E f j / f i G x / l j z j ; d b f o d } c f c f g f j h f t l o k 4 l t c g j ; k v a l : :s f / s f j c l g j f i (c f j z o s t f x G . . : j G c f i b v i t x ; l j z i f k f j l v s ; :s f / a f 6 h ; / L : j R 5 ; G / / r d s b f / a g f Q n f \$ J o j x f / d f l j l e G c f e l ' G P j - e f B j t g c f i b t o f / u / G g \ T o ; b / L h G h f t d f i g d f k l g c g s z e ; :s f / x ; a f 6 ; ; :s [; d f h s f j ; E d z i 6 d f j a G j u G x ; ; h g f u / G .

n f \$ k f l n t a f i h d f ; :s f / e g s f j z v o p g j f r f / v o p g j x f j . d f j h l j . g s f r f / n l o x ; - v a l c y l s f d , d f i f _ k f k u g j ; a n x t h g j ; :s f / s d (u / G . c f g f j ; G f j l g / f j L x f f j \ z d g n f u g \ b v L o x f j \ ; v k f k u / f j \ k ? i f f y l x f f j \ c ; n / ; d f n c g s h g f u / s a g f j \ o z c f h g u / f j \ e G j c g s r f x g f h G h b g j d f t f l k t d f / x \$ f j x G . ; f j r f x g f c g j ; k s f j z f / L / s , d f j ; s , a f j 4 s P j + r f i / o s ; l d t f c f g f ; G l t d f x f f j \ e G j c G / r f x g n j g j h f t s l z z s f j h G h b v a t G v l j j f i f b x G h z f : a D t c g s l j v f o s f ; :s f / s d k ; t f l s P s f x G g \ ; :s f / x ; n i Q l g d g u g j d h l ; 4 f G j f k o f n L g j n f \$ v a l x G . l g z r t v a l s f l g z r t ; :s f / x ; k f n g d f / x G g \ . a k t \ ; d f h n i Q ; J o j l : y t c f r / G x ; a f 6 P s o a 4 ; :s f / d f h l j G / v g j c f z { h l j . g k 4 l t g j v a l x f j . e l g G . o b v o f j t 4 d e l v c y f f h i h i Q v i G u / G T o f g j v a l x f j .

hlj.g n i Q c f z { d n b d f G t f x ; s f j k l / k f n g u b j v a l f y { s f d d f i f k o G n l l f t h l j . g k 4 l t s f z f d o l j r f / J o j x f / s f j J o j : y f g j v a l : :s [t x f j e G ; l s G . a , / ; :s [t s f j c f v i / v a l x f j e g j v a l s f j J o j x f / s k l f / k 4 l t r f i x F ; :s f / d Q m ; :s [t x f j e G ; l s G . a , /

dufllv kf Int cfz {j }bs ; gftg vdf{xifeg}l tgn] lgvf/Of u/\$ f lj lj w; :sf/x; s f] lj lvj vfg gj xdf ; :sf/ / ; :s [t xg\ ; :sf/x; klg Clifdxli f; afb Jofks lr GgdGg u/Lgisifdf lgvf/Of u/Psf xg\ eG]k05 . zf: do dtcg f/ uf; d Clifn]r fln; , c^alv/in]kIR; Pj -eflj Nso /dgh]; f; :sf/x; s f] r r f u/\$ f]k05 . lgisifdf log); f; :sf/x; s f] lj vfg af] Hoftif / vdf:f:ox; df Jofvof ljj j gf u/Psf]5 .

सोह संस्कारहरूको नाम

uef/vg-k:hj g+ ldG f]hft s dfr
gfdloraf lgi qrdOf Gf; gj kgloraf
s Of vj] t foz fj bf/De qrafij lVM
s z fG +gfgdaxf]j j fxfldg kl/ukM
of flg; ukZr l; :sf/AvfBz: d; fM.
-Jof; : d[t, ! :-! \$-! &_

dfy plNhlvt hGleGf kln] u/g] / hGk5 u/g]cfv/dfj u/\$ /Of ug; ls G M

जन्मपूर्वका संस्कार

! =uef/vg @-k:hj g #=; ldG f]gog hGfD; :sf/
\$=hft s d(%=gfd/s /Of ^=lgi qrdOf &=cGkf; g * =
r Bf s d((=s Of v!) = lj Bf/De !! = pkgog ! @=
j Bf/De ! #= s z fG ! \$=; dfj t g ! %= ljj fx ! ^=
cGof] 6cfib.

नामाकरण- संस्कार:

agDot]clevot]cyfStg Ot gfdM aehg kb kbf nlar6 JdQsf]klxr fg xG Toif]g]gfd xfi. gfd kt ls fids zAoxf; s g]gfd zA; Gf; fy >f; fs f] dgallit isdf s g] JdQsf] lr qOf pkl:yt xG . JdQsf] hlj.gdf gfd s f] ; !'d dgf]] fgs kefj kl//x\$ f]xG . gfd Ta: tf]zAoxgk5{h; n]JdQsf] dgdf / n]s s f] :d[t df ze kefj lbg ; s f] \ . gfd k]OfkP /fvvgk5{ eG] d[Of f kfr lg sfnblv g] /xcfPs] 5 . gfd/s /Of ; :sf/df cleefj s Pj + pkl:yt cfrkG hgs f]dgf]f] gfn]lzz's f]cfvM]Tds, cfive]f]s / cfv]j] s cEobos f]dundo k]t f] gf u]lzz's f]pOd hlj.g / pR JdQf] s f]nflu; ^a \$ Nk u/G .

नामकरण कहिले गर्ने त ?

- .gfdvphz Dof+ 'afoZof+r f:os f/Of; \ Udg
- .; :ts fG]gfd s d]lj vph+j shflr t d\ Ugf/bM
- .Ps foz]lXg lj k[Of+f]op[Ofep]l]z].
j Zofgf+f]Bz]gfd df; fG]z>hGgfd\U

-Hoftif; f; ukM

j Of Jj :yf cg; f/ ; !dtM]ts cj lwlkg kn's kn's xg]at fOPsf]5 . o; df afvOf lzz's f] hGllbgn]P3f/f]bgdf, l fop lzz's f]t x]f]bgdf, j Zo lzz's f] ; f]f]bgdf / z' lzz's f]t; f]bgdf gfd/s /Of ; :sf/ ug[kg]dt fG / pNhy 5 . Jj x f/df; a]hft / j Of f lzz's f]P3f/f]bgd]gfd/s /Of u/G hg dgs f] plOrd cgs h 5 . gfdvphz Dof+ 'afoZof+r f:os f/Of; \ oxffz Dof-eg] lzz'hG]s f]b cxf/f]q Jot lt ePk5 P3f/f]bgdf cyj f afoZof-eg] afoZ cxf/f]q Jot lt ePk5 t x]f]bgdf gfd/s /Of ug[k5{elgPs f] xfi. ; aj Of]Ps gf; n]P3f/f]bgd]gfd/s /Of ; :sf/ ug; ls glj vfg klg 5 .

- .bz Dof]tyfko afvOf]g]ef]hlo]f] flkt fgd s /f]t U -kf; s /u; b; !. ! & !_

oflj Nso: d[t df r f]xP3f/f]bgd]gfd/s /Of ug[k]at fOPsf]5 . g]kndf klg P3f/f]bgd]g]Gf/g ug[k]ng 5 .

नाम केका आधारमा राख्ने त ?

gfd /df] / z'4 ; :s [efi f]s f]xgk]s'f'df zf:qn]h]B lbPs]5 . gl fopgd /v]kfr lgt d k4t j Bf / Hofti fdf k05 . Toxfhft s s f]hg gl fopd hGlePs f]xG, To; gl fqs f]g] t f] f]gdfaf6gl fopgd /v]k g] at fOPsf] 5 . tyfllk gfd /v]f cf g] ; :s [tcg; ks f] gfd /v] cf g] ; f: s [ts klxr fg hf]urpgdf v]fg lbgk]dv G .

aetlj (vgd; 'hG gfd u]kDf f/ k\$ f/s f gdx; /fvG]g]hG -Gf/f]gs f]gfd r f]xfulo /xf] \ elgPs]5 .

! =shj] t f] f]cfv/df /fv]g]gfd

@-g] fqs f]cfv/dfh'/Of]gfd

#=dlxg]s f]cfv/df at fOPsf]gfd

\$=k]h]3/df af]h]pog]gfd .

lzzs]fjgfd /Vdf pkoQncfv/sf; fy\$ /
zè efj; P's gfd zAor og u/g kojat fOPs fj5 .
cgy{f c; Èt cy{; P's gfd rog ugrh]lzzs]fj
eflj hij.ge/ Tof] gfdaf6 p; s]f dg]efj gfd
xlgtef; xg]cj :yf xg ; S5 . b]Lbj t]s]fjgfd
rog u/ lzzs]fjgfd /fv]g]k/fgr]r ng lgs }/fd]
lyof] . a; df s]lj z]f; lyof]eg]bj]l] t]s]fjgfdh]
lzzs]fj hij.gdf b]l] t]s]fj u]f j f zè efj gf
cfpg5 .

>ldbfj t\syfdf pnh]vt Q / lj /Vz
chfdns]f]s]f]5]f]s]f]gfd gf/fo] /fv\$]f]lyof]
/]. slx]b]euj fgs]f]gfd gng]chfdnn]k]f]h]f]g]
ah]df 5]f]f] ; er]h .gf/fo]U eg\$ } e/df p; n]Q
dlQ]s]f]dfu]l]b]Ps]f]lyP /]. zè efj gf er]h]f]og]
5]f]s]f]gfdh]ud]gf]f] : ts chfdnn]dlQ]k]Ps]f]o;
k]un] ; fy\$ gfd xgs]f]dlxdf atfp5 . a; y{
; er]emk]of]P/ lzzs]f]gfd /Vg]k5{e]g]z]f]do
df]ot]f]x]f]5 .

gfd a]t]f] /fvof] \s hij.gdf To; n]; y
; T]k]Of]lbg ; s]f] \ xLcfzo gfd]s] /O ; :s]f] ; E
uff; Ps]f]5 . lj 8]ag]s]5 eg]cfhs]fn k]z] flo
; :s] [t]s]f]k]ef] dfk] / ; j]Ps ; kn]cy]g]ay\$]f]gfd
/V]Lafnaff]s]f]dg]f] 1fgdf v]hj f8 ul]5 .
a; h]af]oc]fdn]gfd]s] /O ; :s]f]s]f]dd] /fd]La%
cf] Zos 5 . cen]af]p]cf]ds]f]gfd]s]f]z]Af]z] lgs]fn]
hf]h]f]8 uLlzzs]f]gfd /Vg]r ng k]g b]v]5 .
a; af6 lzzh]el]j ioad uP/ cg\$ cgy{; d; ofx;
Aox]f]k]g]x]5 . h: t]cf]ds]f]gfd Q]6]f]5 /af]ps]f]
gfd blks 5 eg]cf]ds]f]gfd zAaf6 Q]V af]ps]f]
gfd zAaf6]bk]z]Af]z] s]t]g]uLh]f]h]f]8 kf] / 5]f]f
eP Q]6]k] / 5]f]LeP Q]6]k]f]g]r]f]fv]l]b]5]g]h; s]f]
s]g]s]f]z]lo j f]Jof]s] /O]s] cy]x]5 . clg Tof]lzzh]
n]f]s]df] cy]k]g k]x]r f]gaf6 cf]h]j]g af]p / cf]ds]f]
g]r]f]s]f]cgy{df]g] ; s] ef]Laf]s] /x]g]k]g]x]5 . ctM
lzzs]f]gfd]s] /O ub]f] p; s]f] hij.gdf p]f] ; fx /
; s]f]f]ds] p]h]f]eg]l]s]l; ds]f]gfd] rog u]k]b]5 .
a; /Lgfd] rog ub]f]k]g] h]G]g]f]on]Q]cf]v] / df]g]
cf]g]f] /lt / k]D] /n]f]Q]k]g] V]g]df] /V]g] p]k]Q]m
x]5 .

मनको बोली मौनतामा

; Dergf b]w]fn
कक्षा १२ (शिक्षा)

df]G]h]h]G]b]v] gdf?G]h]; D]
lbg]ft geg]L]b]V] u5{ v]5
t/v}t cf]G] E; f; k]r]g]; s]\$]f] <
cf]n t a]t}eaf]
ef]h] t k]s] /fd]l]bg] cf]p]nf] l]s] e]G]
; a] f]ub]cf]z]z]df] lbg] la]b]hf]5
t/v}t dgdf; G]l]6]ldn]\$]f] <

hgt]f]e]f]e]f]}; 8]df]s] /p]5]5]g]
g]f]r]f]r]h]f]uf]8]df]u]8] /df]5]5]g]
v}U]s]; n]; l]g]b]5] t]Le]f]f]k]s]f]cf]f]h] <
v}U]s]; n]alern]5] t]L]g]lx]s]f]k]8]f] <

v]v]b]v]P]cf]z]f]g]s]f]5]f]nx?
v]v]b]v]P]k]8]f]cf]z]s]f]cf]x]f]nx?
s]f]L]cf]g]v]g]df]dl]g]d]t] 5]g]ox]f]
s]f]L]cl]d]t]f]h]f]p]g]q]t] 5]g]ox]f]
d]v]n] /fd] e]G]aun]ld]f] 5]f] 3]f]g]v]v]5]g]ox]f].

cf]g]f]3] /k]j]f] /r]6]s] 5]f]8]y
s]; n]f]Q]dg] 5 / U
b]z]s]f]cf]eg] 5]f]L]j] b]z]s]f]uh]fd] a]G]
s]; n]f]Q]dg] 5 / U
s]el]j]io]p]h]f]n]f]ag]f]og]d]f]lj]b]z]h]f]g]k]g]x]f]t] <
pi]O] / a]G] / d?e]ld]s]f]t]f]f]x]f]f]v]g]k]g]x]f]t] <

ca]t]p]h]f]n]f]l]bg]x] ; cf]O]b]P]x]G]of]
b]z]d] /f]h]u]f]s]f]J]g] : yf]e]O]b]P]x]G]of]
cf]s]f]z]s]f]k]m]cf]f]t] /L]d] / en]f]ge]O]b]P]x]G]of]
d]gs]f]af]h]L]d]h]t]f]d]k] /f]e]O]b]P]x]G]of].

वैदेशिक रोजगारी



n|y k| fb kGt
pk-k|k|ks

j |z s /|huf/Lx|j|j b|s f|s f|d
69 p8Lhf|k5{s d|fpg b|d
k|of clg a|k|of ba)xGg|o; s f
k| f/-k| f/ k|g xG cf g|j b|s f|g f|d .

:j b|s f|a|/|huf/Lx6fpg ; S5
b| b| lar s|f|g|t f a9fpg ; S5
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pBd|n|Q|; kn|lvz/ r 9fpg ; S5 .

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Impact of Technology in Learning Mathematics



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Asst. Professor

Mathematics is certainly indispensable in modern technologies. The foundation principles and models behind modern innovations are derived from mathematical concepts. It is highly advisable that we embrace math to succeed in the current tech-driven world. The importance of technology in the world today is indeterminable. The implementation of modern technology in the mathematical learning process enhances students' understanding and knowledge. Technology can engage students in mathematics and help them to develop a deeper understanding of mathematical concept. Computer enables students to solve complex and lengthy mathematical problems very easily, accurately, and quickly.

Modern technology can be a very good friend for our child in learning as well. Students can work individually and discover different mathematical concepts at their own pace with the help of digital instructional rich media, such as interactive visualizations and animations. Technology can also provide new ways for students to learn mathematical concepts. For instance, students can use math blogs, chat rooms, and video conferencing with teachers in different parts of the

world. The use of such technology provides students both the platforms and opportunities to explore different complex mathematical concepts, strengthen their knowledge, and develop global awareness. Technology facilitates the discovery of dynamic and changing mathematics. For example, the use of digital and interactive mathematics, like digital graphing tools and dynamic geometry software such as Geogebra, has the potential to engage students in the learning process and facilitate exploration and discovery.

Digital technology offers new ways and means of teaching and learning. These changes provide a whole range of new opportunities and offer new horizons to both teachers and students. Students, parents, teachers, and the entire community stand to gain from the various technological advancements that keep growing day by day. All the benefits of modern technology in helping rationalize, identify, and solve real-world problems serve incalculable value not only in learning mathematics but also in its application in our everyday life.

Benefits of Technology in Mathematics

There are many ways to enhance mathematical understanding and problem solving with the use of technology. Students have the opportunity to experience visualizations, complex calculations, and the ability to communicate and apply mathematics to a variety of problems. This allows for deeper mathematical thinking and understanding. Different technologies create different types of thinking and understanding. Formulas, theorems, and calculations are self-evident. As technology becomes a more frequent and integral part of our daily lives, it is important for students to understand its application. It also creates opportunities for developing critical thinking and problem solving skills. Mathematics educators have been growing the benefits of technology in the teaching of math for many years. This has been in

part due to the wide obtainability and low cost of technology, and also due to the strong support from research that shows enhancements in student learning when using technology. By making steps to integrate technology in the classroom and in homework assignments, students are given the opportunity to be more active in their learning and to use data to make decisions that have relevance to them. Students are also more able to learn in a style and at a pace that matches their interest and ability. Technology provides additional opportunities for collaboration among teachers, students, and among students and students. Whether doing group work in class or in a distance learning environment, or when seeking expert from different sources or peers, technology facilitates multiple ways of communication and opens the doors to creative learning. This capacity for multiple forms of exploration and expression of mathematical ideas allows students to move toward a more robust and integrated way of understanding mathematical concepts. As we move further into the digital age, we can see even more potential in the application of technology in the mathematics classroom. The integration of software programs and internet-based math applications will only continue to enhance the variety and effectiveness of teaching styles used by educators. As technology becomes a more enabling and powerful tool for promoting problem solving and critical thinking through visualization, suitable for all types of learners and at all levels of study. It is also become a central focus in the planning of mathematics curriculum. Overall, the benefits of using technology in the mathematics classroom are as diverse and complex as the students these technologies support, and the possibilities for extensions of the mathematical inquiry that these technologies present are nearly endless.

Challenges of Integrating Technology in Mathematics Learning

Sometimes, our brain tends to alter the original training program in order to make the mathematical program fit better or easier to use. It can lead us to only solving problems that have a good visual representation. We no longer wish to pursue a deeper understanding of mathematics, which is problematic in terms of learning and education. Technology is quite advanced in modern society. Then, which we agree, we have no choice but to facilitate its role in giving a better education. Overall, we cannot deny that the application of technology in teaching mathematics has brought many positive changes. It provides an opportunity for students to discover and interact with

mathematical knowledge. We must be aware of the challenges and threats that technology brings to us as educators. We have to monitor the proper use of technology in our teaching learning in order to provide an effective learning environment. Enhancing In Mathematics learning by technology

Technology offers new forms of representation and visualization of mathematical concepts. An example is the GeoGebra, which is a dynamic mathematics software for all levels of education that brings together geometry, algebra, spreadsheets, graphing, statistics and calculus. The main points in this regards are:

- The ability to animate dynamic data can unleash the potential in many different fields of mathematics, especially in the field of statistics and probabilistic, where many topics involve studying how data evolves over time.
- Through the process of trial and error, students can develop a greater understanding of the relationship among the variables and the underlying pattern.
- It increase the level of engagement in students.
- Echnology can provide a new platform for creating and sustaining communities of learners. For example, whether students use "Twitter" to post and share their opinions on the latest issue of mathematical modeling or play "Minecraft" together to build up their own virtual geometric world in an after school math club, technology can foster the passion and enjoyment of learning, most importantly, collaboratively.
- Modern technological tools have the potential to revolutionize the way that math is taught and learned. As the Digital Teaching Platform is setting up across the schools in the nation, we math educators should seize the opportunity to explore digital functionalities, either those currently existing or those will be newly developed.
- Interactive visualizations are used in mathematics in order to make the understanding of abstract concepts, relations, and structures more feasible.
- The main purposes of using interactive visuals is to have students see the relationships between different parts of a mathematical concept. For example, a parabola is symmetric with respect to a line known as the axis of symmetry, and it has a highest or lowest point called the vertex.
- Animated visualizations let students see the changes in the situation stage by stage, visualize the relative changes in data, and understand

how changing conditions can affect the outcome. There are some important technology, program and techniques to improve mathematics teaching learning environment are given below:

1. Virtual Manipulatives

- Virtual manipulatives are defined as objects that are "conceptual and digital interpretations of real objects used to teach a mathematics topic" (Moyer, 2005). They are software that allows students to interact with mathematical concepts in a hands-on way. This can make abstract ideas much more concrete to students.

2. Simulations and Modeling

- Simulations and modeling help students understand complex mathematical and scientific concepts. Through trial and error in the virtual world, students can observe how things change dynamically and understand the cause and effect in different scenarios in a way that is not possible in the physical world.
- Students will be able to visually and mentally understand and remember better the topographical surface mapping, which creates 3D effects of certain mathematical equations.
- Most importantly, they are able to virtually witness the real projections of the mathematical solutions.

3. Facilitating Problem Solving and Critical Thinking

- Online Problem Solving Platforms", specific suggestions for online tools and platforms that could be helpful to the mathematics learner are provided. The benefits of using and sharing work on online problem solving platforms are also outlined, for example the opportunity to engage with sophisticated mathematics, "beyond the curriculum", and to refine problems, review solutions and learn from detailed, high quality feedback.
- Problem solving platforms can bring mathematics to life and provide considerable motivation for students of all ages but they can also be of interest to teachers as a professional development tool.
- The key ingredient is the involvement of professional mathematicians who are motivated both by the opportunity to contribute to a "worldwide community" and to influence and support a developmental approach to the subject.

4. Algorithmic Thinking and Coding

- Algorithmic thinking is a major component of computer science and a foundational part of mathematics. It involves finding a clear and concise way to represent a solution to a problem.
- Algorithmic thinking is something that can be applied by students both in the classroom and in everyday life, because the skills developed can help to achieve greater efficiency in tasks and problems solved.
- Coding goes hand in hand with algorithmic thinking because it provides an actual way to implement solutions found using algorithmic thinking skills.
- Coding is the language that a computer speaks and understanding the method in which to give instructions to a computer provides students with the building blocks to understand the digital world.
- The type of problem solving exercises found in coding related activities which is one of the reasons that coding is rapidly finding a home in entry level mathematics problems and research alike.
- In fact, studies are taking place to solve long standing problems in mathematics. For example, no one has been able to show that a simple method for dividing a whole number firstly by the largest prime factor and then the second largest and so on will always yield a finite series of divisions. If no such proof exists, then this can be used to demonstrate the potential to solve brand new problems using algorithmic thinking.

5. Online Problem Solving Platforms

- Another type of technology that can help to improve mathematics education is online problem solving platforms. There are many platforms available; some of the most well-known include the Art of Problem Solving, Spoj, HackerRank, and Project Euler.
- These platforms usually support a wide range of problem types, so students can experience open-ended and investigative type problems - often very different from the exercises that they may be used to in their class.
- These platforms often provide immediate feedback to the students, so are particularly useful for developing independence in learning.
- They are also very good for stretching students who are more able or who progress quickly in their learning, as the problems are often very challenging and give such students an

opportunity to develop their problem solving skills further.

- Problems can be set by the teacher to support classroom work, or so that students who finish tasks early have extension work to go on with.
- Most of the platforms are free to use, assuming a teacher takes the time to set up classes and monitor student use. This monitoring is not onerous, and is very well worth doing, especially if students are allowed to work through the problems at their own pace, or to revisit problems that they may have struggled with initially.
- The teacher has to consider in terms of how students may become solely task-orientated; that is, working through problems for the sake of finishing them.
- In the classroom the teacher can move a student on to the next step once they have completed a problem, but this desire to 'get it finished' does not foster a good problem solving habit, which is to check and re-check the validity of reasoning and conclusions and explore new methods and areas.

6. Data Analysis and Visualization Tools

- Technology also plays a significant role in the teaching and learning of data analysis and statistics in mathematics. Data analysis is almost impossible without the use of computers.
- Advanced statistical software that is used in teaching statistics, such as SPSS and Minitab, are not only capable of performing a wide range of statistical analysis, but also can provide a dynamic link between a statistical output and related data tables.
- This not only helps students to capture complex concepts and understand difficult statistical analysis with different data categories and characteristics, but also allows students or teachers to easily correct any data input errors and reanalyze the data without having to go through all the steps again, which is almost impossible if data analysis is done manually.
- Nowadays, there are many powerful and user-friendly tools that can be used in data visualization. Data visualization is a process of turning lots of data into visuals or graphs. This will help students to pick out the trends, patterns, and hypotheses in a more intuitive manner, especially when they have to make a comparison of big data sets. For instance, in a line graph that shows the changes of wealth and population in different areas, students can use

the visual to help them form and test hypotheses compared to just staring at many sets of numbers.

7. Collaborative Problem Solving

- A variety of studies have highlighted the benefits of using technology in collaborative problem solving (Monte, 2013). As defined by Koschmann (1996), collaborative problem solving involves two or more individuals solving a problem together. The activities students engage in when working systematically through a problem are essential and go beyond the actual problem solving.
- The social interactions involved in sharing knowledge can result in students understanding and applying mathematics in a deep way.
- Technology can be used to help foster such collaborative activities, in some instances it supports individual use or provides students opportunities for collaboration supported by social networks. For example, teachers can use the interactive whiteboard to solve a problem as a whole class activity. One student can provide a possible solution at the whiteboard while another student can input a different solution on the computer. Then the class can compare the different views by discussing what the students and the teacher have inputted.
- It is noteworthy that when technology is used to facilitate students' learning tasks and encourage active learning, students work collaboratively in mathematics (Buzard, Dotterer and Buzard, 2003). One significant role of technology in collaborative problem solving is to enhance students' communication.
- By having instantaneous access to view one another's work through the network, students are encouraged to discuss and interpret different answers, representations, and strategies with peers.

8. Personalized Learning and Differentiation

- One of the biggest benefits of using technology in education is the way in which it can be used to cater to the needs of different students. We see this in mathematics. There are many different ways in which math can be taught, and technology is making it much easier to create instructional paths that overcome language, literacy, and other barriers.
- This makes math increasingly accessible for all sorts of different learners. For some of students in this classroom, math might seem like

something that comes quite easily. That's great. For others, it's going to be much more challenging. But the good thing is that there are all these different sorts of technologies out there now.

- Computer scientists and engineers are developing new technologies because they're understanding more and more about how people actually learn. We also heard, how technology is shaping the future of mathematics and the ways in which today's mathematicians are using technologies to be able to push the bounds of knowledge and explore things that we haven't even thought about yet.
- Where we've come from, what used to be a very static environment that was focused on computation, to this world that's very dynamic and creative and focused on problem-solving and discovery. And this helps all students, regardless of their ability, to be able to find something that really appeals to them in terms of mathematics.

9. Adaptive Learning Technologies

- Essentially, this type of technology can assess a student's level of mastery over a particular topic and then provide feedback in the form of support, questions, and new information that is custom-tailored to that student.
- One of the key advantages of adaptive learning technologies is that teacher can provide a level of individualization in instruction that is simply not possible using traditional methods.
- Each student is different and, of course, every student learns at his or her own pace. However, it is obviously very difficult for a teacher to provide a class with different levels of instruction at the same time. This is where computer-assisted learning technologies step in.
- Although the use of computers in education is still a relatively new development in both primary and secondary education, it has shown a great deal of promise over more traditional methods of instruction.
- One particular study found that the median student in an adaptive learning technologies environment scored in the 79th percentile whereas the median student in a traditional classroom only scored in the 50th percentile. This provides strong evidence in support of the idea that this new technology can have a positive impact on student learning.
- Another reason that the use of these

technologies is likely to have a significant impact on education is that it allows for real-time customization of instruction. This means that teachers are provided with up-to-date and in-depth datasets showing the progress of each pupil.

- Some sort of valuable information to a teacher is simply not possible with traditional methods of teaching. All of this suggests that a focus on adaptive learning methodologies within schools can have a dramatic effect on student performance.

10. Customizable Learning Paths

- Customizable learning paths are an important feature of many online platforms and curriculum providers for mathematics.
- Many platforms that offer customizable learning paths have systems that use initial assessments to generate a "learning progression" unique to the student, based on the skills and standards students need to master and in the order that concepts should be introduced or strengthened.
- Afterwards, students can work through the sequence at their own pace and on their own time.
- The key advantage of a system that uses customizable learning paths is that each student's pathway to mastery of the concepts is unique, given the fact that many use adaptive algorithms that look to tailor the experience to the individual.

11. Individualized Instruction and Feedback

- Traditionally, teachers face a daunting task in providing immediate feedback to every student in a large classroom setting; while higher achieving students might not receive enough attention, struggling students may become frustrated by lack of timely feedback and guidance.
- Through the use of computer-aided assessment and personalized, interactive feedback in real time, teachers are now able to understand a student's progress more effectively, identifying areas of difficulty and tailoring feedback and support on an individual basis.
- Research has shown that timely, personalized feedback can have a significant impact on learning, with visible improvements in performance. either orally or that the ways in which a place.

Application of Mathematics in Real Life



Prabha Manandhar
Asst. Professor

Mathematics, often perceived as an abstract science containing series of abstract numbers, equation, laws and postulates. Many people say it is unpleasant and useless subject. As a mathematics teacher, I have frequently encountered students that "When will we actually use this in real life?" My answer is that "It is all around us" One cannot do without use of fundamental process of mathematics in daily life. A common man can get on sometimes very well without learning how to read and write but he can never pull on without learning how to count and calculate. Any person ignorant of mathematics will be at the mercy of others and easily cheated. In all major and minor activities of life such as making purchases in the market, arranging the party, arranging the kitchen, joining the profession purchasing or selling a property, shares etc mathematical consideration are uppermost in a human mind. Our ancestor used kuruwa (Jhusi equal to 1 kg) as a unit of measurement for land one katha (3645 Sq. inches) so as to compare between the investment and the return that they get out the end of crop harvesting. Tharu community member measure the land of

shape isosceles triangle by "doubling the shape and making half of the result and quadrilateral by averaging both opposite sides and multiplying the result" The above practice had been developed by Tharu's ancestors, transmitted through generation, modified through the cultured dynamic and used in causal way.

In the history, Russia was shown most powerful country of the world after launched a sputnik 1st in the space in 1957. This matter was a cold war between USA and USSR. So USA reformed their mathematics curriculum vastly. The curriculum was prepaid in more abstract form as a result USA gained the maximum improvement in the field of science and technology.

This article tries to highlight a few significant application of mathematics in our real life, showing student and other that mathematics is not irrelevant it's essential.

Mathematics has outstanding feature of applications which is currently increasing in numbers so rapidly. It is fair to say that no area of human endeavor is currently immune from quantitative reasoning or mathematical molding

1. Mathematics in Personal Finance

Mathematics plays a crucial role in personal finance, especially when it comes to budgeting and saving. Budgeting involves the use of mathematical calculations to determine income, expenses, and savings goals. Through the use of addition, subtraction, multiplication, and division, individuals can create a detailed budget that outlines how much money should be allocated to different expenses, such as housing, transportation, groceries, and entertainment. By accurately tracking income and expenses, individuals are better able to manage their money

and avoid overspending. Furthermore, mathematics also comes into play when it comes to saving money. Calculating interest, determining the growth of investments, and understanding the time value of money are all essential concepts in personal finance. Individuals can use mathematical formulas and equations to figure out how much their savings will grow over time, based on factors such as interest rates and the length of time the money is invested. This helps individuals make informed decisions about where to keep their savings and how to maximize their returns. In summary, mathematics is a fundamental tool in personal finance, enabling individuals to create realistic budgets, track their spending, and make informed decisions about saving and investing. By understanding and applying mathematical concepts, individuals can take control of their financial future and work towards achieving their financial goals.

2. Budgeting and Saving

Budgeting and saving are crucial components of personal finance, and mathematics plays a key role in both processes. When creating a budget, individuals use mathematical concepts to calculate their income, expenses, and savings goals. This involves addition and subtraction to determine the total amount of money coming in and going out each month. Furthermore, individuals also use percentages and ratios to allocate their income towards different expenses, such as housing, transportation, and food. By utilizing these mathematical principles, individuals can create a realistic budget that allows them to save for their future. Additionally, mathematics is essential for saving money effectively. Whether it's setting aside a certain percentage of income each month or calculating compound interest on a savings account, mathematical concepts are crucial for successful saving. Understanding these mathematical concepts enables individuals to make informed decisions about their saving strategies and to track their progress towards their financial goals. In conclusion, mathematics is integral to budgeting and saving, empowering individuals to make sound financial decisions for their future.

3. Mathematics in Cooking

Mathematics plays a crucial role in cooking,

particularly when it comes to measurement conversions. Whether it's converting units of weight or volume, or adjusting recipe quantities, having a solid grasp of mathematical principles is essential for creating delicious and consistent dishes. For example, when doubling or halving a recipe, accurate mathematical calculations are necessary to ensure the correct proportions of ingredients are used. Understanding ratios and proportions is also vital for achieving the desired taste and texture in cooking. Additionally, precise measurements are essential when following recipes, as even small variations can significantly impact the final outcome. In summary, mathematics in cooking is essential for accurate measurement conversions, ensuring recipe consistency, and achieving the desired culinary results.

4. Mathematics in measurement Conversions

Measurement conversions play a vital role in the world of cooking, where precision and accuracy are crucial. Whether it's converting ounces to grams, cups to milliliters, or Fahrenheit to Celsius, understanding measurement conversions is essential for following recipes from different sources or adjusting quantities when necessary. For instance, when a recipe calls for 8 ounces of flour, knowing that 1 ounce is approximately 28 grams can help ensure the right amount is used. Similarly, being able to convert 1 cup to 240 milliliters can make all the difference in achieving the desired consistency in a dish. Furthermore, measurement conversions are not only important for following recipes but also for scaling them up or down. For example, if a recipe serves 4 but you need to feed 6 people, knowing how to convert the ingredients accordingly is essential. Conversely, if a recipe serves 6 but you only need to cook for 2, being able to adjust the measurements is crucial in preventing food waste and ensuring the right flavors and textures in the dish. Overall, mastering measurement conversions in cooking not only makes the cooking process smoother but also allows for greater flexibility and creativity in the kitchen.

5. Mathematics in Travel

Mathematics plays a crucial role in travel, particularly in distance and time calculations. Whether it's planning a road trip, scheduling flights,

or estimating travel times, mathematical calculations are essential for a smooth and efficient journey. Distance calculations are fundamental to travel, as they help determine the best route, estimate fuel costs, and plan for rest stops. Mathematical concepts such as algebra and geometry come into play when calculating distances, considering variables such as speed, time, and distance. Additionally, time calculations are equally important, as they help travelers plan their itineraries, schedules, and connections. Whether it's estimating flight durations, accounting for time zone differences, or calculating layover times, mathematical formulas and calculations are crucial for ensuring timely and seamless travel experiences. Furthermore, the use of mathematical tools and technology, such as GPS navigation systems and travel apps, helps travelers make real-time distance and time calculations, providing accurate and up-to-date information for their journeys.

6. Mathematician time management

Time is our most prominent resource. People must be taught about the significance of time. People must understand exactly how the worldwide clock, time zones function. The criticalness of how they utilize their valuable time requires understanding the proper utilization of time. We can rapidly lose ourselves and understand the time is gone before satisfying our objectives in our quick-moving and present-day world.

7. Distance and Time Calculations

Distance and time calculations play a crucial role in our everyday lives, especially when it comes to travel. Whether we are planning a road trip, commuting to work, or simply estimating the time it takes to get from one place to another, mathematics is involved in making these calculations accurate and reliable. When it comes to distance, we rely on mathematical formulas to determine the length of the journey, taking into account variables such as speed, time, and the rate of travel. Furthermore, time calculations are equally important when planning for travel. We often use mathematical equations to estimate the duration of a trip, considering factors such as distance, speed, and potential delays. This allows us to plan our schedules effectively and ensure that we arrive at our destinations on time. In conclusion, the role of mathematics in distance and time

calculations is undeniable in the context of travel. By utilizing mathematical principles, we are able to make informed decisions, plan our journeys efficiently, and navigate our way through the complexities of travel with confidence and accuracy.

Conclusion

In conclusion, mathematics plays a crucial role in everyday life, from managing personal finances to making informed decisions and solving problems in various fields. The application of mathematical concepts in areas such as budgeting, shopping, and cooking highlights its significance in our daily routines. Moreover, the use of mathematics in diverse careers, such as engineering, medicine, and technology, underscores its practicality and relevance in society. Throughout the essay, we have emphasized the importance of mathematics in enhancing critical thinking, problem-solving skills, and logical reasoning. The ability to analyze data, interpret patterns, and make accurate calculations has a direct impact on how individuals navigate the complexities of modern life. Furthermore, the essay has underscored the role of mathematics in fostering innovation and driving advancements in science, technology, and business. In summary, this essay has demonstrated that mathematics is not confined to textbook equations and theoretical principles, but rather, it is a fundamental tool that empowers individuals to make informed decisions, pursue professional opportunities, and contribute to the overall progress of society. It is clear that mathematics is an indispensable part of everyday life, and its significance cannot be overstated.

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Career Guidance to Secondary Level Students



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Career guidance is a type of counselling undertaken by profession as to identify and explore the suitable careers and occupations to start students' career in the right direction, it is a counselling program that helps students choose the right career path based on their educational and professional choices. It is used to identify potential career paths. It encourages students to perceive failures and setbacks as opportunities for growth and personal development.

According to the Collins dictionary "Career Guidance refers to the advice and information about careers that help individuals, esp. young people decide on career and also teaches them how to pursue their chosen career."

Secondary level is the most crucial stage in terms of a career so student needs many skills to reach their professional goal, it is the key which helps them to set specific goals

and choose suitable paths for personal development. Additionally career guidance helps students see the connection between what they learn and its practical application in their desired fields motivating them to study diligently and continuously improve themselves. It is not only leads to their personal success but also contributes to society. This fosters a sense of responsibility and a desire to contribute positively to society helping students become conscientious citizens with active roles in the community.

There should be active and attractive role of Counsellor, who provides mental health support to people who are experiencing emotional or psychological difficulties.

Role of the Counsellor in guidance and counselling are:

- Plan for guidance and counselling
- Organize guidance and Counseling Services
- Individual counselling
- Group Counseling and guidance
- Career assistance to choose correct profession
- Placement and follow-up

Stages of the counselling Process:

- Initial discourse - Relationship building
- In depth Exploration - Problem Assessment
- Commitment to action - Goal Setting
- Step 1: Relation Building
- Step 2: Problem Assessment
- Step 3. Goal Setting

Step 4: Counseling intervention

Step 5: Evaluations Termination

A list of careers

| | |
|------------------|-------------|
| * Engineer, | * Pilot |
| * Teacher | * Doctor |
| * Writer | * Scientist |
| * Accountant | * Artist |
| * Salesperson | * Musician |
| * Police officer | * Cook etc. |

Importance of Career guidance for High School Students

- To gain clarity about their interest, strength and aspirations, enable them to set realistic career goals.
- Sets a strong foundation for long term career success by empowering students with knowledge and resources needed to thrive in their chosen fields.
- Drive students towards the right path by characterising a clear road map.
- Help Students gain clarity about their interest's strength and aspirations enabling them to set realistic career goals.
- Help students to handle interpersonal relationship.
- Contribute towards their academic performance,

In a Nutshell, in our life we have to set goals and priorities, need to understand ourself and also the environment we are living creature need to make stratic rational and sound decision and judgement; although there will be challenges in our pursuit for happiness, the bottom line is to see opportunities and place ourself in a position to take advantage of them, it all begins with us. All Students know themselves work and world.



COMPETITION



Agni Gnawali
Asst. Professor

Biscuits for biting
Or, biting for biscuits-
All scattered,
All messed,
Tattered night-clothes,
Grinning complements,
Jumping high on the wall,
Hugs- full of furious terrors,
Everywhere scars;
Tears,
Sweats,
Malicious efforts-
For a piece of bone?
For mighty dignity?
For scanty survival?
Every bit and corner-
Praise or curse!
Grudging willingness,
Miraculous jumps,
For a piece of biscuit
Or, for biting others,
No goal set- still roars,
In the midst of night.

Figure of Speech



Jaya Prasad Ghimire
Asst. Professor

Definition : Any intentional deviation from the literal statement or common usage to emphasize or garnish both written and spoken language is called a figure of speech. It has a special meaning. It is used to heighten the effect.

Some major figures of speech:

(i) Simile: Simile is a comparison between two unlike things using the words like 'as' or 'like'. Examples: He fought like a lion. Her skin is as white as snow.

(ii) Metaphor: A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. There is no use of 'as' or 'like'. It is used to highlight some thing in common shared by two things. For examples, Hari is a pig (eating habit) My grandmother is a treasure (person of great human value)

(iii) Personification: When an inanimate object or animal is given qualities or abilities that only a human can have, it is called personification. For example: The sun smiled and chased away the clouds.

(iv) Hyperbole: It is derived from Greek which

means 'overcasting' or "excess". It uses extreme exaggeration to show emphasis. It is not intended to be taken literally. For examples, He is running faster than the wind. My mother's heart is as wide as sky.

(v) Allegory: The term "Allegory" is derived from Latin word 'allegoria' which means 'Saying something in another way' or 'speaking otherwise'. It is a story within a story. It has a surface story and a hidden story. The hidden one is difficult to understand. So, the writer translates it into an allegory which is easier to understand. For example, 'Pilgrim's Progress' by John Bunyan.

(vi) Irony: Irony is the use of word or statement to convey meaning that is just opposite of its literal meaning. For example, A teacher has got wet in the rain. He walks into the classroom and says, "What a lovely weather we are having!"

(vii) Metonymy: The word 'metonymy' is derived from the Greek word 'metonymia' which means 'change of name' or 'substitution of name'. When a word or phrase is used in place of another closely related object or concept, it is called metonymy. For examples,

Baluwatar = Prime minister of Nepal.

Hollywood = American film industry.

(viii) Onomatopoeia: Onomatopoeia is a word which imitates or suggests the natural sound of a thing or an animal or an action. For examples, Cat = meow, Sheep=baa, Bell = ding-dong, Train = choo-choo Explosion/Thunder = Boom.

(ix) Paradox: A self-contradictory statement is called a paradox. It is true and untrue at the same time. For example, You can save money by spending it.

(x) Pun: A play on words is called pun. For example,

Question: What day do chickens fear the most?

Answer: Fry-days (Fridays = Fry-days)

Second Language Learning : Opportunities or Challenges



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We live in a multilingual society. In this competitive world, we have to explore different corners of the world for multiple purposes where plethora of languages are spoken. Therefore, it becomes necessity to learn second language apart from our native language. Second language learning is concerned with process and study of how people acquire a second language which is often referred to as L2 or target language as opposed to L1. Simply, it can be defined as any language learned in addition to a person's first language although the concept is named as second language acquisition.

Learners get ample of opportunities when she or he gets mastery over second language. It provides numerous benefits such as improving cognitive abilities, enhancing communication skills, broadening career opportunities and so on. Likewise, we get chance to learn culture and tradition along with language. It is also

beneficial to enhance our relationship to other developing countries. Similarly, it opens up chance for being part of a community and learning about world around us. Moreover, it also trains our memory to remember new words and able to use them in contextual situations. It also fully immerses ourselves in a language learning environment and motivates us to communicate in another language with our peers.

However, it is not an apple of the eye for learners to learn second language. It is a formidable obstacle to navigate the complexities of grammar and syntax as the second language totally differs from one's native language. Likewise, one cannot acquire a native like accent and have problem in pronunciation. The learners don't have confidence while communicating with other people. In addition to these points, students from different culture may have different customs, beliefs and communication styles which can lead to misunderstanding. Some shy students feel afraid to utter a word in public. There are even limited opportunities to practice the language outside the classroom which create problems in fluency and comprehension.

To sum up, learning a second language presents both opportunities and challenges. These challenges can be transformed into stepping stones towards linguistic proficiency and personal growth by adopting effective strategies, leveraging available resources and learning with curiosity.

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 n] l] v] Ps f] j] ; lga] G] n] f] Q] t] d] f] g] ; G] e] d] f] / f] i] g] k] f] d] e] f] j] g] f]
 / x] \$ gk] n] s f] 3/ 3/ s f] s x] f] g] L ag] L x] \$ s f] j] dg /
 d] b] l] f] a] g ; km p] t] s [6 lga] G] s f] s f] j] d] f] l] ng ; l] s G] .

; G] e] f] f] :

- e] 6] v] Q] z] o] f] k] ; f] b] - @ & (_ c] f] v] g] s gk] n] L
 lga] G] v] / ; d] f] n] f] g] , s f] d] f] 8] f] v] a] f] u] a] h] f] / h] l] k] 6 /
 l] k] l] G] P] G] k] i] A] n] ; a] x] f] ; k] f] n] = .
- zdf] 8] f] t] f] / g] y] - @ \$ @ _ kft fn k] j] f] , s f] d] f] 8] f]
 N] j] L k] \$ f] z] g] k] f] n] = .

Old is Gold



Aashish Khadka
B.Ed. 1st Year

My life, My pride!
 Where we had a wonder school ride ...!
 We read, we write
 And make our future bright.

We learnt to respect ...
 Not to neglect
 We learn to accept ...
 Not to expect.

We laugh, we cry
 But we never tell a lie
 with our best friend ...
 Respect elders, obey parents
 Become sincere and honest
 Is the habit we learn
 And that is why we call
 'Old is Gold

gf/L

; lut f 9 ५ gf
एम.एड्. चौथो सेमेष्टर

cfllad s fndlv g|g| ls fj; kdfklhPs Lk\$ {ts} Ps ; 6/ pkxf/ xg\gf/L. st}g|L st}cdf, 5f|L axf/L g|ft gL Qofb g|dn|kl/r t |5g\gf/L .gf/LzAb ; G|alCs}of|lj Z n|g|k|y| ls fj; 4f|lg|u\$ f|k|05 . hg^a vofsf|lx; fan|x|g|xf|eg|cfv|v|lg|9s\$ f5g\ gf/Ln|. k/fk' {s fndf g|L ; /: j tL n|dl / eu t|sf j Ltf / ; fx; s f|kz;+; E} c|f|z|Sts f|; kdf khf ub| c|Ps f|/ c|n klg klhPs f|k|05 . k'v|L\$ f|; h|gs f| dh gf/Ln|; b| a; v|Lh|Q/ k|s {ts l goods f|p|n^a 3g gu/L; E|oc|Ps f|s/f|gs f|; ls E|g|.

cfhs f| lj Z l xh\$ f|s f|n|/ c|v|f|duaf6 cfv|gs k|f|lv\$ / j } f|gs d|df k|z u\$ f|5 . c|n gf/L klg k?if ; /x g| /f|hs f|lj leG tx / t k\$ fdf x|t|n|f|ub| s|d ub| c|Ox\$ f 5g\ . c|n /f|n|g| d|xn|n|Q## k|tzt xs / c|lv\$ f|lbPs f|5 . ; lj-v|g|f d|xn|s f n|fu 566 d|hs xss f|lj : yf u\$ f|5 . gf/Lsf xs / lxtsf n|fu lj leG c|f|lx; / lj leG ;^a u|7gx; v|h\$ f5g\ u|p|f|p|f|gf/Lh|u|Osf s/fx; / gf/L; zSt|s/Osf cleofx; r n\$ f 5gV gf/Ln|Q r h|f|r \$ f / aR f h|G|f|g|; f|v|g|df|geQk?if; /x g| s|d ug|/; d|n c|g /f|e\$ f n|fu s|Lug|; S|j|d|Osf ; kdf x|g|y|n|Ps f|5 . a; /Lx|p|cfhs f|; d|n gf/Lj f|d j f|gf/L; j t|G|t|s f|k|f|v|a|G|u|Ps f|a|n|; ls G|.

adn|b| u|Ps f|; do; adn|b| u\$ f| k|j z / d|f|n|n|s|; fR }gf/L; j t|G|t|f/gf/Lx|s|xt|s f n|fu s|d u\$ }5 t <e|G|k|z|s f|p|Q/ s|n|p|b|h|f|g|xf|eg|xf|d| u|d|Q; d|n c|g c|hs f|g|f|x; s f|c|j : y|n|Qx|/ a; s f| k|d|Q/ v|f|g|; S5f; x\$ s/fdf; d|g|c|j ; / /f|huf|s f| c|j : yf; gf/Lp|B|z|nt|f|h; t|f|s/f|x|g|xf|eg|cfhs Lgf/L ; fR } ; d|ns LPs ; D|f|gt J|d|Q|f|k5|e|G|; f|j d|f|d|L k5f|t/ j f|t|j s|t|f T|a|t|f|5g| . hit gf/Lj f|b / gf/L

: j t|G|t|s f|s/f|u|G| c|n T|d|t g|gf/Lp|k|L8g; x|Tof; l|x;+; / an|f|s f|d|f k/\$ f|j x|d|L k|f|g ; S5f; . a|t|f p|b|f|O|s f|s/f|O|c|hs f|l|z|l|ft e|gg|; d|f|nd|f k|g gf/L ; /l|ft gePs f|s/f|k|t|L x|G . gf/L3/ k|j f| ; ; d|n / /f|hd|f g| 9s eP/ l|x|88h ug| k|9y; n|v|g; j|b|z|s /f|huf|d|f h|f|g|j f|s|}L|oj ; fo u|/ v|f|p|f|g|t e|G|f k|g v|O|f t|G|j; d|n ox|E5 . k|9y|lj b|; u|P|s f|gf/L T|ox|E an|f|s| e|Q|b|f|g|u|d|f|p|g|k/\$ f|5, &) j|f|s|L|j f|d|xn|f c|f|k|g|c|f|k|n|Q?af6c; /l|ft x|g|k/\$ f|5 . a; s f|s f|O| s|}x|g; S|n|f t <eg| p|Q/ v|f|g|xf|eg|P|p|Q/ c|f|p|5 ls gf/Ls f|z|f|L/s ag|j 6/p; s f|n|j f|O. /f|n|n|ht; s} s|f|g| ag|P|t|f k|g gf/Ls f|; x|z|n e|f|g|d|f|y v|j|af|8 u|L|o; s f|g|n|f|h|k|n|O|f|p|7|O|x\$ f|5 c|hs f|; d|f|n|. b|O|n|f|k|y|f; 5|p|k|8|k|y|f; b|p|s|L|k|y|f; s|d|f|L|k|y|f h; f|l|j|j w|k|y|s f|g|d|f c|n k|g gf/Lz|f|f|ft e|Ps f|d|x; ; x|G a; s f|l|h|d|l|f/ s f|x|g|xf|f|f </f|n|n|c|lv\$ f|lbPs } 5; lj leG c|f|lx; v|h\$ }5g|eg| x|d|L r k n|f|g|l|s T|a; s f|lj /f|w/ T|a|t|f h|36 ck/f|w|u|j s|f|o|g|a|G| u|k|n|f; a|n|; f|g|l|h|f|c|Ps f|5 .

d|xn|f l|x;+; / ck/f|w|x|g|f|hit k?if b|f|f|L5 T|d|t g|d|xn|f k|g b|f|f|L5g\ . c|f|k|n|f xs / c|lv\$ f|s f| b|; k|of|u|ug|d|f|g| a|j|lav|g|t|y|f|c|f|f|k; f|h; t|f|s f|d|f ; n|d|g|x|g|c; n|b|/f|Ps f|k|n|f|e|g|d|f|k|g|p|d|/ g|k|L|l|j f|x a|G|d|f a|f|v|g| ; f|Q|/ ck/f|v|h; t|f s|f|d|f ; x|e|f|L|x|g| k|j|lv\$ f|b|; k|of|u|ug|h; t|f s|f|d|f ; n|d|g| e|Q|c|f|k|n|f| k|j|f|s|f; f|y|/f|n|n|Q; d|j v|s|f|k|d|j|v|f|n|s f|u|t|l|j|lv e|O|x\$ f|k|05 . a|t|f|lj leG v|f|n|s f|d|xn|f u|t|l|j|lv\$ f| s|f|O|k|5|n|f|; d|d|k?if k|g p|k|L8g|d|f k/\$ f|k|05 . a; /Lgf/Lj f|b/gf/L; j t|G|t|s f|s/f|u|l|u|j|p|d|f|l|z|l|ft /; r|j|j u|n|g|c|f|k|n|f|7|p|f/ c|f|k|n|f|; d|f|d|f|x|g|u\$ f| d|xn|f l|x;+; / a; h|G ck/f|v|s l|n|f|s n|f|k|b|y|d|f ; D|l|G|v| l|gs f|d|f v|a/ u|L s|f|g|s f|b|o|f|d|f k|y|p|g| s|f| ; u|k|g|l|d|v|G / x|d|L c|f|k|n|k|g a|t|f ck/f|v|s d|f|; s|t|f|af6 c|f|k|n|h|Q; hu /f|v|g; S|j|x|f|eg|of|; d|n ; fR }gf/Lj f|d; E|o; d|f|nd|f|k|/O|t x|g|f .

बाढी र पहिरोको राज्य चल्यो यो साल



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एम.एड्. दोस्रो सेमेष्टर

af9L/ klx/ \$ f/ /f- b r Nbf ofj; in
lhhlj i f s f w/ / 9bf ofj; in
xhf/ /hij g / ; kofx; df/df kl/P
nfv/ /cz f s f v Dax; uNbf 9n]
v; vnfg albf 3/ 9nfg albf
nfnfnfnf s f s t fa; E; c f / albf
el j i o s f / p h n f j; kof / n l o albf
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hij g l h p g / x / albf
; don] kl8 s f / s x / l b o f j
; don] hij gel / kl8 h x / l b o f j
s x Lu / P n f l s e G / x / 9bf ofj; in
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; a); 15g \ s] u x 5 f ofj; in <
d s] h j f k n l b p r f k
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d / f l g x / a c f i ; n f c f / f n] c f k n f h j f k n l b 5 g a
. 3 / / u f / d f k l x / f j r Nbf ofj; in
c f E g s f j k n h f j 5 p d f a f n h] / f l \$ f j
; G n f s f j a f b 9bf ofj; in
af9L/ klx/ \$ f/ /f- b r Nbf ofj; in . U

p t f / f h g l t s f 6 7 f a f 7 n] b x d f a f 9 L N b f O b P
; C f / e O s f j n 5 f r B s f j / t o f h L g) d R f O b P
e i d r f / s f j a f 9 n] j s f ; s f j n l o a u f o f j

; d. o f s f j; d f v i g / l g s f ; s f j; k g f a u f o f j
s f k L / j x ; s f j 5 l j d f / d f p g t / n f u]
s f k L / j x ; s } 5 l j v l d n b p g t / n f u]
d g a f f 8 o f j l j r f / a f f 8 o f j
t / x d f j t ; f d f h s w f t n e f f 8 o f j
s f 7 d f 8 f / k f y / f s f ; x / x ; d f
a f 9 L k o f j d f j d l : t i s d f
a f 9 L k o f j d f j a : t L a : t l d f
P s f t / 6 o / / k ' n f b g g l a N b f ofj; in
c s f f t / a f 9 L / k l x / f j r Nbf ofj; in .

k f g l d f ? e n b j ? e n b j
e l s P s f 3 / a f 6 n f z l g s f i n o f j
c f k n f x ; c e n t 1 5 5 g \ s e G]
d g a f 6 c f z l g s f i n o f j
c f s f j a f 9 n] d g d f k l x / f j N b f ofj
v o h g u d f p g s f j k l 8 f c e m u l x / f j e o f j
k o h i Q 7 h ; r f b k x f j
d o h i Q ; f x] u f x f j k x f j
h i g j t u ; x n] s 7) U
a f 9 L s f j d g e n d f k g e t e t L k f i N b f ofj; in
d g d 6 k l 8 n] e n g e n g u N b f ofj; in
af9L/ klx/ \$ f/ /f- b r Nbf ofj; in .

v i h n] a f 6 i 5 f j / c s f t / a l b] h i e f
d i 5 h] l j r f / d f 8 / c s f t / e f u] h i e f
s t } o f j b x a f 9 n] a u / a g i P s f j u f o f h : t }
a d / a f ? m] v t a g i P s f j ; x / h : t }
l j r f / / e f j g f s f d o f g j g k n f p g] u L
v O x / d] k / O t x g j t x i Q
l g o t / l g o t g j p N b f r Nbf ofj; in
af9L/ klx/ \$ f/ /f- b r Nbf ofj; in .

a f 9 n] l f t - l j l f t e P s f u f o f j ; t a G i g \
a u / d f k l / O t e P s f v i x ; k g l g v l g P n f g \
e l s P s f 3 / x ; k g 7 1 8 P n f g \
z f s f h k l / f n] c f k n f u b i P s f j
k l 8 f k g l a ; E ; h f n f g \
t / = =
l j r f / n] l f t - l j l f t e P s f j d / f j b x s f j d f z l Q m
e i d r f / n] u t e P s f j d / f j b x s f j c y t f G
k f s [t s l j k a f n] q t e P s f j ; d f n s f j d g : y l t
s l x n] p 7 n f <
s l x n] z f G s f j u t u f o n f d / f j b x s f j d f o f h] <
s l x n] / x t s f j ; f k n f g v / f j b x s f h g t f n] <

समाधानका उपायहरू:

- ! = e | 6 fr f / lgo G OF
- s 8 f s fgg L s f / a f x L / k f / b z l { g l l t x ; n f u ' u g }
- l 8 h 6 n k p f n L / ; f j f h l g s c g l u d g k p f n l n f u ' u g }
- @ = b l 3 { f n l g o f h g f
- P s l s { l j s f ; o f h g f x ; t o f / u L l g / G / t f l b g k 5 {
- 7 n f c f o f h g f ; d o d ; D x G u g l o f h g f a g f p g k 5 {
- # = : y f g l o ; f i s f j x L p k o f i u M
- h n l j B t , s l i f / k o l g n f Q k f y l d s t f l b P / c f i y { ; f i l ; h g f u g k 5 {
- ; f g f t y f d w d : t / o p B f u n f Q k f i ; f x g u g k 5 {
- \$ = l z l f f / / f h u f / l s f j ; h g f
- J o j ; f i o s l z l f f / p B o z l n t f d f n u f g l u L b z l e o q / f h u f / l s f j j f t f j / O f a g f p g k 5 {
- % = h g t f s f j ; x e f l u t f
- ; f j f h l g s v r { f j c g l u d g f : y f g l o t x / h g t f s f j ; l a r a ; x e f l u t f x g k 5 {

lgis i f {

g l k n s f j k } f v } < e G j k z g p 7 p g e G f c a o ; n f Q ; x L 7 p e f s ; / L n u f p g ; l s G e g / ; f i g k 5 { . b l 3 f n l g o f h g f ; f i / k f / b z l { f s f j ; x f o t f n] g l k n n] c f i y { l j s f ; u g { S 5 .

a e d : o f k } f s f j c e f j x f i g ; x L ; f i j / J o j : y f k g s f j s d L x f i A E

* * *

बा-आमाको माया



; b g j f O a f
कक्षा १२ (शिक्षा)

5 f i j ; f i j x e f l x B y / a f i j l ; s f p g e o f j s x L s ' f g h f G f k i g ; l e n f O a e r n f O u g e o f j ; f o f f l a / f o l x e f s l t / f t c l g l a t f p g e o f j 5 f i n f Q s x L x G l s d g d f 8 / l n O x g e o f j .

d g d f c g s f f k l 8 f a f \$ L ; v y d : s ' f o f j l x B y x G o f j c i k n g v f Q g v f Q e P k i g 5 f i s f j k } e l / l b g x G o f j o t f ; c f d f u p B / d f / f t l b g g e g l v j ; - v n f g d f v G y x G o f j p t f ; a a f l j b z d f ; f i s f j u n l v f Q x f d j k } e g { 8 a y x G o f j .

c f d f d g d f h i t g j r f o e P k i g ; x j g j l x B y x G a a f h i t g j b m e P k i g h i j g ; a f o f l e 8 y x G h i j g d f c l 3 a g s f n i u k i g c f d f a f o j d f o f k i g c f d f a f o j a f - c f d f s f j h : t f j d f o f ; ; f / d f e l k G s t } .

a f - c f d f n] s l t u 5 G ; G f i g n f Q d f o f a f - c f d f s } s f v d f x G j / - k l k n s f j 5 f o f f h a d h] p x i k ? s f j d f o f s] x f j < a e r f h k l ; g f / c f ' d h] c f g } x f t n] k 5 f .

चैतन्य बहुमुखी क्याम्पसद्वारा लागू गरिएका विभिन्न आचारसंहिता तथा कार्यक्रमहरू

Quality Parameters

In order to meet the needs and requirements as per the VMGO of Chaitanya Multiple Campus, the IQAC has developed the following quality parameters for the sustainability and assurance of quality service. These parameters are considered for quality enhancement and monitoring of the campus and shall be done through reports of concerned units/cells/departments. The important parameters considered by IQAC for implementation in Chaitanya Multiple Campus are as follows:

1. Academics

- Student centric & ICT based teaching methodology
- Guest and visiting lectures
- Faculty development programs
- Uploading the information in e-learning portal by the faculty
- Regular teaching learning & evaluation committee meetings for evaluation of performance and course
- Analysis and follow up action on internal exam
- Conducting workshops, seminars and trainings
- Procurement of library books and learning materials and equipments
- Quality of assignments and question papers
- Conducting regular faculty meetings
- Joint meeting of staff, faculty and management committee

2. Research and Collaboration

- Continuous research and collaboration activities
- Faculty publications and involvement in research
- Student publications and encourage students for further research
- Researching through sponsored and sanctioned projects
- Exposure to national & international conferences
- Extension of consultancy services
- Faculty delegation to Workshops / Seminars / Conferences for upgradation of knowledge

3. Placement and Counseling

- Exposure and exploration to varied career & higher education opportunities
- Training to improve the employability skills
- Support promotion of students careers in product development
- Enhancing the pool of competent IT professionals
- Guest lectures by experts
- Expose the students to knowledge beyond the

curriculum

- Visits and tours aim at practical exposure to organizations
- Conducting periodical/need based counselings
- Placement services/records
- Tracer study

4. Support

- Conduct regular ECA activities
- Active alumni
- Students participation in management
- Meetings conducted by various committees in which students are members
- Participation of students in sports & other clubs
- Conduct orientation programs in the beginning of new sessions
- Conduct remedial classes
- Self-development programs
- Discipline / Anti-Raging / Gender equality issues
- Basic health facilities
- Scholarships
- Code of conduct of students teachers & staffs
- Regular examination and feedback
- Manage the learning environment: library, lab & well-equipped class-rooms

5. Community - Campus Relation

- Professional society activities
- Awareness, campaigns and collaboration
- Regular interaction
- Information dissemination

6. Academic Infrastructure

- Smart classrooms foster better teaching and learning
- Latest technologies for active involvement of learners
- Developing centers of excellence to share competencies and building capacities
- Acquiring accessibility and preserving information in library
- Uninterrupted high-speed internet connectivity through Wi-Fi
- Developing communication skills and community interface through radio and online
- A channel for nurturing creative and academic abilities
- Safe, secure and conducive learning environment

Internal Quality Assurance Committee (IQAC)

क्याम्पसमा अध्ययनरत विद्यार्थीहरूले पालना गर्नुपर्ने आचारसंहिता

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| <p>!= Soft: s f k t o s l j B y l s l f f d l g o d t p k l : y t x g k g l 5 . !)= s l f f s f / d f d f a r O n k n i s f j k b l u u g (k f o j) 5 g . s l f f</p> <p>@= Soft: d f p k l : y t x g g s s f f c j : y d f c g k l : y t x g k g l ; d a d f d j f O n S i l e n t m o d e d f / v o k g l 5 .</p> <p>sf/vhf/cleef/ssf/x tff/ ; lxt slff c v i k s j f != Soft: x t f - k t s f n o , s l f s f / f , S o f f C e g c f l b _ l e q</p> <p>#= Soft: k z f , g d f l g j b g k z u g k g l 5 . c o j j z o s u k n a k m x f / n h f , e r t m e f c f l b g u g l ; f y ,</p> <p>Soft: a r / f t i l s P s f j k z f s d f t i l s P s ; d o l e q S o f f d ; l j B y l s f l j o j x f / a n h r f n l d f z i e t f x g k g l 5 .</p> <p>x t f d f k j z u / ; S o k g l / ; f i L ; d o l e q k j z u g (g s d f ! @= Soft: / S o f f d ; c G u t s f l j l e G l j e f u ; a s f o , z f v f j f</p> <p>cs f i l k / o e d f d f o k j z u g k g l 5 . l g s f o x ; n] a g i P s f g l t l g o d ; a n] c l g f o { z k d f k f n g f</p> <p>\$= s l f f ; - r f n g ; d o e G f c u l f 8 l g o d t ; k d f a f x / h f o k g l ; u o k g l 5 .</p> <p>e P d f l j B y l k ; n] p k o Q n s f / O v h f C a t e P a s s C a r d != x / \$ l j B y l h] S o f f d ; s f l j s f ; d f ; l a n e l d s f v n b]</p> <p>Soft: a f x / l g s g k / d f k z f ; g s f j c g d l t n] d f q l g s g u o k g l 5 . ; s f / f d s ; e r n f x ; k b g u g l t y f g i t s l h d j j f L k / f</p> <p>%= Gate Pass g e P s f l j B y l k ; c f s l : d s ; k d f ! \$= l j B y l k ; s f j k o n f d s k f 7 o z s f n i l u c f o h o f u / g j</p> <p>Soft: a f x / l g s g k / d f k z f ; g s f j c g d l t n] d f q l g s g u o k g l 5 . z l l s e d f c j n f s g e d f c g G e g e d f c f l b d f c l g f o</p> <p>^= l j B y l k l / r d k g k t s f n o s f 8 (5 f j [O t y f l g z n s j [O ! %= Soft: d f k f 1 s j f t f j / O s f o d u g ; D O f l j B y l k ; n]</p> <p>/ c o e ; l j v f S o f f d ; d f e g f e P s f t y f c f G l / s k l l f d f ; x o f u u g l ; f y) S o f f d ; n] ; - r f n g u g l l j l e G c i t l / O n</p> <p>; x e f u L e Q p a d f u / \$ f l j B y l k ; d a n h Q d f o k f g u / g l 5 . l a n s n i k d f ; l a n ; x e f u t f h g f o k g l 5 .</p> <p>.</p> <p>! ^= Soft: d f ; j R 5 z l l s j f t f j / O t o f u g / c f o k / \$ f</p> <p>&= ; a) t x s f l j B y l h] S o f f d ; n] ; - r f n g u g l c f G l / s k l l f d f ; d : o f ? ; d i v g u g l k z f ; g ; d l f / r g f d s ; e r n j ; N h f x</p> <p>c l g f o ; k d f ; x e f u L e Q p a d f x g k g l k l l f d f ; x e f u L / ; x o f u p k n A w / f o k g l 5 .</p> <p>o x g l j B y l k ; n] k l o s l j i f o d t i l s P a d l h d h l j f o f ! &= s j u n t s ' n f Q k - o x g u L s f o n o 3 f o P j d s g j</p> <p>l t o k g l / c o Q o f P d v c g k l : y t l j B y l k ; n] c i t l / Q n z N s t n f a G L / s ; n f Q z f l l / s / d f o ; s l j f j l l g j p z o n] s g</p> <p>l t / L k g N l l f l b g k g l 5 . k l g u n t l a n s n i k d f ; m l o x g l / p S f o g k f o j 5 g .</p> <p>*= Soft: d f p k l : y t x f a x d n o u / u x f - c f L l ; o r b r / f ! * = o b l j B y l s f u n t l a n s n i k a f o S o f f d ; s f r n c r n</p> <p>c f l b _ n u f p g j f n o p g k f o j 5 g d b n u f P / j f ; f y d f n P / ; D O f x f o l g f s f o L e P d f ; D a l G v l j B y l h f o c ; h p k /</p> <p>c f P d f S o f f d ; h a f k r j L x g l 5 g . u / g j 5 t y f S o f f d ; a f o k b g u / g l ; l j v i x ? / l s g l /</p> <p>(= l j B y l h] S o f f d ; x t f l e q v o k f g d B k f g ; t l q v g l h : t f l g s f ; g ; d f u g ; l s g l 5 .</p> <p>c l o n t y f c o x f g s f / s t j x ; ; j g u g e u / f o g k f o j ! (= l o d d t k l l f d f ; l d l n t x g G o t d *) % x f h / L x g k g l 5 .</p> <p>5 g / u / P s f j k o P d f s 8 s f j f x l u / g l 5 . @= l j B y l k ; t i l s P s f j k f i s d f S o f f d ; d f p k l : y t x g k g l 5 .</p> | |
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INSTITUTIONAL VISION, MISSION AND GOALS

1. Vision

Chaitanya Multiple Campus aspires to be recognized as one of the excellent learning centers in Central Region of Nepal, noted for its commitment to excellence in teaching and learning, cost and student success in undergraduate and graduate programs.

2. Mission

The mission of the campus is to provide excellent education in affordable cost for a diverse community of learners by offering undergraduate and graduate programs within a stimulating learning environment that will enhance their potential for their success in the 21st century.

3. Goals

In order to achieve the vision and mission, CMC strives for quality education and quality assurance which are accredited by UGC Nepal to achieve the following goals:

- i. Improve of the governance system in campus,
- ii. Enhance the quality of academic management,
- iii. Improve the quality of teaching, learning and evaluation system,
- iv. Develop and improve the quality of infrastructure and teaching learning resources,
- v. Develop research, consultancy and extension (RCE) mechanism,
- vi. Increase student support and guidance facility,
- vii. Strengthen internal and external information system,

क्याम्पसका प्राध्यापकहरूका लागि आचारसंहिता

१. आफूले अध्यापन गर्ने विषयवस्तुको शैक्षणिक योजना आवश्यक शैक्षिक सामग्री सहित पूर्ण तयारीका साथ शैक्षणिक क्रियाकलापमा संलग्न रहनु पर्नेछ ।
२. प्रत्येक सेमेस्टर तथा त्रैमासिक रूपमा गरिएको कोर्स ब्रेक डाउनलाई प्रमुख आधार मानी पठनपाठनलाई व्यवस्थित गर्नुपर्ने छ ।
३. विद्यार्थीलाई आवश्यकता अनुसार Hands Out, Online link, E-materials आदि उपलब्ध गराउनुपर्ने छ ।
४. प्रयोगात्मक परीक्षा, सीप विकास, व्यक्तित्व विकास, सिर्जनात्मक कार्य, अतिरिक्त क्रियाकलाप जस्ता रचनात्मक कार्यहरूमा विद्यार्थीहरूलाई बढीभन्दा बढी सरिक गराउनुपर्ने छ ।
५. क्याम्पसका आन्तरिक एवम् बाह्य परीक्षामा क्याम्पसले तोके बमोजिम सहभागी भई परीक्षालाई व्यवस्थित र मर्यादित बनाउन पहल गर्नुपर्ने छ ।
६. विद्यार्थीलाई प्रत्येक एकाइ वा पाठको पढाइ सम्पन्न भएपछि Assignment, Group work, Project work जस्ता Revision कार्य दिएर त्यसको परीक्षण गरी पृष्ठपोषण दिनुपर्ने छ ।
७. बाह्य परीक्षा हुनुभन्दा अगाडि प्रत्येक एकाइ वा पाठका नमुना प्रश्नसहित अभ्यास गराई परीक्षा तयारी गर्नुपर्ने छ ।
८. तोकिएको अवधिभित्र पनि आफ्नो कक्षाको पठनपाठन समाप्त नभएमा अतिरिक्त कक्षा लिई पूरा गर्नुपर्ने छ र समयअवधि भन्दा अगाडि पठनपाठन समाप्त गरी कक्षा छोड्न पाइने छैन ।
९. क्याम्पसको वार्षिक कार्ययोजना निर्माण एवम् लागु गर्न व्यवस्थापनलाई सहयोग गर्नुपर्ने छ ।
१०. क्याम्पसले आयोजना गरेको स्टाफ बैठकमा अनिवार्य उपस्थित भई पूर्ण अवधिसम्म सक्रिय र अर्थपूर्ण रूपमा सहभागी रहनुपर्ने छ ।
११. समय समयमा सङ्काय वा विषय समितिको सक्रियतामा आफूले पढाउने विषयमा विद्यार्थी तथा प्राध्यापकबीच हुने अन्तर्क्रियामा सहभागी हुनुपर्ने छ ।
१२. विदामा बस्नुपर्ने अवस्था भएमा आधिकारिक निकायबाट स्वीकृत गराउनु पर्ने छ ।
१३. यस क्याम्पसको सेवाका लागि छुट्याइएको समयमा सेवाक्षेत्र बाहिर अन्यत्र कुनै पनि कार्यमा सहभागी हुन पाइने छैन ।
१४. आफ्ना गुनासाहरू भए सम्बन्धित निकायमा उपयुक्त ढंगले प्रस्तुत गर्नु पर्नेछ र आफ्नो बारेमा भएका गुनासा भएमा सोको समाधान पनि गर्नुपर्ने छ ।
१५. प्राज्ञिक तथा शैक्षिक उन्नयनका लागि क्याम्पस प्रशासनले गरेका हरेक निर्णयहरूको पालना गर्नुपर्ने छ ।
१६. प्राध्यापकहरूको पेशागत विकास तथा विद्यार्थीको सिकाइस्तर उकास्नका लागि निरन्तर रूपमा खोज, अध्ययन तथा अनुसन्धानका कार्यहरूमा संलग्न रहनुपर्ने छ ।
१७. कक्षा कोठामा मोवाइल फोनको शैक्षणिक प्रयोजनमा बाहेक प्रयोग गर्न पाइने छैन, मोवाइल Silent mode मा राख्नुपर्ने छ ।
१८. क्याम्पस हाताभित्र प्राध्यापक कर्मचारीहरूले अनिवार्य रूपमा ID card को प्रयोग गर्नु पर्ने छ ।

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Different Committees under IQAC at Chaitanya Multiple Campus

1. Campus Management Committee (CMC)

| | | |
|------------------|---|---|
| Chairman | : | Dr. Madan Kaji Manandhar |
| Member | : | Mr. Shanti Ratna Shakya, Mayor, Banepa Municipality |
| Member | : | Mr. Raj Bhai Manandhar, Founder Member of Campus |
| Member | : | Mrs. Laxmi Basyal, Representative TU |
| Member | : | Mr. Buddha Bhakta Ranjit, Local Intellectual |
| Member | : | Mrs. Subha Laxmi Manandhar, Ward Chairman, Banepa - 8 |
| Member | : | Mr. Semantamani Bhandari, Faculty Representative |
| Member Secretary | : | Mr. Juju Bhai Manandhar, Campus Chief |

2. Internal Quality Assurance and Accreditation Committee (IQAAC)

| | | |
|-------------------|---|---|
| Coordinator | : | Mr. Raj Bhai Manandhar, Member CMC |
| Member | : | Mr. Sonam Sherpa, Coordinator of Student Quality Circle |
| Member | : | Mr. Juju Bhai Manandhar, Campus Chief |
| Members (Invitee) | : | Lecturer-1 |

3. Internal Quality Monitoring Committee

| | | |
|------------------|---|---|
| Coordinator | : | Mr. Juju Bhai Manandhar, Campus Chief |
| Member | : | Mr. Pahupati Silwal, Lecturer |
| Member (Invitee) | : | Any two Co-ordinators from different committees |

4. Self-Assessment Team (SAT)

| | | |
|-------------|---|--|
| Coordinator | : | Mr. Juju Bhai Manandhar, Campus Chief |
| Member | : | Mr. Raj Bhai Manandhar, Member CMC |
| Member | : | Mr. Tika Ram Ghimire, Lecturer |
| Member | : | Mr. Rajesh Raj Mahat, Lecturer |
| Member | : | Mr. Dev Krishna Manandhar, Administrative Assistanat |

5. Educational Management Information System (EMIS) Unit

| | | |
|-------------|---|---|
| Coordinator | : | Mr. Dev Krishna Manandhar, Administrative Assistanat |
| Member | : | Ms. Nirmala Shrestha, Accountant and Exam Officer |
| Member | : | Mr. Umesh Manandhar, Account and Exam Assistant |
| Member | : | Mrs. Tara Laxmi Manandhar, Office Assistant |
| Member | : | Ms. Saraswoti Manandhar, Cashier |
| Member | : | Mrs. Sharmila Shrestha (Manandhar), Library Assistant |

6. Student Support, Feedback and Placement Committee

| | | |
|-------------|---|---|
| Coordinator | : | Mr. Tikaram Ghimire, Lecturer |
| Member | : | Mrs. Sarada Khanal, Lecturer |
| Member | : | Mr. Bishnu Pande, Lecturer |
| Member | : | Mr. Semantamani Bhandari, Lecturer |
| Member | : | Mrs. Tara Laxmi Manandhar, Office Assistant |

7. Procurement and Evaluation Committee

| | | |
|------------------|---|---|
| Coordinator | : | Mr. Raj Bhai Manandhar, Member, CMC |
| Member | : | Mr. Tika Ram Ghimire, Lecturer |
| Member | : | Ms. Nirmala Shrestha, Accountant and Exam Officer |
| Member secretary | : | Mr. Juju Bhai Manandhar, Campus Chief |

8. Extra-Curricular Activity Committee

| | | |
|-------------|---|---|
| Coordinator | : | Mrs. Nisha Devi Manandhar, Lecturer |
| Member | : | Mrs. Sarada Khanal, Lecturer |
| Member | : | Mr. Sita Ram Dahal, Lecturer |
| Member | : | Mr. Saroj Adhikari, Lecturer |
| Member | : | Mr. Umesh Manandhar, Account and Exam Assistant |

9. Library and Lab Management Committee

| | | |
|-------------|---|--|
| Coordinator | : | Mr. Jaya Prashad Ghimire, Lecturer |
| Member | : | Mr. Shiva Om Dahal, Instructor |
| Member | : | Mr. Hari Priya Regmi, Lecturer |
| Member | : | Mr. Chandra Maya Shrestha, Lecturer |
| Member | : | Mr. Sharmila Shrestha (Manandhar), Library Assistant |

10. Department of Education

| | | |
|-------------|---|--------------------------------|
| Coordinator | : | Mr. Rajesh Raj Mahat, Lecturer |
| Member | : | Mrs. Kalpana Thapa, Lecturer |
| Member | : | Mr. Lekhnath Dhakal, Lecturer |

11. Department of Management

| | | |
|-------------|---|---------------------------------|
| Coordinator | : | Mr. Pashupati Silwal, Lecturer |
| Member | : | Mr. Lekh Prasad Panta, Lecturer |
| Member | : | Mr. Rajan Sapkota, Lecturer |

12. Research and Publication Committee

| | | |
|-------------|---|-----------------------------------|
| Coordinator | : | Mr. Agni Prasad Gnawali, Lecturer |
| Member | : | Mr. Tika Ram Ghimire, Lecturer |
| Member | : | Mr. Lekh Prashad Panta, Lecturer |

13. Teaching Learning Evaluation Committee

| | | |
|-------------|---|---|
| Coordinator | : | Mrs. Sarita Banjara, Lecturer |
| Member | : | Mr. Jay Prashad Ghimire, Lecturer |
| Member | : | Mr. Rajesh Raj Mahat, Lecturer |
| Member | : | Mr. Pashupati Silwal, Lecturer |
| Member | : | Ms. Niramla Shrestha, Accountant and Exam Officer |

14. Student Quality Circle Committee

| | | |
|-------------|---|--------------------------------------|
| Coordinator | : | Mr. Sonam Sherpa, M. Ed. Student |
| Member | : | Mr. Sanu Maya Tamang, B. Ed. Student |
| Member | : | Mr. Sangita Thapa, B. Ed. Student |
| Member | : | Mr. Parbat Kumar Bhujel, BBS Student |
| Member | : | Mr. Mani Tamang, BBS Student |