

Editorial ✍

Marsyangdi Journal is a peer-reviewed, open-access academic journal published annually by the Research Management Committee (RMC), Marsyangdi Multiple Campus. It aims to disseminate the findings of the recent research works undertaken by the faculties of different campuses from the diverse disciplines - Education, Humanities and Social Sciences, and Management. The journal is available both in print and online forms. Its online copy is indexed in Nepjol. The publication process follows a multi-step rigorous reviews including screening, peer reviews, author's correction, editorial reviews and proofreading.

The third volume of Marsyangdi Journal has now been in your sight consisting of fourteen articles from the diverse field of study in the English and Nepali languages. The first three articles in this volume are written in Nepali. In his library-based qualitative article, Dr. Buddha Raj Khaniya, analyses cohesive markers in the discourse of *Sukhasatta*, an essay. The study concludes that the use of various types of lexical cohesion and grammatical cohesion has supported to make the essay more expressive. Similarly, Dr. Dinesh Ghimire, in the second article, critically analyses the integrated curriculum of Grade One under the Curriculum Development Centre. He concluded that the integration of various themes and language skills along with the the process of learning facilitation and evaluation has made the curriculum as effective as it has been designed to be. In the third article, Dr. Bishnu Neupane critically analysed Maya Thakuri's story *Yuddha* from sociological perspectives.

In the fourth article, Narayan Prasad Aryal, Janga Bahadur Hamal, and Nirjana Bhatta examine the impact of performance appraisal and job satisfaction on employee organisational commitment in Nepalese commercial banks. Their quantitative study concluded that job satisfaction and performance appraisal are the important factors affecting employees' organisational commitment. The fourth article included in this volume by Yam Bahadur Dura and Binod Neupane introduces thado bhaka song connecting it to its history, nature, and style. Their writing shows how *Thado Bhaka* has become a source of social intercourse in Gandaki region, especially in Dura culture and community. The study has pointed out some influences on its originality because of the growing wave of modernisation, especially after the development of electronic instruments.

The next two articles in this volume critically analyse English language Education and EMI as a form of hegemony. Govinda Prasad Khanal in his article analyses how the expansion of English has pressurised the growth of indigenous languages including Nepali, with the possibility of the loss of indigenous properties including languages, cultures, and values. Similarly, Babita Parajuli claims that EMI has promoted cultural hegemony in Nepal. She further reports that the current trend of adopting English as the medium of instruction is one of the forms of cultural hegemony as the government endorses EMI policy in the national curriculum focusing to develop English competence as the determiner of quality education, index of socio-economic status and the foundation of students' career. Betendra Kumar Dahal and Yadu Prasad Gyawali's article, the eighth in this volume, provides an overview of the use of English as a medium of instruction in higher levels in English as a foreign language classroom. Their findings reveal that despite the institutional practice of implementing EMI, the majority of the students in higher education have faced various problems and challenges in learning through EMI.

The article written by Ganesh Kumar Kandel examines the integration of information and communication technology (ICT) in education with its challenges and opportunities. His finding reveals the necessity of integrating ICT in the education system to replace the traditional pedagogy and offer relevant knowledge and skills to both students and teachers to better survive in a contemporary information society. Tek Bahadur Chhetry, in his article, makes his critical lens on how the aesthetics of art employed in the story “Pali” does full justice in distributing the equal burden of trauma on both the parties- Hindus and Muslims to arouse a special affect in the minds of readers in the post-partition of 1947.

The next two articles, included in this volume, analyse the practice of inclusive education in schools. Bhakta Shahi observes how technical and vocational schools of western Nepal have practised inclusive education. Despite the claims made on government documents, he identifies that many schools are unable to practise the indicators of inclusive education in the real field. Similarly, Bishwo Mani Subedi analyses and interprets the inclusion of Dalit children in school education through the lens of cultural difference theory.

In the article, Ram Bahadur G. C. presents the structure of the caste system as it is manifested in the context of Nepal and discussed the pattern of social discrimination faced by the people. Analysing caste practices in the domestic domain and community life, his article attempts to highlight the role played by society in shaping the contents and structure of caste-based relations. The final text, included in the journal, assesses the status of Emotional Intelligence (EI) and organisational performance in Nepalese Commercial Banks and measures the impact (EI) of demographic factors on EI. Hence, the quantitative study of Pradeep K.C concludes that both the emotional intelligence and organisational performance are affective to to each-other in the commercial banking sector.

We are grateful to Prof. Dr. Rajan Sharma, Director, International Relation of Chandigarh University and all the faculties for their cooperation to develop a good rapport between Marsyangdi Multiple Campus and Chandigarh University by sharing experiences and exchange expertise between the faculties of both institutions about research and academic writing. My sincere gratitude goes to Prof. Dr. Bal Mukunda Bhandari, Prof. Dr. Susan Acharya, Prof. Dr. Narayan Prasad Adhikari, Dr. Nabaraj Neupane, Dr. Ramesh Prasad Sapkota, Dr. Madhu Neupane Bastola, Dr. Uttam Poudel, Mr. Yadu Prasad Gyawali and Mr. Mohan Singh Saud for their inspiration, constructive feedback and expertise to develop this journal in this form. The contribution of all the authors in this volume is appreciable. We extend our warm gratitude to Mr. Hari Prasad Baral, Chair of CMC, Mr. Hari Babu Thapa, Campus Chief and the entire team of CMC for their inspiring suggestions. We always welcome critical comments and constructive feedback from readers, scholars and our well-wishers so that we could make it more rigorous in the next issue.

Editorial Board

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